

Teacher

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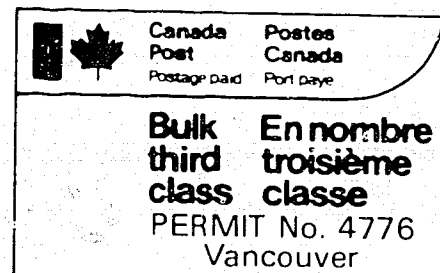
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Native Leaders act

KOOTENAY BANDS "PULL" CHILDREN FROM PUBLIC SCHOOLS

by Nora Greenway

Native Indian children are missing from the public schools in Cranbrook, Creston, Invermere, and Fernie. These children are attending band schools temporarily, while the bands attempt meaningful consultation with school-district officials. Some parents say they are keeping their children out of school until the end of September, but others intend to keep their children in band-operated schools permanently.

This is a significant action taken by provincial native leaders in their effort to regain control of the education of their children.

For the members of the Kootenay Indian area council, the renewal of the Master Tuition Agreement (MTA) was the last straw. The agreement transfers \$30 million from the federal government to the provincial Ministry of Education for the education of status Indian students. In spite of consultation throughout 1986-87 between the Indian bands and both levels of government, the old agreement was renewed without native-Indian consent.

Chief Sophie Pierre, of the St. Mary's band in Cranbrook, said, "Native people are so tired of a consultative process that is meaningless. We have no accountability from the ministry for Indian education. Like other parents, we want our children to have the best chance for the future."



The history of Indian students in the public schools of British Columbia is well-documented, and shameful: only 11% of native students graduate from Grade 12; native students are under-enrolled in the math and science classes that are university prerequisites; native students are overrepresented in learning-assistance and special-education classes; Indian children generally lag behind non-native students in reading skills; the native population's level of academic achievement is relatively low; and native students are victims of age-grade deceleration — falling years behind their peers — which increases in the higher grades.

"Native people are so tired of a consultative process that is meaningless. We have no accountability from the ministry for Indian education."

Chief Sophie Pierre



Photos by Tim Pelling

Native leaders concluded that neither the money nor the process of allocating it to school districts was facilitating quality education for native students. Throughout the consultation process, they argued strenuously for Indian control of the MTA funds. They were convinced that if they controlled the funds — sub-

Canadian Teachers' Federation AGM held in Vancouver



Our congratulations go to Kitty O'Callaghan, former VESTA president and BCTF Executive Committee member-at-large. She was elected President-designate of the Canadian Teachers' Federation for the term 1988-91.



CTF
CANADIAN
TEACHERS'
FEDERATION

For the first time in 12 years, the Canadian Teachers' Federation held its Annual General Meeting in Vancouver this summer. BC delegates, Elsie McMurphy, David Denyer, Richard Hoover, Kay Howard, Peter Thompson, Alan Crawford, Brian Bonenfant, Pat Brady, and Margaret Mackenzie met with teacher colleagues from across Canada to conduct business and set directions for our national teachers' organization. They were joined by Bob Buzza, Alice McQuade, Maureen MacDonald, Moira McKenzie, and

Ken Novakowski as alternate delegates.

At this meeting, **Kitty O'Callaghan**, former BCTF Executive Committee member-at-large and VESTA local president, was elected President-designate of the Canadian Teachers' Federation. During 1988-1991, O'Callaghan will represent Canadian teachers on both the national and international levels. This new position reflects yet another step in O'Callaghan's continued commitment to teachers and to public education. We wish her well.

The CTF conference was organized by a local planning committee, chaired by **Maureen MacDonald**, and assisted by staff co-ordinator, **Leona Dolan**. Thanks to all of the dozens of teacher volunteers who helped make the meeting a success.

Readers write

Attention those teachers with Quebec Grade 11 high school matriculation

If you are a teacher who obtained a Grade 11 high school leaving certificate in Quebec, we would like to hear from you. As you already know, the Teacher Qualification Service penalizes such teachers for the lack of a Grade 12 year in their categorization process. As a result, these teachers are always put into a lower category than colleagues with the same number of years of university training.

We feel it is time for the TQS to reconsider this aspect of their evaluation process and to grant categorization based on years of university education ONLY.

If you are interested in working with us on this issue, please contact either of us.

(Mrs.) **Andrea Vogel**
Learning Assistance Teacher
(Mrs.) **Ann Zambilowicz**
Special Needs Program Teacher
Puntledge Park Elementary School
401 Willemar Avenue
Courtenay, BC V9N 3L3

How would you feel?

What do you think you would say if your principal called you at home the day before school started to inform you that:

- you would be having a profoundly hearing impaired student in your split Grade 1/2;
- the student would need a full-time educational interpreter, who would be in your classroom all day every day and would need access to your daily schedule and plans;
- you would have to consult and co-ordinate with a teacher of the hearing impaired on an almost daily basis.

Bye bye, Autonomy!

Helen Owens, the teacher who was told this, responded in a way that astounded, delighted, and encouraged me, a teacher of the hearing impaired. She accepted Zoe with the excitement and interest that a new challenge and opportunity for growth permits.

Recommendations 29 through 32 in the Royal Commission on Education illustrate the policy and practices that should be adopted by the ministry, in the School Act and by local school boards to maximize the potential for successful integration. Legislative and negotiated provisions would do much to standardize the support to and rights of those players in the integrated setting. Neither legislation nor contract language, however, can substitute for attitude, an attitude seen again and again by classroom teachers of acceptance, excitement, and interest.

Congratulations to Helen Owens and to the staff at Savory Elementary School for opening their hearts and their intellect to this unique experience.

Kathleen MacKinnon
Sooke

Status of Women hold bake sale

The "Status-of-Women Auxiliary" held a bake sale at the fall Representative Assembly. The bake sale symbolized how women historically have raised money to meet their needs.

We expressed our concerns about the changes and budget cuts made to the Status of Women Program. The Executive Committee this summer cut \$34,100 from the Status of Women budget. We are deeply concerned, too, about the changes to the Status of Women Committee's terms of reference and priorities which radically change the work done by this committee.

The changes will mean 40% fewer provincial committee meetings resulting in many aspects of the program not being done. Fifty percent fewer zone meetings will mean half the opportunity to receive the skills, information and support for contacts trying to carry out local programs. The changed terms of reference drastically limit the activities previously pursued, thereby limiting our potential to eradicate sexism from education.

The loss of the regularly published journal will be deeply felt by contacts and others active in local Status of Women committees, who have counted on this rich resource for information and support for their work.

We hope that those affected are distressed that the federation, which has previously shown support for women and women's issues, has driven us back to bake sales.

Gini Shaw
Barb Parrott
Kathleen MacRae
Julia Goulden
Linda Shuto
Gail Kuhlman
Marion Dodds
Nora Grove
Lorraine Walsh
Jill Wight
Grace Hoover

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UTFE

Articles contained herein reflect the view of the authors and do not necessarily express official policy of the British Columbia Teachers' Federation. Teacher will be published 7 times this year. Copy and advertising deadlines for the remaining issues are: December 9 (January), February 1 (March), March 17 (April), April 28 (May/June). We welcome your material.

Leaders from page 1

stantial amounts of money in many districts — they would be taken seriously when they described the kind of education they wanted for their children.

Tina Jimmy is the mother of three as well as the parent of a foster child. Her 14-year-old is still in school, but her two older children dropped out in junior high. They are currently unemployed. Jimmy is an elementary teacher aide in Cranbrook, with strong ideas about the school system. Says Jimmy, "some of the things missing from the schools are native-language programs, Indian teachers, and teachers' understanding of cultural differences. Yet the most positive thing that teachers have done is to give individual recognition to kids."



Tina Jimmy is an elementary teachers' aide in the Cranbrook School District. Nora Greenway photos.

"Some of the things missing from the schools are native-language programs, Indian teachers, and teachers understanding of cultural differences."

Tina Jimmy

The public schools just don't seem to welcome native-Indian children on their own terms, according to Jimmy. She says, "I notice that kids are more themselves when they are in the band schools."

Native people have historically left education up to the experts. They have only recently begun to understand how they can influence education for their children. Now they are working hard to improve the quality of services offered. "The most important part of a good education is for parents to be supportive of their kids," Jimmy says. Still, in Cranbrook, efforts to elect a native person to the school board and to establish teacher-aide positions have reaped few benefits for native students.



Beatrice Stevens of the Columbia Lake band believes that teachers need to care about kids and parents need to provide a good example.

Beatrice Stevens, of the Columbia Lake Band, has four children currently in college, and three children in the public school. She credits her children's success to her own example. Stevens returned to school when she was 38, and her kids watched her struggle to improve her situation. Stevens says, "Teachers need to care about kids. Parents need to provide support, and a good example."

The Royal Commission acknowledged the tragedy of native-Indian students in public school, and made several recommendations to improve the record, emphasizing consultation with Indian bands.

The commission called for a corps of teachers knowledgeable about and sympathetic toward the cultural heritage of each native child; the presence of as many native role models as possible in schools, as either employees or volunteers; curriculum units that positively portray the cultures and contributions of First Nations people; school policies and procedures that emphasize the dignity of each individual, that acknowledge the importance of all cultural heritages, and that seek to free schools from any evidence of racism; and guidance and counselling services that ensure that native students are prepared for the challenges of living and working upon their leaving school.

Furthermore, the commission "believes that First Nations people should be permitted to exercise the maximum degree of self-determination concerning the provision of educational services for their children. Native people, no less than any other citizens, in fact more so because of their unique national status, should enjoy the rights to be consulted, to initiate procedures, to establish contracts respecting educational services."

"The Royal Commission believes that First Nations people should be permitted to exercise the maximum degree of self-determination concerning the provision of educational services for their children."



Flo Reid, President of the Cranbrook Teachers' Association, believes in consultation and in-service education to support the needs of Native Indian children. Richard Hoover photo.

The commission itself criticizes the Master Tuition Agreement for allowing the federal government to pay a tuition fee that is "not more than the average cost of educating an average learner in any particular district, despite common knowledge that native-education costs are above average. Hence native bands can negotiate only for 'off-the-shelf' rather than 'tailor-made' services. Section 14 of the agreement allows for school boards to negotiate extra operating expenses for 'ancillary services in respect of Indian students.'

Only a liberal interpretation of that section would begin to address the issue realistically in the commission's view."

In meetings this spring with native-Indian leaders, president Elsie McMurphy committed the BCTF to "join with native leaders in developing programs to improve native education." An October 28 seminar on native-Indian education will begin the enactment of this promise.

In the Kootenays, Cranbrook District Teachers' Association President Flo Reid takes seriously the concern about the consultative process and is willing to put energy into working with Chief Sophie Pierre and the district superintendent to ensure that consultation occurs and is heeded.

She is bringing the topic of native-Indian education to the attention of her executive committee and to the Cranbrook teachers. She also will approach the PD committee to have in-service on native-Indian education awareness and consciousness raising through the Program Against Racism.

The superintendent and the St. Mary's band education representative are talking. Chief Pierre is hopeful about the outcome of the talks. If this consultative process is not successful, and these native-Indian students leave their schools permanently, it will be a tragedy shared by all who work for public education in B.C.

Nora Greenway is the co-ordinator of the BCTF's Program Against Racism. Throughout her teaching career, she has worked to improve public education for native-Indian children. As a native person herself, she encourages understanding between the native and non-native communities.

Keep health care public

by Elaine Decker

Health costs in B.C. are out of control, right? Wrong. Private health care would be cheaper, right? Wrong. Our public health care system serves our population better at a lower cost, than does the private American system.

Canada's health care system is founded on five principles.

- **Universality:** The system must cover everyone;
 - **Accessibility:** Everyone must have equal access to the system;
 - **Comprehensiveness:** The system must cover all basic health and hospital services;
 - **Portability:** People moving from one province to another must be able to take their health-care coverage with them;
 - **Public administration:** The system must be administered by government on a non-profit basis.
- The American system does not meet any of these criteria.

- The system does not cover everyone. Many poor Americans have no health-care insurance. In California, nearly three-quarters of those without medical coverage are working people with children. Horror stories tell of sick people being turned away from hospitals because they cannot pay for services in advance.
- The system is not universally accessible. The American medical system is available to those who can pay, either through their own private insurance, or through government-funded care if they qualify (for example, single parents on welfare).
- The system is not comprehensive. A patient in a U.S. hospital will be charged for each test, prescription, transfusion, or box of Kleenex used during the stay.
- The system is not portable. Because there is no national standard, or national scheme for health care coverage, state differences are extreme. California, which is one of the wealthiest states, ranks near the bottom in terms of health care for its citizens.
- The system is administered privately, on a for-profit basis. Some health-care companies are on *Fortune's* annual list of the 500 most profitable.

Our system obviously must cost more, right? Wrong. Premiums paid by American employers to insurance companies and health-maintenance organizations are much higher than Canadian insurance premiums. A review of the physician's payment schedule for selected surgical procedures in Canada and the United States showed that all 12 procedures are substantially more expensive in the U.S.

What about rapidly increasing costs? Between 1975 and 1985, total B.C. health-care costs, including hospitals, physicians, and dentists, rose from 7% of the total provincial output to 8.6%. This is slightly higher than the Canadian change over the same period: from 7.1% to 8.3%. But compare it to the rate of change in the United States: from 8.3% in 1975 to 10.6% in 1985.

Still, the pressure to privatize is great, and the president of the Canadian Medical Association has already drawn

our attention to examples within Canada. In an August 28 *Globe and Mail* article, Dr. John O'Brien-Bell warned of an emerging two-tier medical system, as he explained that a patient can go to the Gimbel Eye Center in Calgary for a cataract operation, pay a facility fee of \$900, and obtain the operation within a week; whereas a patient without the money can spend six months on a public-hospital waiting list.

"In the B.C. Today poll, 61% of British Columbians disagreed that health-care costs should be reduced by allowing more private ownership of health-care facilities."

The Free Trade Agreement presents another threat to public health care. The preamble to Chapter 14 of the deal says that government-provided health, education, and social services are exempt. The chapter then explains the impact of the deal on "commercial services." U.S. firms will be entitled to "national treatment," which means that the Canadian government cannot discriminate in favor of a local or Canadian supplier in that service area. Commercial services just happen to include the *management* of all general hospitals, mental hospitals, children's hospitals, homes for the physically handicapped and disabled, homes for disturbed children, homes for single mothers, ambulance services, rehabilitation clinics, public health clinics, and medical laboratories.

American firms already manage some Ontario hospitals. Hospital Corporation of America has made a bid to finance a 250-bed addition to the University Hospital in London, Ontario, on the condition that it could reserve 50 beds for American patients, who, ironically, would cost less to serve in Canada than they would in the U.S. The Ministry of Health hasn't approved the proposal.

In the *BC Today* poll, 61% of British Columbians disagreed that health-care costs should be reduced by allowing more private ownership of health-care facilities and 69% agreed that the quality of care is too important to allow any more of B.C.'s health-care system to fall into private hands. Free trade could well result in the fixing of a good social service that, British Columbians know, ain't broke.

See The Facts on Free Trade, Ed Finn et al., James Lorimer and Co.

Elaine Decker is communications co-ordinator for the BCTF.

Representative Assembly meets TO CONFIRM FALL BARGAINING STRATEGY AND DEBATE THE ROYAL COMMISSION

The fall Representative Assembly, held September 30 and October 1, confirmed strategies for fall bargaining, and for responding to the Royal Commission report.

● Fall Bargaining

Delegates heard an update from Jim MacFarlane, chairperson of the provincial Bargaining Committee. MacFarlane reported varying degrees of success in local bargaining. Some boards are co-operative and committed to a fair deal; others are recalcitrant, digging in their heels over issues like the use of school bulletin boards. MacFarlane praised the hard work of teacher bargainers, calling them "highly skilled amateurs," holding their own in negotiation against "mercenaries" hired from major law firms to bargain on behalf of many boards.

The RA unanimously supported the following "urgent advice" to locals regarding bargaining:

1. Salary and Term

a. That locals negotiate salary grid increases only when the terms and conditions of employment have been settled.

b. That locals seek significant salary increases which would include factors specific to the needs and circumstances of teachers and which are not fully reflected in recent public and private sector settlements.

c. That locals be advised not to sign multi-year agreements.

d. That locals be advised not to sign multiyear agreements.

2. Extra-curricular Activities

That locals negotiate clauses that recognize, without qualification, the voluntary nature of extra-curricular activities.

3. Hours of Work

That locals be strongly advised not to conclude agreements that fail to set specific limits on a teacher's instructional load, and which fail to provide for adequate preparation time.

4. BCTF Membership and Dues

That locals not enter into agreements that fail to recognize the role of the BCTF by expressly requiring federation as well as local membership and by

"The empowerment and renewal of teachers is the key to the improvement of the schools — through the decisions that teachers make about persons, about the events in the classroom setting, about themselves as members of a larger profession, and about themselves as professional persons."

Royal Commission, page 138

5. Job Security

That locals not agree to any contract clauses dealing with due process and evaluation in dismissal, discipline, and alleged unsatisfactory performance of teachers, that undermine the minimum level of protection previously provided in the School Act and Regulations.

6. Bridging

That locals hold firm on the model clause bridging language.

7. Sick Leave

a. That locals be advised to agree to nothing less than was provided in sick leave protection under the School Act and

b. be advised that agreements that accept anything less than the former statutory provisions on sick leave will have severe negative implications for the BCTF Salary Indemnity Plan.

8. Union Business Leave

That locals negotiate unqualified rights to guaranteed time off, as required, to conduct local and BCTF union business, expressly providing for deduction and remittance of federation fees to the BCTF, as well as local fees.

In her address to the RA, President Elsie McMurphy reiterated that "locals that have the potential to lead, locals that have boards committed to a diligent, fair, and honest approach to negotiations, will be invaluable in setting precedents for the rest, and those locals undertaking job action will have the full support of the federation, including, of course, strike pay."

● The Royal Commission

Local association representatives brought feedback from their locals about teacher response to the Royal Commission Report. The PSA Council met for two days to study the commission recommendations, and Sean McKierahan, chairperson of the PSA Council, provided their conclusions to the assembly. With minor changes, the RA endorsed the initial analysis of the commission as outlined in the *Discussion Guide on the Royal Commission*. This endorsement will guide the BCTF's representatives on to the Education Policy Advisory Committee. The Assembly also approved a series of objectives for BCTF activity in the first phase of the governments' implementation of the commission report. This phase includes writing a new School Act, drafting the 1989-90 budget for public education, and implementing of specific recommendations from the Commission.

● Canadian Anti-Apartheid Register

The RA endorsed the Canadian Anti-Apartheid Register, "a document which summarizes and symbolizes the opposition of individual Canadians to apart-

heid." LARs will distribute cards to their members, encouraging them to add their names to the fight against repression in South Africa.

"Put simply, a 'union of professionals' is not a contradiction in terms. Professionals of all types are included in bargaining units . . ."

Royal Commission, page 146

● Organizational Change

The Executive Committee made a presentation outlining its plans for organizational change (see page 6, September *Teacher* for details), and LARs broke into small groups to discuss the implications, and to provide feedback to the Executive.

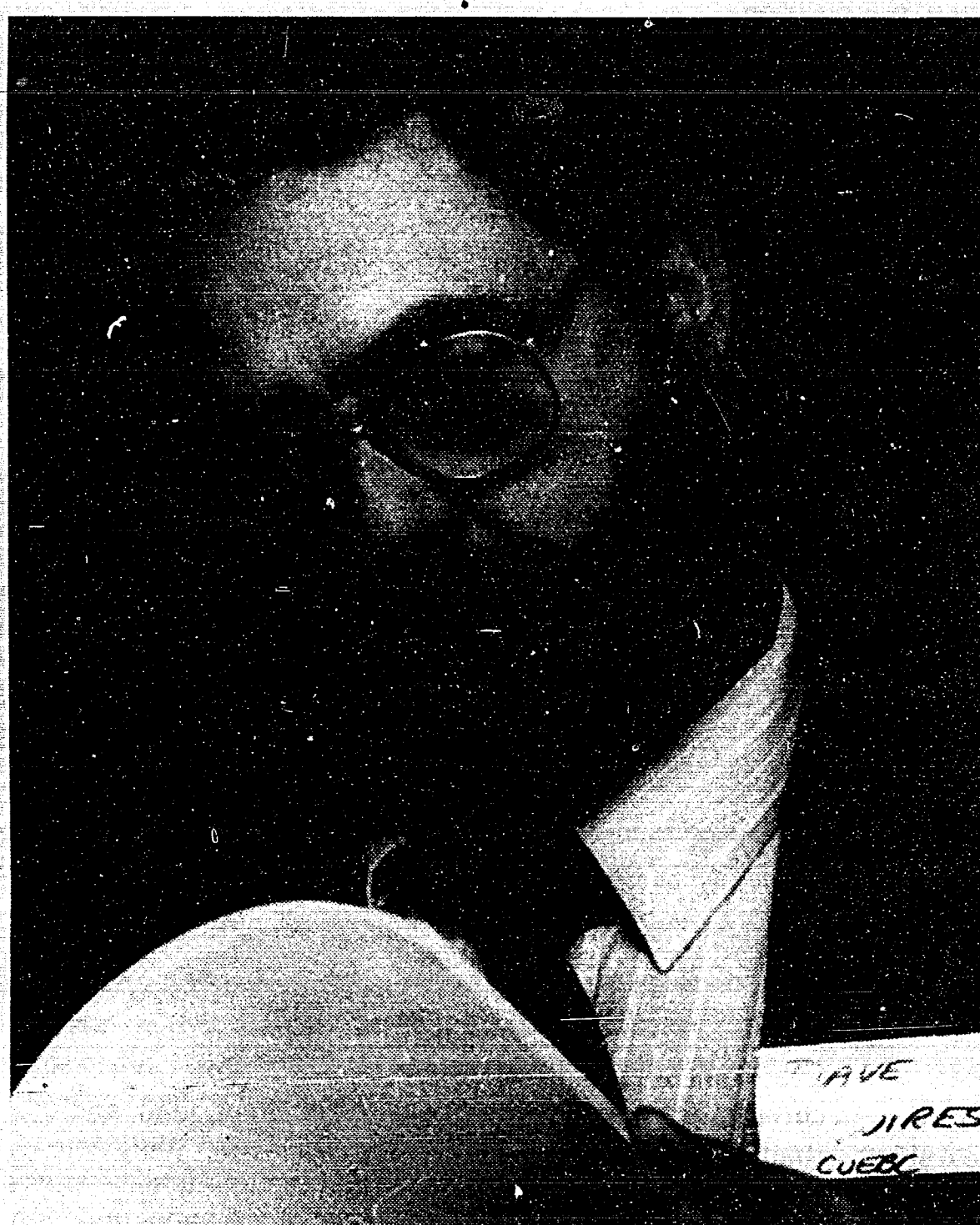
● BCTF Budget

The RA also gave final approval to the 1988-89 BCTF budget. Charges against the Reserve Fund were made to support the work to obtain good first contracts and the work in response to the Royal Commission.



Photos (clockwise from above) Maureen MacDonald, Sean McKierahan (PSA Council President) and Lois Elliott.

Tim Pelling photos.



Photos (clockwise from upper left) Mike Lombardi and Richard Hoover, David Squires, PSA Council delegates and presidents, Elsie McMurphy, Anita Chapman and Mike Zlotnik.

Tim Pelling photos.

The Volcano Hunter

by John Edwards

The kids loved Mr. Woolley. He was more exciting than daytime television when they got sick. In winter, he took his Grade 1 class from Saltspring Island to Victoria on field trips to visit the stuffed mammoth in the museum and the killer whales at Sealand. Afterward, they always had Hawaiian-style pizza

blew up. Again. It swallowed the guy and ate the propeller but I had a parachute and got away, by John. In the picture that went with it, the volcano grinned fiendishly as the plane corkscrewed into its cone. The pilot was yelling "Aaaaagh!"

John's parents drove across the island to see Mr. Woolley. The evidence of their son's growing obsession had begun to depress them. Ruth was finding it hard to concentrate at the local bank, where she was the loans officer, and she was glad her holidays had begun. Jack was just plain disgusted that his kid's education was already shot to heck before his seventh birthday.

"You have some questions about John's progress this year?"

"No kidding," Jack said, as he gave the teacher his version of a high-voltage stare, just to kick things off.

"Hello, Mr. Woolley," Ruth said quickly. "Well, er, yes. We wonder what our son has learned in Grade 1, besides volcanoes that is."

"Ahah. I'll bet I can guess why you're here. Volcano fever."

"This is no joke, man."

"I don't mean to be insensitive," the teacher put in quickly, before the guy lost his temper and went to the principal to complain. He sighed under his breath. There was one in every crowd.

"After all, John is bright, reads well, and has a good vocabulary for his age. Unfortunately, he seems to have taken one of my science lessons literally."

mountains on Saltspring are volcanic and is it safe to go to sleep yet? We just want our normal, happy little boy, *back*. Now you're supposed to be the expert. What should we do?"

Mr. Woolley suggested the obvious cure was to take John on a volcano hunt. "Take your son down to Washington State and let him find Mount St. Helens in person, for real. Demystify the problem."

When they got home, John was stretched out on his bed staring at the poster on the ceiling. His eyes were glazed. Ruth leaned over him to get his attention and told her son that Mr. Woolley wanted them all to go on a volcano hunt. John's reaction was immediate. He was ecstatic.

Early the following morning, the volcano hunters headed for Vancouver Island. Then they took the car ferry from Victoria across Juan De Fuca Strait.

The U.S. customs officer on the other side wore a gun on his hip, and John thought he looked mean. Real mean. He figured, from the badge on the shirt, the guy's name was Mr. Washington.

"What is the purpose of your visit?"

Mr. Washington asked, running a practised eye over the car's occupants, backpacks, boxes of food, boots, and climbing ropes. The little kid with the weird hat was staring at him. Ever since he'd finished being one, he'd hated little kids like that.

Jack poked his head out of the car and spoke in a low voice to let him into the secret. "We're volcano hunting. Seen any around here?"

These Canadians were a pain in the butt. Royally.

"Okay, I'll let that one pass. How long do you expect to remain in the United States?"

"As long as it takes to demystify my son's obsession with natural phenomena," Ruth said seriously.

"Look. Let's try to run the program one last time. *Why do you want to enter the United States of America?*"

Even John knew the answer to that one.

"Because Mr. Woolley wants me to bring Mount St. Helens back to school for show-and-tell."

Mr. Washington blew up.

"Out of the car! Display your identification!" He laughed briefly and nastily and then spat on the hood. "I'm gonna go over your vehicle with a goddamned microscope, and if there's one, just one, marijuana seed in it, I'll be real pleased. Real pleased. People like you shouldn't be allowed out of Canada. You've even got your kid doin' it."

By the time the Fraser family passed through customs, it was nearly dark. Mr. Washington watched them disappear up the road with intense regret. If there was a heaven waiting for conscientious, law-abiding officers like him, he knew just who he'd catch with a suitcase full of prohibited substances.

Two days later, the Frasers had arrived at Cougar, a tiny village nestled under the looming 8,000 foot mountain. After the big blast in 1980, Cougar had been buried under six feet of ash and suffered through weeks of darkness. Most of the people left for good, but a few stubborn old-timers stayed on, and ever since, they'd enjoyed the fruits of a terrific tourist business.

"Yeah, she's pretty quiet now, I guess, but, oh man, has she got a temper when she blows. Real unpredictable, if you know what I mean."

Wes O'Connell, the grinning owner of the Blue Moon Cafe and lifelong resident of Cougar Washington ("Yes sir!"), plunked their burgers and fries down on the red-and-white checkered tablecloth. The man's weathered face bore its usual smile. He was just going to get the chocolate shake for the little kid with the red hat when he noticed that the boy hadn't touched his food.

"Come on, Slugger. Gotta eat good if you expect to climb today with your mom and dad."

"Do you think Mount St. Helens is gonna blow up?" John asked nervously. "Maybe we should go home to Saltspring and tell Mr. Woolley the volcano wasn't here."

"Nah. She probably won't erupt for another thousand years, and if she did, why, them scientists would know and give you lots of warning. Okay? Now get your teeth wrapped around that lava-burger and forget about it."

"Crude but kind-hearted," Ruth commented as Wes strolled away.

Jack drove up a logging road to the Climber's Bivouac, and they changed into climbing boots and checked out their gear: ropes, foul-weather sweaters and anoraks, dark glasses, juice, chocolate, and nuts. Jack gave his son his pack and small ice axe. John saw a big bag of Smarties inside, next to the box of orange juice. He decided he would think about the Smarties whenever he felt scared.

The Frasers set off along a trail that rose through the silent forest and emerged into brilliant warm sunlight. A succession of zigzags came next. The views were fantastic. The other volcanoes in the region, Mount Hood and Mount Adams, came into sight, their ivory cones glinting in the distance. At the tree line, John's legs began to hurt. It was worse than when he'd had to play three games in one day for the Eagles in the soccer tournament at Easter. They rested on a pitch of volcanic scree and shared the first of the juice. In the shade were deep patches of snow. Jack gave John some chocolate, and Ruth took some snapshots for her son's show-and-tell.

From there on, the climb got harder. For a small boy, it was tough work as the snow deepened. He tried to count steps between the steel posts and flags that marked the route up the cone of Mount St. Helens. When his father and mother stopped at 6,000 feet, John was nearly in tears. How much further? Mount St. Helens was steep, and the best part was stopping for a drink. When you took off your sunglasses, the glare from the snowy slopes hurt your eyes, but you could see forever too, maybe even to Australia or Disneyland. And the volcano hadn't done anything, not even rumbled.

John figured it was okay to be there after all. His feet and his legs sure felt funny though, all tingling and sore. "Well, John, I think we've gone high enough," Ruth said. "The snow is just too deep this year. Would you mind if we stopped our volcano hunt right here? Mount St. Helens will still be around when you're older."

"That's right, son. For a six-year-old kid, you've done well."

"Well . . . okay, I guess so. But can I tell the kids we climbed the mountain almost to the top and it didn't hurt us by exploding or anything?"

"Why not. Here we are."

John T. Fraser, Grade 1 volcano hunter, looked up to the top of Mount St. Helens then south to Mount Hood. Wait till he told Tom and the others about this. His parents watched him and smiled. It was a great moment for all of them.

"Mom and Dad?"

"Yes, John," they said together.

"I'm not scared of volcanoes anymore. I'm not scared of nothing."

Ruth picked him up and hugged him. "We know," she whispered in his ear. Then the three of them picked up their packs and ice axes and began to descend the snow-covered flanks of the mountain. This time their son led the way.

John Edwards is a Grade 1 teacher in the Gulf Islands School District.



A successful parent-teacher conference begins and ends on a positive note, builds understanding, and secures a mutual commitment to support the student's efforts.

Working together: THE PARENT-TEACHER CONFERENCE AS GOOD COMMUNICATION

Five Phases of the Parent-Teacher Conference

1. The Warm-Up

When a parent comes for the Parent-Teacher Conference, you are usually meeting him or her for the first time. Each of you brings pre-conceived ideas about the other, valid or not. There may even be the feeling that you are natural adversaries.

You want the warm-up to dispel that feeling and to establish rapport. If you know one of the parent's activities, express genuine interest in it; ask open-ended questions that may identify a common interest. Using direct eye contact, you might use an opening like one of these: "I understand you moved here last year. How do you like this part of the country?" "Jane told me that you have a house at the lake — what a nice way to spend vacations!" "Bruce is quite a ballplayer. Did he learn from you?" Keep the warm-up brief: remember the reason for the parent's visit.

2. Positive Attributes of the Student

Every child at some time demonstrates a positive attribute. Discuss the positive attributes of the student first. This will get your conference off to a good start and reinforce the rapport you established in the warm-up. Problems should be handled in the fourth phase of the conference.

There are positive attributes to be found in even negative behaviors. A child who is a discipline problem might be described as "assertive"; the leader of the "gang" is exhibiting leadership qualities. An important part of teaching is recognizing and channeling the positive parts of undesirable behavior into positive actions. In your conference, you want to let the parent know that you recognize the positive qualities of the child

— at the same time, you may be helping the parent to recognize those qualities.

Among the positive attributes you might identify are:

exhibits leadership is co-operative works independently

listens well follows directions makes good use of time completes work on time is neat

works well with others has good self-discipline accepts responsibility

works beyond expectations is assertive is independent

is courteous respects others

Notice in the examples that the approval areas are as specific as possible. Approval is given for specific tasks — lending more substance to the approval.

You might phrase your approval statements something like these: "Mary did our bulletin board. She worked very co-operatively with Jim and Barbara. She accepts responsibility very well." "Tom did this science display. He demonstrated a great deal of concentration and perseverance."

3. Presentation of Growth: Folder or Notebooks on Desk

Prior to the conference have students arrange their work in individual folders. Review the papers in the folders and staple together any that show improvement. At this point in the conference, go over the folder contents with the parent. Show how far the student has come and point out areas where there is opportunity for improvement.

Using these samples of growth, you might say something like: "Here are two compositions — we can see how much Tim has improved in spelling." "I know Joan loves Math. Here are two papers that show her ability to solve problems." "Here are two samples of Ted's science work — notice the improvement in his writing. He has the opportunity on each paper to express abstract concepts in clear sentences."

4. Areas in Which the Parent and Teacher Can Work Together

This phase can be very important if it is successful. You benefit when you can get the parent to work with you — it can make the job of teaching a little easier. The student also gains from the additional support.

The first three phases of the conference will help you to know if you can expect such a commitment from the parent. Your request must be within the parent's capabilities. If a parent has an eighth grade education, it might be unreasonable to ask him/her to help with New Math homework.

You can begin this phase with questions such as these: "How do you feel Steve is doing in school?" "Do you see any areas where you'd like to see improvement in Ken's work?"

Or, you can take another route: "Susan sometimes hands in incomplete work. I see an opportunity for us to help her complete her tasks. Are there ways we can work together?"

Go after only one or two well-defined, attainable goals, rather than a "laundry list" of problems. You're much more likely to gain the parent's co-operation, and this phase can be most successful.

5. Conclude on a Positive Note

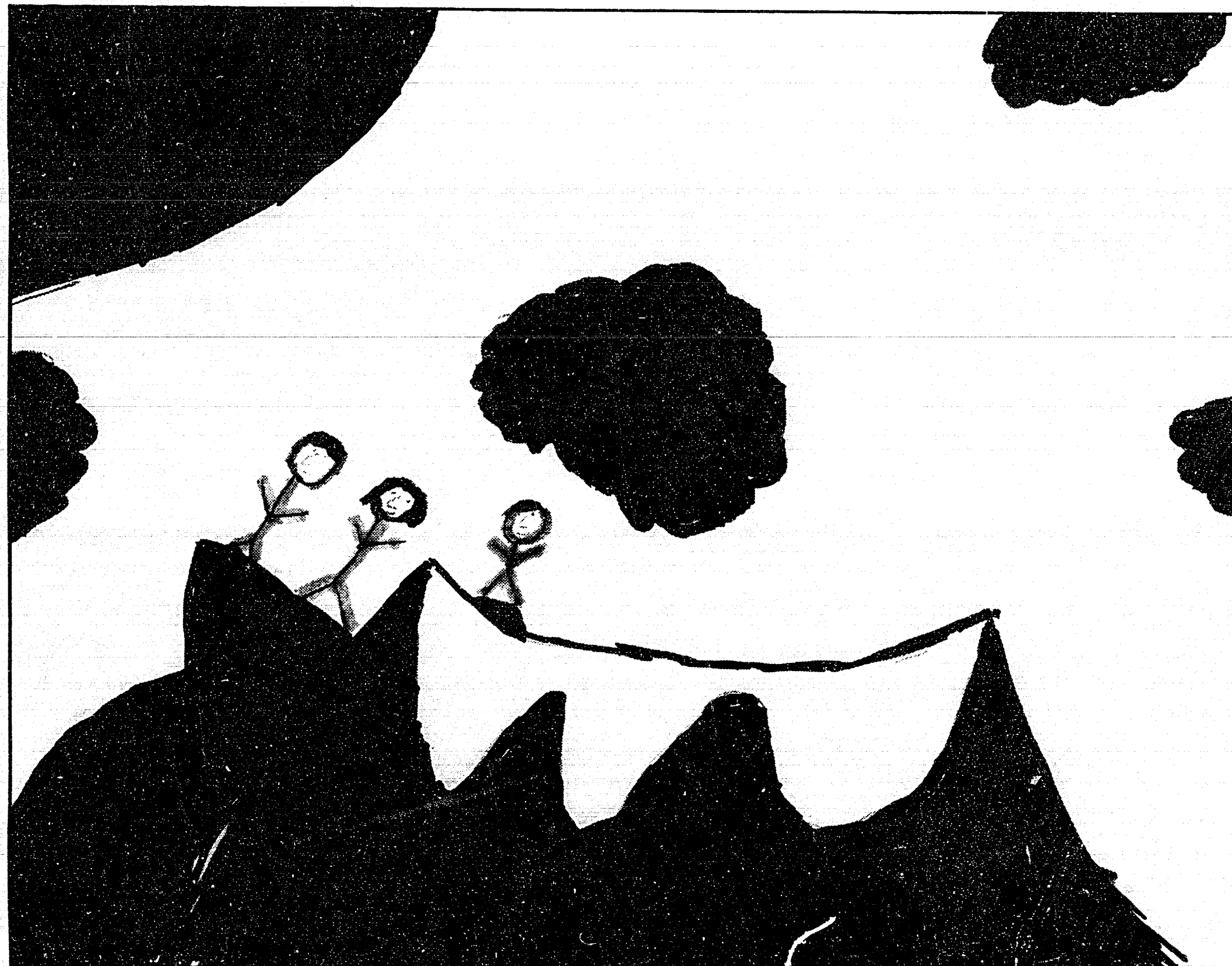
The parent should leave the conference with positive feelings. Both you and the parent should feel that the meeting was worthwhile. Emphasize your certainty that your joint efforts will be productive.

If you were unable to establish much rapport or enlist any help, end by saying something positive about the student. Thank the parent for his/her time. Recognize the importance of the parent's coming to the conference.

Here are some sample closings: "I'm sure we'll see immediate improvement since you'll be reading with Marie at night." "Please feel free to call me, Mrs. Jones, if you would like to talk about Cathy's work."

Take a moment or two between conferences to note any promises you made that may need to be followed-up on at subsequent conferences or by phone calls.

Source: The Parent-Teacher Conference Resource Guide by the designers of Project T.E.A.C.H., P.R.I.D.E., and Teaching Through Learning Channels.



Picture by Jesse Darnell

with extra cheese and pineapple at a real sit-down restaurant.

The morning Mr. Woolley exploded after they did attendance and the calendar, John T. Fraser saw the flames dancing on his hair and felt the dust and ashes falling from the ceiling. Landslides fell from Mr. Woolley's outstretched arms and buried the desks, while rivers of molten lava ran down his face. Just before Mr. Woolley's skin turned black, the French instructor rushed in with a fire extinguisher and put him out. He told his friend to go down to the staffroom for a few minutes to cool off.

John hid behind the bookcase until recess. He believed it all, literally. He was six.

"Be quiet, John, and use the soap."

For weeks, John wore his hat to school and brought home stories and paintings of volcanoes and pinned them to the walls of his room. Soon he was having difficulty sleeping, in a toxic atmosphere of fire and smoke. With his allowance, he went to the science store in the city and bought a poster of Mount St. Helens, and the towering 80,000-foot-high cloud roared across the ceiling over his bed. Every day after school, John's mother, Ruth, had to read his stories. This was typical:

Today the volcano got mad because the airplane was dumb and came too close. I was in the airplane but the pilot wouldn't listen. The volcano

"Who's fault is that, eh? You've given my kid nightmares. I tell you, when I went to school, we got the three Rs. Period. *None of this fancy stuff that freaks out the kids!*"

Mr. Woolley chewed his lip and sniffed. This was the kind of guy that could drive him to drink.

"But consider the benefits. The boy writes every day. He's ransacked the school library for information on the subject, and his art is certainly well, graphic."

"But, he eats cereal only if I shape it like a cone. He builds volcanoes instead of tree houses like all the other kids on this island. He drives my wife nuts every night with questions about which

Salary case strong

FACTS SUPPORT TEACHER SALARY INCREASE

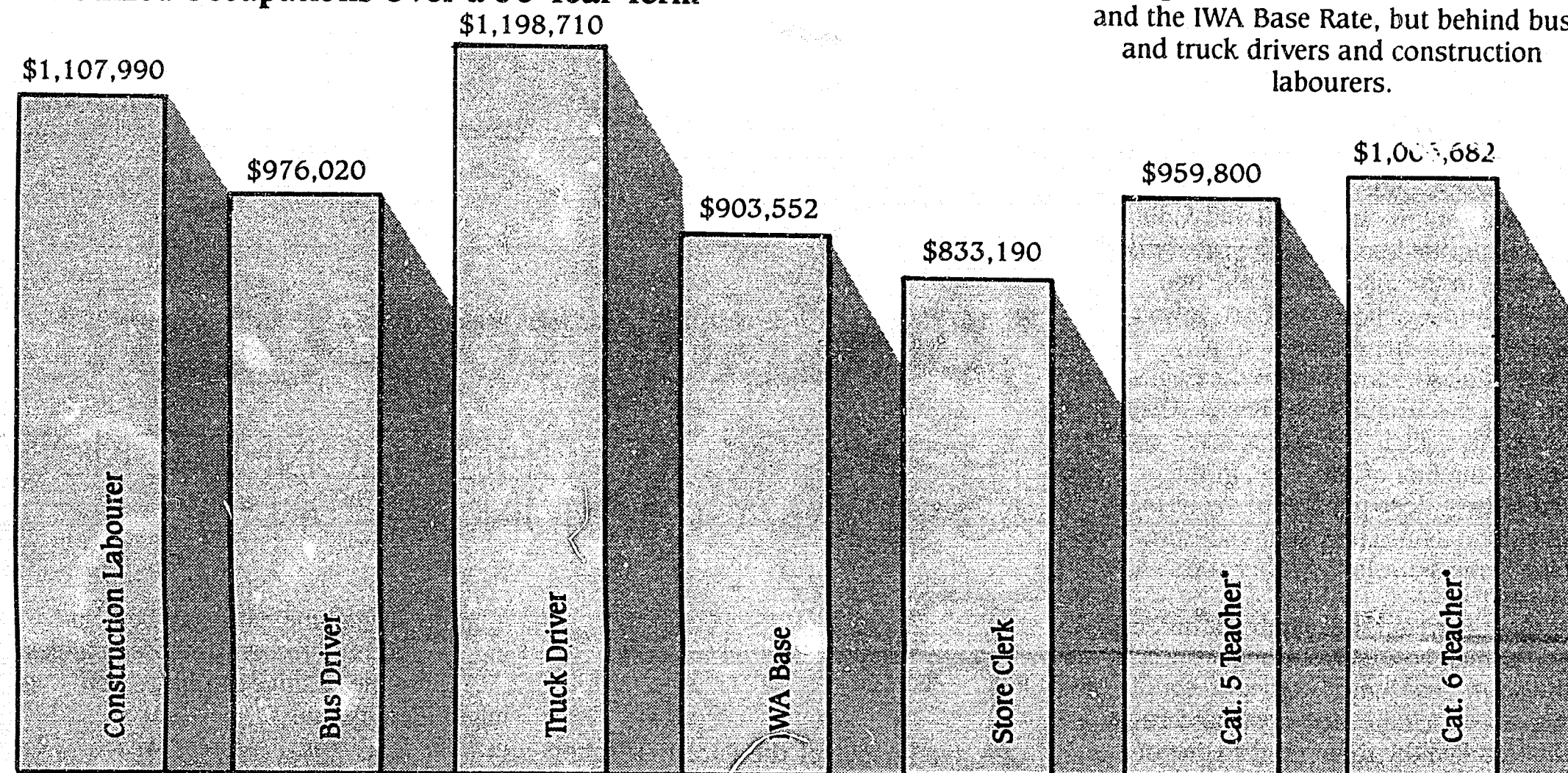
by George North

A critic would have trouble finding a single economic indicator that doesn't support the case for a substantial salary increase in the current round of teacher bargaining. By substantial, we're talking 16%, a figure that at first blush appears to be weakened by the major British Columbia settlements, including the 8.32% won by B.C. Government Employees in Year 1 of their three-year agreement. And even with the other economic improvements won by the Fort Nelson teachers, their 7.74% salary figure seems to moderate our position.

But the case and the consequence are not always synonymous. Put another way, settlements are sometimes a reflection not of the justice of the case but of a compromise reached in the bargaining process. Let's look at the facts on which the case rests.

- Since 1983, inflation has cut teachers' incomes by 12.8%;
- Coupled with increased income taxes and pension-plan payments, inflation has eaten up another 2%;
- B.C. teacher salaries are far behind (more than 23%) those of their Ontario colleagues;
- If present disparities were to continue, a B.C. teacher on Category 5 would earn \$250,000 less than his or her Ontario counterpart over a 25-year teaching career;
- The same Ontario teacher at the equivalent level will receive a pension \$400 a month higher than a Category 5 teacher over a 25-year span, and more than \$550 per month after 35 years;

Lifetime Earnings Comparison: Various Unionized Occupations Over a 30 Year Term



*Teacher categories allow for time spent in post-secondary education.

Using this comparison, the teacher categories rank ahead of store clerks and the IWA Base Rate, but behind bus and truck drivers and construction labourers.

- A British Columbia Category 5 teacher's earnings over 30 years, including the five-year "apprenticeship" in post-secondary education, are those of a unionized bus driver, truck driver, or construction labourer;
- B.C. is the only province in which teacher salaries have not kept pace with increases in the average industrial wage over the past five years;

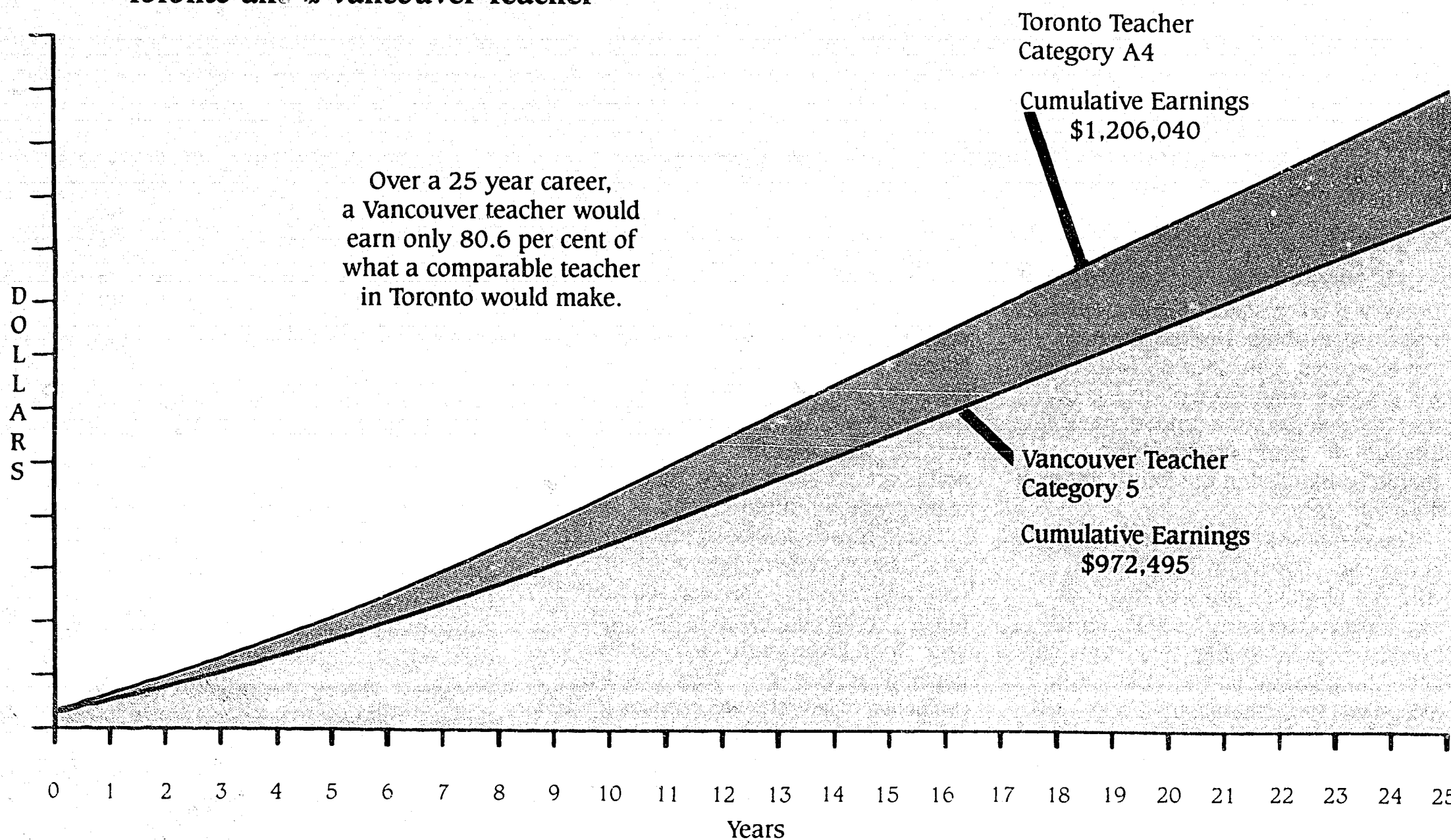
- On that indicator, B.C. teacher salaries fell 3.4%, while those in Alberta rose 11%, in Ontario 5½% over the same period;
- Teacher salaries have risen an average of 9.9% from 1983 to 1988, while those of health care workers have climbed by 24.4% (nurses), 27.1% (hospital employees) and 29.0% (health sciences professionals);

- To catch up to health care workers requires increases ranging from 14.5% to 19.1%;
- School board budgets have gone up a much-needed 24% over the three 1986-1989 budget years while teacher salary increases have trailed badly at a mere 4.8%, 19.2% behind.

One might argue that we have simply picked the most glaring disparities while ignoring some of the less compelling comparisons. The facts quoted do make the case for a significant salary increase. It is indeed startling that a teacher in Toronto earned \$51,141 in 1987-88 while his or her Vancouver counterpart earned \$41,192, almost \$1,000 per month less. The same Toronto teacher will earn \$53,718 in 1988-89. Ironically, it wasn't many years ago that our salaries were roughly on a par. If there is a counter case, we're certain to hear it at the bargaining table.

Trade unionists are not in the habit of second-guessing what others seek or get. Each group of employees determines its own objectives based on relevant factors, not the least of which is what their members feel they must achieve. And part of that feeling is fuelled by the fact that income has been lost that can never be regained. The effect can only be offset by restoring the loss in this and future years. Moreover, we are heading into a period where, in the words of the Royal Commission Report: "Unless British Columbia takes immediate initiatives to recruit and retain teachers, the quality of provincial schooling and the educational experiences of those who attend them will be adversely affected during the next decade."

Career Earnings Comparison: 25 Years for a Toronto and a Vancouver Teacher



Over a 25 year career, a Vancouver teacher would earn only 80.6 per cent of what a comparable teacher in Toronto would make.

Lesson Aids



Debt ceiling should be retroactive

OF ALL BRITISH COLUMBIANS SEEKING DEBT COUNSELLING, 20% ARE STUDENT-DEBT CASES

While salaries are a major consideration in this year's bargaining, B.C. teachers have a lot of other catching up to do.

For the first time in our history, we have the right to bargain for all terms and conditions of employment. The range is wide, and the need is great.



by Robert Clift

If you attended a B.C. post-secondary institution from 1984 to 1987, you may be one of many thousands of British Columbians who hold personal debts as high as \$24,000.

In 1984, the provincial government announced the elimination of the "non-repayable grant" portion of the B.C. Student Assistance Program (BCSAP). These non-repayable grants had allowed students needing financial assistance to complete their education without facing a massive debt load upon graduation.

In 1987, the provincial government, in response to public concern over escalating debt loads, announced the reinstatement of a non-repayable portion of the BCSAP by establishing a \$12,000 "debt ceiling." However, this debt ceiling is not retroactive. An estimated 10,000 people who attended post-secondary institutions between 1984 and 1987 have debt loads well above the \$12,000 ceiling.

The problem of high student debt loads is not just an individual concern, it is a provincial issue. Of all British Columbians who seek "debt-counselling" from the "Debtors Assistance Branch" of the Ministry of Labour and Consumer and Corporate Affairs, 20% are "student debt" cases. In fact, the total debt of all students with loans in excess of \$12,000 in the years prior to the implementation of the debt ceiling program exceeds \$64 million.

In the coming year, the Canadian Federation of Students will be lobbying the provincial government to make the \$12,000 debt ceiling a retroactive policy. They want to hear from people finding it difficult to cope with their student debt. Contact CFS at the following address:

Student Debt Initiative
c/o The Canadian Federation of Students
47 East Broadway
Vancouver, BC V5T 1V4
877-1839

Robert Clift is chairperson of the CFS.

Holiday-related BCTF lesson aids

What do Pumpkin Pinatas, a Festival of Bells, Dragon Kites and the Legend of Firecrackers have in common? They are all lesson ideas contained in a variety of holiday-related lesson aids available from the BCTF Lesson Aids Service. Get ready to brew a witch's cauldron (LA 7054), research vampires (LA 9065), visit your local cemetery (LA 2003), make papier-mache masks (LA 9628), organize a Remembrance Day play (LA P212), create Christmas mobiles (LA 8606), organize a Chinese Moon Festival (LA 8210), hold a multicultural mid-winter Festival of Lights (LA 2510), or sing multicultural folk songs (LA 2511).

To order the following lesson aids, send a cheque or money order with your request to BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, BC V6J 3H9. Consult the 1988-89 Lesson Aids catalogue in your school library for a complete listing of more than 700 teacher-produced materials for K-12.

LA 8606 THE ART BOOK by Pam Milburn, 213 p. An illustrated resource book of art activities and information compiled for teachers who have no special training in art. A holiday-related activities section includes Halloween and Christmas ideas. Suitable for K-7. \$13.00

LA 9628 MASKS by Betty Welburn and Margaret Carter, 8 p. Paper.

LA 9065 MONSTERS: RESEARCH AND ACTIVITY UNIT by M. Donita Isaac, 16 p. Fourteen-pages of research activities, which can be used as independent study project or as part of an interest centre. Suitable for Grades 5 to 7. \$2.60.

LA 8510 PUDDLES TO PUMPKINS, by Sue Fahey, Roseanne Lewsey and Vivian McConnell, 30 p. Primary science activities through the seasons. Includes special day themes throughout the school year. \$3.35.

LA 2003 THE CEMETERY AS A LEARNING RESOURCE, by Harvie Walker and Stanley King, 5 p. Ideas for learning about your community's history and people. Suitable for secondary. \$6.00.

LA P212 SUGGESTED PROGRAM FOR REMEMBRANCE DAY, by Joan Ford, 2 p. A play for five or more intermediate students. \$3.35.

LA 2510 MID-WINTER FESTIVALS AND CONCERTS I produced by Performing Arts, Vancouver School Board, 25 p. Multicultural holidays and customs including songs and plays. Suitable for Grades 1 to 7. \$6.00.

LA 2511 MID-WINTER FESTIVALS AND CONCERTS II produced by Performing Arts, Vancouver School Board, 68 p. Multicultural new year's celebrations and holiday songs. Suitable for Grades 1 to 7. \$8.40.

LA 7054 KIDS COOK TOO!, by Jennifer Stoddard, 73 p. Illustrated nutritionally based, metric cooking program for use in the intermediate grades. Recipes are sequenced according to the school calendar year. \$5.25.

LA 8210 SPECIAL DAYS: A MULTI-ETHNIC PROJECT, by Janie Benna. A primary students' project, which gives teachers instructional information and ideas for activities on some special days of several visible ethnic minorities. A. Activities booklet, 160 p. \$8.60 B. Vietnamese Moon Festival, 17 colored slides. \$13.30 C. Diwali-New Year Celebration in India, 17 colored slides. \$13.30. D. Chinese New Year, 20 colored slides. \$15.60 E. Baishkhai-Sikh Festival, 17 colored slides. \$13.30.



College of Teachers



Bill Bradley, Chairperson, College of Teachers

Call for Nominations has been issued for a college member to represent Zone 15 (North Coast). Nominations close at 12:00 on Monday, October 31, 1988. Nominations must be received in the College offices at 405-1385 West Eighth Avenue, Vancouver, BC V6H 3V9, by the deadline.

Pursuant to section 15 (1) of the Teaching Profession Act the 1988 Annual Meeting of the College of Teachers has been set for 13:00 on Saturday, December 10, 1988. The meeting will be in Vancouver at a place yet to be determined.

Questions and Answers on College Membership and Fees

Who is eligible for college membership?

Everyone who holds a valid B.C. public school teaching certificate is eligible for membership in the college.

Who is required to be a member of the college?

All superintendents, assistant superintendents, administrative officers and teachers (including substitute teachers) working in the public school system are required to maintain membership in the college. Persons teaching on letters of permission are not eligible for membership.

Are substitute teachers required to be members?

Yes, pursuant to Section 145 of the School Act, persons employed as teachers must have a certificate of qualification and membership in the College of Teachers. However, a board may employ a person without membership in the college, a certificate of qualification, or a letter of permission for 20 or fewer consecutive teaching days, where no teacher holding a certificate of qualification is available.

Are teachers on leaves of absence required to maintain membership in the college?

While persons on leaves of absence may not come under the definition of employed pursuant to Section 145 of the School Act, it is to their advantage to maintain membership in the College of Teachers. A person who ceases to be a member of the college may apply for reinstatement of membership pursuant to Section 38 of the Teaching Profession Act and payment of \$200 reinstatement fee.

Is the annual membership fee tax deductible?

Because membership in the college is a statutory requirement, in order for one to hold a teaching position in a B.C. public school, the fees payable to the college are tax deductible under Section 8 of the Income Tax Act.

Will the college be issuing receipts?

When the register of members of the college is complete, we intend to issue a membership card and a receipt for income-tax purposes. We anticipate issuing receipts in the first six weeks of 1989.

What happens if a teacher does not complete the blue authorization form?

Technically, a teacher could still submit his/her \$50 annual membership fee directly to the college. We are asking that teachers take part in the school district's payroll deduction of the annual fee rather than submit fees on an individual basis. This will keep the administrative costs of the college down. Ultimately if a person is in default of fee payment, he/she will no longer be able to be employed by a school district.

Is it important that people complete the top part of the information/authorization form?

The college is required to keep a register of all members of the college. The information on the form will be used to create the register and to maintain current addresses of members of the college for the purposes of conducting elections for zone representatives and mailing to members notices of annual meetings and other notices. The college has no current addresses for the members of the college.

Where does a teacher find his/her certificate number?

The certificate number is on the certificate and/or wallet card issued by the ministry. It is also on the TQS card. If you cannot find the number, submit the completed form, and we will match it with your file number.

What about people with certificates who are currently not teaching?

Certificated people not currently teaching are eligible for membership if the certificate is valid. They should write the college and ask for a membership form. They must also pay the \$50 annual fee.

For further information, contact Doug Smart, registrar, College of Teachers, at 731-8170.

'Excellence in Teaching' to be recognized

MARSHALL McLUHAN DISTINGUISHED TEACHER AWARD COMES TO BRITISH COLUMBIA

Ten B.C. teachers will be honoured for teaching excellence this year under a new program in memory of one of Canada's top educators and communicators, Marshall McLuhan.

Education Minister Tony Brummet and Mary McLuhan announced on September 29, the introduction of the Marshall McLuhan Distinguished Teacher Award to British Columbia.

"The importance of the awards is self-evident," Education Minister Brummet told a news conference. "They provide positive reinforcement and public recognition for dedicated and outstanding teachers working in the school system in British Columbia."

He expressed the concern that excellent teachers might be too modest to apply ("Many excellent teachers feel that they're just doing their job") and urged their colleagues to fill out the applications for them.

Under the program, 10 teachers will each receive \$2,500 awards for outstanding, innovative teaching and each of their schools will receive \$1,000 for use in purchasing new learning materials or technology. Information and application forms have been sent to all schools; the application deadline is November 7 with the 1988 awards to be announced on December 8.



Mary McLuhan
Clive Cocking photo.

Mary McLuhan, chairperson of the Marshall McLuhan Center on Global Communication and organizer of the program, paid tribute to the work of classroom teachers. "They're the ones who really make the difference for a youngster in the classroom and give that youngster the kind of optimism and self-confidence to pursue a course of study in higher education," she said.

Information and application forms have been sent to all schools; the application deadline is November 7, 1988.

The McLuhan awards have been offered since 1984 in California, where 42 teachers have been honoured, and in Ontario, where 15 have received the awards.

Mary McLuhan also acknowledged that the program is made possible in B.C. due to sponsorship from B.C. Telephone Company, Imperial Oil and Southam Press. She also welcomed the support of the B.C. Teachers' Federation.

Colin Patterson, vice-president, corporate development for B.C. Tel, expressed his company's pleasure in being able to support the program. "We employ a lot of people in British Columbia," he said, "and anything that encourages educational excellence is something that merits our support."

The contributions of teachers is too often overlooked, said Bob McLean, manager, public affairs for Imperial Oil. "The quality of education relies most critically on the input by teachers and we're thrilled to participate in a program that draws attention to that critical element — the teachers themselves."

A screening committee of prominent educators and community representatives will select the 10 award winners from the applicants.



Kit Krieger is President of the West Vancouver Teachers' Association.

Tim Pelling photo.

The changing role of local associations: ONE PRESIDENT'S PERSPECTIVE

by Kit Krieger

British Columbia's teachers are 10 months into the new order created by Bills 19 and 20. Today, 75 out of 75 associations have certified and gained bargaining rights equal to those of other employees. The mechanistic bargaining regime of deadlines and binding arbitration has been abandoned. Principal teachers have become administrative officers, and collegiality among professional staff is threatened.

My term as a local president has spanned the old and the new regimes. I was elected president of the West Vancouver Teachers' Association in the spring, 1986, little less than a year before Education Minister Brummet called each district's key players to Richmond and introduced the bills. As I have experienced both legislative worlds, I may be able to offer a perspective on the impact of the changes of the last year on the character and mandate of local associations. If my remarks do not reflect the reality in your locals, I need only remind you that this is the view from the rarefied air of West Vancouver.

More things have remained the same

than have changed. The essential role of the association remains as it was. The major functions are still the negotiation of a contract, the delivery of services to members, and co-ordination with our provincial organization. Local associations also speak for teachers in the local setting. It is important that teachers be represented effectively in an educational community that includes parents, trustees, taxpayers, and others.

In the wake of Bills 19 and 20, the BCTF had an opportunity to rethink its fundamental mandate, as expressed in the

"The limits on negotiations are no longer those of the School Act. Our achievements can be limited only by our lack of resolve."

Objects section of its Constitution and By-laws. Rejecting the view of teachers offered by Mr. Brummet that April day in Richmond, the BCTF reaffirmed its commitment to economic, professional, and social concerns of teachers. The

changes made to constitutions by local associations were also cosmetic. No substantial redefinition of association aims and purposes was made.

The legislation of 1987 did affect the expectations of members of my local. Some teachers reluctantly accepted union status. They feared that by their opting for trade unionism, professional con-

"Whereas my local has historically concentrated on leadership at the local level, we now must emphasize leadership at the school level."

sciousness and status would be reduced and even eliminated. Others believed certification to be a panacea by which we would suddenly acquire the many rights that have been denied us over the years. Ten months have provided both these scenarios inaccurate. Unionism has been neither a curse nor an instant deliverance.

Instead, events seem to corroborate the comments of John Waters, former president of the College Instructors and Educators Association, who addressed the WYTA during its certification drive. In speaking about the relationship between unionism and professionalism, Waters stated that certification gave his teachers their first opportunity to become professionals. For the first time, his association could negotiate a full scope of employment conditions. As negotiations in my local enter their sixth month, teachers in West Vancouver are impressed with the opportunity they have to improve their professional lives. They are directing their bargaining team to negotiate class size limits, ancillary service levels, guarantees of support for personal and staff professional development, and a host of other W/LC and PD issues. Indeed, the events of the past 10 months have seen a marked increase in teachers' expectations. The limits on negotiations are no longer those of the School Act. Our achievements can be limited only by our lack of resolve.

As the members' resolve replaces the judgment of an arbitrator as the key element in negotiations, locals must increase emphasis on communications. Should the board negotiators sense that the demands of the bargaining team are not supported by the membership, an issue is lost. Last year, our local produced twice the number of newsletters and bulletins it did the year before. This year, we are well ahead of last year's pace. The bargaining committee has doubled; it now includes representatives from every school.

The role of staff reps is also changing. There have been numerous studies in other jurisdictions on unionism's impact on the operation of schools. The studies reveal that teachers' unions have little impact on the day to day operations of the school. The principal and the culture of the school are the dominant influences. Only in the most critical circumstances do teachers look to the contract and to the union leaders to intervene.

If our local associations are to have a presence in schools, particularly regarding contract enforcement, it will be through staff representatives and staff committees. Whereas my local has historically concentrated on leadership at the local level, we now must emphasize leadership at the school level. The experience in other unionized jurisdictions clearly indicates that leadership from outside the school, however dedicated and effective, will be less influential than leadership provided within the school. West Vancouver will expand its staff-rep training program to include chairpersons of staff committees. The expansion will both strengthen the association presence in each school and provide support to those teachers who assume leadership during the transition.

The greatest impact of the events of the past year-and-one-half has been on the awareness of local membership. In conducting our sign-up, preparing for the certification vote, and discussing the debates conducted at last year's BCTF Representative Assemblies and Annual General Meeting, members were forced to confront the meaning of the local and provincial organizations in his/her professional life. Members repeatedly turned out in unprecedented numbers to "the most important meeting in the history of the West Vancouver Teachers' Association." At the end of the process, they had come to understand that their individual professional aspirations are inextricably linked to collective action. I suspect that each of the 75 locals in the province speak, as never before, for their respective membership.

Kit Krieger is the president of the West Vancouver Teachers' Association.

Write to Us

What is your experience of the changing role of your local association? Write to "Opinion" c/o Editor, Teacher 2235 Burrard Street, Vancouver, V6J 3H9.

Educational
Jargon-ese

by Rick Fabbro

My UBC psychology professor was not amused when I dared to write a mild protest about the proliferation of jargon in our required readings. The incident convinced me that something needs to be done about the misuse of English in education. My colleague Reiner Abramzik and I have as a result begun compiling a Dictionary of Educational Buzz Words and Catchphrases as an aid to befuddled teachers.

I am at a loss to explain many of our profession's current catchphrases. Are *pre-planning* and *pre-thinking* educational foreplay? What is *clinical observation*? This one really worries me. Will my principal come into my room wearing rubber gloves? Is a *zero-based budget* one where no matter how much money the school needs, it gets zero? We speak about the *tone* of schools and never say anything of *pitch*. *Working at his/her own pace* has always confused me. Who else's pace?

Here follows our initial buzz word and catchphrase list. Please feel free to add words or suggest definitions. Send your responses to me, c/o the Surrey Teachers' Association office, 13585 62nd Avenue, Surrey, B.C. V3W 1V5, and we will compile a dictionary of terms.

accountability
action plan
administrative officers
alternate program
articulate
attention deficit
attention-seeking device
behavioral objective
bottom line
buy into that
circles of quality
collegial behavior
computer literacy
consultative help
co-operative program planning
curriculum development
data base
demographics
engineering problem in education
excellence in education
get back to you
goals and objectives
hard curriculum
IEPs
implement
in-group
incremental units
instructional objectives
internal communications
invigilate
kids as products
learning as production achievement
on board
ongoing
on task
on task when goal-oriented
performance objective
prioritize
process team
resources
school-based team
scope and squence
share feedback
skunkworks
soft curriculum
student/teacher interaction
time line
touch base
work to full potential
working at grade level
working model
worst-case scenario
zero-based budgets
Does one touch base while on board?

Are they using attention-seeking devices yet in the Persian Gulf? To achieve excellence in education, must one be a member of a quality circle while reaching stated goals and objectives by impact-

ing on hard curriculum and still operate under a zero-based budget or merely prioritize while invigilating? Can you only use a hands-on approach with a team member or should you really articulate your school-based team with the process team's demographics?

This is fun. I suppose the worst-case scenario is that my Psychology 100 professor could be the parent of one of my students.

Rick Fabbro is an English and learning assistance teacher at White Rock Junior Secondary.

Musings

In many people-oriented lines of work, including teaching, one often hears of the frustrations of being a minute part of a huge structure. The "system" dictates and controls much of what happens irrespective, it seems, of what individuals do or wish to do. "What you and I do in our small niches doesn't matter," people say. "We are powerless . . . what we believe and how we act do not make any difference."

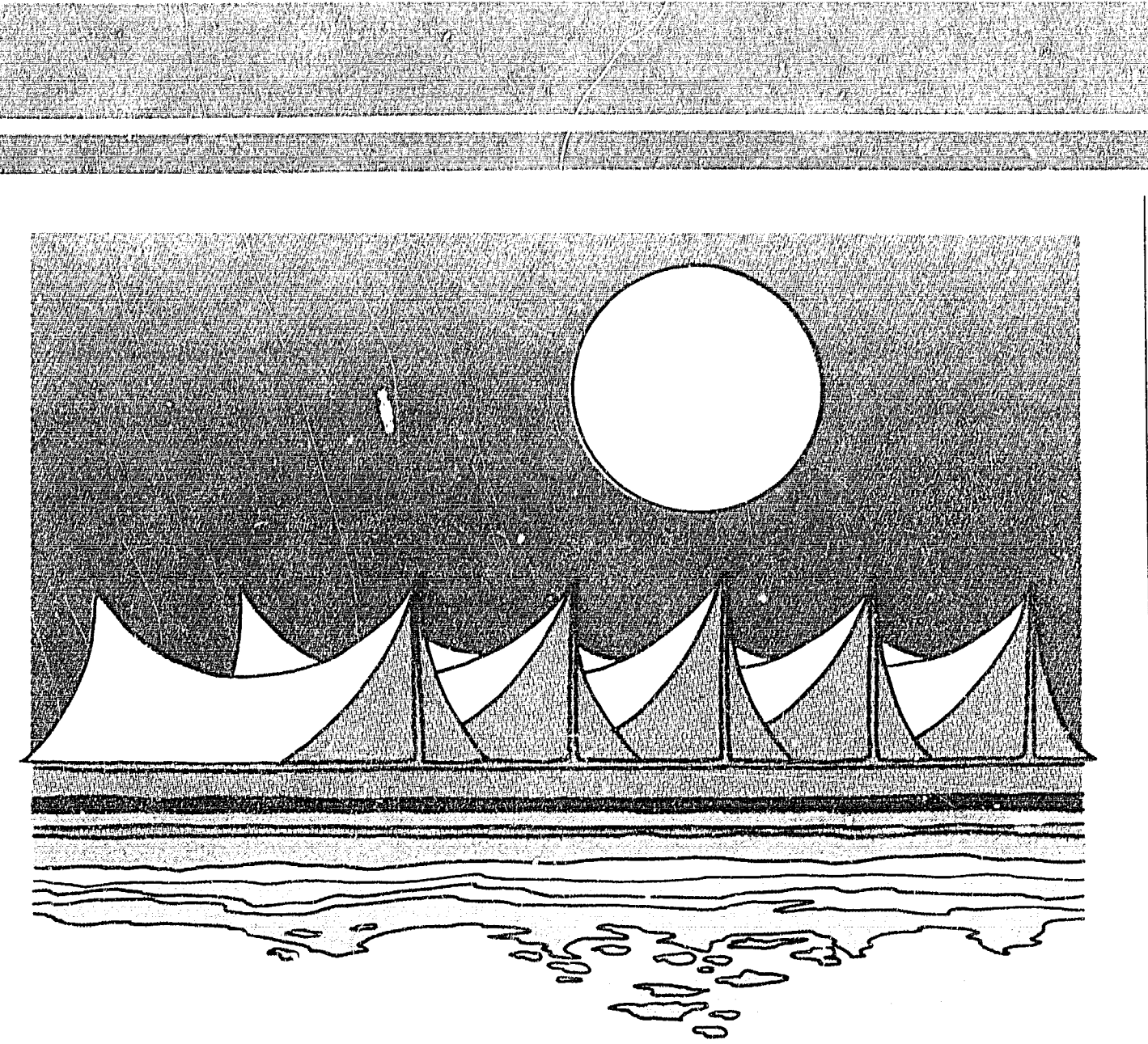
Such feelings of aggravation and despair are prevalent and, unfortunately, readily understandable. The paradox of life has it, nevertheless, that, where the situation appears dire and hopeless, the tiny difference a person makes through his or her ingenuity and initiative often carries disproportionate significance in a larger scheme of things.

That person may have only a small candle, so to speak, and its flame may be little more than a weak, flickering one. The night may be indeed dark and frightful. But, precisely because the night is dark, that tiny flames makes its presence felt and seen. To anybody lost in the dark, groping haplessly about, even a dim candlelight proves a beacon of hope and guidance. The precarious glow can indeed be a lifesaver. So, too, the infinitesimal step one cares to take and dares to take, even as she or he feels helpless and insignificant, frequently makes a large difference in the lives of those the person touches. Such is the enigma of life and the glory of human endeavor.

*Kaoru Yamamoto
Source: The Educational Forum, Vol. 52, No. 3, Spring 1988.*

Write to Us

Do you have an untold story or poem you would like to see published in Teacher? Write to "From the Inside," care of this publication.



Summer in the City

by Walter Miller

I spent a month in Vancouver this summer. I'm from Malcolm Island, a small community three hundred kilometres north of Vancouver. Our village is the old Finnish fishing settlement of Sointula, which means "harmony."

Usually when I go to Vancouver, it's only for an extended weekend to attend a conference, a workshop, or a series of lectures. I stay at a friend's place or in the conference hotel.

Beforehand, I scan the Vancouver papers for entertainment to enjoy: a certain movie, a play, musicians, and restaurants. Such a visit never really gives a good overview of the city. It's fleeting, blurred. Actually it is false, somewhat like seeing the previews of a coming attraction at a movie theatre — all the glitz, all the razzamatazz.

Afterward, I return to my small island village a little spun out, a little depressed. I wonder if I did the right thing by moving here and forsaking such a whirlwind of excitement. The little taste of those previews makes a person long to stay for the whole attraction. So I spend a week or so in a blue funk, with the radio, TV, and newspapers reminding me of what I am missing in Vancouver.

The old funk doesn't last long; there's work to do. Family responsibilities and the serenity of our small island community soon wash it away.

But Vancouver often whispers like an old lover promising me all sorts of exotic delights.

This summer, I gave in to the siren's call. My wife and I decided to try a house exchange with a family in UBC's married housing.

I was amazed at how easy and rewarding a house exchange could be. The packing was simple. One suitcase for my wife, one for me, and one for our two children, ages six and thirteen. We packed our computer because my wife, a writer, planned to do some research in the city. Tennis racquets and golf clubs were my research tools.

Our exchangees had provided information on day camps for the children, so we enrolled them in swimming, gymnastics, and tennis classes. I registered for golf lessons. All facilities were right on

campus and within walking distance.

I'd told our friends in Sointula about the exchange, and they agreed to act as a welcoming committee. They would provide all the information on reliable babysitting, sightseeing trips, and fishing hotspots. I also arranged for some whale watching, our exchangees' main area of interest.

Despite our careful planning, my wife was apprehensive on our exchangees' behalf. Although we have a beautiful private beach lot with a gorgeous view, our house is rustic; our village lacks shopping malls and fast-food outlets. The pace of daily life is slow.

I reminded her that we do have a dishwasher, a VCR, and cablevision. We aren't actually the Swiss Family Robinson. The area boasts the best salmon fishing in the world.

She thought the change would be too much for the city folks and pictured them screaming back into the city like characters from a Stephen King movie.

We opened the door to the home at Acadia Place to a ringing phone. My wife answered. Our guests were singing about the beach, the view, and the scenic ride up-island.

During our stay, we did the usual tourist circuits of parks, restaurants, and night clubs. My wife did get some research done, and I improved my golf swing somewhat. The kids had a great time.

At the end of the month, we came to the same conclusion that all tourists do about any place not their home. It's a nice place to visit, but . . .

Back home on the beach watching the sunset, we read the letter our exchangees had left on the kitchen table. They'd enjoyed our island home, warm friends, and wily salmon.

As the sun gave one last wink, all the old cliches came to mind: A change is as good as a rest; there's no place like home. They were the city mice, and we were the country mice, both pleased with the month-long exchange. Going back to work in September would be easier.

We are now making plans for a similar project next year. One housing exchange society that links teachers is called Educators International Travel Club. The address is P.O. Box 68500, Tucson, Arizona 68500 U.S.A.

Maybe next year we'll try Paris! *Walter Miller is a teacher in Sointula on Malcolm Island, in the Vancouver Island North school district.*

Equality:
A Class Act

by Agnes Stewart

ROSEMARY BROWN CHALLENGES ALL TEACHERS TO LIBERATE THEIR CLASSROOMS FROM RACISM AND SEXISM

You can make a difference." These were Rosemary Brown's encouraging words when she spoke on the theme of equality to 170 teachers at the Status of Women fall conference held September 30 and October 1 in Vancouver. She referred specifically to the elimination of sexism, a goal of the Status of Women Program.

Brown cautioned that to bring about any change in education, especially in an area so fundamental as women's status, is a slow and arduous process. For decades, "the nonviolent perpetuation of inequality" has been transmitted by education, the servant of society. Education has traditionally been a follower, not a leader, in transmitting society's stereotypes. It is time, said Brown, for education to become radical, to ensure that equality is achieved.

"When teachers become part of the struggle for change, they act as a catalyst and role model. . . ."

This change must operate in the classroom. The sexist socializing of girls is based on inequality that is deeply rooted in the educational system. Poverty in women can be traced directly to educational choices and decisions in adolescence. Society has prepared girls for this role, and education has played the leading part. Girls have been socialized to choose the role of marriage and motherhood without much thought or preparation for the possibility of single parenting.

When teachers become part of the struggle for change, they act as a catalyst and role model for young girls. They can raise consciousness, affect changes in curriculum, promote frank and open debate, and provide experience in democratic decision-making.

Education, said Brown, must base its changing role on a solid analysis of the prevailing inequality. Feminist research, she said, has confirmed the existence of sexism in every societal structure since the beginning of time. No one social institution can, on its own, eliminate sexism. Only through their

combined efforts as parts of the continuum with other groups will our goals be advanced. Without equality of the sexes, "there can be no liberation of humanity," she claims.

Brown urged teachers to view themselves as part of an ever-widening ripple of power, which has the potential to

"Knowledge," said Brown, "is the route to the stars. A good teacher is a rare and inspirational gift."

cause the collapse of sexism, and its twin, racism. The two are inseparable. Both have been sustained by education, and both must be eliminated. As long as teachers support these two evils, they will grow.

Education, Brown concluded, is a powerful institution that can be an instrument for liberation. Teachers are its major players.

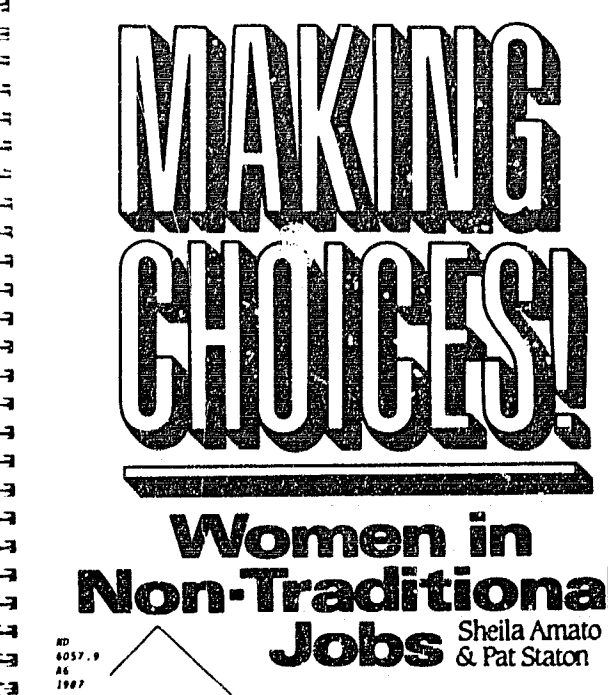
"Knowledge," said Brown, "is the route to the stars." A good teacher is a "rare and inspirational gift" who can help students find their way along this route.

Teachers can make a difference. They can make equality a class act.

Agnes Stewart is a Surrey teacher and a member of the BCTF Status of Women Committee.



Rosemary Brown (with son Gary) received "Bread and Roses" as thanks, following her speech to the Status of Women Contacts' Conference. Karen Kilbride photo.



Sheila Amato and Pat Staton. Making Choices! Women in Non-Traditional Jobs. Toronto: Green Dragon Press, 1987. Unpaginated. \$14.95.

Unlike many books that have come out of the women's movement, this one issues a clear invitation to the reader: it is beautifully designed, plushly produced, and full of photographs. It is also on heavy enough paper to withstand many readings; wire binding allows it to lie flat. The text, which consists largely of interviews with women who are in non-traditional jobs, is well placed, clear, and non-threatening, a particularly important feature given that the book is aimed to young adolescent girls. The intent is to get them to think about many kinds of work while there is still time for them to go directly into work they want to do rather than into the secretarial jobs for which all too many girls are still being groomed. The authors set a difficult agenda for themselves and for this publication. They have succeeded admirably.

The women portrayed range in age from late teens to mid-fifties. Some have spent their entire working lives in their current jobs; some have done many things. Their occupations include millwright mechanic, union organizer, car salesperson, jockey, TV cameraperson, transit driver, and meteorologist. The women here obviously represent a wide range of talents, temperaments, and inclinations — they are ordinary people of extraordinary courage.

Making Choices! also provides over 20 pages of resources: associations, books, programs, community groups, films and videos, government programs, kits, newsletters and journals, pamphlets, posters, private organizations and community programs, reports and speakers bureaus. The list provides a tremendous scope for the student or teacher who wishes to go further.

Pat Staton is Head of the Centre for Women's Studies in Education at OISE. Co-author Sheila Amato is a former secretary, turned heavy equipment operator.

Making Choices! is the first publication of Green Dragon Press, the feminist division of Seacraft Publications. Copies of the book are available from the publisher at 135 George St., S., Suite 902, Toronto, Ontario, M5A 4E8.

Source: Reprinted with permission from Orbit publications.

by Juaneva Smith

Nancy Schniedewind, Ellen Davidson. *Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class and Age Equity.* Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1983.

When I began teaching 20 years ago, any mention of inequity regarding race, sex, class or age in the classroom would have been taboo. One would have been told, "We don't talk about those things in school. It might offend someone," or "There's really no problem here." *Open Minds to Equality* is a revolutionary aid for teachers. The suggestion that pervasive social ills be handled directly through education of the young in our public schools is a welcome surprise and, considering the tendency of teachers to be conservative, courageous. Perhaps it marks a maturing on the part of educators.

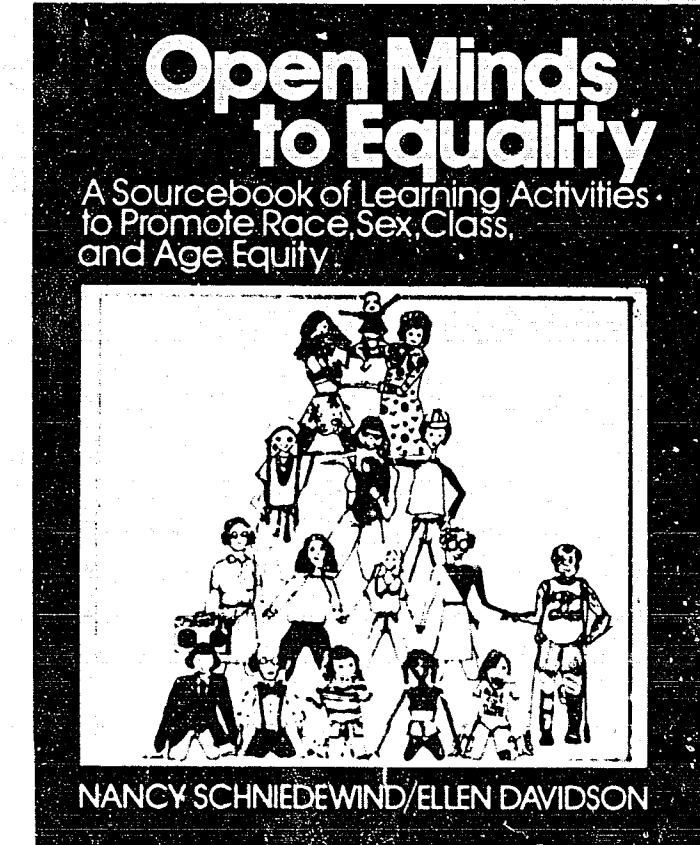
Written by two teachers, one at the university level, the other teaching in a public school, *Open Minds* is directed at the late-elementary and middle-school years. Because of their teaching expertise, the book rings with practicality and commitment. The author's intentions and goals of an open, egalitarian society are clearly articulated, and, to that end, the day-to-day building blocks of thoughtful change are the content of this book.

Open Minds is laid out clearly with definitions, necessary clarifications; subjects are coded; objectives and materials, identified. This book, like many now published, considers a teacher's busy schedule and is therefore succinct and conversational. As Frank Smith would say, it respects a teacher's capacity to make educational decisions based on appropriate information.

The book is full of concrete activities, gives permission to reproduce worksheets, is positive in its approach, obviously respects students, and works toward the classroom's becoming a place of informed equitable learning and expression. The fundamental thesis is that learning is most meaningful when it affects a person directly. The empowerment of learning thus comes from personal recognition and the will to make changes.

If you are interested in facilitating change, in opening our world, *Open Minds* will surely help you.

Juaneva Smith is a teacher at Quadra Elementary, in the Campbell River school district.



• Native Education PSA under discussion

A group of native-Indian educators in Shuswap wish to form a Native Education provincial specialist association.

Teachers from Kamloops, Vernon, and Shuswap school districts meeting in June decided to form a PSA because the interests and concerns of native-Indian educators are not covered in an existing PSA.

Pat Walton, Native Indian Education, Shuswap, says it's timely that the interests of educators of native students be represented by a professional organization. Forming a PSA will permit these educators around the province to maintain contact with each other and to exchange professional information.

Walton will be speaking to the Educators of Native Indian Students Conference in Kamloops, October 21, but many of the participants will not be BCTF members. He asks that BCTF members who are interested in joining, or who know of members who would be interested, contact him at *A.L. Fortune Secondary School, RR 1, Site 6, Enderby, BC V0E 1Y0, 838-6431*.

• Substitutes want parity with regular classroom teachers

Substitute teachers are now full active members of the local bargaining unit and will be paying increased BCTF fees. In addition, the Industrial Relations Act states that all members are entitled to fair and equal representation. Therefore, as full active members providing approximately 10% of a child's education, the professional development and working and learning conditions of substitute teachers need to be included, *in contract*, in all locals.

As its May Annual General Meeting, the PAST stressed the desire for parity with regular classroom teachers as the number one goal for the 1988/89 school year. The slogan "Parity in '88" was the focus of issues and concerns discussed at the annual general meeting.

• PD resource persons list being developed

A resource persons database is being compiled for the use of local PD chairpersons when planning professional development activities. If you have expertise in an area and could present a workshop, please contact *Ken S. Kuhn, PSA Council Executive, 968 Thermal Drive, Coquitlam, BC V3J 6S1, (H) 461-1254 (S) 936-7205*.

• Teacher training now takes place in universities, but teachers used to be trained in Normal Schools. Why were they called that?

— Margaret Mackie, Nanaimo

Think of normal as meaning a standard, or "norm." In 1794 the Ecole Normale Supérieure (or, literally, a superior standard school) was established to train teachers in Paris. This school was later affiliated with the University of Paris. Normal schools were established in North America in the mid-1800s to train elementary school teachers who, until then, sometimes had little or no training at all. Normal schools became teachers' colleges in the 1950s, but now teachers are trained in universities.

The Vancouver Sun, September 24, 1988

Teacher features now on radio

EDUCATION SHORTS WELL-RECEIVED BY LOCAL STATIONS

B.C. teachers are polishing their professional image through radio news features. Features are two- to three-minute interviews with teachers describing developments in education theory, spotlighting innovative programs, explaining how schools have changed, or suggesting solutions to classroom problems. The BCTF works with a professional radio producer to prepare the features and distributes them, free of charge, to radio stations throughout the province.

BCTF communications officer Elaine Decker explains that the features are a cost-effective forum for teachers to express their ideas on educational issues. They also give teachers some recognition for the demanding job they do. "At first, teachers may be reluctant to be interviewed for a feature, saying, 'You want to talk to me? I'm not really an expert,' but given a little time to think, they let their professional wisdom and experience shine through," Decker says. She adds, "Because good teachers make the job look easy, people don't realize the careful thought that goes into planning every activity, solving every problem." The features show that teaching is learning too, and that teachers are continually striving to do the job better.

Another purpose of the features is to acquaint the public with current issues in education, informing them about how schools have changed to meet the changing needs of students. "We hope to build a better dialogue with the com-

munity, too," says Decker. "Parents of our students, and the average taxpayer, listen to the radio and hear about schools. Each feature ends with the tag line. For more information about this topic, contact your local teachers' association. We want people to know that we are prepared to discuss with them any aspect of education. We want to share our concerns and our commitment. We want to hear their ideas. We want to work together for quality education. Features can act as conversation starters."

This fall, teachers are preparing the third series of features, and follow-up by producer Phil Menger reveals a positive reception. Gordon Colledge, station manager of CKAL, in Vernon, says, "We need more of this kind of material on education." In Kelowna, CKIQ's News Director Jim Shaw says, "I like the format and think the material is excellent," and Lisa Schumacher, producer at Vancouver's ethnic station, CJVB, thinks the items are "really relevant to the ethnic community."

These tables indicate that station program managers use the features in a variety of ways.

TIME THE ITEM IS AIRED	NUMBER OF STATIONS
06:00-09:00 (the am drive)	15
09:00-12:00 (mid-morning)	12
12:00-15:00 (mid-day)	10
15:00-19:00 (the pm drive)	11
evening	3
Sat/Sun magazine	16
TOTAL	67

HOW THE ITEM IS USED	NUMBER OF STATIONS
Entire feature aired	25
Parts and clips used	14
Script and contacts used	7
Information used as local story ideas	6
TOTAL	52

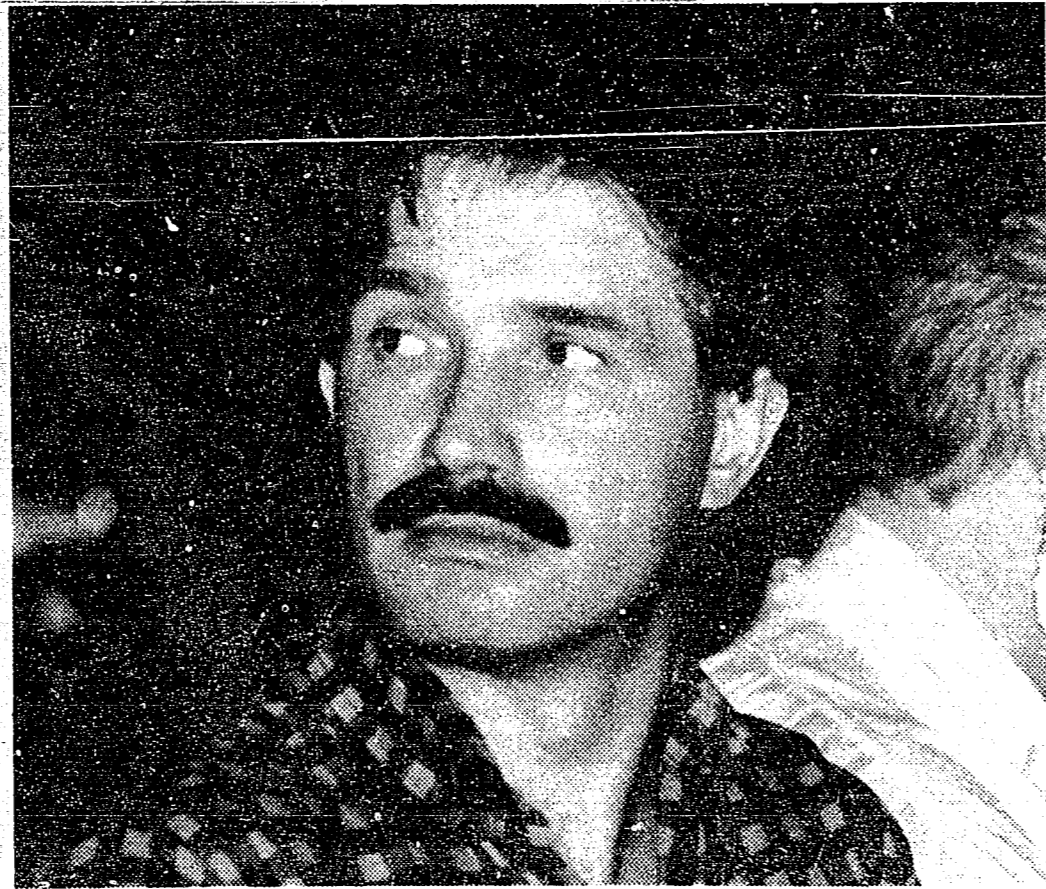
Menger advises that listener contact and support is important to ensure that stations continue to air the features. He suggests that teachers might call their local station and indicate that they liked an item they heard, suggest local teachers who could comment on the topic, or offer follow-up ideas. "Stations benefit from feedback, just like students," Menger says.

In September and October you might hear Marilyn Miller (Nelson) on Learning disabilities-learning difficulties, Helen Morrish (Trail) on Sex role stereotyping, Alix James (Elkford) on Racism in school, Dale Zinovich (Cranbrook) and Brenda Balahura (Castlegar) on Teaching as a career, Dr. Charles Ungerleider (UBC) on Media literacy, Italia Winter (Powell River) and Jim Skinner (BCTF) on Talking with your child about school, Kathleen MacKinnon (Sooke) on The hearing impaired, and Remi Vicente (Richmond) on Humour as a teaching tool. In production are features on Global Education, Teachers helping teachers through P.Q.T., The importance of reading to your child, Helping girls make realistic life plans.

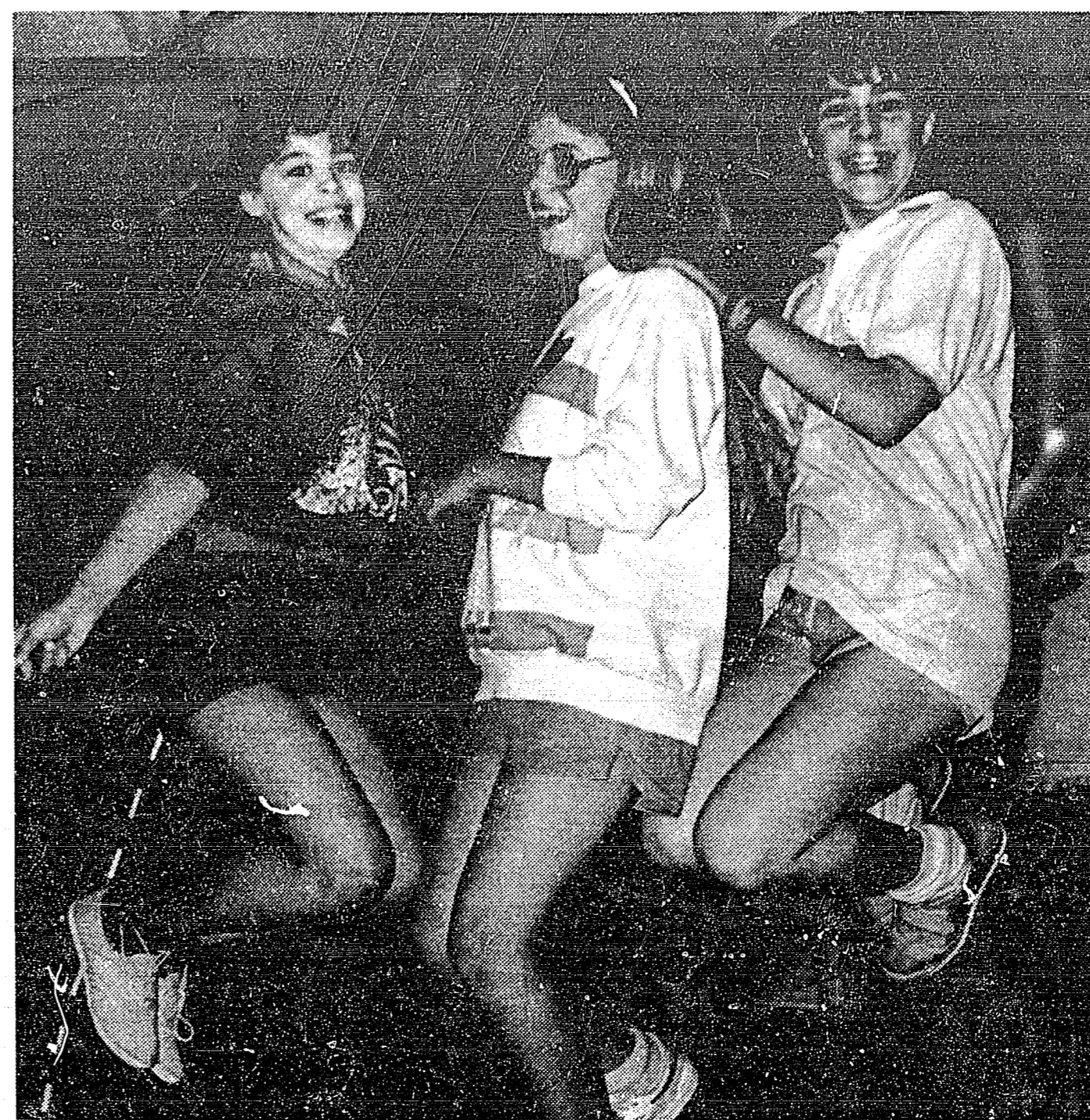
If you have an idea that you think the public should hear about, or if you would like to speak on behalf of the profession, contact Elaine Decker at the BCTF.



Joan Robb outlined global education issues for a BCTF radio news feature. Tim Pelling photo.



Counsellor Peter McCue spoke on "Helping Girls Make Realistic Life Plans," in his radio spot.



In this popular school-based program, students skip rope for their own health while raising funds for heart research and education. It is a successful and winning combination! Heart Foundation photo.

Jump Rope for Heart

If you asked anyone about skipping rope, even as little as two years ago, the response in most schools would have been ho-hum. But last year, the once-popular playground pastime made a surprising comeback in both elementary and junior secondary schools.

One reason for this is *Jump Rope for Heart*, a unique physical education program that encourages kids to skip rope for their own health and at the same time increases their awareness of cardiovascular health.

Developed by the B.C. and Yukon Heart Foundation as an education and fund-raising tool, the program was introduced into school curriculums seven years ago. It has steadily grown in popularity ever since.

The key is to delegate portions of the fund-raising responsibilities among staff and parents: putting someone in charge of music, another to count funds, and another to distribute prizes.

Physical education teacher Judith Fairburn says, "*Jump Rope for Heart* combines motivation, individualism, creativity, and challenge without being sexist, overly competitive or discriminatory."

The Heart Foundation provides curriculum guides and heart-health information as well as motivational and instructional video tapes. The co-ordinating teacher gets a commemorative T-shirt, and students are offered a full range of prizes and promotional tools. There are specially designed single and double dutch ropes for every class, a program outline, and posters illustrating all the

latest and most intricate tricks. And demo coaches give school workshops for students, and offer professional-development training for teachers.

The foundation's coaches this year include **Bill Chambers** and **Al Foreman**, in Burnaby; **Ingrid Attree** and **Bruce Ballantyne**, in Prince George; **Gida Atkinson**, in Fort St. John, and **Brenda Reid**, in Nelson. Along with support from the demonstration-team coaches, there are 17 Heart Foundation regional co-ordinators throughout B.C. and the Yukon to assist teachers with *Jump Rope for Heart*.

In the last school year, more than half a million dollars was raised for heart research and education — a major contribution in the fight against Canada's number one killer. And four schools, including Duncan's Queen of Angels, Coquitlam's Hillcrest, Merritt's Central Elementary, and Porter Creek Junior Secondary in Whitehorse, have gone over the \$10,000 mark. Five % of funds raised in a jump-off event are kept by the school.

For more information about this versatile program, contact *Nancy Richardson, Special Events Co-ordinator B.C. and Yukon Heart Foundation 1212 West Broadway Vancouver, BC V6H 3V2 736-4404 or Peter Humphries, Provincial Chairperson Upper Lynn Elementary School 1540 Coleman Street North Vancouver, BC V7K 1W8 985-6174*

PD Calendar

November

November 3-5 TORONTO

Science Teachers' Association of Ontario (STAO) 1988 annual conference, "Expanding Horizons," Skyline Hotel, Toronto. Contact Ute Goering-Boone, Erindale Secondary School, 2021 Dundas Street West, Mississauga, ON L5K 1R2, (416) 828-7206.

November 7-8

Bread with Dignity, an exhibition by Claire Kujundzic, 25 original paintings, prints, and fabric works depicting scenes of daily life in Nicaragua. 204-456 West Broadway, Vancouver, BC V5V 1R3. Contact Janet Lakeman, 872-2250, or Elizabeth Sheffrin, 734-9395.

November 10

Delta PD day, "Professionalism, Lifestyles, Technology," North Delta Secondary School, 8270 114th Street, Delta, BC V4C 5J6.

November 10-12

Women Building Tomorrow, Canadian Teachers' Federation 10th national conference on the status of women and education, Halifax Sheraton, Halifax, Nova Scotia. Contact CTF, 110 Argyle Avenue, Ottawa, ON K2P 1B4, (613) 232-1505.

November 10-12 CALGARY

Early Childhood Education Council conference, "Literacy — Making Connections, A Reflective Focus on Teaching and Learning," Calgary Convention Centre and Skyline Hotel, Calgary. Contact Nancy Klym, 16 Strathaven Mews S.W., Calgary, AB T3H 2G2, (403) 242-8779.

November 12-19

Celebrate School Library Week, B.C. Teacher-Librarians' Association, to create an awareness and an appreciation of the role of the teacher-librarian and the school library resource centre.

November 11-13 TORONTO

The Curriculum Challenge, a provincial conference, sponsored by the Ontario Secondary School Teachers' Federation, Yorkdale Holiday Inn, Toronto. \$250. Contact John Butkovich, OSSTF, 60 Mobile Drive, Toronto, ON M4A 2P3 (416) 751-8500.

November 16-18 TORONTO

"Practical Strategies in Special Education", for teachers and administrators will feature practical strategy workshops. Downtown Holiday Inn, Toronto. Contact OSSTF, 60 Mobile Drive, Toronto, ON M4A 2P3.

November 18-19

Gifted Ed '88 Conference, Richmond Inn, Richmond. Strategies and Options for Gifted and Talented, from K to 12. Contact Wendy Smith, 9860 Pinewell Crescent, Richmond, BC V7A 2C9 H: 274-5296, S: 271-8533.

November 18-19

"Community Education in the '90s — Responding to a Changing Society," University of B.C., Student Union Building Conference Centre. Appropriate to all institutions and agencies delivering educational and social services. Contact Barrett Fullerton, 929-7012 or Hilary Allison, 985-3514.

November 19

Taking Effective Control seminar on Dr. William Glasser's control theory. 08:30-16:30. Surrey, B.C. Contact Daphni Clifton H: 274-2106, S: 274-1255 or 536-4200.

November 24-26

"Meeting the Challenge," B.C. Association of School Psychologists conference, UBC. Contact Dennis Brammer, 40 King George Terrace, Victoria, BC V8S 2J9, H: 592-0425, S: 388-4331.

December

December 3

Meet the Planetarium/Science Teacher Awards/AGM, \$10 members, \$15 non-members, lunch included. Contact Lon Mandrake, 591-6166.

1989

January

January 17

Seminar on Wild Cell (Cancer Society), Vancouver Cancer Institute. Contact Lon Mandrake, 591-6166.

January 27-28

B.C. Alternate Education Association conference, Total Ed, 425 East 29th Avenue, Vancouver. Contact Nona Thompson, 2768 West 35th Avenue, Vancouver, BC V6N 2M2, H: 266-5290, S: 261-9364.

January 28-29

B.C. Art Teachers' Association conference, "Art by Design, A Way of Learning," Sir Charles Tupper Secondary School, Contact Ed Sunday, 170 28th Street, West Vancouver, BC V7V 4L5, H: 922-8657, S: 874-9131.

February

February 23-25

Hospital/Homebound Provincial Specialist Association conference, Nanaimo.

February 9-11

Who Owns Knowledge? Conference on the impact of intellectual property laws on teaching, research, libraries, and the technologies of education. Faculty of Law, UVic. Contact Conference Services Office, UVic, Box 1700, Victoria, BC V8W 2Y2.

February 17-18

"Overture '89," B.C. Music Educators' Association annual conference, Churchill Secondary School, Vancouver. Contact Tom Koven or Dallas Hinton, PO Box 24717, Station C, Vancouver, BC V5T 4E7.

February 20-24 is Multiculturalism Week

March

March 9/10/11

Special Education Association conference, "Integration — A Double Edged Sword," Richmond Inn.

April

April 6-9 SEATTLE

National Science Teachers' Association Annual Convention. The B.C. Science Teachers' Association encourages all B.C. elementary and secondary science teachers to attend. Contact Lon Mandrake, 591-6166, or Susan Slater, 420-3232 for information.

April 9-11 MONTREAL

The 7th Annual National Testing Network in Writing conference on writing assessment at the Sheraton Centre in Montreal. Panels, workshops and forum include new models of assessment and evaluation, the impact and implication. Presentation proposals are welcome (by October 31, 1988). Contact Linda Shohet, Literacy Across the Curriculum, Dawson College, 3040 Sherbrooke Street West, Montreal, PQ H3Z 1A4.

April 22

B.C. Association of Teachers of Classics AGM and program, B.C. Teachers' Building, Vancouver, 09:00-15:00. Contact Fred Robinson, 605-2151 West 39th Avenue, Vancouver, BC V6M 1T6, H: 266-5287, S: 922-3291.

April 28-29

Annual conference, Association Provinciale des Professeurs de l'Immersion et du Programme Cadre, SFU. Contact Josette Desquins, 291-3628.

April 30-May 3 MONTREAL

Curriculum at the Centre, a conference sponsored by six of the key national voices in education: Canadian Teachers' Federation, Canadian Association of School Administrators, Canadian Education Association, Canadian School Trustees' Association, Canadian Association for Curriculum Studies, and Council of Ministers of Education, Canada, in Montreal, Quebec. The conference affords participants the opportunity to explore and discuss new perspectives on curriculum instruction, and leadership.

May

May 4-6

Blast off with Business Education: BCBEA spring conference, Renaissance Hotel, Vancouver.

May 5-7

B.C. Secondary School Model United Nations Conference, University of Victoria, an opportunity for Grade 11 or 12 students to develop a better understanding and awareness of the UN. Contact Mary Ransberry, University Extension, UVic, Box 1700, Victoria, BC V8W 2Y2, 721-8465.

May 17-20

Taking Effective Perspectives: Partnership in Special Education, an international conference in special education, University of British Columbia. Contact Marg Csapo, Department of Educational Psychology and Special Education, University of British Columbia, 2121 Main Mall, Vancouver, BC V6T 1Z5.

May 18-21

Mosaic '89, 1989 national conference of the Canadian Council of Teachers of English, Hotel Vancouver. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

May 23-27 EDMONTON

Strategies for Wellness, annual conference of the Canadian Guidance and Counselling Association, Edmonton. Speakers include Dr. Norman Cousins, Jean Chretien, Dr. Don Meichenbaum, Dr. Carl Thom, and Jack Canfield. Contact Garnet Millar or Gerald Cossitt, c/o 4332 116 Street, Edmonton, AB T6J 1R9, (403) 429-8265.

July

July 13-15

"Preparing for the Year 2000", national conference of the Canadian Downs Syndrome Society. School of Child Care, University of Victoria. Contact 2000, Conference Services, University of Victoria, PO Box 1700, Victoria, BC, V8W 2Y2.

Peace Education Films

The spate of new documentaries from the national Film Board that focus on war from the perspective of peace are the creations of dedicated and politically aware filmmakers. One would dearly like to think that their attitudes mirror a change in the culture as a whole.

Nuclear Addiction: Dr. Rosalie Bertell on the Cost of Deterrence and A Writer in the Nuclear Age: A Conversation with Margaret Laurence were both made by Terri Nash, director of the Academy Award-winning *If You Love This Planet*. The first film focuses on one of Canada's foremost peace researchers, Dr. Rosalie Bertell, an epidemiologist, Roman Catholic nun and world-renowned expert on low-level radiation. Speaking to students at Mount St. Vincent University in Halifax about radiation's short- and long-term effects on the earth and its inhabitants, Dr. Bertell outlines the cost of deterrence and presents a multi-point prescription to help us break our "nuclear addiction." Powerful stock footage and stills intercut with her speech further emphasize the drama and urgency of her message.

This short film is particularly useful in peace education because, besides describing the lethal consequences of nuclear testing and weapons development, Dr. Bertell also poses basic moral and political questions about the future of peace and security. The social costs of unchecked economic growth, the moral responsibility of the scientist, new forms of national and international conflict resolution, and environmental health issues are just a few of the topics she touches on in her wide-ranging discussion.

In *A Writer in the Nuclear Age*, Margaret Laurence passionately affirms her commitment to the cause of peace. Tracing her own involvement in the anti-war movement from the bombing of Hiroshima, she talks of matters as diverse as the social responsibility of the artist, the distortion of language for political ends, the role of empathy in understanding and communication, and the power of "ordinary people" to influence events.

Of obvious use in English classes, the film also stimulates discussion about disarmament and peace, parenting in the nuclear age, the morality of the arms race, and the brutalization and dehumanization of people in the twentieth century.

Support material is available for both of these documentaries, which are suitable for students at the junior and senior high-school level.

Brutalization and dehumanization are graphically demonstrated in *Memoirs of an Everyday War*. The documentary shows how Chile's armed forces have assaulted its civilian population in a deliberate campaign of terror. This war is being waged not only on people's bodies, but also on their minds.

Men, women and children must also cope with the systematic violence of hunger and escalating unemployment, a direct consequence of the concentration on military spending. And yet, as the film makes clear in scenes of demonstrations, candlelight vigils, and individual stories, there is a fierce determination to live.

Memoirs of an Everyday War is appropriate for senior high-school students. Its argument is clear and compelling; the visuals, while powerful, are not horrifying.

On a similar topic, *Children of War* may be used as an introduction to topics such as human rights, conflict in the Third World, peace and structural violence, youth and war, and families and war. Although the film does not always clarify the reasons behind the civil wars described, it is nonetheless important because it is one of the few films available in which adolescents talk to their peers about a subject of such importance.

Children of War is suitable for students in both junior and senior high-school.

The final two films to be discussed in this column were made by Martin Duckworth, a filmmaker whose social conscience is matched by his artistic sensibilities.

In *Return to Dresden*, C.G. Gifford, a founding member of the Halifax Veterans for Multilateral Disarmament, revisits Dresden, the East German city he bombed exactly forty years ago. He came back for the reopening of the Semper Opera House, which was levelled during the firebombing, and to make peace with the citizens of Dresden. The film weaves together excerpts from the opera *Der Freischütz* (the last opera to be performed before the air raid), historic footage of the bombing, and Gifford's encounter with the people who lived through it.

The conflict between duty and individual conscience, the nature of authority and obedience, propaganda, and the notion of "the enemy" are all natural topics of discussion after seeing this powerful and moving documentary.

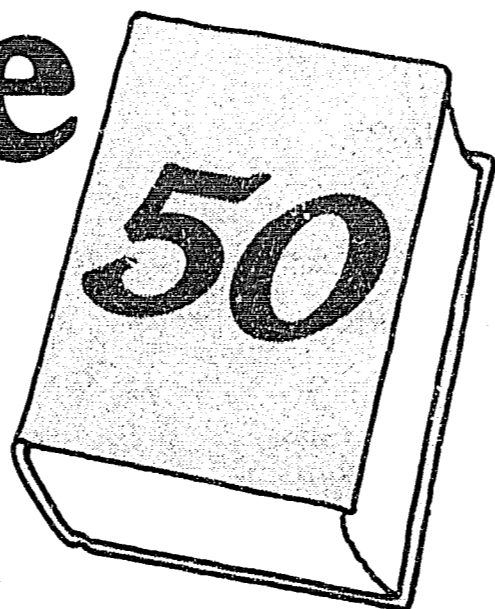
Return to Dresden would work well with senior high school students.

In *No More Hiroshima*, Duckworth records the participation of two *hibakusha* — Hiroshima survivors — in the 1982 peace rallies in New York during the Second United Nations Special session on Disarmament. Its theme — survivors of an atom bomb attack who are acting to prevent another explosion or war — is extremely compelling. The film also leads to discussions of the most central issues in Peace Education: the morality of nuclear weaponry and its history, development and use; disarmament; and the necessity for intercultural, ecological and environmental studies.

No More Hiroshima is effective for people of all ages. Photos of the victims are shown in one brief segment, but, as a whole, the film does not focus on the horrifying images of Hiroshima.

N.B. These NFB productions can be borrowed in 16 mm format from all NFB offices, and are available for purchase in both 16 mm and video formats.

Librarians celebrate 50 years



By Gordon Stubbs

For a professional association to dwell too much on the past would be a mistake. Now and again, however, something happens that makes looking back useful and healthful. In the case of the B.C. Teacher-Librarians' Association (BCTLA), what is to happen shortly is a notable event: the celebration of the 50th anniversary in 1989. The interest of many members in the occasion has resulted in an attempt to bring together a collection of the records of the past, which until recently have been dispersed in a number of different locations.

The archives of the B.C. Teacher-Librarians' Association (formerly B.C. School Librarians' Association, BCSLA), now assembled in one place, are beginning to take shape. They throw light on the work of the many dedicated people who have brought the association

from small beginnings, mainly in and around Vancouver, to the vigorous, province-wide activities of the 1980s. The records of the last 30 years, though missing an item here and there, give a fairly complete picture of BCSLA/BCTLA history. Records prior to 1958, unfortunately, are fragmentary. I despair that the correspondence, minutes of meetings, reports, etc., of the 1939-58 period have mostly been lost — so far as any official collection is concerned.

Are there any readers of long experience who hold on to things, with well-filled boxes and filing cabinets that might yield a few items to add substance to our emaciated folders in the pre-1958 archives? If you find anything that might be useful, and let me know about it, I should be very grateful. My address is 4830 Osler Street, Vancouver, BC, V6H 2Y7 (phone 738-0954).

Gordon Stubbs is a retired teacher and B.C. Teacher Librarian's Archivist.

Teachers remembered

In-Service
Lynda J. Bakke
John M. Boyd
Gary Carr
Tony Cepeliauskas
Theresa Filiatrault
Roy P. Hudson
Nick Leluck
Joan E. Pedersen

Retired
Anne Bartlett
Lloyd Baynes
John Berg
Lucy Brock
Caroline Burridge
Alma East
Jean Fraser
Marion Fraser
Alec Hutchinson
Tony Korble
Mary Korsch
Margaret Lamperson
Marion Leadley
Margaret MacLennan
Bessie McBroom
Nita Murphy
J. Neufeld
Ethel Nicholls
Margaret O'Neill
Marion Rigby
Violet Rae
Evelyn Riddell
Mary Robins
Thora Smith
Christine Sutherland
Constance Thomas

Died
May 14, 1988
May 22, 1988
April 29, 1988
April 4, 1988
June 21, 1988
July 19, 1988
July 19, 1988
June 26, 1988

Last Taught In
Central Okanagan
Prince George
Vancouver
North Vancouver
Delta
Vancouver
Vancouver
Saanich

Last Taught In
Vernon
Vancouver
Hope
Vancouver
Victoria
North Vancouver
Vancouver
Victoria
Vancouver
Nanaimo
Terrace
Kamloops

Chilliwack
Vancouver
Cranbrook
Vancouver
Maple Ridge
Vancouver
Vancouver
Vancouver
Victoria

APOLOGIES: In our June, 1988 issue we mistakenly reported Kenneth A. Cabianna as deceased. We sincerely regret this error and apologize to Mr. Cabianna for any inconvenience this may have caused him.

Teachers retired

(April 1988 - August 1988)

Frances M. Acton, Coquitlam
Patricia V. Ajello, Vancouver
Marianne R. Albers, Burnaby
Dorothy Allen, Surrey
Dorothy E. Anderson, Central Okanagan
Frederick G. Andrew, Abbotsford
Nesta M. Ashworth
Joan T. Aspinall
Mary I. Atkins, Vancouver
Harriet E. Attridge, Coquitlam
Valerie J. Bailey, Greater Victoria
Alfred M. Bancroft
Byron H. Barker, Greater Victoria
Richard M. Barr, Vancouver
Anna J. Bates, North Vancouver
Alan K. Berry, Chilliwack
John M. Bigley, Vancouver
Heather Blackburn, Courtenay
Robert J. Blackhall, Vancouver
B. Jean Blaine, Burnaby
Valerie C. Blasko, Cowichan
Ingrid H. Blomfield, Vancouver
Robert J. Bone, Richmond
John L. Booth, Vancouver
Sheila M. Bowyer-Smyth, Vancouver
Thomas H.H. Boyd, Saanich
Patricia M. Bracewell, Richmond
Tillman A. Briggs, Richmond
Madonna T. Brousseau
Cornelia M. Bruder, S. Okanagan
Patrick R. Bryan, Nanaimo
Thomas F. Bryan, Surrey
Jefferson M. Bujan, Sunshine Coast
John J. Burdikin, Coquitlam
Anthony A. Burton, Victoria
Beth E. Calder, Surrey
Duane B. Campbell, Abbotsford
Robert L. Campbell, Richmond
Vivienne E. Campbell, Quesnel
Audrey D. Cannon, Prince George
Barbara K. Carewick, Vancouver
Allen D. Carlson, Cowichan
James R. Carter
Frances J. Canuth, North Vancouver
Ethelwyn M. Catalano, Trail
Hugh T. Cathcart, Surrey
Sylvia M. Chatfield, Greater Victoria
Ruth M. Chatham, Prince George
Daniel Chila, Surrey
Margaret J. Clark, Greater Victoria
Hilda Cliffe, Surrey
Rosemary T. Christensen, Castlegar
Myrtle R. Cope, North Vancouver
Lorraine M. Cornish, Courtenay
Stanley C. Cowen, Sooke
Roy Craven, Abbotsford
Florence V. Cross, Chilliwack
Geoffrey H. Crowe, Vancouver
Sidney G. Cumbers, Burnaby
Kenneth S. Dabner, Kamloops
Michael Dalawrak, Vancouver
Carol J. Darnall, Peace River North
Richard E. Davies, Kamloops
Doris J. Davis, Maple Ridge
Murdoch R. Davis, Penticton
Violet E. Dever, Kamloops
Frances M. Dobinson, Qualicum
Mary Dorran, Saanich
Mary A. Doucette, Trail
Jean L. Downey, Grand Forks
John A. Downs, Vancouver
Roderic C. Dressel, Creston-Kaslo
James A. Duncan, Vancouver
Sadie E. Dyer, Greater Victoria
Ellen W. Evans, Burnaby
Gustav R. Ewert, Burnaby
Joan M. Felling, Qualicum
Franklin A. Fetherstonhaugh, Burnaby
Margaret I. Fitz-Gerald, Kamloops
Emily J. Flanagan, Grand Forks
Joan M. Foreman, North Vancouver
Leona R. French, Cariboo-Chilcotin
Raymond E. Friesen, Central Okanagan
S. Patricia Fuller, Richmond
J.C. Fumagalli, Langley
Evelyn M. Gallagher, Kamloops
John E. Geeling, North Vancouver
Harrison R. Gertz, North Vancouver
Margaret G. Gibb, Vancouver
Roger S. Gibbard, Vancouver
William T. Gibson, Surrey
Andrew C. Gillespie, Burnaby
Martin Gleis, Grand Forks
Molly Graffunder, Burnaby
Goldie Z. Gudal, Cowichan
Donald A. Gusse, Surrey

Gay M. Guthrie, Howe Sound
Victoria P. Guy, Campbell River
Kenneth Halmshaw, North Vancouver
Elizabeth K. Hamilton, Terrace
Mae L. Hannah, Abbotsford
Allan C. Hare, Vancouver
Mary Hare, Burnaby
Digby K. Hardy, Gulf Islands
Beverley E. Hargrove, Richmond
Douglas W. Harold
Marion W. Harvey, Coquitlam
Phyllis A. Haslam, Nanaimo
James P. Hecker, Central Okanagan
James G. Hemmons, Castlegar
Alexander Heywood, Golden
William J. Hilliard, Burnaby
Margaret L. Hodge, Burnaby
John W. Hodgins, Burnaby
Martin K. Hoffmann, Alberni
Bruce M. Holman, Vancouver
Mary J. Hooper, Vancouver
Irmgard E. Hoppenrath, West Vancouver
James V. Horwood, Vancouver
Ernest J. Hrushowy, Vancouver
Joylane Hrushowy, Coquitlam
Clayton S. Hutt, Delta
Naida A. Ivens, Terrace
Vera L. Jensen, Courtenay
John M. Johannessen, Mission
Audrey A. Johnson, Golden
James L. Johnson, Cowichan
John N. Johnston, Burnaby
Harvey G. Jones
Catherine C. Joughin, Richmond
Beatrice V. Jukes, Shuswap
Frank D. Kelly, Princeton
George H. Kelly, Saanich
Patricia J. Kelly, Kettle Valley
Edward N. Kingan, Delta
Alfred Klassen, Vancouver
Sarah J. Klepachek, Kamloops
Edward M. Knott, Richmond
William Kovalevich, Cranbrook
Nicholas H. Kroeker, Central Okanagan
Elaine F. Kuwica, Merritt
Dennis Kynaston, Richmond
Harold D. Lafavor, Vancouver
Anne M. Lang, Burnaby
Gerald B. Langton, Armstrong-Spallumcheen
James G. Laphorne, Burnaby
Margaret I. Large, Vancouver
Catherine M. Larson, Vancouver
Richard A. Larson, Trail
Bernadette J. Leclair, Surrey
Alan Legg, Chilliwack
Dennis W. Lelievre, Delta
James B. Lidster, Central Okanagan
Nancy Loadman, Kamloops
Reginald H. Lott, Saanich
Martha J. Lowndes, Surrey
Alice D. Loy, Greater Victoria
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Gordon A. MacDougall, North Vancouver
Helen L. MacKay, North Vancouver
Ian M. MacKenzie, Kamloops
Roderick W. MacLauchlan, Abbotsford
Marjorie G. MacLeod, Southern Okanagan
William W. MacTavish, Surrey
Colin B. Mann, Kamloops
John A. Marples, Agassiz-Harrison
Keith S. May, West Vancouver
Robert T. McConechy, Greater Victoria
Donald H. McGregor, Vernon
Neil C. McKay, Vancouver
Rex B. McKenzie, Central Okanagan
Elizabeth A. McKinnon, Burnaby

Elizabeth R. McLean, Burnaby
Norah M. McNair, Coquitlam
Patrick M. McQuillan, North Vancouver
Lloyd R. Merrick, North Vancouver
Philip F. Mesner, Saanich
Alphonse H. Meyer, Vancouver
Ross Michaelson, Richmond
John A. Moisey, Central Okanagan
Margaret A. Moran, Peace River
South.eryl Morgan, Burnaby
Ronald A. Morrice, Vancouver
Josephine Morris
Charlotte R. Mortimer, Cowichan
Beverly Anne Myers, Surrey
Gyanendra Nath, Vancouver
Ardith M. Nelson, Vancouver
Patricia E. Nelson, Surrey
Dorothy E. Newman, Campbell River
Elizabeth M. Nichols, Chilliwack
Floyd E. Nighswonger, Quesnel
Grace E. Nolan, Coquitlam
Wilson E. Norris, Surrey
Patricia P. Olson, Terrace
Phyllis C. Palmer
William Parkin, North Vancouver
Comer W. Parnell, North Vancouver
Lancelot S. Pearce, Nelson
Clifford A. Pearson, Nanaimo
Edmund Pedersen, North Vancouver
Elizabeth Petersen, Terrace
Henry E. Petersen, Southern Okanagan
Kurt W. Pfister, Surrey
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Gordon F. Polowy, Vancouver
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Doreen M. Reid, Vancouver
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John R. Sawatsky, Richmond
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Daniel H. Schindel, Chilliwack
Mary E. Schmelzel, Prince George
Gordon I. Schnare, Armstrong-Spallumcheen
Walter Schoen, Peace River South
Colin J. Scott, Prince George
Constance M. Shaw, Greater Victoria
Philip A. Shelton, Abbotsford
Rose V. Shingler, Southern Okanagan
Helen Sidney, Armstrong-Spallumcheen
Ada M. Singh, Burnaby
Betty A. Sim
Gerard E. Skitch, Coquitlam
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Kenneth J. Sleeman, Vancouver
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Mary B. Swain, Summerland
Elizabeth M. Swainson, Central Okanagan
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Donald L. Taylor, Cowichan
Hugh Taylor, Saanich
Jean B. Taylor, Greater Victoria
Noreen M. Taylor, Cowichan
Thomas M. Taylor, West Vancouver
Cyril W. Thuring, Vancouver
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Valerie J. Tunbridge, Chilliwack
Kathleen D. Turner, Burnaby
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John Walsh, Courtenay
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Lorna J. Watson, Vancouver
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Albert Wedel, Nanaimo
Lorraine T. West, Vancouver
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William R. Whalley, Prince George
William Wiebe, Abbotsford
John H. Wiens, Burnaby
Donald H. Wild, Trail
Allan H. Wilkie, Vancouver
Bonnie C. Wilkinson, Sooke
Eva M. Williams, Vancouver
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Kathleen E. Wood, Vancouver
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To enquire about your remaining degree requirements, write or telephone a Program Advisor.

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The University of British Columbia
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Remembrance

IN TOUCH WITH WARS PAST

by Douglas Gagnon

The antiseptic was the first thing I smelled when I walked into the hospital room.

"He's not really conscious, son, my grandmother had advised me when I'd left her home earlier. That's why I don't go. He doesn't know me, and I feel so helpless."

"All right, Gran," I'd said, hugging her tightly, "but he's still Gramps, you know. He'll come out of this one."

My heart now told me otherwise. He lay beneath the white sheets of the steel-framed bed. His breathing was short and laboured, and every few minutes, the rattle of his laboured larynx would stop for what seemed an eternity. And I, holding tight to his skeletal hand, leaned over and whispered as I'd done once oh so many years ago, "It's OK, Gramps. Let go. Don't hang on any more. It's over; it's finally over."

Tears welled in my eyes, and in the mist of their gathering, I saw beyond the fragile body and the dark, sunken eyes. I saw him as he had once been: Proud, caring, inquisitive, warm, seated in his favorite chair, his newspaper folded in his lap, reading glasses perched precariously on the tip of his nose.

It was during one of those early-evening November sessions that I had my introduction to the human side of war. I was over visiting, and doing my homework at the dining-room table. During one of my frequent breaks, I noticed that he seemed far away, his eyes vacant.

"Gramps," I prodded. "What are you thinking about?"

A few seconds passed before he responded. "Nothing son. Nothing really. Now skidaddle back to your homework."

With that I returned to my work, and he to his paper. I could not help, however, feeling that something devastating had taken hold of him. On that particular night I noticed that he seemed to be

By Tasha Riley, Grade 6,
London, Ontario

Source: *Dear World*, The Canadian
Children's Project, Metheun Publications.
Thanks to Stoddart Publishing Company Ltd.

drifting more than usual. Intrigued, I continued to press him: "C'mon Gramps, something is bothering you. Tell me," I pleaded. "Please!"

Then, rivetting me with his lieutenant's cold, piercing blue eyes, he said slowly and carefully, "Since you're so keen, young fella, I guess you deserve to know. I was thinking about the war."

"The war," I shouted ecstatically, "that's what we're studying in school and . . ."

Of course," he replied quietly. "I expect that every November you study the war. Silly of me to forget . . ." And then he asked slowly, "Tell me what you have learned."

Excitedly, I jumped at the chance to show off. "There were three battles: Vimy Ridge, Paschendale, and, uh, . . . I forget now. Anyway, thousands died . . ." In my excitement, I rambled on until I noticed a huge tear brimming in the corner of his eye.

Shocked into silence, I sat back, looked at my hands, and mumbled, "Have I said something wrong, Gramps?"

"No," he reassured me. "It's just that when I think of the war, it's different."

"Different?" I asked. "How?"

I was unprepared for the onslaught of truth as he had experienced it. The interminable weeks and months and, for

the unlucky, years, of living in trenches: cold, flea and vermin infested, with men screaming in pain and nothing to block it out except the stars and memories of home and loved ones.

This crack in his august demeanor was something totally unexpected. Young, nervy, I ran to the next question. "Did you ever see anybody die?" And then before I recognized the danger of my words. "Did you ever kill anybody?"

The violence of his reaction snapped me to attention in my chair. "Of course," he barked. "What the hell are they teaching you about in those schools." Then, seeing the remorse etched across my face, he softened his voice, and for the briefest of moments, I became a privileged witness to history as he related how he watched his best friend die.

"One moment," he began, "we were standing together, enjoying a carefully rationed cigarette, discussing what we would do once this interminable war had ended and we were once again united with our family and friends, when suddenly he slouched against me, his head covered in blood. While bullets whistled above our heads, I held him in my arms . . ." and here he paused and wiped the thin trickle of tear from his face

before continuing " . . . and as the warmth of his body melted into mine, I saw us as young recruits, laughing bravely, waving excitedly to family and friends and promising to be home in a few months, once we'd taught our enemies a lesson or two . . ."

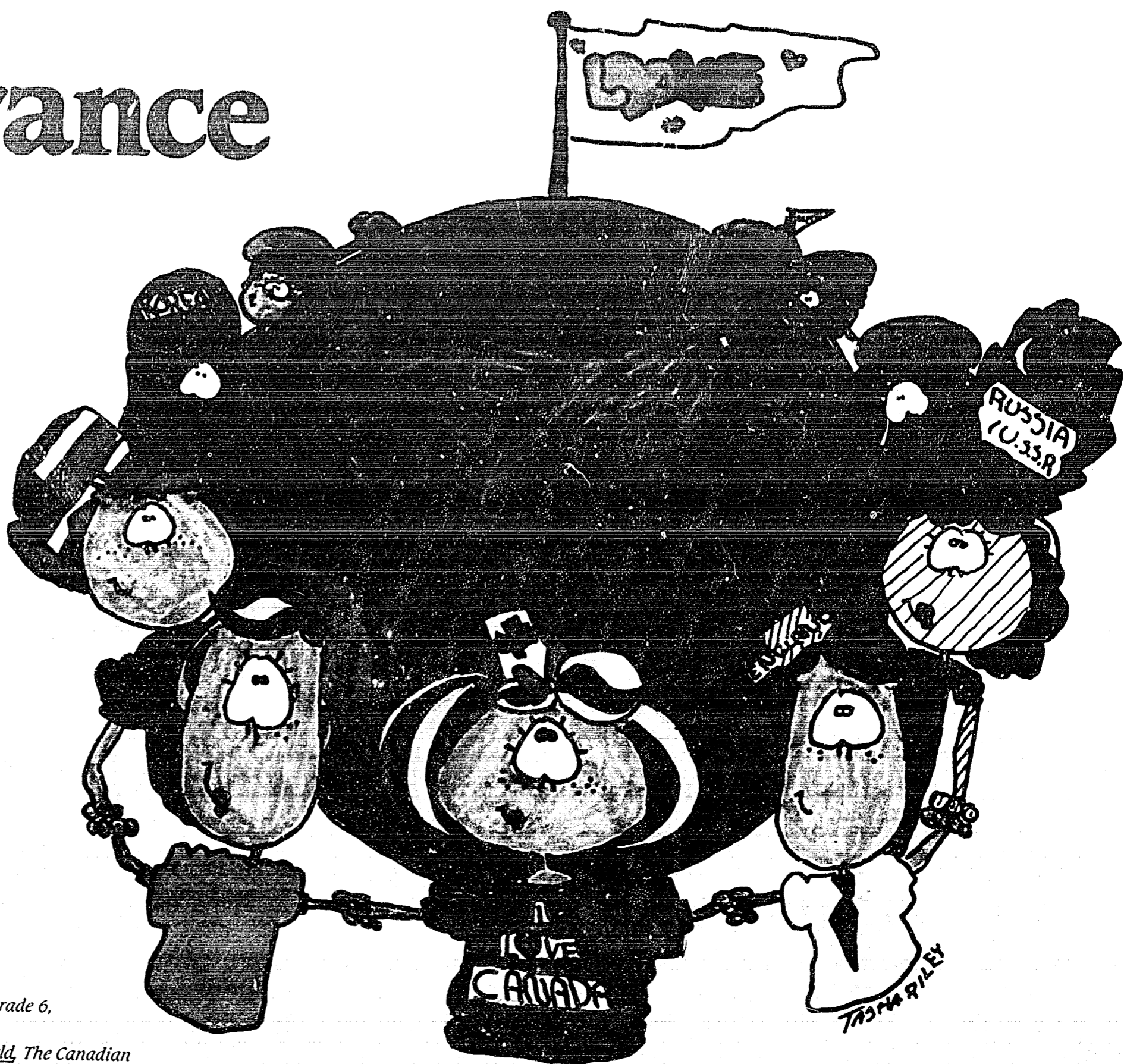
And then, my grandfather began to sob, deeply, uncontrollably. I could not move. I didn't know what to do. This man, my hero, was sobbing with such intensity that I felt as though I, too, were part of an even greater pain.

Tentatively, slowly, I walked over to him, put my arms around his neck, and held on tightly.

The nurse's call that visiting hours were over pulled me back, and I found myself holding him again, flooded by the emotions of our unique intimacy . . .

My grandfather died that night. During one of his pauses, his soul departed. Now, every Armistice Day, I breathe deeply, and with each breath, a little of the pain of his loss squeezes against my heart, and for an instant, I am the soldier . . . in the mud . . . holding my dead comrade . . . hearing the collective war dead and their anguished cry.

Douglas Gagnon is an English and Drama teacher at Brackendale Secondary School, Squamish.



Teaching Peace

A VITAL RESOURCE IN THE AGE OF GLOBAL UNDERSTANDING

by Matthew Speier

Teaching Peace, the bi-annual newsletter of the Peace Education Centre, takes its model for peace education from the work of teachers around the world in global education. Global educators see their work as a way of educating that seeks and models co-operation, interaction, thinking and participation. They try to develop knowledge, attitudes, values and skills about global concerns and global living.

Teaching Peace previous issues have examined Canada's role in the arms race, our purchase of nuclear powered

submarines, the Department of National Defense White Paper on military expenditures, and our nation's role in international peacekeeping. One issue presented a global studies curriculum, the media's presentation of international news, unemployment, national poverty and inequity indices. Another addressed young people's fears about poverty, starvation, war, and environmental degradation.

A complimentary copy of the Fall 1988 issue of *Teaching Peace* will be mailed to educators on request. Teachers are also encouraged to subscribe, and to con-

tribute to the newsletter, and to the work of the Peace Education Centre. Send \$10 to:

Helene Minishka, President
Peace Education Centre
19 West 63rd Avenue
Vancouver, B.C.
V5X 2H7

Matthew Speier is editor of *Teaching Peace*, and founding member of *Educators for Nuclear Disarmament* at Capilano College, where he is on the faculty.