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The heart of education



Displays and AGM debate prompted discussion about the themes of the BCTF Task Force Report on Teaching Conditions and Professional Practice. (Left to right) David Mitchell, Lydia Picucha, Ravi Gill, Lois Elliott, Jim Caldwell, and Joyce Lang. Alistair Eagle photo

TASK FORCE REPORTS ON TEACHING

by Kit Krieger and Nancy Hinds

August 1988: the Royal Commission releases its report on education.

August 1989: *The Year 2000. A Curriculum and Assessment Framework* document arrives.

March 1990: the BCTF report on "Teaching Conditions and Professional Practice" enters the B.C. education debate.

Each report speaks to the underlying need for education reform, an updating of a system that will graduate students into a new century.

One report distinguishes itself to teachers. The report of the federation's two-year Task Force on Teaching Conditions and Professional Practice comes from a view inside teaching. It is a report about teaching, by teachers.

When teachers talk about education, everyone should listen.

According to task-force chairperson David Mitchell, "Through the report, the profession seeks recognition of the teacher as one who has specific and specialized theoretical and practical knowledge that is central to the teaching/learning process." Therefore, any educational decision making must significantly involve the teaching profession.

Three factors shaped the task force's final report: the insights gained from the 200 years of collective teaching experience of the nine teacher members, current research on the nature of the profession, and contributions from parents, teachers, and the public who participated in focus groups.

Probing the question Where to, teaching?, the task force talked about teaching, read about changes in public education, and thought about the changing situations in which teachers work today — the students and their immediate and global communities. The meetings took on the form of storytelling and reflection. From these stories emerged themes like strands in a rope, each unique, while inte-

grated and mutually reinforcing. Taken together, the themes create a coherent picture of the transformation of teaching to a profession prepared for the challenges of the changing society.

Theme One: Centrality of teaching

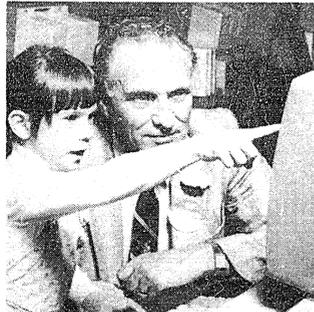
Many stories related the frustration teachers felt as bit players in the formulation of policy at all levels. We talked about our efforts to take control of professional development from school and district administrators, about attempts to maintain the integrity of courses in the face of government exams and other standardized tests, and about the obstacles placed in the way of staff committees.

From these stories came the theme of *the centrality of teaching*, which asserts that professional teachers are the people best qualified to determine what to teach and how to teach. If the centrality of teaching is recognized, other players (administrators, trustees, ministry officials) will serve as very valuable collegial support to teachers.



Readers write

The illusion of block funding



The picture says it all! With simplistic block funding, essential 1990s basic literacy instruction will occur in school districts with an expanding tax base. In many school districts, however, computer literacy training will be only an *illusion* similar to the *illusion* that simplistic block funding is a system that has successfully provided progressive, up-to-date education in other jurisdictions where it has been tried.

Submitted by one who is concerned about the students of British Columbia.
Lyman Jardin
B.C. College of Teachers #LO10014
Port Alberni



Thanks for the laugh

I've just finished reading the *Teacher* article by Jim Bowman, "The Royal Road to Learners" (January 1990).

All I can say is Thank you, Jim! I hope I wasn't supposed to take it seriously, because I laughed heartily all the way through it.

I had to agree with the knowledgeable thread running through it. Yes, let's look ahead with confidence, by all means, but let's not wear blinkers.

As a semi-retired teacher, I am happy I'm no longer teaching.

I wish all you teachers the best of luck and success.

Max P. Malthus
Rolla

An objectionable AGM procedure

At this year's AGM, we, along with a majority of delegates, supported a procedural motion - Objection to the Consideration of a Question - that prevented the introduction and discussion of a contentious issue, that has appeared before the AGM many times previously: Resolution 150, re deletion of policy statement 42.09.

We erred. We ignored the fundamental principle of a member's right to voice and vote. We forgot that first-time delegates had not participated in the previous debates. We prejudiced the outcome of the vote.

The motion to reconsider at a subsequent session didn't pass. It had a majority but lacked the necessary two-thirds support required to pass. By then, many of the delegates realized that expediency and not due process had prompted the first vote.

At future AGM's, delegates may choose to suspend the Rules of Order and remove the offending clause or agree not to invoke it again in similar circumstances. The few times that the objection motion has been used, it has proven to be more divisive than the issue.

Let's continue to debate.

Reference: *Simplified Rules of Order*, p. 27, #3 and p. 41, #12.1.

Denise Ottewell
Vancouver
Don Walmesley
Hope

Basal needs no defense

I enjoyed Agnes Stewart's article on the basal reader (February/March '90). It needs no defence. Great teachers use a variety of methods and materials to inspire their students to read and write.
Kathleen Jones
Vancouver

A whole lot more to whole language

In her article, "In Defence of the Basal Reader" (February/March '90) Agnes Stewart neither defends basal readers nor presents a valid case against whole language.

Ms. Stewart reveals startlingly scant knowledge of whole language. I should like to point out some more serious errors in the article.

Whole language's "break from traditional ways," has less to do with its re-evaluation of basal readers than commonly thought. That many teachers call into question the reliance on basal readers as the main language text has caused whole-language theorists to advocate expanding the learner's repertoire of texts. Whole language, if it is anything, is an inclusive philosophy; many whole-language teachers use basal readers.

Ms. Stewart implores us to remember that "the majority [of learners] will need to be taught the correspondence between speech and print." Is she implying that only "traditional teachers" do this? Whole language has its foundations in linguistic research. It is absurd to consider that whole language ignores what is one of its principle strengths. It seems that Ms. Stewart is a victim of whole-language "gossip."

That question of research resounds throughout the article like a pebble in a tin can. It implies that "serious researchers" can refute the whole-language approach. Unfortunately, none of those "serious" people are named.

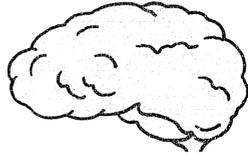
Ms. Stewart's claim that "writing is too much in the hands of pupils" is most curious. In whose hands should writing be? Her criticism of journal writing makes me wonder whether she is speaking from experience or again listening to gossip. She finds journal writing objectionable because it is writing that is not done perfectly. She seems to advocate the teacher

Student explains human anatomy

According to a tattered and unidentified newspaper clipping, a Grade 5 student in Seattle turned in this homework paper.

"The human body is composed of three parts: the Branium, the Borax, and the Abominable Cavity. The Branium contains the Brain. The Borax contains the lungs,

the liver, and the living things. The Abominable Cavity contains the bowels, of which there are five - A, E, I, O, and U."



Newsmagazine read in Fiji

Brittania Elementary School was twinned with my former school (Navunikabi Catholic School, Namosi, Fiji) last year. We received many magazines and cards from Brittania.

One magazine we received was *Teacher*. It was so interesting and highly informative that I write to say what a wonderful magazine it is. I even translated into Fijian the article on page 6 of the October 1989 issue, "Open your doors to parents!" It was a help to parents here. I thank you very much for such a magazine; it makes very interesting reading for us, especially me, here in this part of the world.
Nikaale Rokosova Leauere
Navua, Fiji Islands

as a knuckle-rapping error-seeking perfectionist. Not only does such a teaching approach create students who are afraid to risk, to try, to question, and to learn, but it molds the teacher into a boring, long-faced, uptight authoritarian.

Ms. Stewart claims that "a district that announces (whole language) is standing on shaky ground." How can this assertion be taken seriously since it is stated by a teacher who has failed to understand the basics of new research into literacy. Only the most unthinking board member or administrator would accept such an unsupported statement.

Ms. Stewart concludes her article by stating that "for the benefit of pupils, the 'whole language' term, and other such exotic terms, along with their baggage of exaggerated jargon, should be discarded." I find this surprising, not only because I fail to see that "whole language" sounds exotic, but also because whole language distinguishes itself as remarkably free of jargon. As one who has introduced whole language to primary and secondary teachers, I must inform Ms. Stewart that whole language is not simply a fad or a fashion. It is a philosophical view that points to the future of education.

What does Ms. Stewart really mean when she states that "a teacher shows the greatest respect for learners by teaching them to read and write as well as they are able?" Does she have some mystical insight into the potential of each student? How can we take this seriously when she states earlier that "basals are needed to support the busy teacher in a classroom where 'teacher-pupil ratio is one-to-many'?" Is she implying that whole-language approaches are too time-consuming for most teachers?

I admire Ms. Stewart's desire to "reconcile differences." We depend on mature teachers for their insight and honesty. In reality, whole language has been distorted by misinformed detractors and misinformed advocates. Many traditional teachers fear new approaches not only because the approaches are new and may cause difficulty, but also because these teachers heed the rumors, misinterpretations, and errors that surround new approaches. For the sake of other teachers who mistakenly believe that whole language and basal readers are incompatible, I wish that Ms. Stewart had presented a better informed article.

Stan Chung
Prince George

Are you a good listener?

To find out how your listening skills stack up, answer the following questions:

- Do I give students the impression that I'm interested and willing to hear what they have to say?
- Do I put paperwork aside when listening to my students?
- Do I look at students when they talk to me?
- Does my body language show that I'm paying attention?
- Do my responses show that I've been listening carefully?
- Do I give all my students equal attention when they're talking to me?
- Do I refrain from interrupting students frequently?

Seven "yes" answers show you're not only *telling* students how important listening is but *showing* them as well.

Source: *American Teacher*, February 1990, Volume 74, No. 5.



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Task Force from page 1

Task force members talked about the impressive knowledge and skills their colleagues possess. We talked about the myth that teaching is idiosyncratic, and we concluded that over the past half-century, teaching has become a true profession, resting, as do other professions, on tenets and practices shared among practitioners. In other words, teachers know what they are doing, and the core practices acquired during teacher education and elaborated in daily experience, are common throughout the classrooms of the province.

The discussions about the knowledge teachers possess became the section of the task force's report entitled "*standards of professional practice*." In articulating these standards, teachers defend their claim to the central role in the education system. Teachers should be the major influences in education because no one else knows what teachers know about teaching.

Theme Three: Democratic accountability

We shared more stories. We talked about the pressures on teachers from both the ministry and local administrators for greater conformity in the name of accountability. Standardized tests, district and provincial annual reports, accreditation procedures, hierarchical decision-making, core curriculum, and more are mandated in the name of accountability. A significant moment in the life of the task force occurred during a visit by Ted Aoki, professor emeritus from the University of Alberta. Dr. Aoki had task-force members examine the word before grappling with ideas. *Accountability*, he said, is the "ability to give an account" and assessment is derived from the French verb meaning "to sit beside."

Our definition of *accountability* changed forever. We had previously defined *accountability* as it would be defined by an accountant - as a tallying of accounts and the provision of statistical measurements. We came to understand that in education, accountability comes from knowledgeable, competent teachers talking to students and parents. The task force presents this theme of democratic accountability to distinguish it from the bureaucratic systems of accountability that dominate current thinking. Our discussions on accountability also focused on the contradiction in the system that attempts to hold teachers accountable while denying them authority to make decisions.

Theme Four: Collaborative and reflective practice

Perhaps the most emotional stories addressed the overwhelming feeling of isolation among teachers. Carl Glickman speaks of the one-roomed schoolhouse as the antecedent of the contemporary public school system. The one-roomed schools have disappeared, says Glickman, but the culture of the one-roomed schoolhouse endures. Research conducted by Glickman and his associates at the University of Georgia (Athens) presented some startling statistics: teachers spend slightly less than two minutes each day talking with colleagues about education, and only 50% of teachers with 11 years of teaching experience have had colleagues observe their teaching.

In presenting the theme of collaborative and reflective practice, the task force

asserts the needs to alter fundamentally the culture of public schools. Teaching is simply too difficult to do alone. The attainment of norms of collaboration and reflection will require both the reorganization of school life and significant changes in teachers' view of themselves in relation to their peers.

Theme Five: Resources

While stories of teaching isolation evoked the most emotion, stories about teaching with inadequate resources were the most frequent. Task-force members included secondary social studies teachers trying to individualize instruction with a load of more than 200 students, a special education teacher trying to help teachers deal with mainstreamed students, but unable to offer more than encouragement, and elementary teachers coping with massive curriculum changes with inadequate preparation time and minimal in-service education.

The task force's report recognizes that an education system expected to prepare students to live in the 21st century cannot succeed with a resource base defined in the 19th century. The task force's AGM display included a 1909 photograph of a class of 40 and a 1988 photograph of a class of 33. The faces in the two pictures reveal substantial changes in society that are not recognized by those who provide resources.

Theme Six:

Professional social contract

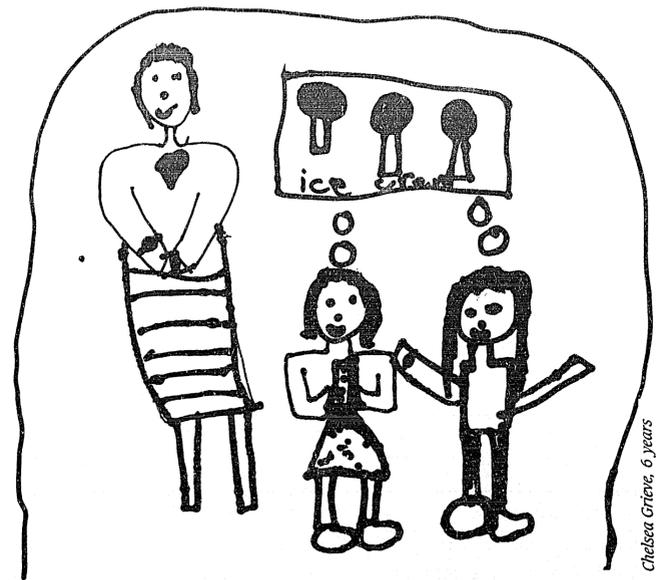
One task force theme, the professional social contract, links the themes and expresses the relationship between the profession and society. We believe that a professional social contract has characterized the relationship between other professions and society and that teaching, if it is to be regarded as a profession, must follow suit.

The social contract is a tacit agreement among the members of the profession that practitioners will practise according to clearly articulated and rigorous standards. The standards will be transmitted to all who enter the profession, and all who enter will uphold them to maintain professional standing. There is a further commitment to work collaboratively and openly, under the scrutiny of both colleagues and the public. Finally, the profession makes a commitment to extend its knowledge beyond current parameters through ongoing research and professional development.

In return for the profession's guarantee to meet high standards of practice, society grants the profession autonomy and promises to provide sufficient resources to enable the profession to meet the standards it espouses.

The view of the profession presented in the task force's report offers both an inspiration and a challenge for teachers. We have made a beginning. Yet, the pockets of exemplary professional practice around the province are not the norm. Our challenge is to make exemplary practice commonplace.

Kit Krieger is co-ordinator of BCTF organizational training and **Nancy Hinds** is editor of *Teacher* newsmagazine.



Chelsea Greene, 6 years

Prime time for primary education

to assist in implementation of the primary program.

Teachers express a variety of reactions to the primary program. Some see the program as a confirmation of their deepest beliefs about learning and teaching, others are cautiously excited by the ideas, and are slowly identifying how and where to begin. More than a few teachers feel overwhelmed at the prospect of moving away from their own presently successful teaching methods. The BCTF Primary Program Implementation Project recognizes the range of teachers' needs and is based on the best principle of professional development - teachers teaching teachers.

The Royal Commission on Education recognized the federation's role in professional development in recommendation 6:11, "that the BCTF initiate relevant programs of professional development aimed at improving classroom instruction. That the funding formula of the Ministry of Education provide the means for school boards, in negotiation with teachers, to develop creative ways to make regular, extended periods of time available for such professional development."

The Primary Program Implementation Project reflects the spirit of recommendation 6:11 in the related area of curriculum implementation and provides a quality source of support and assistance to teachers. Primary teachers are taking leadership in supporting their colleagues - it's prime time!

- Interested in becoming a Primary Program Curriculum Associate?
- Want to know more about the service? Contact, Lisa Pedrini at the BCTF.

- Lisa Pedrini

It is our intention that several specific sources of funds should be used to purchase this BCTF service. Many local contracts contain clauses which guarantee that curriculum implementation funds, rather than professional development funds, will be used for in-service related to new curriculum. This school year, schools have also received funds specifically targeted for teacher interaction

Speaking Personally

WHY NOT TRY TO MAKE YEAR 2000

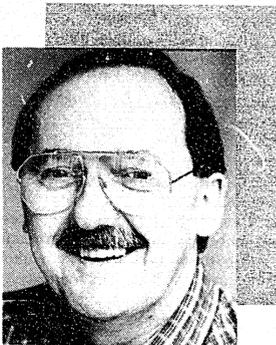


Colleen Crossfield
Prince George
Primary assessment

Teachers need in-service education to help them understand what to assess and how to assess. Observation is the cornerstone of the primary assessment process. Teachers need to become familiar with the five goals and the observable positive behaviors that accompany them.

Teachers need encouragement to establish a child-centred learning environment, one that allows ideal conditions for observing.

Teachers need reasonable class sizes, given the assessment techniques preferred. With lower class sizes, teachers have fewer students to evaluate and can have enough time to make meaningful observations related to all five goals.



Gordon Lee
Delta
Counselling

The school system's need for counsellors at all levels is apparent in, and by the Year 2000. This is partly due to the shock and upheaval of the short timeline, and the apparent lack of in-service education for teachers.

The need for counsellors will increase to provide the necessary consultation with students, parents, and teachers on problems such as: the transition from the primary to the intermediate program; the transition from the intermediate to the

graduation program; the selection of program options; the support for implementation of new programs (such as Learning for Living); the counselling for developmental needs of students; and the co-ordination of services to students.

I see no recognition for the role of the school counsellor, except "assisting students with selection of a program option"; yet the Year 2000 assumes that services usually provided by school counsellors will continue. Who will provide the services? Why not the qualified, trained school counsellors already in the system?



Alice Rees
Central Okanagan
Continuous Progress/
Intermediate

For me to carry out continuous learning and individualized instruction, I will need retraining both in how instruction will be defined, and in learning theories. I might even need a brain transplant, because I have some strong opinions on the implementation of continuous learning.

To a non-teacher, it may appear that continuous learning does not already exist in our classrooms. It also may appear that learning is linear and is easily tracked on scientific charts and is best done individually in little packages.

As a professional teacher with experience spanning Grades 1-3 part-time, and Grades 4-7 full-time, plus learning assistance, and enrichment, I believe this is already occurring regularly in almost every class in every school in the province. It happens every time a teacher moves to a different desk, talks to a new group of students, or has a consultation with students, parents, colleagues, or support staff. Our expectations vary, our approaches change, for every child as the need arises.

For proof, walk into any class and ask the teacher how he/she would evaluate each student's progress then, in that particular area. He/she will likely give you a precise assessment of each child's progress and needs. How often have you heard, "Well that test proved what I already knew?"



Dale Gregory
Coquitlam
Intermediate/Graduation
transition

A major concern of mine is the lack of prerequisites for students moving from the intermediate program to the graduation program. While it is appropriate for students to try the various required courses and electives, surely the students need certain basic skills in order to succeed at the next level. Students could develop an attitude that they do not have to start working toward learning the basics until the graduation program begins. If individual remediation programs at the graduation level have to deal with the short-comings of the intermediate program, teachers will have a new set of problems.



Jim Klockars
Nanaimo
Graduation program

I'm teaching at the VAST Centre, Nanaimo, a secondary re-entry setting; the program has some notable parallels with the "proposed" structures of the Year 2000 plan: Grade 10 and 12 milestones, IEPs, technological tracking, continuous progress, individualized instruction, and work-experience. The need for one on one contact for IEP/contract decisions, marking, testing, and counselling leaves precious little time for materials updates, curriculum development, and staff consultation.

Continuous progress, considering the enormous appetites of learners, presents a toothsome pedagogical challenge. We will likely see a whole new teaching menu, if the Year 2000 cookbook is used, but there would have to be enormous outlays for staffing, professional development, and materials. One gets the impression that the government believes it can offer a gourmet education without using any chefs. And we would probably buy this thin fare, were we convinced that the customer, the student, would be adequately nourished, that is, to become a well-educated, motivated, truth-seeking individual, capable and eager to focus on personal, social, and global goals.

The Year 2000 scheme seems to project a complex system upon the regular and special fields of learning without the benefit of the years of painful piloting, review, and clarification which VAST has had.



Marjorie King
Delta
Humanities/Graduation level

I wonder what the ministry's new humanities program means. As a teacher of English in Grades 11 and 12, I know that diluting the English programs will negatively affect student performance in English.

English teachers regard the body of literature we study as a record of the human experience. We regard it as a reflection of the human condition, and we attempt, through its study, to get students to make positive and varied responses to problems we face. Our purpose is to foster a love of literature. Often we arrange our study of English into themes such as war, aging, multiculturalism, and global concerns, but our scope and emphasis is different from that of the historian or sociologist. What we really need from the ministry is help in the preservation of the legacy of language and literature.



Anne Smith
Prince George
French language instruction

As a French-immersion teacher, I support the principle of offering French as a second language to all school children at an early age.

To make the FSL intermediate proposal work well, we need fully qualified teachers. Inasmuch as specialists are already scarce, it is essential that appropriate and sufficient training be provided to classroom teachers so that they are qualified to provide instruction.

Making the FSL program mandatory may jeopardize other good language programs. The development of heritage language programs, EAL programs, and other heritage language programs is currently under way. It would be unfortunate if these other language programs suffered a loss of support because of mandatory French. EAL students also must get special consideration, for they are already learning an additional language.



Alison Stone
Hazelton
Dual-entry Kindergarten

To prepare for dual entry, the teachers need adequate release time to make home visits and/or interview the parents and student, informally assess/observe student(s) to establish criteria/suitability to enter Kindergarten, and retrain (if necessary) on primary-program techniques/models.

Once the students are part of the class, the teacher will require appropriate materials to meet the needs of the students and the program; more release time for preparation, observations, and evaluations; and, if piloting, no summative evaluations. If we are asked to pilot and try new things — take risks — we shouldn't be evaluated summatively.



Wayne Rowley
West Vancouver
Curriculum integration

Time and encouragement are my two main wishes to implement curriculum integration.

I need the time to participate in effective professional development activities. I need the time to consult with my colleagues, to plan, to receive feedback, to evaluate, to modify approaches, and to try again. But I can't be expected to do all this while maintaining a full-time teaching job. Innovative, creative integration of curriculum must be incorporated as a regular part of my teaching assignment.

I need the encouragement to take risks and experiment. I need the support of my colleagues. I need to feel good about what I am doing.

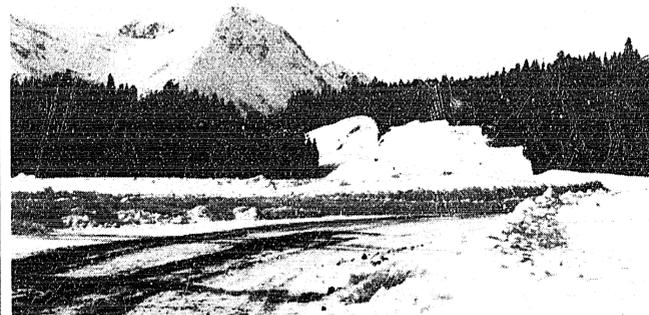


Birgit Nielsen
Delta
Graduation/humanities
integration

The Year 2000 document urges gender equity, and so do I. Two of the courses I teach should be revamped by the Ministry of Education to reflect a late-20th century world view. English Literature 12 barely acknowledges the existence of women writers. It needs revision to include works by women. Western Civilization 12 begs a curriculum that includes a study of women's role in history and the arts. As teachers with a social conscience, we cannot afford to keep our students ignorant of half of humankind's contribution to civilization.

Alistair Eagle photos

Destination Dease Lake



A PERSONAL LOOK AT RURAL EDUCATION!

by Nora Greenway

"Could someone come to Dease Lake to give a multicultural and race-relations workshop?"

"Yes, someone from the Program Against Racism can deliver this service."

Little did we know what an adventure was in store for us in meeting this request.

At 11:00 Sunday, I met Charlotte Gyoba at Vancouver International Airport to make the trip to Watson Lake: Vancouver to Prince George with a snack, Prince George to Fort St. John with peanuts. Panic set in in Fort St. John, when we thought we'd missed our plane to Fort Nelson, but we soon realized that there is a time change. So we were off to Fort Nelson with peanuts. No passengers boarded at Fort Nelson, so we eight remaining passengers left Fort Nelson for Watson Lake...with peanuts.

Stikine PAR contact Michelle Jensen and her husband, Wil, had driven two hours in winter conditions to meet us at Watson Lake airport in the Yukon.

Following a delicious Chinese dinner, we began our four-hour drive to Dease Lake at 19:15.

It was a beautiful starlit night. The only traffic we met en route to Dease Lake were transport trucks. Michelle and Wil had plenty of time to tell us about their school, their referendum issues, their staff, and their villages.

They told us about the teaching staff who enjoy the north and are committed to rural students and community. The school is the focal point of the Dease Lake community. Village meetings are held to debate community issues, the most recent being the referendum. Because the few taxpayers in Dease Lake would be burdened with increased educational costs through referendum, the entire community was anxious for government to announce exactly what the block funding for the Stikine would be.

Dease Lake School First Nations students make up 65% of the school population. The teachers realize that their peaceful community could be caught in the middle of a referendum debate. If the teachers support the native community asserting First Nations' aboriginal rights to non-taxation of reserve lands, they may appear non-supportive of the community. But, if they side with the community, they may appear unsympathetic toward the First Nations people.

Issues of funding and proposed increases in school taxes have divided this geographically dispersed district. Stikine centres such as Cassiar, Atlin, and Dease

Lake differ in cultural and economic make up, shaping varied educational priorities.

The high cost of education in the rural northern area is a serious concern.

Schools require a stable teaching force that understands and supports the needs of their students. It was apparent from the discussions with Michelle and Wil that the teachers wanted to remain neutral on a referendum debate to maintain peace in their community.

Our peanuts long gone, we dozed periodically while Wil drove and Michelle co-piloted over icy roads between high snow banks.

We arrived at the Dease Lake teacher village at 00:15, more than 12 hours after our departure from Vancouver. Wearily we trudged through the snow to the "Dease Lake Hilton" — a teacherage trailer that serves as the teachers' fitness centre.

The teachers had stocked our fridge with home-made clam chowder, cookies, and bread, but we didn't have a bedtime snack. We were full of peanuts.

We fell asleep to the noises of the oil furnaces, the creaking of the trailer as it adapted to the temperature changes, and the faint barking of Huskies.

At 06:00 we were up, and by 06:30, we were at the Dease Lake School to start our workshop. But we did not get into full swing until after a 07:30 breakfast the teachers had prepared.

During a five-hour workshop on multicultural, anti-racist education, participants can become defensive and agitated. That did not happen with the Stikine teachers. They participated wholeheartedly in discussions and were open to suggestions for dealing with racism and discrimination.

With gifts from the north in hand, we began our return trip to Watson Lake.

The northern culture and sharing was evident on our way to Watson Lake. Two huge moose crossing the highway had the right-of-way, people stopped to check an overturned vehicle, and a hitch-hiker was dropped off at his destination.

Our flight was on time and we began the flight to Vancouver — with peanuts.

On the way home, we chatted about the teachers of the rural north — their dedication to teaching, their caring for children, their respect for the environment. We had a true appreciation of the ordeal that northern teachers experience in travelling to Vancouver to participate in our BCTF meetings — for peanuts.

Nora Greenway is the co-ordinator of the BCTF's Program Against Racism.

• **Education for democracy**

The American Federation of Teachers has launched Education for Democracy/International, a project to help educators in Eastern European countries and other emerging democracies teach democratic practices to their students.

Beginning with a pilot program in Poland, AFT will send delegations of teachers to conduct training sessions about democratic trade unions.

In addition, a "classroom-to-classroom" project will link students and teachers in the United States with their peers in Hungary and Poland to communicate about their experiences with democracy.

The project expands AFT's ongoing Education for Democracy Project, which trains teachers to impart democratic values, skills, and knowledge in the United States.

The new program was created in response to requests from Eastern European teachers. Requests to participate have already arrived from Chile, South Africa, and Czechoslovakia.

For more information, contact AFT, 555 New Jersey Avenue, NW, Washington, DC 20001.

• **Students with a vision for Canada**

National Visions 2020 Program - an invitation to participate.

In the 1990-91 school year, senior secondary school students from across Canada will develop a vision of the year 2020, based on both a healthy economy and a healthy environment. This will be the vision of the Canada they would want to live and work in, the Canada they will want to help create. Students will then present their blueprint for the future to the prime minister, premiers, business leaders, and environmentalists. This program is known as Visions 2020, and teachers are invited to register their classes as participants.

Visions 2020 will link 1000 groups of students (classes or clubs) into networks, each looking at one of the 17 topics ranging from atmosphere to natural wildlife and habitat, from energy to waste management. Each group will receive a kit complete with an easy-to-use guide to the program, a background paper introducing sustainable development, a second background paper presenting government, business, and environmental perspectives on the chosen topic, and reference material.

Obtain program details and registration forms from Visions 2020, Public Focus, 500-489 College Street, Toronto, ON M6G 1A5. (416)967 5211. Fax (416)967-4450.

• **Learning about world wilderness**

WILD conference, June 1990, Hawaii. Western Canada Wilderness Committee has organized a world-wide campaign to map and save global wilderness. In June, WILD is hosting an international working conference in Hawaii where wilderness experts will be meeting to:

- map the world's remaining healthy ecosystems (marine and terrestrial);
- identify the hotspots that require urgent attention;
- plan strategies for protecting earth's endangered spaces.

Of 350 delegates attending the conference, nearly 40 wilderness experts from third-world countries have requested help to participate. We are asking students and teachers interested in global wilderness to take on fund-raising to sponsor a delegate who could not otherwise afford to attend the conference.

If a school group reaches the fund-raising goal, WILD will cover the costs for one student representative to participate in the conference.

Jeff Gibbs, founder of the Environmental Youth Alliance, and Thom Henley, founder of Rediscovery International, have designed a special youth program for student delegates.

Following the conference, WILD will provide your school with maps and reports generated by the Hawaii conference.

If you are interested, WILD will come to your school with a slide presentation on global wilderness. Contact the WILD office (669-WILD) for more details.

Conference dates: June 18-23, 1990. East-West Center, University of Hawaii. Fund-raising goal for sponsorship of one third-world delegate (qualified school group to send one representative): \$2500. Deposit/guarantee of commitment: \$100.

• **Education history to be preserved**

The Ministry of Education and the Royal B.C. Museum are developing a school collection reflecting the history of education in the province, which may be used in districts around the province.

In Victoria, a group of retired teachers will help develop the project, contacting people, finding artifacts relating to schools, and inventorying resources. Several schoolhouses are already preserved by local societies, but they do not reflect the provincial aspects of education, the education of teachers, or developments in our attitudes toward schools and children. Inasmuch as technology and facilities affect how teachers and administrators function, the hope is that people have not been too casual about disposing of things that are no longer used in schools and offices.

Contact project leader Ray Wunderlich, through the Ministry of Municipal Affairs, Recreation and Culture, Royal B.C. Museum, 675 Belleville Street, Victoria, BC V8V 1X4, if you wish to receive updates on the project.

• **Child-care information**

Corporate Share Care Project maintains a computerized listing of all licensed child-care services in the province. The listing is updated quarterly to ensure accuracy. Lists are available for mailing or faxing on a one-area-per-request basis. Individual centre numbers are not available over the telephone. There is no charge for the use of this service.

Corporate Share Care Project is funded through a grant from the Child Care Initiatives Fund, Health and Welfare Canada. The project accepts no liability for the care chosen by a parent.

Contact Corporate Share Care, 202-1318-56th Street, Delta, BC V4L 2A4, (604) 943-4863/943-4873.

• **Kids help phone**

A national 24-hour toll-free hotline went into service on May 16, 1989. It received 2200 calls in its first week. The *Kids Help Phone* (1-800-668-6868), based in Toronto, puts children in touch with trained counselors, who can help with school problems, loneliness, alcohol, drugs, and child abuse. Call the Kids Help Phone for more information.

• **READ Canada**

READ Canada, a national program promoting reading to and with children, was launched July 1, 1989. The program encourages volunteers to assist children in learning that reading is an enjoyable activity in a variety of settings: at home, on the bus, in a park, in the mall, or in a reading circle. Canadian Home and School and B.C. Home/School Parent/Teacher Federation are helping develop this program. Contact BCHSPPT President Maxine Wilson, 525-4425.

• **Arts in education 1990-91 grants**

Vancouver Foundation will be making a total of \$225,000 available for Arts in Education during the 1990-91 school year. Each of the 75 school districts in the province has been allocated an amount to assist in bringing the arts and students together.

Vancouver Foundation will match local sources of funds on a dollar-for-dollar basis, to the total authorized. Local matching funds may be either public contributions or allocations from the school district's budget.

Applications must be received no later than October 26, 1990 for events planned anytime during the 1990-91 school year. For more information contact your school board office.

A similar granting program is offered by Cultural Services Branch, Ministry of Municipal Affairs, Recreation and Culture. Phone 356-1718 for further information.

Junior Canadian Encyclopedia

• **Junior Encyclopedia - orders needed**

The Junior Encyclopedia of Canada is uniquely Canadian. The project is the largest publishing project in Canada's history and one of the most important educational events in the history of our nation.

The set is available to all teachers for \$143.95 plus \$9.50 shipping and handling. Because the project is so large, the publisher's bank wants a guarantee of 15,000 sets pre-ordered by the end of June.

Send your orders to Hurtig Publishers Ltd., 10560 - 105 Street, Edmonton, AB T5H 2W7. (403) 426-2359. Fax (403) 429-5996.

Resources

Labour history on record

by Dan Blake

In film

On to Ottawa, to be a 50-minute educational and entertainment videotape produced by Sara Diamond, will tell the story of the depression conditions, life in the relief camps, the organization of the unemployed, and the subsequent trek to Ottawa. The story, told through the voices and oral histories of the surviving members of the trek, will be presented in four segments (12-15 minutes) to simplify use in schools. An accompanying teachers' guide will be produced. The videotape will make an excellent companion piece to the *Depression - Then and Now* kit produced by the BCTF a few years ago.

The Hello Girls is a film about the Winnipeg General Strike and the sympathy strike in Vancouver in 1919. Co-produced by Peg Campbell and Merit Jensen (locally), the story is about a telephone operator. The character is fictitious but draws on the real-life experiences of Helen Armstrong. The telephone operators (the hello girls of the title) were the last union to hold out during the sympathy strike in Vancouver. Director Peg Campbell gleefully told me that Armstrong gained considerable notoriety by sticking hatpins

into the scabs who crossed her picket line.

There is a wealth of fascinating stories about great labour struggles to be told. A particular favorite of mine is the story of B.C.'s own labour martyr, Ginger Goodwin. Let's hope that somebody, someday soon will put Ginger Goodwin's story on film.

In print

If we are to believe the TV commentators, 1989 is to be remembered as the year in which all the really important news events happened somewhere else: China, Eastern Europe, Panama, and so on. But there was a home-grown story that got scant coverage in the media.

The event was the centenary of the Vancouver and District Labour Council. The VDLC predates the founding of the B.C. Federation of Labour: it set the precedent of labour unions' fighting for a broad range of social issues, not just their members' pay packets. When thousands of young working men and women poured into Vancouver in the Dirty Thirties, the VDLC organized support for them by holding tag days.

This history is told in a mostly picture book commissioned by the VDLC, *100 Anniversary of Vancouver District Labour*

Council. Pictures have a way of telling stories better than print and they can greatly condense time and actions. They immortalize ordinary people in a way that is impossible in print. It is what these working men and women did that we remember, not who they were. Rick Ouston makes the following observation in a footnote to a series of photographs of construction workers:

"Who built this city? No one knows. The builders were men and now women who sweated and hurt their backs and carried grey lunch boxes and got laid off and sometimes went on strike...Take a look out your window. Up the street. Down the street. Above the rooftops. You see buildings. Built by people no one knows..."

The book contains a few pictures of teachers and classrooms. It is heartening to see that our brothers and sisters in the labour movement recognize our contribution to the development of Greater Vancouver. If you do not have a copy of this book for your library, I strongly urge you to get one. Maybe the grandmother or grandfather of one of your students is in the book.

Dan Blake is labour affairs contact for the Surrey Teachers' Association.

Women in negotiations

A W.I.N.NING FORMULA



Strengthening the role of women in bargaining is a goal of the BCTF. Shown here (left to right) are: Veronica Delorme, Karen Kilbride, Colleen Crossfield, Marion Hartley, Kathleen McKinnon at the February bargaining training. Karen Kilbride photo

Although 62% of the federation's membership are female, only 27% of local presidents, and 19% of bargaining chairpersons are women. Recognizing this, the Provincial Bargaining Committee and the Status of Women Committees jointly sponsored the Women in Negotiations (WIN) program two years ago. Ten women attended the February 1988 bargaining training session at federation expense. The 10 WIN candidates became valuable assets as local presidents, bargaining chairpersons, provincial committee members, or team members.

Because WIN was so successful, 30 women attended this year's training. The participants all said that the workshops demystified bargaining and that the stimulating, informative sessions will give the participants a smooth entry into bargaining this round. The WIN Committee (Karen Kilbride, Delee Cowan, and Barb Parrott), had difficulty narrowing their recommendations to 30 women. "I wish all could have attended, but I know that the 30 who did will greatly enhance their respective local's team and that important women's issues will be successfully negotiated as a result," said WIN committee chairperson, Karen Kilbride.

- Lynne Sinclair

Colleague, teacher, visionary, and trade unionist

1919-1990

by Al Cornes

Some of us knew George as a student

George North first attended university in the '40s, learning that language is an instrument to spark creativity, a means to inspire people, and a tool to help people understand their social and political situations and then act to change them.

A fellow student described George as a quiet idealist who was driven by his struggle for social justice.

George's professors encouraged him to carry on with his academic studies at the graduate and doctoral levels, but lack of time and money prevented that.

Some of us knew George as a newspaper editor and a union pioneer

Just over 30 years ago, George North returned from Oakalla prison to a hero's welcome.

That imprisonment and brief moment of public notice earned George the dubious title of being the only editor jailed for writing an editorial.

The editorial itself, entitled "Injunctions won't catch fish nor build bridges," criticized the court for its high-handed intervention in a legal strike by the Ironworkers, forcing them back to work on the unfinished Second Narrows Bridge after one end of it had collapsed. In his editorial, George characterized the actions of the court as totally unjustified.

His refusal to apologize to the court for his writing and for upholding his principles was considered grounds for a jail sentence. George was required to serve his sentence while the conviction was under appeal. The conviction was overturned - an academic footnote to the whole event.

George got his grounding in B.C. labour as the editor of the Lodge newspaper for the International Association of Machinists and as editor of *The Fisherman*, the newspaper of the United Fishermen and Allied Workers' Union, where he was editor for 22 years.

The articles, stories, and editorials he wrote told of the union's organizing the workforce, protecting the resource, demanding fair wages and prices, and demanding equality for women and for the native workers. Labour unity was also a vital and recurring theme of George's philosophy and writing.



Clive Cocking photo

Jack Nichol, the president of the fishermen's union, refers to George as both a founder and builder of the union (UFAWU).

Some of us knew him as a teacher

In the late '60s, George returned to university to complete teacher training. He was 50 when he changed careers, a time when most of us are planning our retirement.

George taught in Prince George and was acknowledged as both a good teacher and a strong activist in the Prince George District Teachers' Association. Locally, he built bridges between teachers and labour.

As a member of the provincial Learning Conditions Committee, he worked tirelessly with many others to improve the working and learning conditions in our schools.

Some of us knew him as a BCTF staff member

George joined the staff of the BCTF in 1975, where he continued with his major challenge: winning basic collective bargaining rights for B.C. teachers.

He knew that after a decade of struggling to achieve learning- and working-conditions agreements, new initiatives were required to bring teachers the same rights as those enjoyed by every other professional or union group in British Columbia.

George never forgot the classroom or the problems the individual teacher faced. He knew that the system lacked a clear procedure for resolving grievances related to working and learning conditions and that, as a result, it inhibited the teachers' ability to exercise professional judgment. George North helped us overcome those obstacles and define a course of action that would help us achieve basic rights and help us be effective professionals.

During his tenure on staff, George affected most all BCTF political and bargaining initiatives.

- closer ties with labour and the community.
- the fight for resources for improved learning conditions.
- the development of working and learning conditions standards, including the development of our own grievance procedures.
- the spearheading of our class-size campaigns.

the appointment of commissions of inquiry into the poor administrative and personnel practices of some school districts.

the achievement of full collective-bargaining rights.

the negotiation of first comprehensive collective agreements.

In 1982, George was appointed director of the BCTF Bargaining Division, where he served as both anchor and guide in all our bargaining work.

He gave us hope during the dark days of wage controls and budget cutbacks, helping us fix on the long-term goal of gaining full collective-bargaining rights.

He was shrewd, adept, and creative. He could help bargainers extricate themselves from the absolute worst of situations, while at the same time building courage and confidence.

George lived to see the fruit of his tireless work for teachers. He was a source of strength and wisdom as we built our unions and then negotiated our first collective agreements in 1988-89. Our collective victories stand as George North's legacy to teaching.

He is greatly missed.

Al Cornes is the newly-appointed director of the BCTF's Bargaining Division.

North fund established

Following George North's death, the family's preference for donations in lieu of flowers became the nucleus of a memorial fund. Donations have flowed in to the George North Labour History Project in a manner that bespeaks the esteem with which this trade unionist is held and the contributions he has made.

As a result the fund will be in a position to undertake some significant work in George's memory. A committee will soon be fully constituted representing the BCTF, the family and other unions. Its task will include finalizing the guidelines for projects, receiving proposals as well as commissioning project work. Efforts will be made to capture the desire to foster and promote labour history awareness and the need to support and extend the new era of teacher bargaining.

Suggestions for projects or further inquiries may be directed to Dennis Rankin at the BCTF. Donations, sent in trust to the George North Labour History Project, should be forwarded to Shirley Cox.

Questions and answers about school funding

by Mavis Lowry

1. What system of public-school funding does the BCTF support?

The BCTF advocates a school funding system that includes the following components:

(a) School boards should have the autonomy to determine their budgets based on the actual needs of their students.

(b) The provincial government should provide sufficient funds to every school district to provide a minimum, equal basic education program for all students in B.C. It should be recognized that the cost to provide basic education services to some children is greater than the cost to provide basic education in services to others.

(c) School boards must have the ability to raise funds beyond the provincial basic program to meet all students' needs identified in the local budget setting process.

2. What tax system is required to fund school-board budgets?

The BCTF advocates a school-tax scheme made up of the following components:

(a) The provincially determined basic education program in all districts should be funded by the province with no (or minimal) tapping of the local residential-property-tax base.

(b) School boards must have access to a local tax base of some consequence to raise local supplementary budgets that exceed the provincially determined basic program.

(c) School boards should determine local tax rates by majority votes of the board and should then be responsible to their electorates for their decisions through the normal electoral process.

3. What does the BCTF like about the current system?

(a) Since the spring of 1986, school boards have had the right, without interference from the provincial government, to set their budgets and determine local tax rates. They have been responsible to local electorates for their budget decisions.

(b) The provincial government's fiscal-framework system, although inadequately funded, provides an equitable and consistent distribution of provincial funds to school districts.

(c) The homeowner grant, although it has not increased regularly, assisted residential taxpayers in paying up to \$430 of their school taxes in 1989.

4. What is wrong with the current education-finance system?

(a) The provincial government's basic education program (the fiscal framework) set for each district has been inadequate to repair the school system's ravages of restraint; provide an education system equal to that of other Canadian provinces; and provide services adequate for the massive enrolment increase that has occurred in B.C. since 1986.

(b) School boards have not had access to an adequate local tax base to raise funds beyond the provincially determined basic program. In 1982, all non-residential property, i.e., commercial and industrial, was removed from local school board jurisdiction, leaving boards to tax only residential property to fund supplementary budgets. Some districts are destitute.

(c) As local supplementary budgets grow, to make up for inadequate fiscal frameworks, and the amount of residential property available for boards to tax varies substantially from one district to the next, the ability to provide equal educational services to children diminishes.

5. What did the Educational Advisory Committee (EAC) recommend to government regarding changes to the education finance system?

At its day-long discussion on November 28, 1989, the Educational Advisory Committee (B.C. Teachers' Federation, B.C. School Trustees Association, B.C. School Superintendents Association, and B.C. School District Secretary-Treasurers' Association) reached consensus on the following:

(a) The government should increase the base amount of funding provided to school districts to meet the actual educational needs of a community.

(b) The BCTF took the position that this base amount should be sufficient to provide an education for B.C. students equal to that provided other children across Canada. Other groups recommended a lower figure.

(c) The basic provincial base, once determined, should increase yearly by a stable, predictable index, understood and agreed to by all parties. Changes in enrolment or changes in the provincial education mandate (e.g. Year 2000 proposals) should result in changes to the block, beyond what the index would generate.

(d) There should be less reliance on residential tax in B.C. for operating B.C. schools. Increased funding should be provided as grants from general provincial revenue.

These recommendations were endorsed by the EAC on January 9, 1990.

6. Did the government implement EAC's recommendations when designing its new funding system?

The only change in the system recommended by EAC and implemented by the government is a block-funding scheme. The total amount of the provincial block for 1990-91 is to be \$2.656 billion.

This amount (\$5,259 per pupil), considered to be inadequate by the BCTF and many trustees, has been distributed to school districts using the fiscal framework system.

7. What other changes in the funding system are proposed?

(a) The government has announced that legislation will be introduced when the Legislature sits in April 1990 to force a referendum system of raising local sup-

plementary budgets on school districts. The EAC did not recommend this. Referendum was not even discussed.

(b) The minister of education also announced that improvements would be made to the school tax system. We have no idea what the changes might be.

8. What are the questions that can't be answered regarding the education funding system until April when legislation and grant announcements are forthcoming?

Will residential property taxes be required to fund the provincially determined basic education program (fiscal framework) in each district? Will residential taxes be increased? decreased?

How much of a school district's budget, as set by the provincial government, must be funded by local residential taxpayers? Will there be any "tax room" left for school boards?

Will the homeowner grant be increased? decreased? eliminated? applied to municipal and school taxes?

Will school boards have the right to tax any property other than residential?

Will legislation guarantee an adequate index in the provincial block funding? guarantee an adequate block?

Will a referendum vote of taxpayers really be required before school boards can approve a supplementary budget? What are the details regarding referendum?

Stay Tuned!

9. What's wrong with a referendum?

(a) Democracy in the public school system is well served by the traditional system of elected trustees accountable to the local community.

(b) Referendums encourage one-issue voting.

(c) Referendums are not supported by any group in education.

(d) A referendum system creates inequity among school districts with different revenue raising capacity.

(e) Referendum singles out public education for special status.

(f) Referendums create instability and undermine attempts at long term planning.

(g) District administrators and teachers will be diverted from educational tasks to run referendum campaigns.

10. What's wrong with the government funding proposal overall?

(a) The base is not sufficient to meet identified educational needs. B.C. still ranks well below the Canadian average on a cost per pupil basis.

(b) The index for annual changes in funding is not driven by real cost changes but by a government formula with subjective latitude.

(c) Supplementary spending by school boards is controlled by referendums.

Mavis Lowry is a BCTF staffperson with extensive expertise in education finance.

Striving together

A CONFERENCE ON INNER-CITY SCHOOLS

by Alva Jenson

Canada's one million poor children are "a national disgrace." With this statement, Pauline Clarke, superintendent in charge of inner-city schools in Winnipeg, opened Vancouver's inner-city schools conference to more than 400 participants. "What is needed," she continued, "is a co-ordinated federal/provincial partnership to eliminate child poverty by the year 2000."

Organized by the project teachers in Vancouver's seven inner-city schools, the conference was designed to further the goal of making education accessible and equitable for all students by facing the unique social and educational challenges each child brings. Over 22 workshops covering topics such as whole-language evaluation, cross cultural communication, native education partnership, and how to develop self-esteem addressed this goal.



Noreen Hardwick cited parent's participation in active learning projects at home as a major influence on inner-city children's school success.

Alistair Eagle photo

Noreen Hardwick, author of a research article on "What Makes Inner City Children Academically Successful," identified parental involvement as a key to increased school attendance and increased academic skills. She challenged teachers to involve students and parents in active learning situations with examples such as family science evenings and homework clubs that Toronto schools have found successful.

A community panel chaired by Eric Wong of the Hastings Institute provided an opportunity for participants to hear some concerns in the community around inner-city education. Knowledge of the student and his/her background is most important factor in helping meet their needs.

Vancouver presently has seven officially designated inner-city schools. Food programs, increased funding and staffing resources are provided to meet the needs of students and their families. Toronto and Winnipeg as well as other parts of Canada have had inner-city programs in place for up to 20 years.

Vancouver's program is in its second year of operation. Seventeen schools fit the descriptions of inner-city schools. Early interventions across a broad spectrum is the most effective and efficient way of meeting the needs of inner city children.

A National Conference on Inner-City Education will be held in Vancouver in 1992.

Alva Jenson is a project teacher at Struthcona Elementary School, in Vancouver.



Over two weeks on the picket line in Langley's recent CUPE dispute brought together teachers, secretaries, custodians, and other school personnel in a show of solidarity.

Annette O'Connor photos

Teachers and CUPE indivisible in Langley

by Lynne Sinclair

March 6 is a special day for Langley Teachers' Association president Peter Owens. It's his birthday. On his birthday last year, Owens watched several non-members perform the "Rand Rap" for the Langley School Board. It proved to be their swan song, for two-and-a-half weeks and one teacher strike later, the board signed a union-shop clause.

This year, Owens celebrated his birthday on the first day of a CUPE strike in Langley School District. "That's teaching in Langley," he shrugs.

Langley teachers solidly supported their CUPE colleagues. Most remembered CUPE's support during the teacher strike exactly a year ago. Many wryly call March "Strike Month" in Langley instead of the more popular "Education Month" celebrated elsewhere in B.C.

The bond between teachers and support workers in Langley has been created out of necessity, forged in the heat of battle. It's been tested more than once and always proven. This March, the bond strengthened as teachers wore picket signs for their striking colleagues.

People who knew each other as acquaintances inside the school became best friends outside the school fence.

Picketing wasn't all bad. At Coghlan Road Elementary Road, a picketers' break-fast barbecue rivaled even the most hearty fare of lumber camps; hamburgers, hot dogs, and other sustenance helped the picketers last the long and often cold four-hour shift. Bonnie Hartup, a teacher at Wix Brown Elementary School, celebrated her birthday on the picket line for the second year in a row; her co-workers brought a cake. At County Line Elementary School, a CUPE member baked cinnamon buns for the first time in her life and brought them as a token of appreciation to the picketers.

Retired teachers swelled the picketing ranks at Langley Secondary School (LSS). Glen Pinch remembered only too well the

strike in his last year of teaching and didn't hesitate to support the CUPE workers. Bob Osborne, a retired colleague at LSS, took the time to write to Peter Owens, offering support and statistical information he thought would be useful in the campaign. He closed with, "Keep up the good fight for your colleagues, Peter; am following your daily efforts with pride."

A CUPE member picketed each morning at Langley Prairie Fundamental School; she brought a car full of umbrel-

"This strike wasn't about CUPE wages; it was about unions and fair treatment of employees. This board had to learn it could not use one group of employees against another."

— Peter Owens, Langley Teachers' Association President

las to lend to teacher supporters on the line. Five teachers crossed the picket line each day. Because they were ingenious at finding ways into the school and because they didn't mind waking up with the cows, they were undetected the first four days. On Monday of the second week, picketers grew in number. By Friday, the last day before spring break, eight entrances were guarded by 80 picketers. "We all felt a strange sense of victory when they had to cross our line at the main entrance and look us in the face as they did so," said Harry, another stalwart CUPE picketer at the school.

Monday, March 12, was a pivotal day. Teachers had stayed out four days. Rumors flew about whole school staffs' going in, about "quid pro quo" (CUPE

honored LTA pickets for four days last year), about going in and coming out again to picket at recess and lunch. The LTA and CUPE jointly sponsored a rally. Hundreds attended; hundreds cheered; hundreds applauded their union leaders. As a group of LTA members performed a skit about Uncle Em" and the new game in town, "Let's Negotiate a Deal," all of the people in the crowd, LTA and CUPE members, sensed that there would be a settlement, but not out of weakness or disunity. As one said to me, "We're in this for the long haul — until there's a fair deal. No sense in going half the distance."

Even though the LTA rule for eligibility of third-party-dispute pay was simply to honor the CUPE lines, hundreds did much more. They wore support picket signs at their schools to be with their colleagues, and they travelled to other schools to do the same all over again.

After mediation, CUPE locals ratified on March 22. Peter Owens summed up its success: "This strike wasn't about CUPE wages; it was about unions and fair treatment of employees. This board has to learn it cannot use one group of employees against another. Once the board realized that teachers wouldn't teach until it settled with CUPE, it found the money and settled. What CUPE has done this round, combined with solid teacher support, will help us get a fair settlement when we begin negotiations."

The secretary at Langley Central Fundamental School brought corsages pinned to thank you notes for all the teacher supporters. All were worn with pride, and some have probably been preserved between the pages of thick history books, to be added to photo albums marking yet another strike in Langley School District.

"Uncle Em is a fictional character of unknown origin. That Emery Dossdall is superintendent of Langley School District is purely coincidental.

Lynne Sinclair is the BCTF Bargaining Division staffperson assigned to the Langley Teachers' Association.

Committee vacancies

Vacancies exist on the following BCTF committees. Terms of reference and curriculum vitae can be obtained by contacting Berniece Stuart, Organization Support Division.

Most terms are for three years, except where noted. Deadline for most applications will be June 8, 1990, except where noted. Appointments will be made at the July Executive Committee meeting.

- Advisory Committee on Substitute Teachers (5 substitutes, 2 presidents — 1 year terms)

- Bargaining Advisory Committee (7 — East Kootenay, South Coast, Metro, Vancouver Island South, South Okanagan, Central Mainland, Vancouver Island North)

- Committee Against Racism (2)

- Finance Committee (2 — 3-year terms, 2 — 1-year terms)

- G.A. Fergusson Memorial Award (3)

- Local Presidents' Advisory Committee (9 — 1-year terms)

- Policies and Procedures (1 and 1 corresponding member)

- Professional Development Advisory Committee (2 — South and North Okanagan)

- Professional Relations Advisors Committee (1)

- Status of Women (1)

- Teacher Newsmagazine Advisory Board (2 — 1-year terms)

- W.R. Long Memorial International Committee (1)

Judicial Council

The 1990 AGM, on recommendation from the Discipline Task Force, altered the Code of Ethics and established new structures for processing complaints. A *Judicial Council* will be elected by the Spring Representative Assembly (June 1-2, 1990) to three-year terms. The council will assume the major processing role. Three-person panels will be drawn from the council to screen complaints, conduct disciplinary hearings, and hear appeals. These panels will be designated *Screening Panels, Hearing Panels, and Appeal Panels* and assigned to cases on a rotating basis. A Judicial Council chairperson with specified responsibilities for administering the new structure and process will be elected separately by the RA.

Applicants must be endorsed by secret ballot at a local general meeting or delegate assembly. **The deadline for applications is May 18, 1990.**

AGM says NO to provincial bargaining

66

serve notice at this Annual General Meeting that we will not accept any unilateral alteration of our bargaining rights!" With these words, BCTF President Ken Novakowski expressed the teachers' reaction to hints that the government is considering a system of provincial bargaining.

This school year has already taxed teachers' energy, imagination, and solidarity. While adjusting to new collective agreements, we've faced a new school act and regulations, and a new finance formula. Teachers have made a professional commitment to understanding and implementing the best ideas from the Royal Commission report and the Year 2000 proposals, devoting significant time and resources to study and planning.

Significant changes take root only in a stable, well-funded system; yet the

premier set public education on its ear in January by introducing the referendum option "for extras such as local programs and salary increases beyond what is provided;" according to the government's ad campaign. Teachers, trustees, parents, municipal councils, and community and labour groups all have expressed their opposition to the referendum.

Now, the same government that unilaterally introduced our current bargaining structure, is apparently giving serious consideration to another bad idea: provincial bargaining. Just as it reduced locally elected school trustees' access to a healthy tax base, the province is considering reducing local power in bargaining.

Local bargaining works best for public education. Citizens elect their neighbors, their local leaders, to make decisions for their community about education in their community. Local programs reflect the regional and community differences. The local board has the rights and responsibilities of employer. Both teachers and trustees have an investment in free collective bargaining.

The Royal Commission understood that the status and reward accorded the teaching profession were key factors in the

promise of quality education. On the brink of significant curriculum innovations, in the face of a national teacher shortage, the commission advised the major stakeholders to embark on an ambitious program to enhance the status of the teaching profession, because "... people are inclined to receive what they are willing to accord to professionals. If they view teaching positively, expect high-quality services, and note the signs of excellence they observe, the teaching profession is more likely to attract and retain people who exhibit professional qualities and who feel that teaching allows them to make an important contribution to society."

We have solid agreements upon which to build. Now teachers must take on the privatization and contracting-out initiatives that the new School Act allows. We will not accept the prospect of uncertificated individuals' carrying on teaching functions, and we will not agree to the contracting out of educational programs and services currently offered by teachers.

We'll bargain for clear definitions of the school year and teachers' hours of work. Reduction of class sizes, improved

resources to support mainstreaming, and services for special needs students will be high priorities for us.

And a big challenge will be to negotiate agreements that will attract and retain qualified teachers. The agreements must offer sufficient resources for us to meet the needs of all children in a rapidly changing society, salaries that are competitive with the best teacher salaries in the country, and full recognition of the central role of the teacher in education.

In his address to bargaining leaders this spring, Ken Novakowski outlined the work ahead for locals: "stand up for the teaching profession and for quality education; stay the course we have set as a profession; bargain agreements containing conditions of employment that will attract qualified candidates to our profession; fight, alongside others, against the referendum and its regressive impact on public education; demonstrate, once again, that local autonomy works for education."

B.C. teachers will fight both referendum and provincial bargaining because they threaten education. Because we are part of a strong union of professionals, we'll succeed.

— Elaine Decker



Voting on issues as far-ranging as a new code of ethics and sponsoring a conference on children and poverty, AGM delegates were kept busy with this year's crowded business agenda. Re-elected to the Executive Committee were Ken Novakowski, Ray Worley, Alice McQuade, Jan Eastman, Bob Taverner, Carroll Whitwell, and newly elected were David Chudnovsky and Maureen McPherson.

Alisair Eagle photos



A cowpoke's view of the AGM

Without glancing at a name tag, or even taking a cursory look at the seating plan, even a neophyte AGM delegate can easily distinguish the city slickers from the cowpokes.

Most urban delegates dress as though they're living off the royalties of *E.T.* Most of us from up-country do our best in whatever doesn't wrinkle. You know what I mean — the basic, all-purpose business-meeting/fine dining sweat pants.

We AGM delegates are very much what and where we eat. At meal times, urban delegates invariably head for their favorite, chic little bistros. For the rest of us the cattle drive is on! A Willie Woosle on the trot is good enough, anything that doesn't cut into those PSHs (Prime Shopping Hours).

We are even identifiable as we make

our way through the throngs. Urban delegates, so well aware of the dangers of city life, head for the corner and wait dutifully for the walk signal. Only the cowpokes would defy the law and endanger life by attempting a non-hour mid-block crossing near Georgia and Burrard.

Yes, the annual jamboree does us all much good. The cowpokes see what life is like in a place where most trees result from the efforts of landscape architects, and we remind the city slickers of the reality of life without a multitude of urban amenities. The AGM makes for a good mix, and I don't mind coming home with Orange Julius stains on the sweat pants.

Patti McLaughlin is an English teacher in Squamish and a member of the news-magazine advisory board.

There's magic in B.C. classrooms

TEACHERS RECOGNIZED FOR INNOVATION

Teaching, some say, is serious work, applying well-honed skills to each student-teacher interaction. To others, teaching is a prodigious craft, learned through daily trials at the side of a master professional. Science or craft, it ain't nothin' until a bit of magic, otherwise known as the bibbity-bobbity-boo factor, is blended in.

The two 1990 B.C. winners of the Canadian Teachers' Federation Hilroy Award for innovative classroom programs are proof that it takes both hard work and magic to make an outstanding learning experience happen. Prabha Dey, Shuswap home economics teacher, and Brian McDonald, Kimberley industrial education teacher, captured the imaginations of their students and colleagues through their unique approaches to curriculum.

Prabha Dey's innovative international-meal-planning program for secondary began with a question about her teaching: "How else can I teach the Foods 12 curriculum without breaking up the food preparation and the course into isolated segments?" Today, 18 years later, Dey's students take full responsibility for an international smorgasbord luncheon once a week for 40-50 people.

Students select, research, plan and prepare the food, conversation, and costuming for a different country. A typical meal consists of a minimum of 20 main-course and dessert dishes, no small feat 12 times a semester.

As students research countries, including festivals, eating habits, typical dishes, spices and herbs, they are learning a lot more than meal prep. "Prabha Dey's course is not cooking for the sake of cooking, but rather food preparation as a vehicle to cultural understanding," says Dr. Lal Mattu, assistant superintendent of Salmon Arm School District, and one of the frequent participants in the international luncheons.

Dey agrees. "I am convinced that the best way to the minds and hearts of people through barriers of ignorance and prejudice, is through foods. Food is a cultural harmonizer."

As a result of this creative approach, students express much greater understanding and appreciation for other ethnic cultures. It is learning for a lifetime.

In the southeast corner of the province, students in Brian McDonald's bicycle-repair course are experiencing a different kind of relevant, high-energy education.

Inspiration for his Grade 8 basic bicycle mechanics course came from a trip to the Kimberley dump, where discarded bicycle parts abound. "From the beginning, I knew in my gut that the course was going to work," says McDonald. "And it is a great success. The kids and the community love it."

Designed to develop the thinking skills of students through basic bicycle repair

— Nancy Hinds



Ken Novakowski, re-elected for a second term as BCTF president, presented the 1990 Hilroy awards for outstanding, creative teaching to Brian McDonald (upper left) for his bicycle-repair course, and Prabha Dey (upper right) for her international meal-planning program. Alisair Eagle photos

(as part of the mechanics/metalwork component of practical arts), the course combines high student interest (99% of the students have bicycles) with easy availability of a simple piece of technology. The Kimberley Middle School power-mechanics lab is the right facility for such a course.

Over the past three years, this 30-hour elective course has been taken by more than half the students, an even mix of boys and girls. In pairs, the students first work on shop bicycles to discuss and demonstrate all the mechanical workings of the bicycle. Then they move to working independently on their own bicycles or related projects, such as written reports, video preparation, or building a bicycle stand.

The spinoffs from the course are many, ranging from a unit on ratios in mathematics to the Bicycle Touring Club. "Students take great pride in fixing something themselves," says McDonald. "In addition, they are learning how to work with a partner and apply safe shop procedures."

The course has been such a community success that both of Kimberley's bicycle shops have students from the program working as mechanics. For McDonald, bringing new programs into the school is a source of energy and creativity that keeps his teaching revitalized and his students interested.

Both Dey and McDonald serve to illustrate that teachers are taking professional leadership by developing curriculum that responds to student needs. As Hilroy winners, they received recognition from their colleagues in the form of a \$2500 award and a pin.



President Ken Novakowski titled his address to the 1990 Annual General Meeting, "Teachers: Our World and Our Work." The assembly then devoted three days to debating the wide range of issues affecting teachers in our work, in our world.

The delegates debated the Executive Committee's leadership report and priorities for 1990-91. Priorities include examination of federation services; providing information to members about BCTF affiliation with a labour central in preparation for debate at the 1991 AGM; undertaking initiatives to develop and deliver curriculum services and professional opportunities with costs recovered from the government and employers; achieving teachers' goals for public education through provincial and local political action; studying and developing ways of dealing with the teacher shortage by obtaining increased funding for public education and for teacher education.

President Ken Novakowski won re-election as president (defeating Richard Hoover); Ray Worley was re-elected first vice-president (defeating Linda Shuto); Alice McQuade returned as second vice-president (defeating Joan Robb). Delegates elected as members-at-large David Chudnovsky, Jan Eastman, Maureen McPherson, Bob Taverner (one-year term), and Carrol Whitwell expressed their thanks to retiring EC members Gary Robertson and Richard Hoover.

Delegates expressed opposition to the use of referenda for financing education, and adopted a referenda action plan to defeat the proposal.

The BCTF's position on education policy, developed through wide member discussion in the fall, was debated and confirmed. It will form the foundation of a brief to government this month.

Without dissenting vote, delegates supported striking CUPE locals 1260 and 1851 in their struggle with the Langley School Board, and they supported Langley teachers for honoring the picket lines. Many locals also offered financial support for Langley teachers.

On the recommendations from the Dis-

cipline Task Force, delegates adopted a new Code of Ethics for the BCTF that "states general rules for maintaining high standards of profession service and conduct toward students, colleagues, and the professional union."

Delegates agreed that the BCTF sponsor a conference on Children and Poverty in the fall of 1990.

The Task Force on Teaching Conditions and Professional Practice presented its report to the assembly. Teachers will be encouraged to explore the themes of the centrality of teaching, standards of professional practice, democratic accountability, collaborative and reflective practice, the professional social contract, and adequate resources for education.

Discussion on a proposal for a new category of membership known as Uncertificated Substitute Bargaining Membership was not completed, and the item was referred to the June Representative Assembly.

The 1990-91 fee was set at "1.175 per cent of the actual salary of the member, plus a 0.175 allocation to the Reserve Fund except that the fee for active members who are substitute teachers shall be 0.25 per cent of the actual salary of the member."

Ken Georgetti, president of the B.C. Federation of Labour, and Donna Jones, vice president of the B.C. School Trustees Association, brought greetings from their organizations. Special guests Kitty O'Callahan, president of the Canadian Teachers' Federation, and Peter Mahlangu, Canadian representative of the African National Congress, addressed the assembly. Delegates were entertained and inspired by topical songs written and performed by the Raging Grannies.

The AGM conferred honorary life membership on retired Surrey teacher and activist Lloyd Edwards. The AGM gave Allan Blakey the G.A. Fergusson award and conferred Hilroy fellowships on Prabha Dey and Brian MacDonald.

— Elaine Decker

Teacher Qualification Service for the public school system only

The Teacher Qualification Service (TQS) is a joint operation of the B.C. Teachers' Federation and the B.C. School Trustees Association. TQS was established to develop salary categories based on levels of academic and professional training. TQS assesses the credentials of individual teachers for the purpose of awarding a salary category which is recognized in contract between local associations and local school boards.

The 1990 annual meeting of the Teacher Qualification Service passed the following motion:

"That effective April 1, 1990, TQS provide services only to persons who are teachers employed in the public school system of British Columbia."

This motion means the BCTF and the BCSTA will no longer provide service to teachers outside the B.C. public school system.

TQS will likely require a confirmation of employment by a public school board before awarding a salary category or issuing a TQS card. The director of evaluation of TQS will develop procedures for setting up this policy change.

Direct any questions to John Murphy, Director, TQS.

Applying for a teaching certificate and a salary category: A two-step process

	Where to apply College Teachers	Teacher Qualification Service
1. Applying for initial B.C. teacher certification and salary category.	x	x
2. Applying for extension of Interim Certificate.	x	x
3. Applying for reinstatement of expired Interim Certificate.	x	x
4. Have permanent B.C. certificate, applying for reinstatement of lapsed college membership.	x	
5. Have B.C. Interim Certificate, applying for permanent.	x	x
6. Hold a B.C. Standard Certificate, have completed degree, and applying for Professional Certificate.	x	x
7. Hold B.C. Professional Certificate and Category 4. Wish to work on program leading to Category 5.		x
8. Hold B.C. Professional Certificate and Category 5. Have completed Masters Degree. Applying for Category 6.		x

B.C. College of Teachers
405 - 1385 8th Avenue
Vancouver, BC V6H 3V9
(604) 731-8170

Teacher Qualification Service
402 - 1195 West Broadway
Vancouver, BC V6H 4A8
(604) 736-5484

Non-gifted students short-changed

by Audrey Kunkel

Schools are short-changing those students who come to them lacking the preparation more favored students bring with them, Richard Andrews says.

Children who have culturally and educationally enriched preschool experiences enter school advantaged, and that advantage continues.

They are categorized as *gifted* and therefore "get the good curriculum and the good teachers," the University of Washington professor told an international conference on enhancing school quality November 17 in Vancouver.

Their less-privileged counterparts are labelled *remedial*, get poor teachers and are taught with the attitude that if something is said "louder and more often and slower, the children will get it."

"What we have systemically done is create accelerated curriculum for the children who do not need it and...decelerated the curriculum for those children who desperately need (an accelerated) one."

As a result, he said, the differences that exist between the groups of children when they enter school actually increase by the time they complete their education. It amounts to nothing less than a system based on "privilege of birth," said Andrews. And, he emphasized, it violates the trust placed in schools that they will ensure that every child has equality of access to the benefits of society.

That must change — not in part but completely — he said, calling on teachers to abandon programs they know don't work. To do otherwise would be "ethical and moral educational fraud," he asserted. Andrews told the Delta-school-district-sponsored conference that changing the approach to less-privileged school starters does work. He cited the case of a Washington-State school where remedial youngsters received an enriched program in reading in addition to the regular program.

They had, by Grade 3, actually surpassed non-remedial students who studied the regular course, he reported. The end of the birthright-based system won't come automatically and, Andrews indicated, other changes must accompany it. For example:

- Principals must become strong instructional leaders in their schools.

Evidence from around the world indicates that when teachers perceive the principal that way, they have confidence in that person's leadership and that, in turn, leads to their having "a clear conceptualization of where they are going."

"In those schools," he said, "children are stripped of birthright" and the differences between white and non-white, rich and poor students are eliminated.

- Old, artificial barriers must be broken down.

"We have created artificial conditions within schools that produce failure in children," Andrews said, noting that if there

were no Grade 1, no one would fail Grade 1.

"The age-graded, assembly-line approach where the first grade teacher adds something and the second-grade teacher adds something else and the third-grade teacher adds something else has not worked, does not work, made no sense when we put it in, and certainly makes no sense today," he said.

- The perception that professional educators who work in schools are fundamentally different from those who work in universities and colleges must end.

"That (view) is dead wrong... We are in the same business together," Andrews said. As professional educators, people working at all levels must be researchers, scholars, and practitioners, he pointed out.

Defining *researcher* as someone who has "a hunger and a thirst for new knowledge and information," he indicated the current system is such that the average teacher and school "are so abstracted from the new knowledge base they can be 20 to 30 years out of date and not even know it."

That situation would not be tolerated in medicine, he noted, saying that in that profession, the researchers go to the practitioners and ask them what they need to know to perform better.

As scholars, all teachers must "engage in the jousting contest of intellectual dialogue" and exchange ideas and information. By our doing that, the amount of knowledge will grow, he said. And, as practitioners, "each of us has a skill that, when we display it, will benefit others" and, he said, "each of us must see ourselves" in that way.

Audrey Kunkel is assistant editor of the Saskatchewan Bulletin, newsletter of the Saskatchewan Teachers' Federation.

Source: Saskatchewan Bulletin, December 6, 1989.

The school twinning program, a window on the world

The school twinning program is *young people talking to young people* about their schools, families, communities, interests, and concerns. The program encourages young people in Canada and in the developing world to develop a global perspective and a sensitivity to cultures other than theirs. The program, begun at the Canadian Organization for Development through Education (CODE), links Canadian elementary and secondary school students with students in Africa, Asia, the South Pacific, and the Caribbean.

For the 1989-90 twinning year, the Canadian Teachers' Federation has linked young people and their teachers in 582 classes/schools across Canada with 48 countries of the developing world.

Matches are based on grade level and age, language, special needs, and, wherever possible, geographic preference.

Twinning activities can be integrated with geography, language arts, social studies, etc. We strongly recommend that twinned teachers correspond on topics such as professional development and teaching conditions, to compare and contrast teaching experiences in their respective countries.

The program provides a personal glimpse into different societies. Personal contact furthers the young people's need to understand differences and similarities between cultures and lifestyles. Students participating in this program will learn more about themselves and their culture by describing themselves to their twins. The resulting friendships can further the feelings of goodwill and tolerance necessary for world peace.

For more information, call or write before mid-June; Janice Young, coordinator, School Twinning Program, CTF, 110 Argyle Avenue, Ottawa, ON K2P 1B4 (604) 232-1505.

Ode to the Year 2000

Capitulate, Capitulate. The time has come to integrate.

Physics 12 will now be taught in Japanese.

Comparative Religion will be part of Drama 10.

And, if nothing else, will bring us to our knees.

Certificate, Certificate. But how will we evaluate?

That bell-shaped curve is ringing in our ears.

Sample-based assessment, with criteria galore,

Will soon be causing ulcers in our...peers.

Curriculate, Curriculate. So scary we all palpitate.

Hang on to that strand, or you may drown.

You get to class all ready just to find no students there.

They're doing work experience in town! Graduate, Graduate. We know they still can't punctuate.

Prerequisite is now a taboo word.

They'll be throwing down the gauntlet, and they'll challenge PE 10.

Are we all mad, or is this too absurd? Inundate and suffocate. Our blood pressure will elevate

If we don't take this lion by the tail.

"Oh Sullivan," I worship thee,

But why did you do this to me?

It seems a quest to find the Holy Grail! Ann Zambilowicz Vancouver

Curriculum comes to life

THE SQUAMISH CULTURAL-IMMERSION PROGRAM



by Pat Gallaher

The B.C. Rail dayliner from North Vancouver slows to a stop 10 miles north of Squamish. Having enjoyed the scenic hour-long ride along Burrard Inlet and Howe Sound, 25 Grade 4 students pour from the train. The only sign of civilization is a dirt road crossing the ribbon of railway.

These children have arrived on the door-step of a culture far removed from suburbia. For the next day and a half, they will live with their "elders" as did the B.C. Coast Salish natives of the 19th century.

The Squamish Cultural-Immersion Program supplements the curriculum. Initiated in 1985 by the local Squamish people and the North Vancouver School District, it fosters greater understanding of the Coast Salish natives, who lived in harmony with their environment, respected and cared for all life forms, valued sharing as central to group survival, and lived in harmony with the seasons which determine the pace and quality of life. The program is named *Skw'unc-was*, the Squamish word for partnership.

(The children's journey was preceded by a day-long orientation for teachers and the five volunteer parents who accompanied the group as elders. Laurie Clark, the district's full-time Longhouse teacher at the Paradise Valley Outdoor School, guided the assembled adults through portions of the program, familiarizing them with everything from nearby landmarks to practice in transferring the red-hot cooking rocks from the fire to the cooking box. Each volunteer parent was assigned to one of the five family groups to guide and supervise the activities of the children during the overnight stay.)

After a brief introduction at the side of the tracks, the children and elders set out on a 45-minute hike through the forest to the Longhouse. From time to time, Clark stops to discuss the landscape and its relevance to the native way of life or to tell a particular local legend of significance to

the Squamish people. Nearing the Longhouse along the bank of the Cheakamus River, the group becomes quiet.

Before entering the structure in which we will spend much of our stay, all assemble on the river bank. *Keek-Yick* (Ann Billy's native title, passed down to her from previous generations) comes out of the Longhouse, ceremonial drum in one hand and a basket of small cedar branches in the other, accompanied by the other native elders who will share and guide the activities to come. For close to 30 minutes, Keek-Yick tells of the significance of this place to the natives who lived here a century ago. Then she leads the cleansing ritual. Brushing his/her body, from head to toe, back and front, with a cedar branch chosen from the basket, each person sheds distractions to focus on this long-ago time and place. (Tradition gives way to present day caution. Natives would have bathed themselves in the icy waters of the Cheakamus while using the cedar branches.) Keek-Yick teaches the group a special song she composed herself with reverence for this *place of coming together*.

Then the children and visiting elders slowly enter the Longhouse to find their family places. Each space is sufficient for a group of eight, centred around a fire-pit, with a raised sleeping platform against the wall. Each family has a separate supply of the equipment and utensils needed for cooking and eating and the different activities of the family group to which it belongs.

The children, with their parent elders, spend the mid-day preparing, eating, and cleaning up a traditional meal. In the afternoon, family groups disperse to be taught by native elders the ways of their specific disciplines — weaving, carving, cedar bark work, food gathering, hunting/fishing. Keek-Yick later leads the groups to a cedar grove, where they learn more of the importance of the cedar tree to the life and survival of natives long ago.

Not all is work at the Longhouse. Before regrouping to prepare for the evening meal, the children learn and play traditional games, pastimes which, in fun, once reinforced the skills adults would use in self-preservation.

The evening passes quickly. After the children set up their sleeping places, two native storytellers visit the longhouse.

They recall the way life was for them, growing up early this century in the Pacific Northwest. Some students are visibly awed by the real-world tales of a time when life was more basic and difficult. The stories are interspersed with song, accompanied by a storyteller's hand-decorated drum.

Settled in sleeping bags, most children soon drift off to sleep, exhausted by a day of many new experiences and serenaded by the parents and teachers round one still burning fire pit.

Sunrise welcomes the awakening group, and fires are quickly stoked to build up heat. By now, most students are used to the routine and need little guidance as they prepare and then clean up following the morning meal. Native elders return, and each family group spends the morning working at designated tasks.

The Longhouse program ends after lunch with a closing ceremony, at which Keek-Yick returns to the river the gathered cedar branches and the salmon bones from the previous night's meal as the visiting students and elders sing her song in a ceremonial departure from their quest into the past.

As the bus winds down the Squamish highway on the afternoon of the second day, the students are quiet, pensive.

When School District 44's Outdoor School Program started, it was highly innovative, giving an experience of the environment that couldn't be recreated in a classroom setting.

The Squamish Cultural-Immersion Program takes a step beyond. It adds another layer to students' awareness, parallel to the developmentally appropriate curriculum being covered in Grade 4. It gives a cultural perspective of the people whose survival once depended on first-hand interaction with and respect for nature. In the words of Clark, it's "curriculum come to life for the children."

Pat Gallaher is an early childhood educator, public speaker, and freelance writer.

About to buy?

QUESTION YOUR QUESTIONS!



We usually begin with the questions most frequently asked about an issue. But the questions *not* asked are equally important. Around economic matters, for example, business people ask:

- Is there a market for this product or service? Can a market be created?
- What does the product cost (labour, raw materials, energy, design, advertising, interest)?
- How much profit can the product bring?
- How can hassles (environmental, legislative, tax, and labour relations) be avoided?

But we have other questions to ask about economic activities and products that have more to do with their impact on our lives:

1. How will it benefit me and my dependents in terms of free time, cost saving, pleasure, status, health, information, creativity?
2. Can I afford it? How much work must I do to get it? What must I give up? Will it make me want to buy more?
3. What social relations does it

promote? Does it reinforce individualism or interdependence among people? Does it contribute to greater gender and racial equality?

4. How does it affect the environment? What non-renewable resources are used to make this product/activity? Does it regenerate or destroy the environment — in my neighborhood? In the world?

5. Which corporations profit from this product/activity? Are there boycotts of these corporations at present? What are the working and living conditions of the workers who produce the product/activity?

6. Where does it lead us? Does it help us to do things that will change our lives for the better now? Does it help build foundations for a more equitable future?

7. What are alternatives to this product/activity?

When thinking of buying a TV, for example, how would I answer these questions:

1. The TV can benefit me in terms of free time: it will occupy my children; it will give us both pleasure and information.
2. Whether or not we can afford it

depends on our income. TV ads will press us to buy more things.

3. A TV may cut down on interaction in the household, even though it will give us things to talk about with our friends who have TVs. Television is filled with programming that is sexist and racist; we need to become critical viewers.

4. TVs are made from many non-renewable resources (petroleum, copper, zinc, etc.) But in use, they are not particularly destructive to the environment.

5. Major multinationals benefit a great deal from television: as producers, advertisers, information-shapers. The workers who make televisions range from women in Singapore, making microchips under terrible conditions, to Canadian trade unionists, to highly paid engineers. Currently there are no boycotts of this product.

6. Whether a TV helps us improve our personal and social lives is questionable. It is known to reduce critical thought and to slow down brain-wave activity. It can reduce our interest in reading. It will not tell us much about groups working for social change.

7. If we had more control over the programming of television, if we were very selective in what we watch, if we used television more interactively by discussing what we see with others, then television could become a powerful vehicle for learning and organizing for change.

Buying the TV is just the tip of the iceberg; purely economic questions reveal little of the real social and political values at stake.

Try using these questions to evaluate your own daily activities.

Source: *The Moment*, Vol. 2, No. 3, Winter 1988. Jesuit Centre for Social Faith and Justice, 947 Queen Street East., Toronto, ON M4M 1J9.

Pension Fund Performance - 1989

As of December 31, 1989, the teachers' pension fund contained \$2.5 billion.

The Ministry of Finance reports that earnings for 1989 (calendar year) were 12.25% (market value). This falls slightly short of the benchmark performance measure of 12.63%.

On December 31, 1989, 31% of the fund was invested in short-term (less than one year) paper, mainly treasury bills, and the remainder in mid-term government bonds with an average duration of seven years.

The Inflation Adjustment Account holds some \$243 million, and it earned 10.9% over 1989. Most of this account is in shorter term bonds.

Pension maximization - the facts

by Gary Keiller

Chances are you will someday be shown a concept that describes the use of life-insurance coverage to improve retirement pensions. It's called pension maximization.

Here is the pitch: Mr. Smith is 65, and Mrs. Smith is 63. Mr. Smith's employer has provided information outlining all of his pension options. An insurance agent has called because he has a concept to share with them, one which will allow them to maximize the pension.

In the interview, the agent focusses on two pension options.

Option 1 is a *single-life* option. It provides a monthly income of \$3075, which is paid as long as Mr. Smith is alive. Upon his death, the pension ceases. No benefit is left to Mrs. Smith or the estate.

Option 2 is the *joint-life* option, providing \$2600 monthly. If Mr. Smith predeceases his wife, the full income is paid to her for life. No benefits are paid after her death. If Mr. Smith is the survivor, he also receives the \$2600 for life, with nothing paid after his death. The agent then explains this joint (sharing) option: (a) The joint option disinherits the children. (b) The joint option cannot benefit a new spouse. If Mr. Smith should be widowed and then remarried, his new wife cannot be covered by his pension. (c) If Mr. Smith is the survivor, he is stuck with \$2600 of pension; whereas the single-life option, would provide \$3075 for life. (d) Indexing on his pension would be based on the \$2600 instead of the \$3075.

The proposed solution is life insurance, with the income difference between the single-life and joint-life pensions used to pay the premiums. This difference is \$475 (single-life option of \$3075 minus joint-life option of \$2600).

In determining the amount of insurance required, the agent matches the amount of after-tax income that would be paid to Mrs. Smith from the joint pension option. The agent points out that the survivor's income of \$2600 is fully taxable. At a 35% tax rate, she would have \$1690 left. The agent recommends that Mr. Smith buy \$175,000 of life insurance. This sum

would provide the same \$1690 (approximately) to his wife upon his death.

Mr. Smith buys the insurance and elects the single-life pension providing \$3075 monthly for his lifetime. The life-insurance premium is \$340. Therefore, the Smiths have \$2735 left (\$3075 pension minus \$340 insurance cost). The insurance has apparently given the Smiths a better deal in that the joint pension would have provided only \$2600.

Now, let's look at the omissions from the presentation.

Omission 1 - Available premium dollars

The agent has ignored income tax in his solution. If Mr. Smith elects the single-life option of \$3075 and pays tax at 35%, he will have \$1999 left. If he elects the joint option at \$2600 monthly, he will have \$1690.

The difference in *after-tax incomes* is \$309. This is substantially less than the \$475 illustrated by the agent as available premium dollars. Mr. Smith would never notice this discrepancy and would continue to pay the \$340 insurance premium from a \$309 true difference in pension incomes.

Omission 2 - The tax on the insurance income

If Mr. Smith predeceases his wife, she will receive \$175,000 of tax free funds. Converting the funds to an annuity would provide her with \$1690 monthly income. This matches the after-tax income she would receive from the pension plan. The \$1690 from the annuity is *not* tax free, however (the presentation may insinuate otherwise). What is free from tax is that portion of the annuity constituting return of capital. The element provided by interest earned in the annuity is taxable.

If we assume Mrs. Smith is widowed immediately, the taxable portion of the annuity would be approximately \$1000. At 35% tax, the net income will be \$1340, not \$1690.

Omission 3 - Indexing

The pension-maximization proposal ignores inflation, presumably because the insurance solution provides a *non-indexed* survivorship income. Mr. Smith's pension plan is indexed. At 5% increases, the employer pension would increase Mrs. Smith's surviving spouse income to \$3840 in 10 years. The pension maximization solution would still be paying \$1690, before tax.

You are well advised to examine closely all concepts in terms of the problems uncovered and solutions proposed. Keep in mind that the use of fancy terms can disguise the solutions proposed or the products being sold.

If you are considering pension maximization, get advice. Consult your pensions and benefits people at work. As well, seek out a third party: an accountant, a lawyer, or a financial consultant. Your pension plan is one of your most important assets, and the joint option is probably the best insurance you can buy.

Gary Keiller is president of Nakamun Financial Services Ltd., Edmonton, AB.

Source: Reprinted from July-August issue of *Foresight Magazine*, 100, 9907 - 103 Street, Fort Saskatchewan, AB T8L 2C8.

Name	Died	Last taught in
Abercrombie, Phyllis	September 22, 1989	Vancouver
Abbot, Melvin	December 17, 1989	Revelstoke
Bawden, Gweneth (Cross)	December 27, 1989	Central Okanagan
Bobroske, Muriel (Sweezey)	July 6, 1989	Cariboo-Chilcotin
Brown, Florence	December 12, 1989	Vancouver
Bryant, James	September 13, 1989	Smithers
Buwyer, George	February 3, 1990	Victoria
Carlson, Oscar	October 2, 1989	Shuswap
Coull, Norman	September 8, 1989	Richmond
Davies, Ella (Klass)	October 6, 1989	Armstrong
Duncan, Isabelle	October 5, 1989	Surrey
Eger, Frances	December 31, 1988	Vancouver
Fagan, James	October 1, 1989	Trail
Flanagan, Anthony	September 9, 1989	Vancouver
Floyd, Esther	November 7, 1989	Vancouver
Ford, Tina G.	July 25, 1989	Vancouver
Frank, John	August 5, 1989	Hope
Fredrick, Mary (Bright)	October 6, 1989	Burnaby
Green, Doris (Hodge)	September 7, 1989	Nelson
Greening, Roy	September 23, 1989	Terrace
Harrower, John	September 14, 1989	Prince George
Hillary, Clifford	October 8, 1989	North Vancouver
Hodges, David	October 12, 1989	Victoria
James, Richard	January 26, 1990	Victoria
Keith, Leslie	December 2, 1989	Vancouver
Knox, James	September 17, 1989	Victoria
Laird, Isabel (Stoddart)	October 2, 1989	Victoria
Laverty, Charles	December 6, 1989	Abbotsford
Lowe, Thomas	August 20, 1989	Vancouver
MacDonald, Mary	August 23, 1989	Vancouver
MacKenzie, William	November 18, 1989	Vancouver
MacKenzie, Christina	October 8, 1989	Vancouver
MacPherson, Annie	October 31, 1989	Coquitlam
Matheson, Allan	December 28, 1989	Victoria
McAndrew, Rhoda (Allison)	November 13, 1989	Courtenay
McCooley, Vivien (Spence)	December 31, 1989	North Vancouver
McKinney, Katherine (MacKillop)	December 12, 1989	Richmond
McMillan, Muriel	November 14, 1989	Cranbrook
McPhee, Malcolm	October 24, 1989	Richmond
McPherson, Leone	November 7, 1989	Coquitlam
McRae, Marie (Nadon)	November 22, 1989	Victoria
Miles, Hylda (Horne)	September 10, 1989	Richmond
Murphy, Gwendolyn (Patterson)	January 29, 1990	West Vancouver
Nicklin, Emily (Lawrence)	October 26, 1989	Victoria
Parfitt, Arthur	December 10, 1989	Vancouver
Parkes, Jean (Duncan)	December 13, 1989	Vancouver
Pavey, Edwin	December 17, 1989	Surrey
Pearson, Harry	July 26, 1989	Maple Ridge
Quigley, John	December 26, 1989	North Vancouver
Rieman, Edith (Huber)	October 17, 1989	Burnaby
Roberts, Anne (MacLeod)	September 11, 1989	Castlegar
Rodgers, John	November 14, 1989	Gulf Islands
Samoyloff, Peter	November 1, 1989	Campbell River
Shopland, Jean (Mouat)	November 11, 1989	Vancouver
Sinclair, Janet	October 23, 1989	Central Okanagan
Stephen, Emma (Haggerty)	October 28, 1989	Vancouver
Tait, Charles	October 30, 1989	Cariboo-Chilcotin
Taylor, Katherine	December 29, 1989	Vancouver
Taylor, Paul	August 25, 1989	Vancouver
Uchida, Chitose	November 27, 1989	Surrey
Waites, Ellen (Mellish)	December 22, 1989	Vancouver
Waites, Kenneth	July 1, 1989	Vancouver
White, Clarence	October 12, 1989	Surrey
Wilcox, Laura	October 22, 1989	Vancouver
Williams, George	September 5, 1989	Vancouver
Wilson, Muriel	November 7, 1989	Vancouver
Wright, William	August 26, 1989	Victoria

Code-of-Ethics breach

This notice of a guilty finding on a charge of breach of the Code of Ethics is given after consideration of the case by the Judicial Committee and the Federation Appeals Board.

A charge of breach of the BCTF Code of Ethics, Clause 5 has been heard by the Judicial Committee of the BCTF. Clause 5 provides that a member "directs any criticism of the teaching performance and related duties of a colleague to that colleague" and that the criticism is directed to appropriate officials only "after informing the colleague of the intent to do so."

Ms. Joni MacArthur, of Nisga'a, was alleged to have informed an administrative officer of her criticism of a colleague without having first discussed the criticism with the colleague, and, further, she did not inform the colleague that she intended

to discuss the criticism with the administrative officer.

The Judicial Committee found Ms. MacArthur guilty of the charge. The penalty assessed by the Judicial Committee was a suspension from membership in the BCTF for a period of 60 calendar days.

The Federation Appeals Board dismissed an appeal by the member, specifying that in this instance suspension of membership means suspension of voting rights and active participation in meetings of the BCTF and the member's local association, and it directed that the period of suspension commence March 1, 1990.

Take control of your finances



by Mike Grenby

I think it's the "B" word that puts people off gaining more control over their finances.

If I say the word *budget*, your eyes might glaze over as you think of keeping track of every penny in a 12-column ledger. And then you'd wonder what to do with all those figures anyway.

Drawing up a budget need be no more complex than preparing a lesson plan based on a course outline. That gives you a base from which to work - and the freedom to make modifications, even to throw away the budget/plan, according to the real world that confronts you.

Imparting knowledge to your students helps them gain more control over their lives. Gaining more knowledge about your finances will have the same result in your life.

Let me suggest a simple approach. Remember, what really counts is how much satisfaction you can get from your money. Budgeting - taking control of your finances - can help you increase that satisfaction.

1. How much can you spend? Choose a 12-month year - January 1 to December 31 or September 1 to August 31. Start with your monthly take-home pay. Working on a 10-month year, multiply the monthly cheque you receive by 10, then divide by 12.

You really cannot spend more than that amount each month, unless you make a conscious decision to subsidize one month's expense by taking the money from another month's income.

The only other ways to spend more than you earn are to use up savings or borrow money. Both these approaches are fine - as long as you (both of you) are aware of what you are doing.

2. The "big bills" account. List all the major expenses you encounter each year - annual events (like holidays, Christmas spending, and car and other insurance) and special items (like tires for the car, a major family trip, a new appliance).

Important: Include a "have a good time" amount, and perhaps even have a separate account. This pot of money will reward you for doing a good job and will encourage you to keep going.

Then divide the amount by the number of months until you will need the funds. If your \$900 car-insurance premium is due in three months, you will need to put \$300 aside every month for the next three months. Then you can lower the figure to \$75 a month because you will have 12 months until the bill is due again.

Every few months, you will need to adjust the "big bills" monthly instalment until everything is on the 12-month cycle.

Here is the key to making this system work: have the bank or other financial institution automatically transfer the total every month to a special account for these big bills. (Try to bargain away any unreasonable service charges; otherwise, deposit post-dated cheques at a competing institution.)

Write on the cover of the passbook the bills the account covers. When the bills

come, there should always be enough money in the account to pay them.

3. Priorities and the balanced budget. List both your everyday expenses (most financial institutions can provide you with budget books) and the major expenses in order of priority. Remember to include saving and debt reduction. If you live with someone, make these priority lists separately - then compare and compromise.

Trim and adjust, until the bottom line - your total monthly outgo - equals your take-home pay.

4. Envelopes keep you honest. Write your expense headings and the budgeted amounts on separate envelopes. Get a receipt every time you spend money. Note, on pieces of paper, payphone, bus, and parking meter/machine spending.

Every day, put the receipts in the appropriate envelopes, which you should keep in a particular spot on counter or table (you can put them away when company comes). Deduct that day's spending from the previous total so that you always have a running total and can see how much you have left for the rest of the month.

5. Meet monthly to review and adjust. Make a date to talk to your partner (or yourself if you are single) on the first of every month. Reschedule the meeting if you have to cancel.

Review the past month's spending, and make any necessary adjustments. Write down any problems plus the proposed solutions, so you can refer back to your notes at next month's review.

If you want, or need, to cut back on debts, destroy or at least lock away your credit cards. Also put a "sinking cap" on your line of credit: write to the financial institution to ask that each time you make a payment on the line of credit, your maximum be decreased to your new, lower balance.

Carry some travellers cheques in case you run out of cash or somebody won't accept your personal cheque.

Do you think this approach might work? If you reply, "Mike, I know it makes sense and it's something I/we should do. But to be honest, I also know it's something that just won't happen," consider this approach:

Go through only steps one to three. Or simply estimate how much you need to live on. Deposit this amount into your operating account (and perhaps a "big bills" account) every payday. Decide what you will live on during the summer (savings, a spouse's earnings, etc.).

Then put the rest of the money into a separate account for saving or investing. Or use the money to pay down debts more quickly.

Or do a combination: for example, put one-third into a special reserve account for emergencies, use one-third to pay down debts, and save the remaining one-third for holidays, a new home, furniture, early retirement, investments, and so on.

If you have two incomes in the family, live on one or perhaps one and, for example, half the other. Then split up the remaining money as outlined above.

This "save first, and live on what's left" approach can work. You might need to put away credit cards and shut down a line of credit to keep on track.

Finally, consider easing into this budgeting business. Some people can plunge right in and be delighted with the results. But others are more likely to succeed if they move a step at a time - perhaps setting up automatic transfers to "big bills" and "have a good time" accounts; a: d living on what's left without keeping receipts for everything.

No single approach is right for everybody. Do what works for you.

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Mike Grenby writes a nationally-syndicated money column and is an independent personal financial adviser based in Vancouver.

Burnett, Frances Hodgson. *The Secret Garden*. Lippincott, Philadelphia. 1911.

by Susan Tickson

Recently, I read *The Secret Garden* to my own children. Succeeding generations have read it since it was first published in 1911, and it is in every children's library collection. I read it as a child - and loved it. I suppose in choosing to read this book, I wanted to pass to my children some of the experiences that shaped my values and my world view.

The rereading proved an eye-opener. *The Secret Garden*, a beautiful tale of a young girl's journey from sickness, both physical and spiritual, to health and well-being is also a tale of racism.

The story is of Mary Lennox, born and raised to the age of nine in India. When her high-society British parents die of cholera, the orphaned Mary goes to stay with a distant uncle on the British moors. She makes friends: Martha, the maid; Martha's brother, Dickson; and her cousin Colin. Both Mary and Colin find health and happiness in a secret garden on the English estate.

A repeated theme of the story is the difference between India and England. The negative characteristics of India's imperiousness, contrariness, and ill health leading to death, are captured in this description.

Mistress Mary got up from the log at once. She knew she felt contrary again, and obstinate, and she did not care at all. She was imperious and Indian, and also hot and sorrowful.

"I didn't know about them [gardens] in India," said Mary. "I was always ill and tired and it was too hot. I sometimes made little beds in the sand and stuck flowers in them. But here it is different."

People in India are portrayed as either servile, obsequious underlings or imperious, uncaring Rajahs. England is repeatedly contrasted as a different place, where gardens bloom, where sickness is cured, and where instead of slothfulness there is creative industry.

"It is different in India," said Mistress Mary disdainfully...

"Eh? I can see it's different," she [Martha] answered almost sympathetically. "I dare say it's because there's such a lot o' blacks there instead o' respectable white people. When I heard you was comin' from India I thought you was black too." Mary sat up in bed furious.

"What!" she said. "What! You thought I was a native. You - you daughter of a pig!" ...Mary did not even try to control her rage and humiliation.

"You thought I was a native! You dared! You don't know anything about natives! They are not people - they're servants who must salaam to you. You know nothing about India. You know nothing about anything!"

Throughout the book, India symbolizes sickness of the mind and the body, and England, wellness and health.

There is no doubt that the fresh, strong, pure air from the moor had a great deal to do with it. Just as it had given her an appetite, and fighting with the wind had stirred her blood, so the same things had stirred her mind. In India she had always been too hot and languid and weak to care much about anything, but in this place she was beginning to care and to want to do new things.

Much of the literature that shapes our lives as children reflects the cultural values of earlier times. Such is the case with

this children's classic; yet, those earlier values, unexamined, can produce the racism and sexism that we must face today. *The Secret Garden* reflects the social context and values of its time - intolerant values that view all but the British culture as inferior.

Teachers and teacher-librarians need to reread many of these classics that have found an all too comfortable place in our libraries. No book deserves a place in a school collection simply by virtue of distinguished age or a reputation gained in another era.

I debated pulling this book from the shelves, however, I am a proponent of freedom to read. As a teacher-librarian, I dislike censoring student reading materials. How should teachers and teacher librarians address the problem presented by stories such as *The Secret Garden*?

Censorship seems too simplistic a method of resolving the problem. It would only bury the issue. Children deserve better. They deserve the opportunity to read, to apply critical-thinking skills, and to learn to detect bias and point of view in what they read. Censorship, by denying the existence of racism, disallows children the opportunity to confront and explore issues related to prejudice.

If *The Secret Garden* stays on the library shelf, many more children would encounter the pejorative symbolism embedded in the text. Uncritical, unguided reading of this story can leave the reader with a sediment of bias against India and Indians. Just as important is the harm to the self-esteem of the Indian child who unwittingly encounters the hurtful prejudice in the book.

Recently, I received a copy of the list of recommended titles to support the language arts curriculum from the ministry. It disturbed me to see *The Secret Garden* on the list. On reflection, I believe it is preferable to introduce the book to children in a setting where the racism can be confronted, where children can be guided in their responses to the story and the images it contains.

As we address racism in our schools, we must go beyond ensuring that the resource materials we select for our students are bias-free. We must teach children to recognize bias and to confront it. We do this not by limiting the materials our children read but by equipping them with the skills to enable them to understand the basis of prejudice, identify its cause, and recognize and positively confront examples of racism.

Placing *The Secret Garden* on the recommended list may be better than placing it on the library shelf. Teachers need to be alerted to the issues it raises and prepare (supported with proven resource materials and curricula) to deal with those issues.

Susan Tickson is teacher-librarian at Stoney Creek and Brantford Elementary schools, in Burnaby.

PROCALENDAR

MAY

May 1-5

Control Theory and Lead Management Intensive Week Training, Glasser workshop, Richmond Inn, Richmond. Contact Oasis Consulting 536-4200.

May 3-5

B.C. Business Education Association spring conference, "1990 and Beyond." Sheraton Landmark Hotel, Vancouver. Contact Royce Shook, c/o Queen Elizabeth Senior Secondary School, 9457 136th Street, Surrey, BC V3V 5W4, H: 467-3051, S: 588-1258.

May 3-5

Early Childhood Educators of B.C. 20th annual conference, for preschool and kindergarten teachers, "Expanding Horizons." Westin Bayshore Hotel, Vancouver, Contact J. Wade, 879-8185.

May 3-6

B.C. Library Association Conference, "Working in Interesting Times," Victoria Conference Centre. Contact BCLA conference office, 110-6546 Bonsor Avenue, Burnaby, BC V5H 1H3, 430-9633, fax 430-8595.

May 4

B.C. English Teachers' Association spring conference and AGM, "Theory into Practice: How teachers can use theory," SFU. Contact David Fisher, 5721 148th Street, Surrey, BC V3S 3B7, H: 590-4113, W: 291-3005.

May 5-6

Environmental Educators' Provincial Specialist Association Interior conference, Project WILD, McQueen Lake Environmental Centre, Kamloops. Contact Ernie Cordonian, 2510 Skeena Drive, Kamloops, BC V2E 1V5, H: 828-9495, S: 376-6224.

May 5-6

B.C. Teachers for Peace Education retreat, Gabriola Island. Contact Beverly Davis, 515 Obed Avenue, Victoria, BC V9A 1K6.

May 9-11

Conflict Resolution in Schools, a conference on alternative approaches to resolving conflict in classrooms, schools, and school systems, Harbour Towers Hotel, Victoria. \$185. Contact UVic Institute for Dispute Resolution, Begbie Building, Box 2400, Victoria, BC V8W 3H7.

May 10-12 ST. JOHN'S, NF

20th CASLT (Canadian Association of Second-Language Teachers) National Conference on Second-Language Education, Contact Arlene Luke, Roman Catholic School Board for St. John's, Bonaventure Avenue, St. John's, NF A1C 3Z4.

May 11-13

Third Youth for Global Awareness Conference, "Together for a Better World," youth ages 15-19, UBC. \$125. Contact Peace Education Centre, c/o 9 West 63rd Avenue, Vancouver, BC V5X 2H7, 321-1351.

May 11-12

Educating Students with Head Injury, second annual conference, Douglas College, New Westminster. Contact Robyn Littleford, 734-1315 (local 259), or 734-3756.

May 16-18 WINNIPEG

Canadian Symposium IV on Gifted Education: Dealing with Diversity, Holiday Inn South, Winnipeg, Manitoba. Contact Eloise Wood, Rockwood Resource Centre, 350 Rockwood Street, Winnipeg, MB R3M 3P8, (204) 452-9007.

May 17-19

Serendipity '90, "Cultural Roots/Routes," IBBY regional conference hosted by Vancouver Children's Literature Roundtable and the Department of Language Education, UBC. Contact Ron Jobe or Wendy Sulton, Department of Language Education, Faculty of Education, UBC, Vancouver, BC V6T 1Z5, 228-5233, 228-5229.

May 19-21 WINNIPEG

PRIDE (Parent Resources Institute for Drug Education), sixth annual national conference on youth and drugs, "The '90s: Building a Drug-Free Canada," Winnipeg Convention Centre. 1-800-667-3747.

May 25-27

14th Annual B.C. Conference on the Teaching of Physical Education, University of Victoria. \$85; \$75 For PEPSA members.

May 25 to June 3

FITWEEK 1990:
"DO IT DAILY...FOR LIFE!"

JUNE

June 11-15

Control Theory and Lead Management Intensive Week Training, Glasser workshop, Inn of the North, Prince George. Contact Sandra Nadalin 562-2241.

June 14-17 OTTAWA

Canadian Library Association conference. Contact Jane Cooney, CLA, 602-200 Elgin Street, Ottawa, ON V2P 1L5, (613) 232-9625. FAX (613) 563-9895. Envoy 100 CLAHQ.

JULY

July 1-4 CALGARY

Canadian Home Economics Association convention and annual general meeting, Calgary.

AUGUST

August

Chautauqua '90, August 7-10 and 13-17, Okanagan College, Kelowna. Contact Russell Krasniuk, Okanagan College, 1000 KLO Road, Kelowna, BC V1Y 4X8, 762-5445, fax 860-1888.

August 13-17

Flight into Literature II, "Creating Classrooms for Tomorrow," K-12, The Abbey Arts Centre, Abbotsford. Features Susan Close and others. Contact Giesla Hamilton, c/o Chief Dan George Elementary School, 32877 Old Riverside Road, Abbotsford, BC V2S 4N3, H: 853-3071, S: 852-9616.

August 26-30

Control Theory and Lead Management Intensive Week Training, Glasser workshop, Gabriola Island. Contact Haven-by-the-Sea 247-9211.

SEPTEMBER

September 9-13

Control Theory and Lead Management Intensive Week Training, Glasser workshop, Victoria, Ramada Inn. Contact Oasis Consulting 536 4200.

September 22

"Fall Fiesta" B.C. Orff Chapter, Seabrook Elementary School, Burnaby. Contact Deborah Kerr, c/o Seaford Elementary School, 7881 Government Street, Burnaby, BC V5A 2C9, H: 421-2240, S: 420-1214.

September 27-28

B.C. Rural Teachers' Association annual conference, Fort St. John. Contact Brian Fox, Box 6865, Fort St. John, BC V1J 4Y3, H: 785-9479.

September 27-29 SASKATOON

1990 Western Canadian Early Childhood Conference, "Building Bridges to the 21st Century," Saskatoon. Contact Lorraine Street, 1990 conference, Box 1563, Saskatoon, SK S7K 3R3.

September 29

LOMCIRA (Lower Mainland Council of the International Reading Association) fall conference, Hyatt Regency, Vancouver. Contact Shirley Choo, c/o Montclair Elementary School, 5310 Sonora Drive, North Vancouver, BC V7R 3V8, H: 420-7967, S: 988-6377, or Merydith Kezar, 266-5381.

OCTOBER

October 11-13 PORTLAND

29th Northwest Mathematics Conference, Portland, Oregon. Contact Ian deGroot, c/o Sutherland Secondary School, 1860 Sutherland Avenue, North Vancouver, BC V7L 4C2, H: 980-6877, S: 985-5301.

October 19 is a province-wide professional day.

October 19

Learning Assistance Teachers' Association regional conferences: *Vancouver Island North*, Challenge of the '90s," Port Alberni. Contact Donna Offite, 723-3565. *Central*, "Challenge of the '90s," Kelowna. Contact Marion McCraig, 762-0753.

October 19

Math conference (for elementary and secondary school teachers), North Vancouver. Contact Ken Mayson, c/o Leo Marshall Curriculum Centre, 987-6667.

October 19

Third Annual Quality Daily Physical Education Conference, Douglas College, New Westminster. Contact Chris Johnson at the college.

OCTOBER 19

Lower Mainland School Counsellors' conference.

October 19

B.C. Social Studies Teachers' Association conference, Coquitlam. Contact Bruce Kiloh, c/o Terry Fox Senior Secondary School, 3550 Wellington Street, Port Coquitlam, BC V3B 3Y5.

October 19-20

B.C. Primary Teachers' Association conference, "Celebrations," Vancouver Trade and Convention Centre. Contact conference registrar Leona Ewert, 856-5523.

October 19-20

B.C. Primary Teachers' Association conference, Vancouver Trade and Convention Centre.

October 19-20

B.C. Business Education Association fall regional conferences.

October 19-20

B.C. Association of Teachers of Modern Languages conference.

October 19-20

B.C. Technology Education Association conference, Prince George. Contact Jim Rose, RR 8, Site 23, Comp 15, Prince George, BC V2N 4M6, 963-9258.

October 19-20

Provincial Intermediate Teachers' Association conference, Prince George. Contact Carol Heibert, 6058 Trent Drive, Prince George, BC V2N 2G3.

October 25-27

Peace River South Teachers' Association Conference, "Aiming for Excellence: Kids First," South Peace Secondary School, Dawson Creek. Contact Craig Young, 782-5585.

NOVEMBER

CORRECT DATE November 2-3

Computer-Using Educators of B.C. conference, Horizons '90, Hyatt Regency Hotel, Vancouver. Contact Sharon Koshman, c/o Jarvis Elementary School, 7670 118th Street, Delta, BC V4C 6G8, H: 266-9916, S: 594-3484.

November 4-5

Computer-Using Educators of B.C. conference, Horizons '90, Hyatt Regency Hotel, Vancouver. Contact Sharon Koshman, c/o Jarvis Elementary School, 7670 118th Street, Delta, BC V4C 6G8, H: 266-9916, S: 594-3484.

November 8-10

Congres de l'ACPI '90, Hotel Vancouver and Hotel Meridien, Contact Lionel Daneault, Winslow Centre, 1100B Winslow Avenue, Coquitlam, BC V3J 2G3.

November 8-10

Annual conference of Association for Educators of Gifted, Talented, and Creative Children in B.C., "The Key to Quality Education: Meeting the Special Needs of the Gifted Learner," Delta River Inn, Richmond. Features Dr. John F. Feldhusen, Contact David Halme, 3391 Hilton Road, Duncan, BC 19L 4B1, H: 748-1955, S: 749-6634.

APRIL 1991

April 28-May 1

Focus '91, "Integration: A Shared Responsibility," a conference emphasizing a co-operative approach toward the integration of children with disabilities into regular school settings, sponsored by Greater Victoria School District and the Ministry of Education, Special Programs Branch, Victoria Conference Centre. Contact Barbara Smith, c/o Victor School, 2260 Victor Street, Victoria, BC V8R 4C5.

MAY 1991

May 22-24 HALIFAX

1991 Canadian Guidance and Counselling Association Conference, "Side by Side: Helping Professionals Work Together," the Nova Scotia Hilton, Halifax. Contact Laurie Edwards, c/o Box 2086, Station M, Halifax, NS B3J 3B7, (902)424-5163, fax 1-902-424-0511.

OCTOBER 1991

October 17-19

30th Northwest Mathematics Conference, Richmond. Contact Ian deGroot, c/o Sutherland Secondary School, 1860 Sutherland Avenue, North Vancouver, BC V7L 4C2, H: 980-6877, S: 985-5301.

NOVEMBER 1991

National Science Teachers' Association regional conference, Hotel Vancouver and Hyatt Regency Hotel. Contact Lon Mandrake, 8526 117B Street, Delta, BC V4C 6G2, H: 591-5839, S: 591-6166.

Compiled by Debby Stagg, PSA Services Co-ordinator, Professional Development Division.

For Rent

Alberta/Lower Mainland:

Vancouver. Apartment rental, short or long term. Comfortable, safe, sleeps 3, available most weekends (Thurs. Sun.) and school/summer holidays. Sliding scale, references. Leave message 873 5389.

West Point Grey, Vancouver. To sublet July/August. Furnished 2 bdrm. Tudor cottage for N/S single adult or couple (no pets), \$900/mo. Call 604 222 0786 after 4:30 p.m.

Vancouver. 1 bdrm. ground floor apartment with patio. One block from Stanley Park. Available July 1 to August 17. \$600 per month. 684 2247.

New Westminster. 4 bdrm. home available for rent from July to approximately August 24. 10 min. to SFU, 40 min. to UBC. Rent negotiable. References. Call Jim/Doreen, 525-6731.

Near Vancouver. Summer 1990. Small, furnished house. Reasonable. Call Lorna Robb 278-1641.

Vancouver. 1 bdrm. apartment to sublet month of July. Close to Stanley Park and bus connections. Everything provided, \$650/mo., \$165/wk. Damage deposit required. 1003-1932 Alberni St., Vancouver, BC V6G 1B4, 688-5217.

North Vancouver. Furnished house, July and August. 3 bdrms., 2 1/2 bthrms. No pets. Non-smokers only. \$1500/summer. Call 988-6898.

Vancouver. Fully furnished 3 bdrm. house. July & August. \$700/mo. 15 min. to UBC. Call Leyanne 873-6186

Tsawwassen. 2 bdrm. house and separate studio. 2 cats. Private yard. July 6-August 24 (flexible). \$1150/inclusive. Call Barbara, 604-943-0788 evenings.

Langley. 4 bdrm. house. 1/2 hr. from SFU, July & August. \$900/mo. all inclusive. References required. Call 888-6399.

Vancouver. 1 bdrm. bsmt. suite, June 20 - August 18 or 3 bdrm. house, July 14 - August 18. 1 blk to UBC gates, N/S, call Sherry 228-9697.

Burnaby. Deluxe view, 1 bdrm/den or 2 bdrm. apartment, 1070 sq.ft., 2 bthrms., one secured parking, Metrotown area. Some furniture if needed. Call Kathy 435-8855 (H), 435-8121 (W).

Vancouver. Summer sublet, furnished 1 bdrm. with view, close to beaches, parks, shops, buses, cycle path, and UBC. Reasonable. Call 731-4798 (leave message).

Out-of-town:

Victoria. Furnished apartment, May 1 - August 30. \$500/mo. includes utilities, 15 min. to UVic. Pool, courts, weight room, jacuzzi. Write #422-252 Gorge Avenue, Victoria, BC V9A 6W4 or call, 380-3987.

Victoria. 2 bdrm. furnished beachfront home. July 6 - 20, July 28 - August 11. Non-smokers. \$300/wk. Sylvia 658-5318.

Oak Bay, Victoria. Large, character home for rent for July. 3/4 bdrms., 2 baths, sunroom, family room, 2 blks. to beach and close to UVic. No pets. \$1400 and \$400 damage deposit. Call 595-0270 after 5 p.m.

UVic. Large home available July/August, \$1100/mo. Call 477-1879.

Victoria in the summer! Owners would like to rent their 3 bdrm. townhouse for the month of July only. \$800. We border the University of Victoria. Perfect location for a Master's student in the summer. 2000 sq.ft., includes everything. Please call David Harvey: 721-0454 or 721-1605, 39-3987 Gordon Head Road, Victoria, BC V8N 3X5.

Victoria home to rent. 3 bdrm. home for 3 weeks in July. \$750. Non-smokers. Call, 479-1378 evenings.

Victoria. 2 bdrm. house, 1/2 block from ocean, direct route to UVic (7 km). Available July-August. \$800/mo. N/S, no kids or pets. Call, 385-1953 evenings.

Shawnigan Lake. Summer rental, Shawnigan lakefront house. 30 min. to UVic. \$300/wk. Call 743-9268.

Home, 112 ft. on O.K. Lake, May - October. Call C. Jordan, 937-3095 (Coquitlam).

Salspring Island. House for rent July and August. \$700/mo. Call Bill or Susan Underwood, 537-9391 after 6 p.m.

Campbell River, Salmon capital of the world. 2 bdrm. house available July 1 for summer or portion of summer. References. Call 286-0405 after 10 p.m.

Shuswap Lake. 2 bdrm. deluxe condo on beautiful Shuswap Lake. Fireplace, 5 major appliances, private beach and moorage facilities for your boat. Fully furnished right down to the beach towels. Daily, weekly, or monthly rates. M. Laitinen, #1206, 1260 Nelson St., Vancouver, BC V6E 1J7 (1-689-3639).

Powell River. 3 bdrm. furnished house. July and August. Good view. \$550/mo. Contact John Berg, 7088 Massett Court, Powell River, BC V8A 1L4, or call 485-7226.

Shuswap Lake. Rustic summer cottage. Sleeps 6. \$350/wk. Sat. thru Sat. Bedding and dishes provided. Box 37, Anglemont, BC VOE 1A0, 1-955-6544.

Wanted to Rent/Exchange

Alberta teacher looking for home/apartment to sublet for summer. University/kasilano area. Contact, C. Burke, 10820 130 Street, Edmonton, AB T5M 0Y9.

Mature female, non smoker is available to house sit for 8 weeks from July 1 to August 25, 1990. I am compatial be with plants and pets. References on request. Please write to Enid Crighton, 18907 - 97 Avenue, Edmonton, AB T5T 5K5.

Parents visiting from France require 1 bdrm. furnished apartment. Dates flexible but prefer mid-June to mid-July. West side Vancouver only. Call 261 6296.

Cottage on Hornby or Savary, 2 weeks, end July to August or trade houses. Call Sherry 228 9697.

1 or 2 bdrm. house/condo/apt. July 1 - August 24, furnished, preferably in James Bay or campus area. 1 female professor and 2 house cats (both decahed). Call Paulette Moeller, Regina, SK S06-585-4121 (O), 306-584-8656 (H).

SFU Faculty Associate wishes to house sit. Available for two years. Call Beverly Davis 380-6608 (Victoria).

Vancouver West Side accommodation wanted, 2 bdrm. for 2 weeks between July 15 and August 15. Call 368-5093 (Trail).

Responsible couple moving to Vancouver will house sit for summer. Leon Viger, 11903 - 49 Street, Edmonton, AB T5W 3A2, 479-6429.

Teacher seeks house to rent in Victoria, preferably Oak Bay area, July 1 14 or exchange for large home on Sunshine Coast near beaches. Call 885-5779.

House exchange Summer 1990 - Ottawa. Vacation 25 min. from capital, 2 bdrm log house on river very pretty, available July-August for house in Vancouver or area. Interested? Phone (613) 253-1905. Write RR3, Almonte, ON K0A 1A0, Jonathan Robinson. Car available negotiable.

Metro Toronto. House/apt. exchange for August - December 1990. Our house in north Metro Toronto for your place in Vancouver. Must be wheelchair accessible. Please call 416-225-8403 or write to 291 Kingsdale Avenue, Willowdale, ON M2N 3X5.

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Affordable Apple II series software: only \$2 each. For catalog, send \$2 or S.A.S.E. to: Cider Software, Box 6148, Ft. St. John, BC V1J 4H6.

Taking a statistics course this summer or doing simple statistical analysis? Here is an IBM-PC type program that is menu driven and easy to use. "STATISTICS FOR RESEARCHERS" includes 10 tests such as: ANOVA, T-TESTS, CORRELATION, CHI-SQUARE, WILCOXON, MANN WHITNEY. Cost: \$24/25.25" diskette. Taylor Testing, 3750 Crestview, Victoria, BC V8P 5C6.

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Income tax returns. Please phone Gyan Nath, certified general accountant, business educator (retired) at 435-1905 or visit his office, 2nd floor, #3 - 6344 Kingsway, Burnaby, BC. Evening appointments are possible.

Summer Institute '90, Cooperative Learning and Peer Coaching, Regina, Saskatchewan. Barry Bennett and Carol Rolheiser Bennett, dynamic staff developers, will present one of

the most powerful teaching strategies. Cooperative Learning. During the first four days participants will practice the basic elements of cooperative learning. In the advanced session (Friday and Saturday), participants will concentrate on the implementation of new teaching concepts through Peer Coaching. Cost: Level One (Mon. - Thurs.) \$350, Level Two (Fri. - Sat.) \$475. Both sessions (Mon. - Sat.) \$450. For further information, contact: Rick Olson, Chairperson, Summer Institute, 55 Summerfield Drive, Regina, SK S4V 0C6. Phone: (306) 525 0301 (W), (306) 789 8089 (H).

Wanted: Former teachers of The el Nui School, Oliver, BC. Please contact Donna Nemeth, 498-2884.

Scholarships

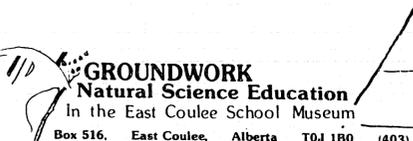
Alice Gray Scholarship Fund. Burnaby South Secondary School is establishing a scholarship fund in memory of Alice Gray who died on February 16. Alice taught Business Education at South for 36 years, from 1939 to 1975. Her strong interest in professional development, among many other pursuits, earned a love and respect for her as a truly devoted and inspiring teacher. If you wish to donate to the fund, mail your cheque to: Burnaby South Secondary School, 6626 Kingsway, Burnaby, BC V5E 1H1. Receipts will be issued.

Raoula Pedersen Memorial Fine Arts Scholarship. Raoula Ann Pedersen of Cobble Hill passed away suddenly on February 6, 1990. A memorial scholarship fund is being established in her memory. The scholarship will be awarded annually to a student graduating from the Cowichan School District who

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Dates July 23-August 11, 1990
Location Vancouver

MUED 437/96A (3.0 units)
ORFF Level II
Dates July 23-August 11, 1990
Location Vancouver

Special Noncredit Institute
An In-depth Look at Integrated Learning
at The Early Childhood Level
Dates July 6th, 7th, and 8th, 1990
Location Curtis Building (Law) UBC

EDUC 490/96A (1.5 units)
Special Studies in Education:
Integrated Primary - The Ungraded Classroom
Dates July 3-20, 1990
Location UBC

ECED 438/96A (1.5 units)
Observation and Recording
Dates July 3-20, 1990
Location UBC

EDUC 490/96B (1.5 units)
Special Studies in Education:
Integrated Primary - Planning for Change
Dates July 23 - August 11, 1990
Location UBC

EDPS 401/96A (1.5 units)
Instructional Design - Learning Styles
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Location Kamloops

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Normal Development and the Atypical Infant
Dates July 3-13, 1990
Location Jericho Hill School, Vancouver

SPED 317/96A (1.5 units)
Exceptional Child in the Regular Classroom:
Preschool Mainstreaming and Peer Relations
Dates July 16-27, 1990
Location Jericho Hill School, Vancouver

ENED 480/96A (1.5 units)
Advanced Studies in Language Education:
The Teacher-Librarian and the Changing Curriculum
Dates July 3-13, 1990
Location UBC Campus

More information... DISTANCE EDUCATION OFFICE
Faculty of Education
2125 MAIN MALL, UBC
VANCOUVER, B.C.,
V6T 1Z5 Telephone: 228-2013

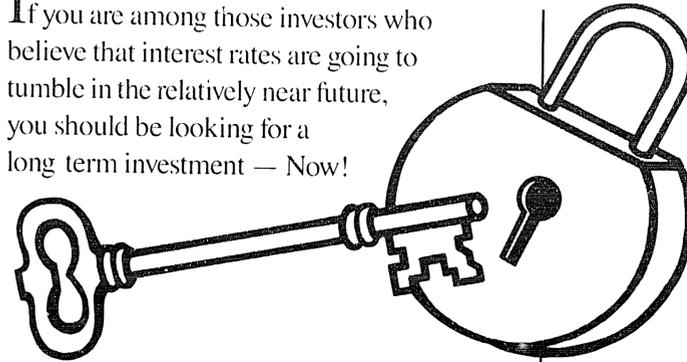
Participants may complete these courses for UBC Credit,
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Registration Deadline for each course is one month prior
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A series of Summer Institutes that are sponsored by
the Ministry of Education and the Faculties of
Education at UBC (228-2013), SFU (291-4417)
and UVic (721-7874) will be offered. Institutes will
focus on topics of interest to special educators and
administrators involved in special education programs.

- Integration of the Low Incidence Developmentally Disabled Student (Vancouver)
- Technology for Special Needs Students (Vancouver)
- Augmentative and Alternative Communication (Vancouver)
- Human Sexuality and Abuse Prevention for the Mentally Handicapped (Vancouver)
- Learning Disabilities (Victoria)
- Teaching for Thinking: Addressing the Needs of the Gifted Student (Victoria)
- Language Disorders and Adolescent Learners (Vancouver)
- Teaching Native Students with Special Needs (Vancouver)
- The Exceptional Child in the Regular Classroom: Primary (Victoria)
- Behaviour Management in the Regular Classroom: Elementary (Kelowna)
- Behaviour Management in the Regular Classroom: Secondary (Vancouver)
- Collaborative Consultation: Team Approaches To Special Education (Victoria)
- Assessment and Programming of Students with Learning Difficulties (Burnaby)
- Assessment and Programming of Students with Learning Difficulties (Cranbrook)
- Assessment and Programming of Students with Learning Difficulties (Terrace)
- Learning Assistance For French Immersion (Burnaby)
- Integration in the Regular Classroom (Prince George)

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AUSTRALIAN DISTANCE AND RURAL EDUCATION INSTITUTE

ED-B 487 (R80) - (3 UNITS)
The focus of this Institute will be to address the needs and interests of administrators and educators actively involved in distance and rural education. The Institute objectives include:

- to develop an understanding of the administration and technological issues with the Australian context
- to visit and observe Australian distance education centers and rural schools
- to identify trends and program initiatives within Australia

Prerequisites: None
Dates: July 14-August 16, 1990
Costs: T.B.A. (will include all ground and air transportation, tuition, meals, accommodation)

MALAYSIAN & SINGAPORE SUMMER INSTITUTE

ED-B 487 (R81) - (3 UNITS)
The Summer Institute will provide an opportunity to study the recent history, socio-economic, political and educational trends and developments in Malaysia and Singapore. A lecture and seminar program will be offered at the University of Malaya; the Ministry of Education, Kuala Lumpur; in schools—public and private—and field studies will be conducted at appropriate sites and centers in Malaysia and Singapore.

Prerequisites: None
Dates: July 7-August 8, 1990
Costs: \$4,950/per person (includes air and ground transportation, university tuition, all accommodation and most meals.) Participants will be required to purchase meals for approximately 20 days during the Institute.

FOR ADDITIONAL INFORMATION PLEASE WRITE, PHONE OR FAX: Education Extension, University of Victoria, Box 1700, Victoria, B.C. V8W 2Y2. Telephone: (604) 721-7874 or Fax: (604) 721-7767.

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Knowledge Network Credit Courses

September 1990-April 1991
Admission/Readmission Deadline: May 31, 1990

These courses ARE available through UBC Telelog

ECED 438 OBSERVATION AND RECORDING (1.5 Units)

Term 1: September-December 1990
Catalogue #87073 61K Winter 90S Dates & Times: TBA

Term 2: January-April 1991
Catalogue #47720 Section 62K Winter 90S Dates & Times: TBA

CNPS 426 THE ROLE OF THE TEACHER IN GUIDANCE (3.0 Units)

September 1990-April 1991
Catalogue #39354 Section 61K Winter 90S Dates & Times: TBA

EDUC 492 CRITICAL ANALYSIS OF TEACHING (3.0 Units)

September 1990-April 1991
Catalogue #58251 Section 61K Winter 90S Dates & Times: TBA

Video Study Group Credit Courses

September 1990-April 1991

These courses ARE NOT available through UBC Telelog

ECED 336 HISTORY OF EARLY CHILDHOOD EDUCATION (1.5 Units)

CNPS 363 CAREER COUNSELLING (1.5 Units)
CNPS 365 INTRODUCTION TO THEORIES OF COUNSELLING (1.5 Units)
EDCI 396 CURRICULUM DEVELOPMENT & EVALUATION (1.5 UNITS)

No prerequisite is required for this course.
EDCI 396 CURRICULUM DEVELOPMENT & EVALUATION
"Teaching & Schooling" (1.5 Units) No prerequisite is required for this course.
LAW 497 LAW FOR TEACHERS: AN INTRODUCTION TO LEGAL PROCESS (1.5 Units)

The above 6 courses are suitable for group study. Groups have priority over individuals. Depending on locations, groups of 6-20 convene on a weekly basis to view the videotapes and to discuss issues. Groups will have access to print materials, videotapes, library services and tutorial support. Video study courses are available on a first come first serve basis. If this type of study appeals to you, see what you can do to organize a group in your district. There may be teachers who are not aware that this format is available. Please note: Video study group credit courses may be offered in the summer session. Please request further information.

For further information regarding UBC Knowledge Network or Video Study courses please contact:
Distance Education Office, Faculty of Education, UBC
2125 Main Mall, Vancouver, BC V6T 1Z5 (228-2013).

Education is central to South Africa's hope for change

by Jim Skinner



Peter Mahlangu, the African National Congress representative in Canada, appeals to all teachers to reach out to South Africans and help them in their efforts to build a democracy.

Karen Kilbride photo

In a few short months, the changes in South Africa have been substantial, but the distance to go to achieve a healthy society is still great, according to Peter Mahlangu, the African national Congress representative in Canada.

Mahlangu spoke to the BCTF Annual General Meeting on March 21, the day singled out by the United Nations as International Anti-racism Day. He reminded his teacher audience that taking on the struggle against racism begins with a study of self. "Sometimes the little things that we do, such as racist jokes, contribute to racism. If we are going to stop racism we are going to have to start with ourselves rather than with our organizations and their structures," Mahlangu contended.

But he also emphasized the role to be played by unions and, in particular, by teachers, as custodians of democratic freedom and social responsibility in Canada as well as in his country. "Trade unions are not separate from what is happening in our communities, whether it is racism

or women's rights. And inherent in the role of teachers is the opportunity to influence. This is an important role in our society."

The present situation in South Africa seems more hopeful, Mahlangu told the AGM, since the release of Nelson Mandela. However, the structure of the apartheid system has not yet changed. The major laws are still intact.

He encouraged Canadians to keep up the pressure of economic sanctions and isolation because it is only through such pressure, coupled with the sacrifices of the people of South Africa, that a non-racial South Africa based on democratic principles will be realized, where one person has one vote.

The key struggle now is over two visions for South Africa — president de

Klerk's, where whites will have special veto power, or the African National Congress vision of a non-racial democratic society.

"I did not choose to be born black," Mahlangu said. "Blacks are human beings — we all are human beings together and the best way to be is to live together as a human community."

South Africa needs the support of B.C.'s teachers as the rebuilding of his country continues, Mahlangu told the delegates. The people of South Africa want homes, medical care, education, and representative government.

Mahlangu gave the example of his own mother who waited three years for some crucial medical care. This is a result of there being one doctor to every 300 white people, but only one doctor to every 91,000 black South Africans.

A similar situation applies in the field

of education, and it has been at the centre of the struggle of young people for a liberated future throughout the current unrest which began in 1976.

Mahlangu urged B.C. teachers to lend support to the people in South Africa as they move to dismantle the apartheid system. BCTF president Ken Novakowski reminded the delegates that Canada's External Affairs Minister, Joe Clark, is asking Canadians to provide financial support to the ANC so it can re-establish itself in South Africa. AGM delegates contributed close to \$1800 in personal donations after Mahlangu spoke.

For information on how to get involved in South African projects, contact Leona Dolan, Co-ordinator of the BCTF's International Programs.

Jim Skinner is a BCTF staffperson in the Professional Development Division.

Literacy, a quiet revolution

truckloads of grain, stacks the grain, doles out the monthly rations using mammoth scales, acts as cashier, and oversees accounts. What makes Sajjeda Bogum's story unique is not that she does this work alone, but that she has managed to break into almost exclusively male terrain.

"I have heard of a few women who have procured permits to open ration shops, but they almost never handle the trade themselves," she says. "But I tell you, my work here would have been impossible had I not learned how to read, write, and calculate some years ago," she adds.

Sajjeda, mother of five, was once a functionally illiterate resident of Indira Colony, an inner-city shanty town in New Delhi. Her husband was a tailor who worked at home (he is unemployed now because of ill health). Life was difficult, money was tight, and Sajjeda was longing for an opening. Educated only up to Grade 3 in Urdu, the language spoken mainly by Muslims from the state of Uttar Pradesh, she also knew her limitations.

When she was 35 years old, she heard of the adult education and community work being done by the Baliga Foundation, and she took the step that became the turning point in her life. She enrolled in literacy classes in Hindi. These were held every day in the afternoon for young women between the age of 15 and 35 in a community room the learners built

themselves. Soon she was proficient enough to become an instructor herself. "There were no literate women at all, but there was great enthusiasm," says Sajjeda.

The foundation, now called The Baliga Memorial Trust, is named after A.V. Baliga, an eminent surgeon and philanthropist. Set up in 1968, it has consistently tried to promote the social and economic interests of India's working classes by providing literacy and basic education, launching environmental development programs and immunization campaigns, and setting up medical centres.

When the suburb of Dakshinpuri was built ten years ago as a resettlement complex for inner-city refugees who had been evicted from shanty-towns in the heart of New Delhi, the foundation decided to move in. Since 1979, it has opened more than 30 functional adult education centres in Dakshinpuri and neighboring Mongolpuri. Classes are held in the homes of teachers and learners. Provided with slates and chalk, the women receive instruction from teachers with varying levels of education. Within a year, most of the students are able to handle the primer and understand accounts. The latter is especially important, according to Sajjeda. "We now realize how easily we were cheated when we could not read accounts or calculate," she says.

The literacy classes brought about

another dramatic result. With a newfound confidence, Sajjeda and her friends launched a drive for clean drinking water, sanitation, drainage, hygiene, and garbage collection. They also fought against social evils such as the dowry issue, harassment, and the crime of bride burning.

Sajjeda tells the story of how they helped a friend, named Shakila, who was burnt by her husband for bringing an inadequate dowry. "We took her to New Delhi," she says, "and got her treated. After her recovery, we helped her find a job. Today, she is a supervisor in a factory."

In Sajjeda's view, one of her major achievements has been to encourage women to speak out for their rights and defend their interests. "If I am empowered today," she says, "it is thanks to what adult-education classes gave me."

Against the background of India's colossal literacy problem — more than half of the adult Indian population cannot read or write — Sajjeda's experience shows how the individual effort of one learner and one education centre can not only transform a life, but begin a process of change within a community as well.

Source: Latika Padgaonkar, News Feature, UNESCO, 7 place de Fontenoy, 75700 Paris, France.

There is nothing attractive about Dakshinpuri, a working class suburb of New Delhi. The heat is intensified by the concrete shops and homes and the treeless streets. The pall of colorless dust is too thin to block out the sun.

In one of Dakshinpuri's by-lanes, covered in graffiti, its entrance choked with construction material, works Sajjeda Bogum. She sits amid sacks of wheat, rice, sugar, and large cans of oil. Sajjeda, 49, runs a ration shop catering to the needs of 600 ration-card holders.

Her work is physically exhausting. She takes three different buses to reach the rationing department more than 30 km away. She places orders, receives