

Teacher

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RETURN TO KOREA

School's in early for teacher leaders



(Left to right)
Heather Walker
(West Vancouver),
Granville Johnson
(Burns Lake), Jean
Kotcher (Comox),
and Ken Hammond
(Coquitlam) com-
pare notes at the
BCTF's week-long
summer leadership
school.

Alistair Eagle photo

by Nancy Hinds

Welcome to the decade of GREAT EXPECTATIONS. Our *must do* agenda is packed with program and curriculum change, environmental/global imperatives, and social issues that we cannot ignore – AIDS, discrimination, poverty.

We're ready for change. Teachers typically live by and through change. We vary what we do each year. "Teachers want to do a good day's work, to make a difference, to see learning payoffs for their efforts," says Jean Kotcher, Comox local association president, attending the BCTF's Summer Leadership School at UBC in August.

"Change is part of our worklife. But, in the process of sorting out the new and integrating it with the current, teachers need support – human and material resources – and visible and tangible encouragement," Kotcher continues.

As the clock ticks toward a new century, the litany of demands mounts. The choices of how to proceed are complex; the paths diverse and steeped in ethical, moral, and practical questions. All collide at the classroom door. There is no ques-

tion that teachers want to sort out, answer, and respond to the expectations. What is at stake is whether they will have the necessary conditions and support to do so?

"I am concerned that in order to cope with the changes, (Bills 19 and 20, implementation of Year 2000, bargaining, Bill 79, elections) teachers will be preoccupied with immediate solutions and lose sight of the overall picture," says Susan Palmer,

"If constraints are felt at the classroom level, then the whole public school system is in jeopardy. The day-to-day interaction in schools defines the measure of system wellness."

Jean Kotcher, President
Comox Teachers' Association

staff representative trainer from Cariboo-Chilcotin. "There may be a tendency to *make do*, for instance, to take in-service training anyway they can get it to

survive. The danger is that all our hard-won PD policies and procedures will be thrown out of the window."

In today's climate of uncertainty, teacher responses are running the whole gamut, through making the change work at almost any cost, to dropping-out or holding on, to doing what is manageable and reasonable to expect. Bob Shanks, Central Okanagan bargaining chairperson wonders, "Does the Ministry know where it is going? It seems to be launching trial balloons and the teachers have picked up the challenge and are running with it. If this approach continues, I wonder where we will be in a year or two?"

Federation and local leaders are there to help teachers respond to this change process by building links between the very real individual professional choices and the choices of the profession. Bargaining, political action, and communication all set the stage for strong professional decision-making.

Taking on this challenge of leadership, teachers from all over B.C. gave a week of their summer to prepare for their central role as agents speaking for the classroom teacher and public education. They met, talked, questioned, practiced new skills, and planned in varied sessions.

President, Ken Novakowski, frames the leadership challenge this way: "In the current context, we must have an educational change process that recognizes real con-

See "Teacher Leaders" page 3

Readers write

Setting the record straight on gifted students

We must respond to Audrey Kunkel's article "Non-gifted students short changed" (*Teacher*, April 1990) on a speech by Richard Andrews. Andrews raises a provocative issue: do schools focus their best efforts on children who come to school with educational advantages while their "less-privileged counterparts... get poor teachers" and inferior programs?

Disadvantaged students may well be shortchanged by the school system. It is not the gifted who benefit at their expense, however. Even in the most affluent school districts, students with abilities significantly beyond those expected for their age or grade level rarely receive adequate services. Their need to work at an appropriate pace and level of complexity is still not fully recognized, and therefore underachievement, low self-esteem, and a high drop-out rate remain serious problems among the gifted population.

Using *gifted* in a distorted way, Andrews does a disservice to the very students whose needs he advocates. There is a critical distinction between students with educational advantages, often socio-economic or cultural, and gifted learners. To conflate the two, as Andrews does, perpetuates the misconception that gifted students come only from affluent families. Gifted learners may be found in every socio-economic and cultural group. If schools have historically failed to identify and serve the less-advantaged gifted, it is at least partly because of the myth that Andrews is helping to perpetuate.

An enriched curriculum for less-privileged school starters? Certainly. But other defensible services must not be jeopardized in the process. The time has come to address the needs of *all* students in our schools, not one group to the detriment of any other.

Mary Lynn Baum
President, Gifted Children's Association of B.C., Vancouver

First-class learning assistance in B.C.

When I read the article, "Non-gifted students short-changed," I felt I must respond.

This article originated in Saskatchewan, was based on statements made by a University of Washington professor, and so may reflect what happens educationally in either Saskatchewan or Washington State. It in no way reflects what I have seen in the three districts I have taught in or around the province. I refer specifically to the statement, "Their (gifted students) 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."

I have found that the quality of learning assistance teachers I have worked with has been far from poor — in fact these positions need and have received superb teachers.

As I read the article I wondered if it was included in *Teacher* to see if we are really reading the magazine. Be assured that we are, and would prefer to see articles about the fine and innovative ways that teachers throughout the province are encouraging our less-able students.

Ricarda Van Orden
Courtenay

Impartial education institute needed

I believe the B.C. education system needs a change even more widespread than the referendum for *extras* and the Year 2000 plan.

My concern is that the government process for making changes is becoming less skilled and able. Throwing money at the problem or making political hay by keeping money scarce has been a long lesson in how to NOT help education.

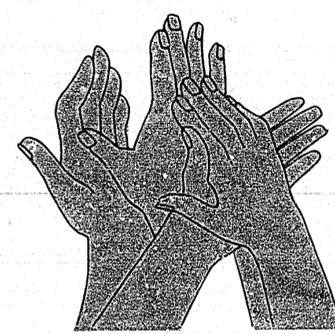
It is argued by some that the government has a thorough ongoing plan. They see a consistent plan of confrontation, teacher bashing, trustees made into rubber stamps or whipping boys, putdowns of public employees, and a betrayal of trusts. These people see two logical conclusions. The public education system is to be made relatively meaningless and/or the public education system will be made to serve a privileged few.

It is time to call in the umpire and improve the play.

We need a provincial institute of education that would be politically legitimate but free of political parties or other special trustees' groups. The public needs to see its information is thorough, impartial, and believable. Let's search out some best answers to the "what we need" and "how to do it" questions. Let's use the research already done, do some of our own research, and have pilot projects.

The other reason that we need to change the way we do things in B.C. is, if you want a functioning democracy, successful changes are made on the basis of government credibility, public pride, and in a climate of trust (in these I believe the supply is short and getting shorter).

Robert Mazerolle
(retired teacher)
Comox



Applause from Ontario, Alberta

I have arrived back in B.C. from Ontario and I want to thank you for sending me our teachers' newsmagazine. I enjoyed them and so did some Ontario teachers. They thought your magazine was extremely interesting and informative.

Olive Katherine Aylsworth
Kelowna

May I compliment you on your fine and very high quality teacher newsmagazine that I attempt to read cover to cover.

Brian Rideout
Drumheller, Alberta

Year 2000: a return to the '70s?

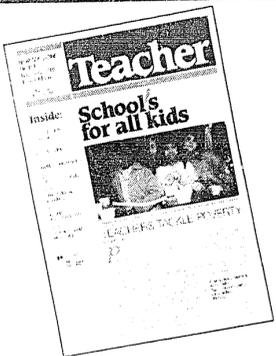
Despite appearances (questionnaires, public meetings, staff meetings, etc.) I wonder if the ministry has done its homework on this Year 2000 business. Several schools in this province have tried to implement aspects of the report. Did those innovative programs which have already been tried (by real people, with real students, and not just concocted at someone's desk in Victoria) work? Were they feasible?

A case in point is Frank Hurt Secondary School in Surrey. In the '70s, Frank Hurt developed a so-called *package system* in which students were free to work on areas of interest at their own pace. A typical package might have been *Science Fiction*, which contained a brief introduction to the genre, plus a list of reading and questions. The readings were well chosen and the questions thought-provoking. Intelligent, highly-motivated self-starters (unfortunately a minority, in my opinion, as much as it chagrins me to say this) went off and learned a great deal. They submitted their work to the teacher and there was a great deal of good idea-swapping, emotional/intellectual growth during the ensuing discussions between student and teacher. I should add that the staff worked very hard and produced many fine packages.

Yes, the packages were an excellent idea for some students but unfortunately many students cribbed and copied (thereby gaining nothing from the packages). Perhaps this system would have worked if the staff had been double the size. But the staff was the normal size, i.e., the size that we have had to accept, and the package system did not work.

I strongly urge some governmental sub-committee to examine if the Year 2000 has anything in common with the package system of Frank Hurt and, if so, to look at any possible connections very carefully before implementing, holus-bolus, a similar system which might prove to be a disaster for the same reasons.

Robert S. Thomson
Surrey

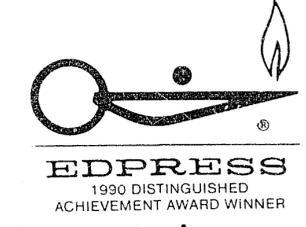


Teacher stands out

The September 1989 issue of *Teacher* newsmagazine has received recognition for excellence in educational publishing from the Educational Press Association of America.

The award honors the outstanding graphics and layout quality of the newsmagazine. There were 1,211 entries this year, with the judges selecting approximately 12% for recognition.

As an organization, we have a great deal to be proud of.



Newsmagazine welcomes submissions

Teacher is published seven times each school year. Manuscripts are welcome and subject to editorial review. Deadlines for the 1990-91 publishing schedule are: **September 21** for October '90; **October 26** for November/December '90; **December 12** for January '91; **February 7** for February/March '91; **April 5** for April/May '91; and **May 3** for June '91.



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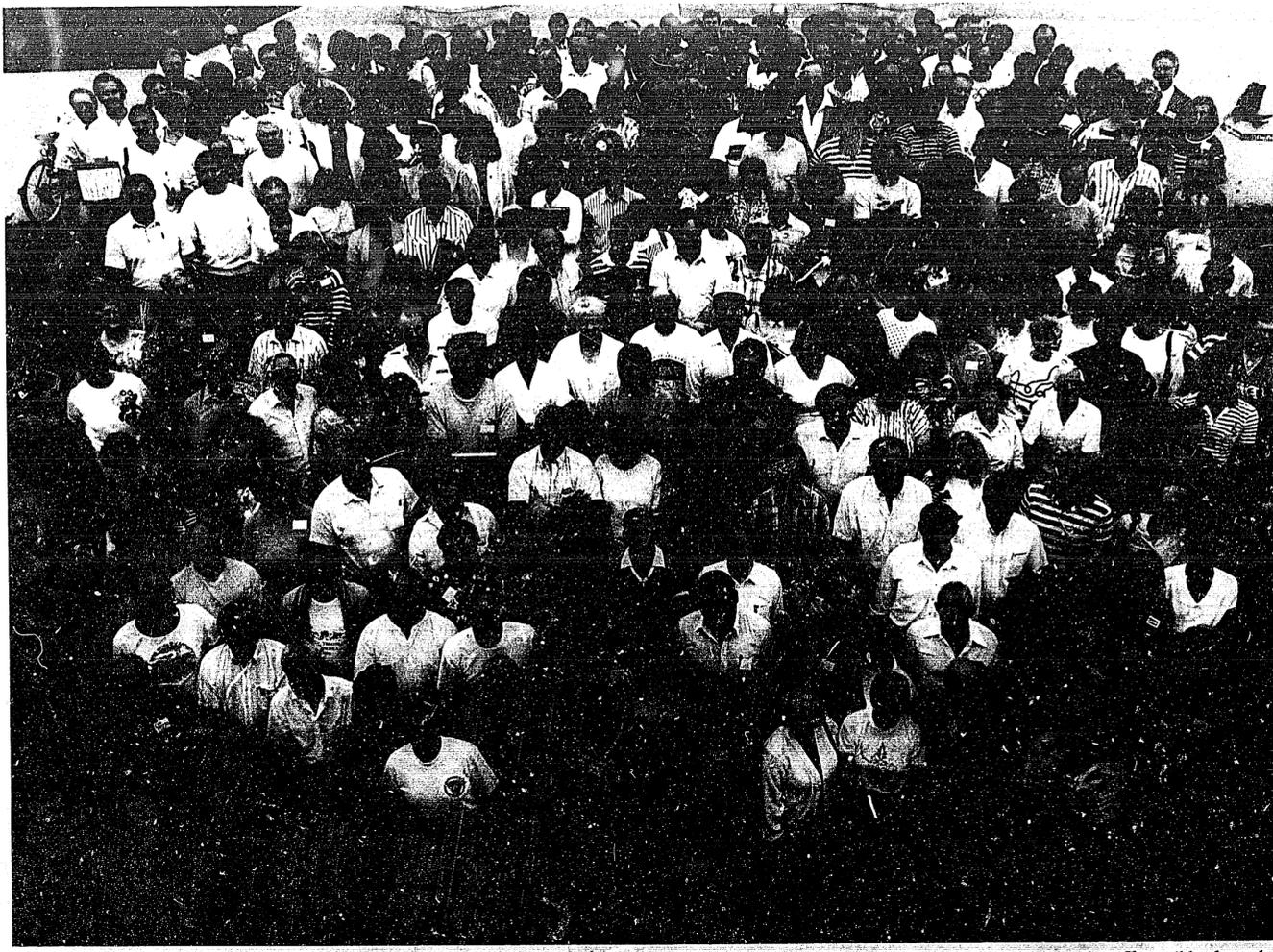
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Teacher leaders from page 1

Recognize anyone? On the eve of the BCTF's 75th birthday year, teacher association leaders and staff tangibly show the unity that makes our organization strong. (Taken at the summer leadership school.)

Martin Dee Jr. photo/UBC

sultation, reasonable workload, and the professional autonomy of teachers as central to effective implementation."

This has been a goal of the BCTF for close to 75 years; a goal pursued through teacher education, collective bargaining, political action, and community alliances.

"Year 2000 changes are not a bleak picture for me. I'm up! I feel support from my colleagues and principal."

Mary Lynn Pritchard, WLC chairperson Fort Nelson

"Our success comes from doing what teachers know how to do well, getting on with it now (in the short-term), while working for a better tomorrow (in the long-term)," continues Novakowski.

"If constraints are felt at the classroom teacher level, then the whole public school system is in jeopardy. The day-to-day interaction in schools defines the measure of system wellness," states Kotcher. "The best conditions for learning are advocated by practitioners because we know the payoffs for kids." Teachers know the difference between attending professional development after teaching all day or on school time; the difference between marking student work during lunch or during preparation time — energy, creativity, and dedication to new projects are the returns.

Productive conditions for learning and risking new approaches are part of some teachers' lives. Through joint staff-planning and priority-setting, they have

gradually begun to carry out proposed program changes.

Mary Lynn Pritchard, a second-year teacher from Fort Nelson, feels the support at her school. "We have been talking since January about the Year 2000. At our meetings we discuss the proposals, what we already do, and then we discuss taking the program just a little bit further," says Pritchard. "It is not a bleak picture for me. I'm up! I feel support from my colleagues and principal. Together we will try a common intermediate science unit this year, we may even plant a garden. I'm getting to do all the things I learned at university."

Then there is a long pause. "Of course, we will need help sorting out the assessment procedures, getting manipulative math materials, and lots of time to continue this process of *try-think-share-and-evaluate*," reflects Pritchard. Through her role as local association W/LC chairperson, she is pursuing optimal conditions for all teachers in Fort Nelson.

Classroom/school initiative must be supported and recognized by parents, boards, the provincial government, and teachers' local and provincial organizations if any change is to be sustained and go beyond individual pockets of success. "It is no longer sufficient to rely on the dedicated professional to carry change. Teachers want recognition for extra effort, they need support. Goodwill is wearing thin," claims Charlene Watts, PD chairperson in Smithers.

"As an association, we can raise the status and skill of professional development contacts in the school through training," Watts continues. "Our vision must be to raise the level of the profession by helping in the on-going growth and development of teachers as learners."

Novakowski sees communication and professional unity as the essence of winning support for education and teachers this fall. "The public needs to hear teacher stories about the day-to-day experiences of education. We need to stick together and develop our common voice and common solutions to the questions facing the profession," he reminds us.

Teachers want the federation to help through continuing its training and communications support, through taking messages about what teachers do all day to the public, and through skill-development opportunities that make the dreams for a strong profession come alive.

Can the federation rise to this challenge? "Can the BCTF model what we want to have happening in the schools — collegial processes, and the melding of

"It is no longer sufficient to rely on the dedicated professional to carry change . . . Goodwill is wearing thin."

Charlene Watts, PD chairperson Bulkley Valley

the personal, practical and professional with the political?" asks Palmer.

We are the B.C. Teachers' Federation. If we put it all together, and pull together we have good reason to be optimistic about teaching and learning in this decade of high expectations.

Nancy Hinds is editor of Teacher newsmagazine.

BCTF Summer School: a winner

by Sheila Pither

When the Local Association Presidents' Advisory Committee (LAPAC) met for the first time last October, one of the topics on the agenda was the Summer Leadership School. The nine members of the committee were quite definite about what they wanted for summer 1990:

- a school where people could select the courses they wanted to take;
- representation based on the size of the local;
- one day, and only one day devoted to political crises (somehow we sensed there'd be a new alarm).

The Executive Committee liked our ideas and at LAPAC's next meeting we talked with staff about the kind of workshops our local leaders wanted. We said we viewed the 1990 school as the beginning of in-depth training where participants could take courses geared to their individual levels of knowledge, perhaps returning in subsequent years to continue specific training.

Only the staff and volunteer facilitators know the amount of effort it took to organize this year's summer school, but thanks everybody. It was a good one.

Sheila Pither is president of Vancouver Elementary School Teachers' Association and the 1989-90 LAPAC chairperson.

Another fall like never before

by Ken Novakowski

This fall promises to once again tax the creativity, resourcefulness, and energy of teachers. Our goals of a quality public education system, of good learning conditions for students, and decent working conditions for teachers, and of equality of opportunity for all children remain central to all that we do. And with the significant changes now underway in our schools we must work for a change process that:

- (a) undertakes meaningful consultation at the provincial, district, and school levels;
- (b) provides reasonable timelines for teachers to examine, study, reflect upon, and respond to proposed changes;
- (c) ensures resources to initiate, pilot, and test new ideas and approaches, and then supports changes mandated to go ahead;
- (d) is open and responsive to workload concerns related to the change process and to actual changes occurring;
- (e) recognizes the professional autonomy of teachers as central to effective implementation.

The federation and its locals have become adept at using two important vehicles to attain our goals — collective bargaining and political action. And this fall is special, because we are in the midst of bargaining in 70 districts, we have school board elections in all 75 districts on November 17, and we are already into the initial phases of the next provincial election.

As we go back to our bargaining tables this fall and contemplate participation in provincial and school board elections we should remember two things:

1. Collective agreements and political change are not ends in themselves; they are means toward achieving our goal of quality public education.
2. The public supports quality public education. A recent independent opinion sur-

vey indicates the public want increased government funding for education, smaller class sizes, increased resources for children with special needs, and sufficient resources to support the changes now underway in our schools.

There is public recognition that in an increasingly complex society, teaching is on increasingly difficult job. If teachers don't have the tools to do the job, our children won't be well prepared for the future. We have an opportunity this fall to use the collective bargaining process to consolidate public support for our goals and to turn that support into a force for positive change in education.

Teachers and everyone else who work in education want some stability in the system. In fact, a stable, well-funded education system is a prerequisite for successful educational change. In late July, the government passed Bill 79 (Public Sector Collective Bargaining Disclosure Act) allegedly to inform the public about the positions of employees and employers at the public-sector bargaining table. In fact, it is legislation that ensures direct interference in the collective bargaining process. It is another move by government that will only create more instability. Representatives of both employers and employees have said the legislation will be disruptive.

As teachers, we have never had any difficulty going to the public with our issues. Many of our objectives are aimed at improving the public-school system and making the teaching profession attractive to young people looking for careers. We're experiencing a Canada-wide teacher shortage. If we don't make teaching an attractive profession by paying teachers well and providing them with good working conditions, our profession and our students both stand to lose.

Ken Novakowski is BCTF president.

Canadian children in poverty: BCTF conference focus

- Children are the single largest group of poor people in Canada.
- Over one million Canadian children live in poverty.
- In Canada, one child in six lives in poverty.
- In Vancouver, one child in four lives in poverty.
- Among single-parent mothers, the poverty rate is 57%.
- 100% of children whose families depend on social assistance live in poverty.
- School drop-out rate among poor children is twice the rate among non-poor children.

Poverty is an educational concern, one shared by the broader community. A conference to address the issues of "Children in Poverty" is being sponsored by the BCTF, November 24, at the Delta River Inn, Richmond.

Those interested should contact Lou Aldridge at the BCTF for information — 737-9541 or 1-800-663-9163.

"For too long, we have ignored appalling poverty in the midst of affluence. While we in Canada have witnessed that Mercedes Benzes and Porches and Cadillacs are selling in record numbers, one-quarter of our children are wasting away. This is a national horror. This is a national shame." — former NDP leader, Ed Broadbent



Primary teachers know that active learning and continuous progress - the basis of the new program - work best with fewer students to reach, teach, and evaluate each day. Jeff Barber photo

Again, research supports smaller classes

by Wes Knapp

Mitchell, Douglas (et al). *How changing class size affects classrooms and students*. Riverside, CA: California Educational Research Cooperative, 1989. 94 p.

This new review of class-size research reveals what teachers in B.C. have known all along — smaller classes work better. The report, issued by the California Educational Research Cooperative, examines the vast research literature addressing the influence of class size on students and classrooms in public schools.

The researchers claim there is irrefutable evidence that achievement increases as class size falls. Students in smaller classes learn more because teachers use classroom space and student-grouping strategies more effectively, the report states. They also reduce noise levels, maintain discipline, and improve the quality of time and attention given to each student.

An important finding of the report is that class-size reductions are just as important at the secondary level as they are at the elementary level. The report states that "a wrong-headed review by the Educational Research Service (1980)...has

asserted that class-size reductions are more important at the elementary grade level." The statement is an off-repeated but misleading interpretation, the report claims.

- The report advocates:
- redeployment of existing school staff for part or all of the school day;
 - creative scheduling and assignment allowing a reduction from 28 students to about 18 students per teacher for at least 50% of every student's school day.
 - the use of instructional techniques typically utilized in smaller classes to achieve some of the same benefits in larger classes.

The report is being favorably received by educators everywhere and was featured in a workshop at BCTF's leadership conference in August. Local associations were provided with highlights of the class-size report and urged to use it in a campaign this year, to backup class-size bargaining proposals.

Reviewed by Wes Knapp, BCTF Bargaining Division staff.

B.C. Principals' and Vice-principals' update

The May/June edition of *Teacher* included an article outlining the developments in the BCP&VPA claim up to that time. The BCTF is appealing a preliminary decision by Mr. Justice Maczko which held that the BCP&VPA had the standing to conduct a court case. The first hearing in the appeal process took place in the B.C. Court of Appeal, June 1, 1990. The

BCTF was granted leave to appeal the Maczko decision.

No date has been set for the appeal but it is expected to be heard sometime this fall. A successful appeal of the Maczko decision could effectively end the proceedings.

- Ray Worley

Quotes of note

"About 4% of small business people are in favor of the proposed Goods and Services Tax. That's about the same proportion of people who believe Elvis Presley is still alive." — NDP MP, in a speech to the House of Commons finance committee
Source: CALM, Labour News and Graphics, March 1990.

CTF AGM highlights

Some 150 teachers representing every province and territory in Canada attended the 1990 CTF AGM in St. John's, Newfoundland from July 11 to 13. Debate on proposed policy was extensive. A summary of topics follows:

• Teacher supply and demand

There should be no lowering of teacher education and certification standards to alleviate teacher shortages, and teacher organizations have the right to be involved with governments in teacher education/certification matters. Sustaining a supply of qualified teachers is directly related to improvements in teacher compensation, working conditions, and professional autonomy.

• Early childhood education

The education and care of young children is a shared responsibility of the home, the school, and society. A good ECE program must be separately and adequately funded to complement the current public education system, and be staffed by qualified teachers.

• Teachers of French as a second language

These teachers should be evaluated by persons who are qualified to evaluate them in French. While the French skills of these teachers may approach perfection, their ability with the English language may be limited.

• Performance appraisal (teacher evaluation)

Following extensive debate, the proposed policy and amendments were referred back for fuller discussion, leading to a report to the 1991 AGM.

• Immigrant and refugee children

Existing policy was amended. In part, the policy affirms CTF's belief that the federal government should provide sufficient levels of funding to school boards to support special programs and services for immigrant and refugee children.

The meeting also considered policies on teacher education and certification, international activities, stereotyping, curriculum content, and family life and sex education (where the words "sexual orientation" were added to existing policies).

Last year, AGM delegates adopted a major recommendation which saw CTF undertake a two-year project on teacher workload and quality of life in the workplace. In the coming year the project will be completed and a major national conference will be held on the subject. Kitty O'Callaghan, Vancouver teacher, is beginning her second term as CTF president.

Nancy Hinds

VIGNETTES FROM HISTORY

1922-23: Chinese children face school boycott

by Mary Ashworth

Meeting of the Victoria Board of School Trustees, February 13, 1901.

"Ladies and gentlemen, you have heard the petition from residents of the Rock Bay district requesting that we either withdraw permission from Chinese children to attend Rock Bay School, or that we place them in a separate room in the building. What is your pleasure?" asked the chairman.

"Put them in a separate school," called out Trustee Grant, but the chairman quickly replied that in his opinion the board had no right to initiate such an action. "Then change the law," retorted Trustee Grant.

"I would like to point out, Mr. Chairman," broke in Trustee Belyea, "that Chinese children, under our existing law, have the same right to free education as children of any other race, and we, as elected trustees, have no power and no right to take action on this petition." He paused and looked around. "I believe, Mr. Chairman, that we must educate these Chinese children and teach them English. If our Anglo-Saxon civilization cannot stand before the effects of educating a hundred or so Chinese, then, Mr. Chairman, it is time this school board were abolished." After more discussion, the petition was denied.

On March 12, 1902, Mr. Kelly, President of the Trades and Labour Council, presented another petition to the Victoria School Board protesting the presence of Chinese children in the public schools. "It is," he said, "our belief that separate buildings and playgrounds should be provided for these children, the unsanitary and other conditions of their homes being such as to afford quite sufficient reason for their being kept to themselves." The superintendent reported, however, that there were only 20 Chinese children distributed among five schools and that they were obedient, attentive, and studious. The board agreed to confer with the Department of Education, and the press made sure the issue stayed alive. The years passed; arguments went back and forth with no resolution.

By 1907 the trustees were concerned about the number of Chinese youths seeking admission to the public schools. The headtax was now \$500 but persons of Chinese origin who could provide proof that they were students could apply for a refund after eighteen months. Mr. Jay, the Chairman of the Board, spoke his mind. "If we are to admit these boys to ordinary graded schools and put them in ordinary classes it will impede our own pupils. Ignorant of the language, the Chinese students will require special attention. If we engage a special teacher we are taxed the cost of that teacher's salary and the cost

of a room in order that they may get back their headtax." He advised that, for the moment, the superintendent should be instructed to withhold permits. Six days later, at a special meeting, the board passed a motion that no pupil be admitted to the schools until "they" can so understand the English language as to be amenable to the ordinary regulations and school discipline."

This decision was challenged by the Honourable Fred Peters, K.C. acting on behalf of some of the boys. He wrote that the question raised was one of principle: "We contend that under our school law all children of school age resident in British Columbia have an absolute right to be educated in the public schools. . . . The fact that the Chinese children cannot speak English is no reason for their exclusion." He reminded the board that the Chinese were taxpayers and as such were entitled to receive the same benefits as other taxpayers. Peters took legal action against the Victoria School Board but his writ was denied on the grounds that the statute designated the Council of Public Instruction as the body to which appeals of this nature should be taken. Some separate classes for Chinese children were started, opening and closing as numbers fluctuated. An uneasy truce preceded the more bitter struggle of the early 1920s.

The first sign of trouble resulted from the board's decision in 1921 to hire a Chinese woman as a teacher at Rock Bay School which was attended only by Chinese students. There were objections from the white community and she was fired a year later. In early January 1922, the inspector of schools reported that there were 216 Chinese children in 4 schools and in his opinion it would be better to have all the Chinese children in a central location. The board acted on this advice and decided on a policy of segregation: all Chinese children whether born in Canada or elsewhere were to be placed in 3 schools. On the first day of the 1922

school year, principals called the Chinese children out of their classes, lined them up and marched them down to one of the schools set aside for them, where, to their surprise, the children disbanded and went home. For the remainder of the year the Chinese parents and their children boycotted the schools.

The drama of the ensuing months was reported extensively in the press in British Columbia and across Canada as accusations, suggestions, and compromises followed one after another. The board tried to pretend that the children had been segregated because they did not speak English very well, but many of those born in Canada were at the top of their classes. It said that the regulation covered all non-English speaking children regardless of race, but the three schools to which the children had been sent all lay close to Chinatown. The Chinese Ambassador to Washington passed through Vancouver in November and said he would take the matter up with the Chinese government on his return to Peking. Mediators worked hard and the board slowly backed down so that by the following September, 207 of the 250 Chinese children formerly enrolled in Victoria's public schools were back in their regular classrooms.

But the Victoria school trustees could rest happy in the knowledge that a bill passed by the Dominion government had cut off any further immigration from China, a restriction which was to remain in force until 1947 when wives and unmarried children were allowed to enter. Twenty years later, Chinese immigration was placed on equal footing with that of other races and nationalities.

Today, The Honourable David Lam, an immigrant from Hong Kong, is Lieutenant-Governor of British Columbia.

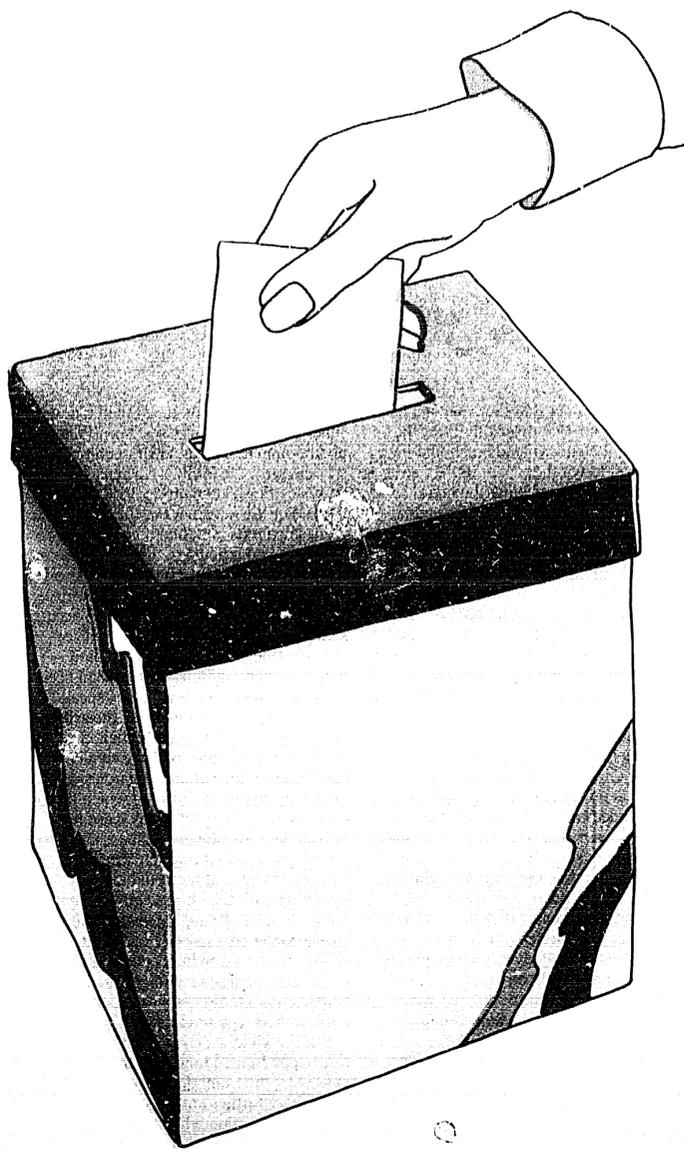
Mary Ashworth is a retired professor from the University of B.C. with extensive background in multicultural education.

References available on request.



Primary children in a Vancouver School Board classroom during the early 1920's. (ISA Photo)

First in a six-part series exploring the educational beginnings of our rich multicultural school population.



Election calls— get involved!

by Ray Worley

On November 17, 1990, a complete board of school trustees will be elected for every district in this province, for the next three years. It is also very likely that there will be a provincial election this fall to determine the government for the next four or five years.

Teachers know that the decisions made by school trustees and the provincial government can have an enormous impact on public education and conditions in the classroom. Our attempts at the bargaining table to improve these conditions are affected by the legislation governing our negotiations (established by the provincial government), and the stance of the employer (elected trustees). There is no more graphic example of the impact of elected politicians on teachers' working lives than the threat of the Southern Okanagan School Board to lock teachers out of their classrooms on September 4.

We also attempt to improve conditions for teachers and students by working on district and provincial committees, through various consultation processes

and by direct lobbying of trustees and the provincial government. Any success in achieving improvements by these methods is dependent on the willingness of elected local and provincial politicians to listen to the teaching profession.

The 1990 AGM overwhelmingly adopted the following position on the election:

"That the BCTF encourage teachers to participate in the next provincial election in support of BCTF policies on public education, in particular with respect to:

- (a) a properly funded system without referendums;
- (b) an educational change process that recognizes real consultation, reasonable timelines, resource and workload concerns, and the professional autonomy of teachers as central to effective implementation;
- (c) social responsibility issues;
- (d) full collective bargaining rights at the local level;
- (e) a College of Teachers with altered mandate and structure;
- (f) improved pensions;
- (g) implementation of Royal Commission recommendations which recognize the role of the BCTF in professional and curriculum development;
- (h) conditions and strategies that attract and retain qualified teachers during a period of teacher shortage."

The Executive Committee has made several decisions to implement the AGM position.

"That the BCTF objectives for the next provincial election be to:

1. Ensure that teachers are registered to vote;
2. Ensure that teachers are reminded of the past record of the government on education and the commitments of all parties on the education issues identified by teachers;
3. Encourage teachers to provide personal resources to candidates committed to support BCTF positions on public education;
4. Publicly present teachers' positions on education issues;
5. Encourage local associations to: (a) make sure that local candidates are aware of teachers' positions on public education issues and their party's commitments on those issues, (b) encourage their members to give their time and money to candidates committed to support teachers' positions on public education."

A focus group of local activists was convened in late June. One result of that was the following motion at the July Executive Committee meeting.

"That locals be encouraged to designate political action co-ordinators and/or political action committees for purposes of encouraging member participation in school board and provincial elections."

At its August meeting, the Executive Committee approved a Political Action/Communications Assistance Plan including a two-day training session for political action/communications co-ordinators from local associations.

There are also long-standing BCTF political action procedures (*Members' Guide to the BCTF*, p. 80).

Some teachers have suggested that it is unprofessional for the BCTF to encourage active member participation in political elections. The implication is that teachers should close the doors of their classrooms, teach their students, and shun the sordid arenas of local and provincial politics. To do so, however, would be truly unprofessional. We can never close the classroom door and shut out the effects of political decisions. Teachers in prefabs, teachers with oversize classes, teachers with inadequate resources for mainstreaming, teachers with five report cards to write, are all experiencing the ultimate effects in the classroom of decisions made by elected politicians. We have a professional responsibility to our students to work outside our classrooms this fall to ensure that those who hold political office will acknowledge teachers' vital role in providing quality education.

Ray Worley is the BCTF's first vice-president.

Taking part in trustee elections pays dividends

by Stuart Westie

Not many people have the opportunity to elect their employers. In the 1988 school board election, the Cariboo-Chilcotin Teachers' Association decided to take advantage of that opportunity. We played an active part in the fall election; we learned from the process, and were encouraged by the results.

In our school district, candidates are elected in seven zones. That year, five were up for election. We structured our

Trustee Election Committee on a zonal basis, advertising for a co-ordinator for each of the five zones. The co-ordinator, in turn, identified a contact person in each school. Co-ordinators met with their school contacts to plan activities and keep members informed, and they also worked with me in the planning and implementation of strategies to focus public attention on the school board election.

Our campaign objectives were to:

- seek suitable candidates for school trustee;
- educate the public about school board elections;
- provide candidate forums for the discussion of educational issues;
- ensure widespread voter involvement in the election;
- encourage teachers to deliver their own votes, and the votes of friends and neighbors for the candidate of their choice.

We began six weeks before the election and we learned one lesson immediately. Don't start looking for candidates six weeks before the election. The type of people you want are sincere, active people in the community — they're already up to their necks in commitments, and they aren't the kind of people who will drop what they're doing on short notice. You should be looking for good potential trustee candidates all the time.

We used two methods to focus attention on the issues — the candidate's questionnaire, and the public forum. We prepared a questionnaire for candidates, publishing their replies in our teacher newspaper, the *Raven*, and making the replies available to the local media.

Our zonal co-ordinators arranged the local forums, which were particularly well attended in the outer regions. A standard format was used — the opening statement from each candidate, questions from the floor, a summary statement. Co-ordinators found the structure easy to manage, and the voters found out what the candidates really stood for. Some weak candidates who had good name recognition exposed their limitations and lost their credibility.

We encouraged our own members to be election workers. We asked them to determine which candidate they would like to support and then to get out and get involved in that candidate's campaign. It wasn't hard for teachers to figure out which was the more "pro-education" candidate. We also asked the teachers to deliver their own votes, and the votes of friends and neighbors. I used the envoy to remind people about attending forums, asking questions, working on election day.

With radio and print ads we brought the election to people's attention, and showed our concern for the democratic process. Although the campaign was directed at the public, our members felt that the ads provided good PR for them, too. We prepared four advertisements. Two expressed the commitment of the CCTA to our children, the graduates of the year 2000, and called for the election of trustees with a vision of the future. Two just reminded people of the election and, in a humorous way, encouraged them to vote. Our local station provided us with 40 slots in Williams Lake and 40 in 100 Mile House for \$280. The entire budget for our election campaign was \$845.

What were the results? Close in some cases. A couple of candidates won by as few as 15 votes. The composition of our school board was changed by the last election.

Our new board has shifted the tone of the district from teacher-bashing to co-operation. They have replaced the super-intendent and thus significantly altered the management style of the district. Many issues that would previously have led to grievance or been left as unresolved disputes have been satisfactorily resolved.

Stuart Westie is president of the Cariboo-Chilcotin Teachers' Association.

Confused? Need help sorting out Year 2000/program changes?

Contact the BCTF. Teachers are available to assist you with:

- Primary program implementation: five topical workshops led by primary teachers. Contact Lisa Pedrini or Marion Shukin.
- Intermediate and Graduation draft programs: teacher facilitators available to lead school-based discussion sessions

on the draft programs (before December 31). Contact Nancy Hinds, Jim Skinner, or Donna Coulombe.

- Specific area/subject concerns: 28 PSAs available to answer questions (as appropriate). Contact Janet Reinsdorf or PSA president directly.

Call the BCTF, 1-800-663-9163 or 731-8121.

Quotes of note

"Teaching is an activity that requires artistry, school itself is a cultural artifact, and education is a process whose features may differ from individual to individual, context to context. We need not Betty Crocker recipes, but rather to enhance whatever artistry the teacher can achieve... a good theory in educational evaluation helps us see more, not replacing intelligence and perception and action but providing some of the windows through which intelligence can look out into the world." — Dr. Elliot Eisner

Source: "Educational Commitment and Criticism: Their Form and Functions in Educational Evaluation," p. 359, *Evaluation Models*, George Madaus (ed.), 1983.

"School is becoming an increasing hassle. I keep hoping it will all settle down soon. We keep getting all sorts of new ideas heaped onto us. Then it is decided that they don't work and they will have to be modified. We receive curriculum documents which are long and laborious to read — then receive lots of substitute pages where amendments have been made — and so it goes on. I keep sitting tight and letting most of it wash over my head. No wonder teachers are dying to leave — it's chaos!"

Source: *Burnaby Teachers' Association Presidents Report*, June 26, 1990.

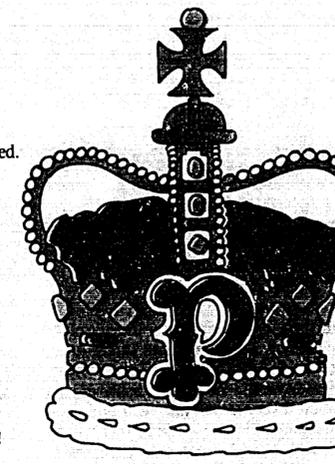
A Kindergarten rap

Well, here we are all pressed and clean To say goodbye to quite a scene. We'll chat and eat and hold a glass Up high 'cause Kindergarten's passed. Instead we now will have P1. "What's that?" I hear you cry as one. Well once upon a time there came A Royal Commission — flash and flame They travelled round the land awhile And listened hard to rank and file As they all said what school should be And when it all was done, you see, A brand new vision came from high. We choked, we gasped — we thought we'd die. But as I read this lofty tome I found that underneath the foam A current lived and ebbed and flowed And what was reaped was what we sowed. No more of K was written clear. It will be out within a year. But what was also written large Was dual-entry. (THERE'S A CHARGE!) What was the plan — the grand design? Wasn't everything just fine? This kindergarten that we knew Was packed with nuggets through and through. The parents loved us, so did kids. Why was it killed? Was what we did So bad that we must see it die? Please tell us why, oh why, oh why! Don't fret! Don't cry! Don't feel so grim! It's not been killed by Vander whim. Don't sound the death knell, no, no, no. Why just the opposite is so. We want the Kindertime to last For three more years, that's why we passed This Year 2000 on to you.

Go celebrate! Don't feel all blue. What once was one is now increased, To four whole years — a Kinderfeast! Where children grow and learn and play. Not measured by their readiness To move beyond (not by a test), So loose the pennants. Join with me. The K is dead — long live the P!

Brian Herrin West Vancouver

Source: An original rap created as a farewell to Kindergarten and welcome to P1 celebration held for West Vancouver Kindergarten teachers last May. Submitted by Wendy Bain.



In brief

Students with special needs
Discover Together: A learning program on disability awareness for children in Grades K-8. This pilot program provides students with a variety of learning experiences which heighten their awareness and understanding about specific types of disabilities. The teaching kit contains four units: visual disabilities, hearing disabilities, mobility disabilities, and developmental disabilities. The program can be integrated into a language arts class or become a component of a health or living skills unit. Each unit contains relevant information about the proper procedures and social graces one uses with individuals who have specific disabilities.

Packages can be obtained from Disabled Persons Participation Program, Department of Secretary of State, Ottawa, ON K1A 0M5.

The average teacher's contribution to education

- Nearly 25% of teachers surveyed spend \$250 or more of their own money on teaching tools and supplies each year, according to *Teacher Magazine* (the U.S. version).
- 24% spend between \$200 and \$250.
- Another 22% spend between \$50 and \$100.
- About half of the 50.4 hours the average teacher spends on the job each week is spent in actual classroom teaching. The rest is spent on planning and evaluation (15.2 hours), extra-curricular supervision (2.4 hours), tutoring and counselling (4.4 hours), lunch and free time (2.4 hours), and sick or personal leave time (0.3 hours) according to the National Center for Education Statistics.

Sound familiar?
Source: *For Instructors Only*, PLS, May 1990.

Ready access to occupational health and safety information

Did you know that the Canadian Centre for Occupational Health and Safety offers a free, confidential inquiries service? It's available on a toll-free line across Canada. CCOHS was created by the Parliament of Canada in 1978. Its tripartite council of governors represents labour, employers, and governments (federal, provincial, and territorial).

Ask about: computer terminals, indoor air quality, health and safety committees, shift work, work and pregnancy, workplace chemicals, AIDS, photocopyers, occupational stress, safe lifting. CCOHS also offers you publications, data bases, and workshops on a variety of topics.

If you have a question, or want further information, call, write, or fax: Inquiries Service, Canadian Centre for Occupational Health and Safety, 250 Main Street East, Hamilton, ON L8N 1H6, Telephone: (416) 872-4400, Toll free: 1-800-263-8466, Fax: (416) 572-4500.

CBC News video subscription service
CBC-TV News in Review, a video subscription service, starts in September 1990. It is a television news package in use in classrooms, current events and media studies programs, and is also a practical resource for libraries and adult research units.

Video journalist Kathleen Nash anchors *CBC-TV News in Review*, which consists of ten videocassettes that claim that news anchors' monthly news coverage is the most influential from a Canadian perspective. And you can see that take an in-depth look at the news coverage.

The single subscription price for 10 VHS tapes is \$69.95 plus shipping and handling and sales tax (where applicable).

For further information, contact: CBC News in Review, Ekman Publishing, 636 National Television News, Toronto, ON (416) 977-7433. Or order contact: CBC Educational Sales, Box 500, Station A, Toronto, ON M5W 1E6, (416) 977-8384, Fax: (416) 977-3462.

American education panel
to monitor new national goals.

On July 31, 1990, President Bush announced that the nation's government established a National Education Goals panel to monitor and report on the country's educational goals that were originally framed in the 1980s and announced last September in the President's Virginia

excellence, adult literacy and lifelong learning, and safe, disciplined, drug-free schools.

Feeling tired? Sleepy workers should take naps

A new book on sleeping suggests that napping in the workplace might be a good thing. It would relieve stress and reduce the risk of accidents among tired workers.

But don't expect the proposal to be greeted warmly by employers. Lydia Dotto, the author of *Asleep in the Fast Lane: The Impact of Sleep on Work*, says it would take years to implement napping in the workplace, mainly because of society's attitude toward sleep and work.

"Napping is regarded as a symptom of disinterest and lack of motivation," she says. Nonetheless, she found that our bodies have natural lulls at two points during the day: between 03:00 and 06:00 and between 14:00 and 16:00. Timing of naps during these low periods can have a "restorative effect on performance," says Dotto.

Dotto thinks it's time employers took a serious look at napping on the job, from ultrashort 10-minute power naps to hour-long slumbers. "We accept the fact that food is necessary, since we're allowed to eat at work. But sleeping at the work site is still frowned upon."

Source: *Ottawa Citizen and Canadian Labour News and Graphics Newsletter*, April 1990.

New evidence to support co-operative play

Is co-operative play beneficial to children? Definitely yes, according to Dr. Glenn Kirchner, SFU professor and world authority on children's games.

Co-operative play promotes creativity, resourcefulness, spontaneity, and also develops positive, sharing social interactions among children. Unlike organized sports, which tend to be highly structured and competitive, co-operative games may be enjoyed and played by children with varying skills and interest. It also appears that classrooms where teachers utilize co-operative play techniques tend to have a more harmonious and positive social environment.

Kirchner's book, *Children's Games from around the World* (W.C. Brown, 1990), includes over 700 games collected worldwide. The author is now working on a sequel including more games and an examination of the behavior of children and teachers involved in co-operative play.

Source: Reviewed by Sue Yates, BCTF Resource Centre librarian.

Directory of services for pregnant and parenting youth

This directory contains a listing of all services specific to pregnant and parenting youth in the Lower Mainland and Lower Fraser Valley. To purchase a copy, send a cheque or money order for \$10 to: BC Alliance for Concerned Youth, 1000 West Broadway, Vancouver, BC V6H 1A1, (604) 681-2851.

Ballot box

At an election, the ballot box is the symbol of democracy. It is the place where voters express their choice. It is the place where the will of the people is made known.

But the ballot box is also a symbol of the power of the people. It is the place where the people can make their voice heard. It is the place where the people can make their choice known.

We have a right to know what is going on in the world. We have a right to know what is going on in our country. We have a right to know what is going on in our schools.

EXPERIENCING A STUDENT'S LEAVING

by Annette Le Box

My first reaction was hurt pride. John's parents had just informed me that they were taking him from my class and placing him in the Grade 1 class next door. They preferred the traditional approach. Nothing personal of course. Their decision was made after attending my parent workshop on critical thinking the evening before.

"We know what you're trying to do," they explained, "the philosophy behind teaching for thinking. And we've noticed those behavioral changes in John that you were talking about. He's beginning to question us. We prefer an obedient child." They list their grievances.

"We think that children need structure not freedom to wander around the class conversing when they should be working. And John's spelling. It has deteriorated since you've encouraged the children to invent their own. We read the article that you gave us. We just don't agree with it." John's mother took a carefully folded paper from her purse, spread it out in front of her on a desk and began to smooth out the creases. I recognized it as one of John's stories. She pointed to several spelling errors.

"There's no need for these mistakes. We've always encouraged our older children to maintain high standards. And we want no less for John."

It is a brave speech. The parents sit closely together, their eyes periodically assuring each other. We both want the best for John. It is a question of different understandings of what schooling is. In a last attempt to persuade them to let me keep John, I hastily pull a pile of research articles from a dog-eared file in the drawer on my desk.

"Read these, think about it, and then we'll talk some more." But they have already made up their minds.

"It's in your own interest, you know. We'd only be looking for things all the time. It wouldn't be good for you or John." Reluctantly I agree. I fight back tears. John was a special student, bright and loving. He learned so quickly, perhaps that's what scared his parents. Or it might have been his increasing self-confidence. Maybe his parents saw him drifting away from the sphere of their influence.

I saw John's leaving as an equalizer. I had been caught up in the sheer joy of the children's learning, intoxicated by it. John's leaving brought me back to reality. The system prizes conformity. Was I being

punished for differing from the norm? In the past my role was easier. Direct instruction was more solid...black and white. My main job was to dispense information. Every lesson had clear and behavioral objectives. The learner will be able to.... I taught to the objective, used active participation, monitored and adjusted and assigned my students written or oral practice. Easy to define and measure. Neat and tidy. I had been taught in that manner and so had John's parents.

Teaching for thinking demands a new set of assumptions: that children are responsible for their own learning (although the teacher sets up an environment conducive to it), that learning at its best is experiential and child-centered, and that providing daily practice in higher order thinking skills for children necessitates the elimination of many of the empty rituals in school that inhibit thinking. (The note copying of chalkboard exercises, the tedium of endless worksheets

and skippaks, the hours of drill and practice that many parents see as necessary work for their children.) But many forget how they hated school.

The next morning, John's desk is gone. It has been moved into its permanent place as part of the second row next door. The only evidence of John's presence is a story on the bulletin board of a chipmunk who wants to fly. Tired of his life in the forest, he borrows a pair of wings from a blackbird. He swoops and soars above the trees until the wind blows one of the wings off and he falls back to earth, breathless. Above the printing is a drawing of a chipmunk with patched on wings, curiously small, in front of a pine forest. The blackbird sits to the side of the picture - wingless and watching.

I remove the picture from the bulletin board and place it in a file marked miscellaneous. I look up in time to see several small faces peering at me from behind the door.

"Come in, my little turkeys!" I tease. Their laughter follows them as they come tumbling into the room.

Experiencing a student's leaving is a living in difficulty

I have said many goodbyes over the years but somehow John's leaving was different. His removal from my class confirmed my worst fear that the sense of freedom I had experienced in the last two months was merely an illusion. For the first time, I fully understood Purser's comment in Laurence Durrell's novel *Justine*, "We are never free, we writers." I feel as constrained by the conventions of my profession as the writer feels bound by the conventions of the novel. (We are never free, we teachers.) Was the loss of John the cost of failing to conform?

If so, it seemed a heavy price. John symbolized my brave new world, the classroom expanded beyond four walls and a sense of letting be that was exhilarating after years of teaching according to a guidebook. I discovered that as I encouraged my students to be themselves, their flowering enhanced my own being.

John's growth seemed on fast-forward. He thrived on the opportunities to choose his own learning, to stretch his imagination, and to express himself without fear of being wrong. His confidence grew as he understood that his ideas were important, not because they were correct or incorrect according to an external standard of truth but because they represented his view of the world and were, therefore, a part of him. He seemed like a desert bloom that flowers immediately and profusely after a rainfall. Through John, I discovered that motivation to learn was within each child. Enhancing each child's sense of himself unleashes it.

Yet, despite these discoveries, my new way of being felt uncomfortable. It was easier to talk than listen, easier to make decisions myself than to give my students responsibility. Such actions were time-consuming and messy. I was used to the fluidity of a well-organized and efficiently run classroom with me at the helm. I ran a tight ship. Now I felt like a novice again, relearning my craft.

I thought back to the day when John's parents informed me of his transfer to another class. It was a warm October afternoon, one of those last Indian summer days before the long stretches of rain. I was unprepared for the measured surety of their words that spoke of closure at every turn. Of decisions made and conversations already discussed. When the talk turned to practical matters, when John's desk would be removed and when they would tell him of their decision, I had already begun to grieve.

I remembered John standing on his tiptoes several days earlier looking out the window at a small maple that we had adopted during the first weeks of school. Now its leaves were of a bright burnished gold.

"I wonder why its leaves change color?" he asked turning to me.

Another year I might have answered John's question simply and scientifically. Now, I gather the children in a circle to share their thoughts. One child guessed that it was the rain, another the wind, and yet another that the sun gave the leaves a sunburn. One child, both articulate and precocious said, "The leaves are dying like us. We are born and then we die and it happens to everything in the world." I was struck by the seriousness that the children brought to the question. In the midst of the discussion, the bell rang. We had forgotten the time. The children, reluctant to leave asked, "Why can't we stay and have fun?"

I am touched. The moment renews my faith in the path I have chosen. Until now. When John's parents leave, the impact of the incident hits me with full force. I felt dizzy with fear. Were John's parents merely the first who would demand that their children be removed from my classroom?

Before me stretches a dark chasm, the direction I have chosen, behind me the well-worn road, safe and comfortable for travelling. I resist having to make this decision. I long to return to a way of being that requires less of me. I realize, however, that I must learn to stand with difficulty, in difficulty.

Yet, the shifting sands of the system present a maze of contradictions. We should teach children to think, but not too much or they might challenge us. We should encourage teacher autonomy, but not too much or they might threaten our vision of education. We should change our education system but not too much or change itself might become the enemy.

I know these things but am driven by my new-found freedom. It is not the freedom, however, that implies an exemption from obligation. It is a freedom that implies a return to its original sense. Freedom is derived from the Old English "frigu" meaning "love" and the Gothic "frijou" meaning "friend." In this sense I see my teaching as a journey into that which calls upon me to be true to what teaching is. It is a call not to succumb to the lure of the easy but rather to stand firmly but freely in difficulty.

Annette Le Box is an elementary teacher in Maple Ridge and is a facilitator in the BCTF's Program for Quality Teaching. She is currently serving as a faculty associate in the teacher education program at SFU.

Source: *Voices of Teaching Monograph*, Volume 1, B.C. Teachers' Federation, 1990.



Hansen's Man in Motion tour was made possible by support from family and friends, like teacher, Bob Redford.

TRIBUTE

Rick Hansen, B.C.'s celebrated athlete, lauds his physical education teacher

Even experienced walkers find it a bit rough negotiating the steep pathway of the Great Wall of China. But for a remarkable young man from British Columbia, this presented just another challenge he had to meet. When Rick Hansen negotiated that path in his wheelchair, it was one more triumph on his Man in Motion world tour. Hansen, a paraplegic at 15 after a tragic truck accident, began his world trek March 21, 1985 and finished 26 months, one day and over 40,000 kilometres later.

On his incredible journey Hansen met Wayne Gretzky and the Pope and, in the crowds that lined his route there were thousands of people, disabled and able bodied, who watched awestruck and inspired as the 27-year-old wheeled by.

Of such characteristics are heroes made and there's no question that Rick Hansen, quite simply, is one. He fought back from his injuries with courage and determination. But few people can carry out such battles alone. While Hansen emphasizes he got a lot of help from family and friends, he also singles out one man, his physical education teacher Bob Redford, as someone who had nothing less than a profound influence on his life.

Hansen met Redford at Columneetz Secondary School when his family moved to Williams Lake in 1971, and found him to be a dynamic person who was "committed to sport."

Hansen became aware of the importance of teaching life skills through sport and feels everything Redford taught him about leadership and responsibility stood him in good stead later.

But it was after Hansen's accident that Redford began to play a major role in his life.

"The accident," recalls Hansen, "was very difficult to deal with. I was a young man and things like my looks and the

use of my legs were very important to me and I had planned my future based on those things. I had some pretty negative perceptions of disability based on stereotypes."

"Bob," he continues, "helped me to start to crawl back one step at a time, to set goals again and begin to rebuild myself."

He says his former teacher made the most significant contribution when Hansen came out of hospital and returned to Grade 11. He was 16, and six months previously had been leading a normal teenage life.

"It was tough," he says, "the memories were so fresh. I thought my life as I knew it was gone. I had had three dreams. I wanted to compete in the Olympics, be a physical education teacher, or fly a jet. I figured my chances for all of them were zero."

But his teacher didn't want him to think that way.

"He understood what I was going through and he wouldn't let me give up on myself. He just kept asking me what I was going to do with myself after I graduated from high school and I kept saying - 'I'm disabled, I don't know.'"

"I gave him a million excuses and he just kept saying you'd better start thinking about it."

Redford's verbal encouragement was backed up with some very practical assistance. He arranged for Hansen to do some substitute teaching and that is how he learned that "the dream of being a teacher could still be."

Hansen has maintained a friendship with Redford, who can't, of course, be given full credit for the Man in Motion tour. But he was definitely one of the people who helped shape the man who made it.

"He taught me," concludes Hansen, "that I could do anything I wanted to do if I really believed in it."

Carole Gault is an award-winning Toronto broadcaster and journalist.

Whole language in adult ESL programs

by Pat Rigg
and Francis Kazemek

What does whole language mean to the people who first began applying it to education? Whole language is neither a method, nor a collection of strategies, techniques, or materials. It is a view of language and of teaching and learning. The term comes not from linguists, but from educators — people like Kenneth and Yetta Goodman, Jerome Harste, and Dorothy Watson — who used it in reference to how children become readers and writers. They made a number of assertions: first is that language is a whole (hence the name), and that any attempt to fragment it into parts — whether these be grammatical patterns, vocabulary lists, or phonics *families* — destroys it. Language must be kept whole or it isn't language anymore.

Related to this is the second assertion that in a literate society, using written language is as natural as using conversation, and the uses of written language develop as naturally as do the uses of oral language. We become literate by building on and connecting to our developed oral language. The four language modes, listening, speaking, reading, and writing are mutually supportive and must not be artificially separated. The four language modes must be integrated during instruction — oral language supports reading and writing, reading exposes us to a wide variety of styles, formats, and conventions, and writing helps us experience how authors put texts together.

Third, all language, oral and written, reflects cognitive, emotional, social, and personal differences. Our language is what makes us who and what we are. Since we are all uniquely individual with an almost infinite number of different life experiences, our oral and written language will often reflect those differences.

Fourth, all language, oral and written, is social as well as personal. Although we are all unique individuals, we are also social beings. We develop our language in a myriad number of different social contexts. We learn to speak and listen as we interact with other people, and we likewise learn to write and read as we connect with other writers and readers.

These principles lead to related principles of teaching and learning. Primary among these is the principle that instruction must build on, and connect to an individual's life and language experiences. Unless students can make the bridge between their own language and experiences, and those in the texts they are attempting to read and write, they will encounter difficulty and frustration.

Oral and written language experiences must be purposeful, functional, and real. Reading and writing activities in the literacy classroom must be for real purposes — to entertain, to convince, to explore, to express oneself. *Dummy runs* and *practice exercises* such as various workbook activities that are not authentic uses of language, must be avoided. Thus, complete and whole texts must be used for reading, for example, whole stories, complete newspaper articles, recipes, etc. and for writing — whole letters to real people, stories, reminiscences, and directions.

Reading and writing, like listening and speaking, proceed from the whole to the part. Thus, comprehension of written texts leads to an awareness and knowledge of sound-symbol correspondences (phonics). We can only make meaningful generalizations about these correspondences after we understand what we've read, and not the other way around. Like

wise, the actual writing of meaningful texts leads to a knowledge of grammar, spelling generalizations, and so on.

There is no set hierarchy of skills or experiences which all adults must master in sequence. Reading and writing are complex and in many respects they are *all-at-once* kinds of processes; they cannot be broken down into tiny, isolated skills which are then taught in a hierarchical and linear manner. Readers and writers, even those who are very proficient, often cannot articulate or demonstrate specific skills or competencies. Our language competence is almost never captured by our language performance; we always know more than we are able to display at any given time. Similarly, we can be quite competent readers and writers and still be unable to talk about reading and writing using technical terms like *gerund* or *digraph*.

Assessment and evaluation of whole language education must itself be holistic. We cannot assess growth by using some standardized or criterion-referenced test which measures isolated, partial, or purposeless language skills. This would be like evaluating the quality of an apple by using standards typically applied to oranges.

Whole-language principles = whole-language classes

Applying these basic principles results in whole-language classes. Such classes are communities of learners where students negotiate the curriculum and evaluation is as much the student's responsibility as it is the teacher's. Whole language advocates are not the first to assert this: Malcolm Knowles (1980) over a decade ago laid out the principles of adult education, principles which often read like a whole-language manifesto. More recently, Nunan's *Learner-centered Curriculum* (1988) discusses in detail how students and teachers together can negotiate both curriculum and evaluation.

A class is a community of learners. Whole-language teachers work to build a sense of community in the classroom, and they view themselves as co-learners with their students, instead of holding the traditional jug-and-mug view of teacher/student roles, with the teacher as a jug full of knowledge and the students as empty mugs waiting to be filled. Whole-language teachers encourage collaboration, having students work together in a variety of ways. Students use both oral and written language as they co-operate to accomplish their own goals. Teachers work with their students and with their colleagues in similar ways.

Whole-language teachers tie the classroom community to the larger community outside the school building. Parents, grandparents, children, and other members of the community spend time in the classroom as experts on some topic, as storytellers, as observers, and as important contributors to the education of the community, both in and out of the classroom. (Continued in October issue)

See the *Elementary School Journal Special Issue on Whole Language*, vol 90, no. 2, Nov. 1989 for a history of the movement.

Dr. Pat Rigg has taught both first language and ESL literacy with adult students. Francis Kazemek, professor of education at Eastern Washington University, collaborates with Rigg, especially on matters of adult literacy.

References available on request.

Part 1 in a 2-part series.

RESEARCH

Students know their Charter rights

by Charles Ungerleider

The notion of entrenching a charter of rights in Canada's constitution was among the most hotly contested issues both prior to and after patriation. Those concerned with legal education and human rights could foresee that people's knowledge of their rights and their willingness to accord rights to other citizens might be affected by the inclusion of the Canadian Charter of Rights and Freedoms in the constitution. For that reason, the Law-related Education Group at UBC made application to the Social Sciences and Humanities Research Council to undertake a study that would provide foundational knowledge about people's knowledge of rights protected by the charter and of their willingness to see these rights accorded to others.

The specific purpose of the B.C. Charter Survey was to determine what B.C. secondary students know about the legal rights included in the charter and their attitudes toward extending those rights to others. The study, exploratory and descriptive in nature, used a multi-stage cluster sample 3,161 students in Grades 8 to 12, though the sample included 139 Grade 12 students who were present when the survey was administered.

The existence of protected rights and freedoms is insufficient to their guarantee. The exercise of one's rights and freedoms is dependent upon knowledge of them. Our student sample *knows* and *agrees* with slightly more than 60% of the items we used in our survey. Judgments about the adequacy of this knowledge are arbitrary. We have no basis for comparison, although our study does provide a baseline for future contrasts.

We present our findings as a series of four profiles based upon comparisons between the overall sample and the distribution of students whose scores were approximately one standard deviation above or below the mean scores for knowledge and attitudes. The descriptions are general and not meant to be considered as exclusive categories.

1. The student who is most likely to know the provisions of the charter is male, aged 17 or 18, presently in Grade 10, 11, or 12, and obtains most of his information about the law from school courses. This individual is likely to have a knowledge score approximately 15 points above the mean.

2. The student least likely to know the provisions of the charter is female, presently in Grade 8 or 9, and reports that her primary source of information about

the law is television. This individual is likely to have a knowledge score approximately 15 points below the mean.

3. The individual most likely to be supportive of the provisions in the charter is 16, 17, or 18 years of age, presently in Grades 10 to 12, whose primary source of information about the law is school courses. This student, either a male or female, is likely to have an agreement score which is approximately 15 points above the mean.

4. At the other extreme are those respondents who are least supportive of the charter of rights and freedoms. The typical respondent is male, aged 12 to 14, presently in Grades 8 or 9, and states that television is his primary source of information about the law. This individual is likely to have an agreement score approximately 15 points below the mean.

People acquire knowledge of their rights and develop attitudes toward those rights and toward the extension of those rights to others simply as a consequence of the process of growing up within a particular society. Knowing that the patterns of socialization differ among individuals and between groups, we examined our data in an attempt to understand how people's knowledge and attitudes were affected by their exposure to different influences.

Our results are compatible with a belief in Canadian society as an egalitarian society. Our data indicates that country of birth, first language, ethnicity, and parental social status are not significantly related to either knowledge of the charter or agreement with its provisions. Although we risk going beyond our data, the significant and positive impact of education on both knowledge and attitudes suggests that formal education plays an instrumental role in these findings. Parental educational attainment, student educational attainment, and school courses as a course of law information explained significant variations in both knowledge and attitude scores.

Dr. Charles Ungerleider is director of Field Placement and Research, Faculty of Education, UBC.

The B.C. Charter Survey Team members included Frank Echois, Lerol Daniels, Carol La Bar, and Charles Ungerleider from the Faculty of Education at UBC. Copies of the survey instrument and a more detailed report of the findings presented here can be obtained from: Director of Field Placement and Research, Faculty of Education, UBC, 2125 Main Mall, Vancouver, BC V6T 1Z5.

As students with special needs enter our classrooms

INSIGHTS FROM PARENTING

by Colleen Larson

Grieving for a child with special needs

The implementation of new education practice is usually the result of reading, in-service education, and consultation with colleagues. This is not always the case when it comes to the integration of children with special needs.

When a child with special needs is assigned to a classroom, the teacher may have no prior experience and no time for in-service education. A whole realm of questions arise. Teachers wonder how to cope with yet another responsibility and what support services, if any, are available. Those who have no experience with children with special needs may have doubts about their ability to accept people with handicaps. Rarely will the child with special needs not require more planning and hands-on time than a typical child.

The integration of a child with special needs into the classroom, in many ways resembles the arrival of a child with special needs into a family. When a child is born, the new parents often wonder why they feel so unprepared. The parents assume they have some initial instincts to help them in their new role, but often the task seems overwhelming. They wonder why other new parents appear to be more at ease and question their own abilities. The role seems so difficult. Somehow the parents manage to survive the first few months and then slowly life becomes less frantic.

Similarly, when teachers face the integration of a child with special needs into their regular classrooms they may also experience feelings of helplessness. The doubts classroom teachers have can be explained by examining parental experience.

When parents are first informed that their child will have special needs, they grieve. In a similar, but less personal way, the arrival of a student with special needs into the regular classroom is a difficult time for teachers. Meeting a child with a disability for the very first time is an unsettling experience. Most people feel sorrow and sadness. Almost everyone wonders, "What could have happened to cause the disability?" People find themselves staring and wanting to ask questions. In those first few moments of acknowledgement, we grieve for the loss of the child that could have been.

When a teacher learns that a new student in their class has a disability, they experience the initial grief that everyone feels and more. The teacher knows that they will have to co-exist day after day with this new little person, and they don't know what to expect. If the teacher perceives that a student with special needs has made their teaching assignment more difficult than that of their colleagues, they may feel angry and question, "Why me?" Then, they may feel guilty for their selfish anger. As parents of children with special needs know, anger is a part of the grieving process.

A child with additional needs means additional responsibilities for parents and teachers and often there are no records or similar histories to inform caregivers of what to expect. The role they are about to play may seem overwhelming.

Consequently, the teacher may begin searching for answers and solutions to problems before even knowing what to expect. The teacher may feel overwhelmed and disorganized unless they find one aspect to focus on in preparing for the task ahead.

First class: temporary downfall

by Kit Krieger

Are you new to the profession and thinking you have bitten off more than you can chew? Are you thinking that the summer job at Macdonald's, despite the fact that it paid more, involved shorter hours, and was less stressful, might have been a better career option?

I can't assure you that you have made the right career choice. However, I say with considerable certainty that your initial classroom experience, given the range of possibilities, is going reasonably well.

My first teaching experience took place in the fall of 1974 at a large secondary school in a larger metropolitan school district. After observing a class of Grade 10 social studies for a period of one week, I was prepared to teach my first lesson.

I chose as my first lesson (during my practicum), an exercise involving aerial photo interpretation. This choice was arrived at after I scanned the Grade 10 curriculum and discovered that this represented the closest link with my university concentration in European intellectual history. The particular aerial photo selected for that maiden class offered a bird's eye view of Pense, Saskatchewan.

I spent the hour before the class pacing up and down, hoping that I would tire my legs to the point where they would not shake. I had prepared the setting by placing a lectern at the front of the room and positioned myself behind its slender frame. My sponsor teacher, a 265-pound PE. teacher, was seated at the back of the

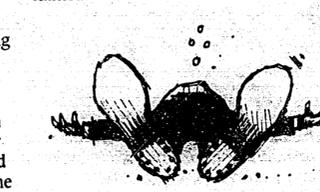
class in an attempt to blend in with a group of Grade 10 girls.

I handed out the aerial photo and stated my objectives. I recall that the primary objective was to demonstrate that one should get no closer to Pense, Saskatchewan than an altitude of 34,000 feet.

A few minutes into the lesson my sponsor teacher left the room. He later indicated that he had done so under the impression that I was a born pedagogue who could in no way benefit from his mentorship. Nicotine stains on his fingers betrayed another motive.

I continued with the lesson, rarely diverting my eyes from my detailed script. The lesson progressed smoothly. Closure was achieved with an assertive, "That's all folks!" Glancing at my watch, I noticed that 47 minutes remained in the 55-minute period. It quickly came to my attention that I had a problem with pacing.

Unable to draw from an accumulation of strategies for such occasions, I referred to the most basic item in my repertoire. I fainted!



Sadness, anger, guilt, searching, and disorganization are all part of the grieving process. No one can know a child with special needs and not grieve in some way for the child's loss. Parents of a child with special needs grieve for their child. Teachers of a child with special needs may grieve too.

Planning for a child with special needs

After the teacher or parent accepts the fact that they will indeed be responsible for the child with special needs, they begin to organize and plan. The teachers and parents look to professionals for advice. They attend meetings with physiotherapists, speech therapists, occupational therapists, and social workers who all offer excellent programs to help the child. Often, however, there are just not enough hours in the day and the teacher with the new student feels exhausted just thinking about the challenges, just as the parent did with the new baby so many years ago. Like the parent, the teacher will probably doubt that they will be able to cope with the task ahead of them.

In some ways, it is unfair when a new baby or new student comes complete with their file of previous assessments and professional advice. Had they arrived in the classroom or in the home with no special labels, the teacher and parent might have had the opportunity to get to know them in a different way. When Adam was diagnosed, he was already seven months old. His father asked his mother why she was so upset. He explained to his wife that their son, who now had a medical file, was no different from the baby whom they already knew and loved. Parents and teachers must be careful not to let a child's personal characteristics be concealed by his disabilities.

Everyone who knows a child with a disability should think of them as a child with special needs rather than as a special needs child (Perske, 1988). He is a child first. Just as they would ask for every child in the classroom, the teacher should question, "What goals do I want this child with special needs to achieve?" These will likely be goals that hold true for every child: to work to his potential, to function in society, and to experience satisfaction.

Every parent and every teacher knows it is very difficult to establish what a child's goals should be. Norman Kunc, a prominent public speaker who has cerebral palsy, explains that when two people meet for the first time they chit-chat about their likes and dislikes. This may not be easy to do if one of the persons has a communication disability. When a teacher meets a child who cannot communicate easily, the teacher should try to recognize one thing that they know the child enjoys. If the teacher uses that knowledge to plan the first goal, it is likely that the child will attain the goal, bringing satisfaction to both the student and the teacher.

It is important to recognize one way that the child with special needs can contribute to the class. When Adam's Kindergarten class played hospital, no one wanted to be the patient. It was more exciting to be the doctor. But not for Adam. He loved to be the patient and get all the attention of people looking over him. Everyone benefited.

When a newborn child has special needs, the parents' expectations are altered. Teachers who integrate a child with special needs into their classroom will undoubtedly re-examine the goals that they have set for all children. Perhaps the greatest contribution a child with special needs makes to his parents, teachers, and peers is to teach them that everyone has needs that are special.

Colleen Larson is a teacher-librarian in Quesnel and a parent of two children with severe handicaps.

some teller blurring out that the man in line had been their student teacher and had fainted three times in front of the class. But the years have been kind. I have put on a lot of weight and my hair has turned grey. It is doubtful that I would be recognized by any surviving eyewitnesses.

Kit Krieger taught in West Vancouver from 1974 to 1987. He is currently on staff at the BCTF.

Write to us

Do you have a first teaching experience story that can top Krieger's? Teacher would like to hear from you via poem, story, cartoon, letter... write to us, c/o "First class."

AIDS: It's not what you know, it's what you do

by Elaine Decker

If you are a typical B.C. teacher, you are in your early 40s. Your children think you are old. VCRs, compact disks, nuclear power, perestroika, and ozone depletion weren't part of your childhood.

ESL, child abuse, whole language, cross-cultural communication, critical thinking, and co-operative learning weren't part of your initial professional training.

AIDS (acquired immune deficiency syndrome) wasn't part of your childhood, wasn't addressed in your professional training. But it is part of your life, the lives of your children, and the lives of your students.

The rapid spread of AIDS worldwide (now the leading cause of death for women aged 20 to 40 in major American cities, western Europe and sub-Saharan Africa) and its spread in the teen population (in the U.S., teens are contracting the virus at a faster rate than any other group) make AIDS education one of today's basics to be addressed by every teacher. Health educators and counsellors have led the way establishing AIDS education programs, and developing good support materials. Now you and I must share the responsibility. What must be done?

Learn what your students know

The 1988 *Canada Youth and AIDS Study* conducted by Queens University had 38,002 respondents in Grades 7, 9, 11, and first-year college/university. According to the study:

Canadian adolescents are beginning their sexual experiences by age 14. One-quarter of Grade 9 students, one-half of Grade 11 students, three-quarters of first-year college/university students, and 85% of school dropouts have had sexual intercourse;

Respondents, especially older adolescents, provided an accurate definition of AIDS, and were very knowledgeable about how the virus is transmitted;

Most respondents (80%) believed they could keep themselves from contracting AIDS;

Very few modified their behavior because of their knowledge about AIDS; Young people were anxious about AIDS and people with AIDS. The majority felt that infected people shouldn't be allowed to serve the public, or work in hospitals; Respondents linked AIDS with homosexuality, and many, especially young men, held negative feelings about homosexuality.

Every teacher's responsibility

The Queens study is a good news, bad news report. Our teens are well informed about AIDS but that doesn't necessarily change their behavior. American psychologist Mark Hochhauser, in a paper entitled, "It's not what you know, it's what you do," argued that AIDS prevention will depend less on knowledge about HIV and more on an understanding of human behavior and attitudes. How do you teach to change attitudes and behavior?

Talk about sex. You can't talk about AIDS without talking about sex. It's not easy to talk about sex. Finding the right words, handling misinformation and embarrassment, respecting diverse moral and cultural values make this hard job harder. Get the help you need from counsellors and health education specialists.

Acknowledge the cultural pressure about sex. In the Queens study, teens cited television most often as a source of AIDS information. If you watch TV, you know that it is also a source of constant sexual messages, in programming, in advertising, in talk shows. Young people are bombarded with contradictory ideas of sex and happiness, sex and popularity,

sex and sin, sex and passion. Take this context into account when you try to teach a *clinical* lesson about AIDS.

Consider the influence of homophobia. The notion that AIDS is a gay disease must be challenged. It threatens students' ability or willingness to assimilate information about their own personal risks and ways to minimize those risks. Hatred or fear of homosexuals contribute to a "blaming the victim" attitude, and a lack of compassion for people with AIDS and their families and communities.

Build confidence and a positive self image in each student. Help students understand their unique value, the validity of their feelings, their rightful place in any group. The late David Lewis, an activist with *Persons with Aids* said, "AIDS isn't something someone else gives you. You are a participant in the process, and have responsibility to act in your own best interest." In everything you do, every subject you teach, help your students to value themselves.

Teach the skills of responsible decision-making. Help your students understand the difference between active/conscious decisions and passive ones. Practice the steps of a formal decision-making process: identify the problem, list the alternatives, describe the consequences of each, describe what is important, choose the best alternative, develop an action plan. For decisions about sex, for decisions about life, people need these skills.

Teach the skills of assertive communication. Direct, honest communication about ideas and feelings is a big part of

sexual activity. In the stew of hormones, peer pressure, sexual mythology, and general confusion of adolescence, teens can hardly be expected to think through a clear "I" statement about the necessity of using a condom. Model direct communication. Help students learn assertive communication skills on many topics in the everyday classroom environment.

The skills and attitudes that will help our students to protect themselves from AIDS, are not special ones. They are the skills and attitudes that foster confident, healthy people, who are able to communicate effectively, to solve problems carefully, and to share the responsibility for creating a caring community. No teacher would deny these are learning outcomes for every subject area and every teacher's responsibility.

Elaine Decker is the BCTF's communication officer.

Learn the facts about AIDS

- AIDS is a disease characterized by the breakdown of the body's immune system as a result of infection with the human immunodeficiency virus (HIV).
- AIDS is transmitted in body fluid through vaginal, anal, or possibly oral intercourse with a person infected with HIV; through direct entry of infected blood or blood components by sharing needles with an infected person; from infected mother to child *in utero*, during childbirth or through breastfeeding.
- HIV is not spread by casual contact.
- There is no vaccine to provide protection nor is there a cure for HIV infection.
- The risk of AIDS from transfusion of blood or blood products has been virtually eliminated in Canada by blood screening programs.
- Intravenous drug users run a risk of HIV transmission if they share infected needles. Clean needle exchange programs, and training drug users to clean their needles with bleach have reduced this risk.
- Latex condoms, when properly used, have been shown to be effective (although not foolproof) as a barrier to HIV.
- AIDS is not an illness of a particular group. Anyone who engages in certain high-risk behavior can contract the virus.

Health and Welfare Canada, the Canadian Public Health Association, community health services, and professional journals are among the many sources of good, clear information. Videos, pamphlets, lesson plans, and discussion guides are available to help you.



Central to AIDS prevention in our adolescent population is positive self-image and responsible decision-making skills - both part of every school curriculum and every teacher's responsibility. Zefa, UK/Image Finders, Vancouver photo

What do students want from their teachers?

TEACHER ASKED NANAIMO STUDENTS

Teacher asked some Grade 10 students in the Nanaimo school district what they want from their teachers. They told us the characteristics of the teachers they found most credible, teachers to whom they would take a problem, a question about AIDS.

Students want the facts they said. They want the real words, the serious questions, neither scare tactics and moralizing, nor cute stork and birds and bees stories. "Start younger," they said. "Respect our concerns." "Remove the warnings on videos that say the material might be offensive."

They want teachers who are sincere, who can deal with emotional issues, with embarrassment, with decision making. "Most counsellors are pretty comfortable." "Some teachers try to be too clinical, too scientific." "Teachers are too concerned about our parents' reactions, but hey, parents aren't doing such a good job of sex education."

Students don't think AIDS education should be a separate program. "Co-ed works best. There shouldn't be mysteries

and secrets between the sexes." "It's about life, about relationships." "It should be discussed in all our classes, when it comes up."

Personalize the issue. They spoke of the impact of Ryan White, the teen whose battle with AIDS was valiantly and publicly fought, and of the power of stories from real people living with AIDS.

Use humor to help reduce anxiety, deal with misinformation.

The students said, "Teach our parents. We have our friends and our teachers to help us, but our parents need help too."

These Nanaimo students, like all students, want teachers who care about them as real people, who provide them with useful information, who help them develop attitudes and skills to address the questions of life. The average teacher in B.C. tries each day to do exactly that (the environment, citizenship, community, AIDS). As the late Gilda Radner said, "It's always something!" Fortunately, there are always teachers.

Elaine Decker, Nancy Hinds

Resources



Resources like NFB's "Growing Up Series" help foster positive, healthy attitudes towards sex. NFB photo

Wright, Beverly, and Yates, Randall B., "AIDS and Homophobia: A Perspective for AIDS Educators," *Feminist Teacher*, Vol. #4, Nos. 2/3, pp. 10-12. *Feminist Teacher*, 442 Ballantine Hall, Indiana University, Bloomington, IN 47405
AIDS: The New Facts of Life, video and teacher's guide, Canadian Public Health Association, available through B.C. Ministry of Health, Vancouver, (604) 660-6172.
AIDS: Preparing Your School and Community, Canadian Association of Principals. Funding provided by the Federal Centre for AIDS, Health Protection Branch, Health and Welfare Canada. Available from Canadian Association of Principals, c/o Tony Cochrane, Margaretville Consolidated Elementary School, P.O. Box 1510, Middleton, NS B0S 1P0.
Canada Youth and AIDS Study, *British Columbia report*. Available from Dr. Michael Rekart, Director of STD Control, B.C. Centre for Disease Control, 828 West 10 Avenue, Vancouver, BC V5Z 1L8, (604) 660-6172.

Family Life curriculum guide and support materials available at all B.C. secondary schools.
The Growing Up Series, National Film Board of Canada, 1045 Howe, Vancouver, BC V6Z 2A9, (604) 666-3838.
Learning About AIDS, teaching package, Canadian Public Health Association, 1565 Carling, Suite 400, Ottawa, ON K1Z 8R1. For more information contact Robert Burr, (613) 725-3769
Learning for Living curriculum guide and support materials available at all B.C. schools.
Talking About AIDS, video and teaching guide, Health and Welfare Canada, 1990. Available from Health and Welfare Canada, Vancouver office (publications) (604) 666-2083.
We Need to Know About AIDS, A Guide for Parents on Talking with Their Children About AIDS, Health and Welfare Canada, 1990. Available from Health and Welfare Canada, Vancouver office (publications) (604) 666-1083.

WHAT WORKS IN TEACHING? Listen up!

Here are some ideas to promote more effective listening among your students. These tips are from the Institute for Educational Research.

Encourage the class to listen to a student who is talking. Say, "I'm listening to Tracy" or "let's all listen to what Kevin has to say."

Teach the class listening behaviors. Tell students that they should keep their eyes moving, on the lookout for non-verbal clues from the speaker. Also, good listeners make it clear by facial expressions and body language that they are paying attention.

Get students involved in the lesson. Ask what they already know about the topic to be presented. Ask the class to think of five questions they'd like answered by the end of the lesson.

Give students a purpose for listening for your directions, for the main idea or for enjoyment - rather than just telling them to listen carefully.

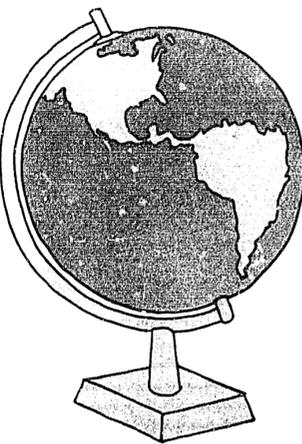
Keep students actively involved. Stop in the middle of a lesson and ask, "What point do you think is leading you on?" "What conclusion can be reached from what I've said so far?"

Limit your repetition of directions. While the class needs to understand if your students know you're repeating directions as often as asked, they have little motivation to listen attentively.

Don't overdo audio equipment. Constant use of tape recorders and other audio media that record every word being said reduces students' motivation to listen.

Source: tips are from *Teacher Today*, Vol. 1, No. 6 published by the Institute for Educational Research, 79 North Main Street, Elkin, IL 60120.





Global notes

by Greg O'Keefe

... of bargaining new contracts gears up again in staffrooms across B.C. For many teachers, negotiating the best conditions for learning and teaching, and our professional and economic welfare, is a taken-for-granted democratic right.

Greg O'Keefe, newly-elected vice-president of the World Confederation of Organizations of the Teaching Profession (WCOTP), has viewed first hand, teachers' rights in other countries. Here, he reflects on our collective bargaining process with new appreciation.

Nepal

The highest country in the world, Nepal, provides a low point in treatment of teachers. WCOTP formally complained to the International Labour Organization (ILO) in Geneva last November. Evidence WCOTP provided included the deaths of seven Nepal National Teachers' Association (NNTA) district officers in 1985, police disruption of the NNTA's second and third national conferences, mass arrests of demonstrating teachers, dismissal of 61 NNTA teachers, and the transfer of 35 more teachers. Why? Because of their trade-union activities.

After studying the WCOTP presentation, the ILO Committee on Freedom of Association made the following recommendation directly to the government of Nepal: (1) set up a judicial inquiry into the alleged deaths of the seven NNTA district officers in 1985 at the hands of the police; (2) supply information on the 15 named detainees with details of either their release or the specific charges brought against them; (3) inform the ILO Committee quickly of the current situation of the trade union leaders and teachers dismissed for trade union activities; and (4) register the NNTA so its legality is no longer at stake.

The WCOTP regional representative for Asia, Aloysius Mathews, informs me that relations are improving between the government of Nepal and NNTA and that all but two of the teacher leaders have been released from prison. Our work will not be finished until these two are also free.

El Salvador

It should come as no surprise, after reading recent reports of right-wing death squad activities in El Salvador, that WCOTP also brought the actions of El Salvador's government to the ILO. The complaint deals with the murders of two members of ANDES 21 de Junio, the National Association of Salvadorian teachers. The Committee on Freedom of Association has requested El Salvadorian authorities to open judicial inquiries into 35 murders since 1987 and numerous disappearances of teachers and members of their families. It speaks volumes to the dedication of teachers in that country to

come forward as leaders when death too often was the only reward for those who had gone before them.

Bolivia

Looking further south and west, we see our colleagues from Bolivia on a hunger strike to demand better working conditions and to warn the population about deterioration in the Bolivian education system. In response, police officers were violent when seeking out the hunger strikers. The government declared a state of emergency, arresting the hunger strikers, including the three leaders of the National Teacher Organization.

Uruguay

Lack of space, not lack of further examples of teachers' rights being trampled, leads me to this final example. On November 14, WCOTP filed a complaint with the ILO against the government of Uruguay concerning 180,000 primary-level teachers on strike for 40 days in October and November. Uruguayan authorities refused to negotiate with representatives of the teachers' union, any increase in salary, and they suspended teacher salaries. They further threatened numerous teachers, intimidating them, and then they forced them back to their schools. Such measures undermine the teachers' right to strike and they act as a deterrent, forcing teachers to give up their legal collective protest.

Do not conclude that in Canada the struggle for rights has been won and the battle is over. Rights now won can easily be lost. In our own struggles, let us not lose sight of injustice to our fellow teachers who daily deal with life-and-death struggles. There is much to be done but, as teachers, we can take special pride in belonging to an international organization, WCOTP, that understands fully the importance of the defense of teachers' rights.

Greg O'Keefe is a member of the Nova Scotia Teachers' Union and vice-president of WCOTP.

Source: Nova Scotia Teachers' Union, *The Teacher*, February 14, 1990.

The daycare program that never was

I found a little story buried in the back of the newspaper the other day. It said, "a national daycare program will be in place by 1993, but details, including how much federal money it will get, have not been worked out. Health Minister Perrin Beatty said yesterday."

We've heard promises of daycare programs from the Conservatives before. They've never amounted to much more than election rhetoric.

Since our first child was born three years ago, my wife and I have improvised with several childcare arrangements. At first we both worked part-time, and shared the care of our son. When we strolled past the private, chain Mac-daycare just down the street every day, it made us feel sick. It was a child-minding factory, nothing like we imagined daycare could be. The faces of the young, female staff changed every week.

In my son's second year we found a babysitter who would come to our house two days per week. This worked well, but it was costly. Our babysitter wanted to be paid under the table, so we got no tax receipts for our daycare expenses.

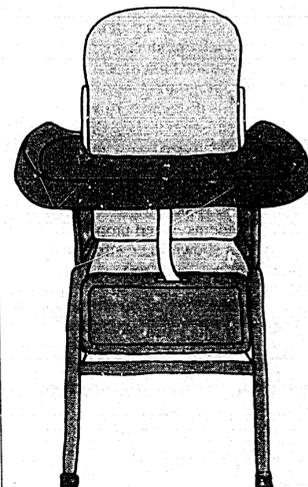
When we changed communities last year, we had to juggle daycare once again. Our three-year-old now attends a co-operative preschool, and spends two mornings a week at another mother's house, who has three preschoolers of her own. We still don't get tax receipts.

We're now on the waiting list for the daycare that will be housed in the new school. It's a first for our town of 7,000.

I've learned several things about daycare in Canada from all this. Most childcare is still carried out in private homes, unregulated, and part of an underground economy. The institutional daycares that do exist vary greatly in standards and quality. And no matter where kids of working parents go during the day, they're inevitably looked after by women who make something near the minimum wage, or less.

You don't have to be very bright to realize there's a social crisis in childcare in Canada. I can't believe we've wasted the last decade without putting together a national daycare program. I can't imagine that we're going to waste another three years with promises instead of action.

Source: Art Kilgour/CALM, *Labour News and Graphics*, April 1990.



Income Security

Retirement-planning seminars

Knowledge of your pension plan, other retirement benefits, and what retirement life is like, will better prepare you for the transition. Seminars to help teachers and their spouses, in their mid-40s or over, plan for retirement will be held in the following locations. There is no preregistration or fee.

Smithers, November 7, 1990
Hudson Bay Lodge, 16:00 - 21:00

Prince Rupert, November 8, 1990
Crest Motor Inn, 16:00 - 21:00

Terrace, November 10, 1990
Inn of the West, 09:00 - 16:00

Kelowna, November 17, 1990
Capri Hotel, 09:00 - 16:00

Prince George, November 24, 1990
Holiday Inn, 09:00 - 16:00

Nanaimo, December 8, 1990
Coast Bastion Inn, 09:00 - 16:00

Coquitlam, January 26, 1991
Best Western Coquitlam Motor Inn, 09:00 - 16:00

Chilliwack, February 9, 1991
Best Western Rainbow Country Inn, 09:00 - 16:00

Surrey, February 16, 1991
Surrey Inn, 09:00 - 16:00

Vancouver, February 23, 1991
Plaza 500, 09:00 - 16:00

Richmond, March 2, 1991
Richmond Inn, 09:00 - 16:00

Cranbrook, March 9, 1991
Inn of the South, 09:00 - 16:00

Castlegar, March 16, 1991
Fireside Dining Room, 09:00 - 16:00

Campbell River, March 23, 1991
Anchor Inn, 09:00 - 16:00

Victoria, April 20, 1991
Victoria Conference Centre, 09:00 - 16:00

Pensions: part-time and substitute teachers

All part-time and substitute teachers can participate in the Teachers' Pension Plan.

Teachers who work half-time or more are automatically enrolled in the pension plan. If you teach half-time or more each day of the month, or teach 10 or more days in a month, or 5 or more days in a bi-weekly pay system, you will be enrolled in the plan. Once this has occurred you will continue to be enrolled, and pension deductions made from your salary, as long as you are employed in that particular school district, no matter how few days may be worked in subsequent months.

Teachers working less than half-time, including substitute teachers, may voluntarily enrol in the pension plan. An enrollment form may be requested from your school board office. Once enrolled in that

particular school district, you remain enrolled as long as you are employed by that district. You do not need to enrol each year, nor can you cancel your enrollment.

Why should you enrol in the pension plan? A registered pension plan is the best method to save for your retirement. And you will eventually retire! Your contributions to the plan are tax deductible and are more than matched by your employer. If you developed your own retirement savings plan it would need to earn a very high rate of interest (20% or more) to compensate for the loss of employer contributions.

Currently, you need 100 months of contributory service to be eligible for a pension - retirement, disability or survivor (for your spouse). Any month in which you make a contribution, even if for only one day of work, counts as a contributory month. The 100-month threshold will soon change to 50 months, as suggested in recently-proposed pension benefit standards legislation, or 20 months, as requested by the BCTF in a recent brief to government. Once you are entitled to a pension you could go on to other occupations, leave your contributions and service in the plan, and draw a pension at age 55 based on an average salary that is indexed from when you left teaching to when you draw the pension.

Portability agreements exist within the B.C. public sector, including colleges and the universities, and all teacher pension plans in provinces as far east as Quebec. Thus if you change jobs or provinces, the employer contributions can be retained to your credit.

The B.C. Teachers' Pension Plan is among the best, and is one of the most financially sound, teacher pension plans in Canada.

Attention former Ontario teachers

Recent changes to the Ontario Teachers' Pension Act may affect former Ontario teachers now employed in B.C. schools.

Teachers who left Ontario and took a refund of their pension contributions can now repay those refunds to the Ontario plan, for purposes of transfer to the B.C. plan, without returning to work in Ontario.

Applications to repay refunds must be made by December 31, 1991 and repayments must be completed by December 31, 1994.

A second change to the Ontario plan requires a different form of reciprocal agreement between Ontario and B.C. that could benefit teachers transferring service to B.C. The new agreement must be in place by December 31, 1996. There will be more on this in the future.

To apply for reinstatement of refunded service, contact Teachers' Superannuation Commission, #400-5650 Yonge Street, Toronto, ON, M2M 4H5.

Leaves of absence: purchase of pension service

The teachers' pension plan has specific rules for purchasing pensionable service for leaves of absence.

If you returned to teaching from a leave of absence at any time in 1989 (calendar year), you have until December 31, 1990 to purchase the service for that leave. For maternity leave that falls within the 18 (or 24) weeks specified by the Employment Standards Act (B.C.) you will pay your normal pension contribution. For all other leaves you will pay double your normal pension contribution.

If you returned to teaching from a leave of absence sometime this year, you have until December 31, 1991 to purchase the service. Leaves completed before 1989 cannot be purchased now.

There is a limit to how much service you may purchase in your career. For regular leaves of absence (double contributions) the limit is 20 months. The income tax rules for deducting amounts paid to purchase service varies.

If you wish to purchase service, contact the Superannuation Commission at 548 Michigan Street, Victoria, BC, V8V 4R5, 1-800-663-8823, for (a) approval to do so, and (b) the amount you will be required to pay.

12 month pay: YES OR NO?



by Karen Harper

Teachers have expressed interest in 12-month pay proposals in the current round of negotiations. Twelve-month pay makes sense for 12-month employees, but there are some problems for 10-month employees.

Teachers' pension plan

Teachers can lose, but not gain pensionable service when moving from 10-month to 12-month districts. For example, if you work in district A, with a 10-month pay period to June 30, you accrue 6/10 of a year in pensionable service (a pensionable year runs from January to December). Then you move to district B, with a 12-month pay system, paying from September to August. You will accrue 4/12 service from September to December, or 9.33 months service for the calendar year, instead of 10 months. Superannuation advises us that there is no solution to this problem.

Alternatively, if you move from district A with 6/10 of a year to district C that starts pay in July, you will accrue 6/12 of a year pensionable service or 1.1 years service, but superannuation will only recognize 1 year of service. You cannot accumulate more than a year's service in a year.

Retirement from district B instead of district A will result in the loss of two months of pension cheques. In district A, your cheque commences July 1 - in B it commences September 1, but your annual salary was the same. If you start your

pension July 1, you lose pensionable service and salary. Again there is no apparent solution.

Unemployment insurance

There will be maternity leave problems. Your baby is due June 15, with leave commencing June 1, and you plan a return to work September 1. In district A you will get UI maternity for the summer. In district B - there would still be salary owed to you for the balance of the year because you worked 90% of the year. The income to be received would disqualify you for UI maternity benefits. You will receive less income than the teacher in district A.

Temporary teachers would have the same problem as maternity cases. If the salary started July or August instead of September, the teacher would still lose all or most of UI benefits, unlike the teacher in 10-month pay districts.

Benefits

To what dates are benefits prepaid? On 10-month systems benefits are prepaid to August 31, or September 30. On a 12-month system they presumably stop when salary stops. On the July-June system, a teacher moving back to a 10-month system would have two to three months without benefits or be paying full premium costs. The solution is to negotiate common-end dates to all benefit plans - September 30, for example, and specify the date in contract.

Sick leave

In the summer what pay will a teacher receive who was on sick leave until January 31, and then Salary Indemnity Plan for the balance of the school year? Fifty percent of the expected level? All? None? This needs to be clearly spelled out in contract. Fifty percent would provide equity with the 10-month system, all would be a better deal, and none would be far worse.

Partial-year leaves

Exactly the same problem as with sick leave. What will be paid in summer?

Salary indemnity plan

What level of salary should SIP be replacing? What will the board report to us? This complicates matters considerably. Currently SIP does not pay in summer. Start date

Is the 12-month pay a prepay or postpay system? Does it start in July, August, or September? Prepay raises problems of overpayment for teachers who become ill early in the school year with little sick leave, or who quit before year's end. For example, you are paid for July and August, work a week and then go on sick leave for the rest of September. Your sick leave is gone October 1 and you move to SIP for the rest of the year. You've received 25% of your annual income, but only worked and used sick leave for 10%.

Will you be billed for the 15%? How will you ever pay it back if you are?

Prepaying is the best deal financially for ongoing teachers.

Work year issue

If you receive income in the non-teaching period, will it strengthen the board's position in pushing or requiring teachers to work during this period? Will you forget over time that this pay is administrative only and feel *guilt* if the employer pushes on summer work? It is vital that strong, clear language on the non-teaching period be negotiated to avoid possible problems here.

To avoid inequities in the above areas, it would be desirable for all teachers to be on the same pay system. However, many problems caused by 12-month pay systems for 10-month employees are probably unavoidable.

Karen Harper is the BCTF's salary indemnity plan administrative officer.

Feeling over-taxed?

TRY THIS PRE-GST TAX QUIZ

- How much more income tax a year is paid by a family of four making \$24,000 as a result of tax changes since 1984?
a) 10% more b) 20% more c) 30% more d) 40% more
- How much more income tax a year is paid by rich families as a result of tax changes since 1984?
a) 20% more b) 10% more c) 5% more d) 6% less
- The top 20% of the Canadian population controls what proportion of the country's wealth?
a) 29% b) 49% c) 69% d) 99%
- Which of these countries does not charge any wealth tax on large estates?
a) United States b) West Germany c) Canada d) Norway
- Which of these profitable corporations didn't pay income tax in 1988?
a) Goodyear Canada b) Tridel c) Xerox Canada d) Magna Intern
e) all of the above
- Which of these profitable corporations got over \$10 million in grants from the public treasury in 1988?
a) Domtar Inc. b) Noranda c) Bombardier Inc. d) all of them
- How much can a corporation deduct from its tax bill if it spends \$200,000 for a private box at the Toronto SkyDome?
a) \$160,000 b) \$60,000 c) \$6,000 d) nothing
- How much will a family that spends \$15 at a ballgame save on their taxes?
a) nothing b) \$5 c) \$10 d) they'll pay \$1.05 thanks to GST!

Answers:

(d) 8 (e) 1 (d) 9 (a) 5 (c) 4 (c) 3 (d) 2 (d) 1

Source: Ont. Coalition for Social Justice, *CALM Labour News & Graphics*, July-August 1990.

KOREA from page 24

Dr. Shin mentions substandard building facilities - students have grown, on an average, ten centimetres taller in the last 10 years and they don't fit into the existing desks. In addition, there is continued frustration and confrontation with the government that has banned a teachers' union and their right to collective bargaining.

Repressive government action taken against educators and students was reported in the 1990 spring issue of the *Amnesty International Bulletin*. Mass arrests were ordered of dissident students, workers, and farmers, as well as teachers involved in peaceful rallies in support of their efforts to form a union. In May, the severely bruised and beaten body of student Lee Chyu-kul was discovered after he was seen fleeing from a police roadblock.

The division at the 38th parallel not only geographically divides a land roughly the size of Great Britain, but it also separates the industrial potential in the north from the agricultural wealth of the south. Forty-two million people live in the south and 20 million live in the north. From the grinding poverty of the '50s and '60s, South Korea now has a different set of problems with their miraculous economic and technical modernization of the last 20 years. Environmental pollution, particularly in Seoul, is at a crisis level. Urban noise, waste disposal, and air pollution in underground shopping malls exceed acceptable levels set by the Seoul City Health and Environment Research Institute.



A unified Korea may be a solution to this dilemma. A peaceful unification of the country would bring benefits to many people living north and south of the 38th parallel. The reallocation of billions of dollars for military purposes could be directed toward programs for the advancement and well-being of all Koreans.

Some might argue that this solution is too simplistic, but we have evidence of the transition in Germany.

Recently, plans were made to schedule three-day visits between North and South Koreans. This is a beginning. The unification process continues in slow, tedious, and frustrating style but in my lifetime I think a united Korea will become a reality.

I visualize a blending of a new socialist nation, embracing the positive ideologies of a capitalist south and a communist north.

I like an entry penned by a Canadian in the guest book at Panmunjom. It reads: *World peace is our only security.*

Carol Taylor is an elementary teacher in Kelowna, and serves as the Status of Women contact person and as an executive member of the Central Okanagan Teachers' Association.



Retiring Coquitlam teachers "whoop it up" with Ken Hammond (Coquitlam Teachers' Association president), far right, and Ray Worley (BCTF first vice-president), sixth from right, at their retirement ceremony last Spring. Preston Yip photo

Leonard Anderson, Victoria
John Arnason, Surrey
Arleene Ashdown, North Vancouver
Sallie Atkinson, Lillooet
Helen Augustinson, Powell River
Sylvia Baker, Coquitlam
Paula Bartrop, Coquitlam
Harvey Barnes, Vancouver
Sheila Bekenn, Richmond
Edmund Benville, Coquitlam
Joan Bird, Coquitlam
Erna Block, Prince George
David Brown, Courtenay
John Bryan, North Vancouver
Claud Buchanan, Trail
Donald Burton, Summerland
Doreen Buss, Trail
Charles Caldwell, Coquitlam
Barry Camp, Victoria
Muriel Carriere, Powell River
Marion Carruthers, North Vancouver
Eve Cavendish, Southern Okanagan
Bill Christie, Coquitlam
Jeannette Chubra, Vancouver
James Clark, Burnaby
Daphne Clarke, Delta
Joy Clarkson, Nelson
John Clazie, Victoria
Tom Cocking, Richmond
Rita Cohn, Vancouver
Joan Cole, Kamloops
Lila Cook, Coquitlam
Rod Cornelius, Coquitlam
Joan Coulter, Courtenay
Patricia Cowen, Vancouver
Madelyn Craven, Abbotsford
Gerald Crawford, Victoria
Shirley Crowle, Victoria
Glen Deacoff, Central Okanagan
Janet Doubt, Kamloops
Catherine Douglas, Victoria
Glenna Drummond, Victoria
Joan Durand, Coquitlam
Mary Dyck, Coquitlam
Michael Eastman, Nelson
Nathaniel Eccleston, Nanaimo
Gerald Eliot, Vancouver
Bernice Evans, Delta
Shirley Fakaro, Richmond
Peter Farris, Nelson
Scott Farncombe, Burnaby
Christine Fawcett, Delta
Jean Flaherty, Coquitlam
Marian Flinton, Surrey
Geraldine Forbes, Victoria
Paul Forney, Burnaby
Elsa Friesen, Burnaby
Victor Fritschi, Delta
Doris Gaffney, Victoria
Dave Gemmill, Coquitlam
Ken Gibbard, Victoria
Peggy Gilbert, Alberni
Muriel Gleason, Delta
Eric Gledden, Surrey
Joan Goold, Vancouver
Eleanor Gornall, Vancouver

Dorothy Grant, Stikine
Doreen Gray, Prince George
Marie Hac, Central Okanagan
Phyllis Halsey, Sooke
Kathleen Hammer, Victoria
Maureen Harrison, Central Coast
Ruth Hawkes, West Vancouver
Shirley Hayes, North Vancouver
Allan Henderson, North Vancouver
Joan Henley, Vancouver
Mary Henry, Powell River
Thomas Heppell, Victoria
Robert Hetherington, Surrey
Corby Hilton, Delta
Harry Horton, Victoria
Elaine Howerton, Surrey
Margaret Hutchinson, Kamloops
Helen Ingram, Nanaimo
Mary Isaacson, Nanaimo
Jesse Jensen, Kimberley
Ethel Johnson, Victoria
Basil Kamad, Prince George
Harry Kanigan, Central Okanagan
Hollis Kelly, Delta
Irene Knudtson, Surrey
Shirley Koleszar, Powell River
John Kolody, Kamloops
Sella Koop, Surrey
Michael Kowalchuk, Princeton
Werner Krueger, Coquitlam
Eleanor Larssen, Nelson
Muriel Lasuta, Burnaby
Roderick Littley, Victoria
Rod Lizee, Sunshine Coast
Joanne Lussier, Vancouver
Peggy MacDonald, Richmond
Denise Mackay, Sunshine Coast
Anna Mackie, Vancouver
Colleen Maglio, Nelson
Alma Mah, Alberni
Eileen Mallette, Surrey
Jacob Martens, Abbotsford
Joan Martin, Surrey
Claire Maynard, Delta
Margaret McAllister, Nanaimo
Ferne McConville, Sooke
John McCrae, Delta
Ethel McGillivray, Nanaimo
Lois McLean, Surrey
James Mercer, Vancouver
Chris Mereigh, North Vancouver
Wilson Merrill, Nanaimo
Arthur Messenger, Vancouver
Phyllis Miller, Campbell River
Joan Mitchell, Coquitlam
Andrew Moffett, Delta
Dorothy Nancarrow, Victoria
Elizabeth Nemeth, Vancouver
Doreen Neu, Surrey
Dorit Neuls, Coquitlam
Jim Nicoll, Victoria
Isabel Nixon, Surrey
John Nixon, Kamloops
Sheila O'Brien, Victoria
Carlton Olson, Coquitlam
Marilyn Ornes, Vancouver

Margaret Parker, Victoria
Viola Parker, Burnaby
Theresa Parmentier, Prince George
Lloyd Pelech, Burnaby
Giles Persad, Vancouver
Allen Phillips, Burnaby
Denis Plamondon, Trail
Doris Potts, Vancouver
Ruth Powell, Victoria
David Pryke, Mt. Arrowsmith
Marie Quilter, Richmond
Esther Rabinovitch, Richmond
Margaret Rainbow, Delta
Beverly Ralphs, Victoria
Thelma Ratner, Coquitlam
Muriel Redman, Sunshine Coast
Moira Reid, Vancouver
Barbara Renflesh, Surrey
Peter Richardson, Sooke
Maureen Roberge, Summerland
Charles Roberts, Delta
Margaret Robertson, Shuswap
John Robinson, Central Okanagan
Sergei Rodionoff, Prince Rupert
Roseleen Rupp, Prince George
Lois Rush, Prince George
Barbara Samarin, Nanaimo
Nancy Sayer, Coquitlam
June Shearer, Victoria
Vivian Sherwood, Cowichan
Elaine Shirley, Victoria
Donna Sine, Vancouver
Harry Smith, Mount Arrowsmith
Beverly Speirs, Victoria
Rudolph Springnatic, Surrey
Corinne Stephenson, Victoria
John Stewart, Sooke
Nancy Stewart, Richmond
Daisy Stocker, Victoria
Marjorie Suddaby, Vancouver
Donald Taylor, Victoria
Sheila Thompson, North Vancouver
Doris Thomson, Delta
Teana Toews, Vancouver
Hugh Town, Burnaby
Donna Tyson, Delta
Joe Vaz, Revelstoke
Charles Waldman, Victoria
Patricia Waters, Burnaby
James Watson, Nanaimo
Joyce Wilkie, Delta
Elizabeth Williams, Victoria
Vera Williamson, Surrey
Sonia Worobetz, Vancouver
Peter Zaichkowski, Coquitlam

Practicing teachers, who retired this Spring, are listed in this column. Names have been provided by local associations. Names will no longer be taken from pension lists provided by the Superannuation Commission. (Our apologies for any names inadvertently overlooked due to incomplete lists.)

Name	Date of death
Joseph Andrews	May 21, 1990
Elizabeth Bemrose (Rankin)	April 18, 1990
Norman Berg	February 9, 1990
William Berry	March 1, 1990
Agnes Bradford (Peterson)	January 20, 1990
Kathleen Bradley (Bielby)	November 27, 1989
Emma Bricker (McLeay)	April 8, 1990
Mary Brook (Liddell)	May 2, 1990
Charles Brown	May 31, 1990
Harold Cassan	May 15, 1990
Beryl Challenger	April 22, 1990
Ethel Colwell	June 11, 1990
Josephine Cosgrove (Carsor)	February 16, 1990
Ella Cotter (Christopherson)	February 26, 1990
Flora Croker	February 5, 1990
Annie Demmery	June 20, 1990
Arnold Doerksen	June 3, 1990
Boyd Dowden	June 1, 1990
Mildred Dumvill (Mader)	March 9, 1990
Frederick Ennis	April 21, 1990
Edna Gear	March 11, 1990
James Gold	February 2, 1990
Jazet Gosselin (Johnston)	February 10, 1990
Alice Gray	February 16, 1990
William Greenway	March 8, 1990
Leslie Harris	June 17, 1990
Beulah Hudson (Ashton)	March 1, 1990
Alfred Humphreys	April 26, 1990
James Hutchinson	May 8, 1990
James Jackson	March 15, 1990
Bertha Lowe (Robinson)	March 6, 1990
Fred MacDonald	June 16, 1990
John Magel	April 27, 1990
Aine McGillivray (Bryans)	January 27, 1990
Elizabeth McIntosh (Trent)	January 2, 1990
Robina McLeod	April 10, 1990
Mary Moase	May 29, 1990
Kathleen Munro	May 23, 1990
David Nichols	March 18, 1990
Doris Nordlinger (McPherson)	March 12, 1990
Bessie O'Connor (Miller)	February 19, 1990
Eva Ollis (Goodwin)	May 27, 1990
Noel Parrot	January 4, 1990
Laurence Peter	January 12, 1990
Margery Powell (Logan)	February 6, 1990
Peter Redding	June 7, 1989
Jessie Rixon	February 2, 1990
James Robertson	January 17, 1990
Lloyd Sanderson	January 19, 1990
Thomas Sanderson	March 15, 1990
Henry Sawadsky	January 22, 1990
David Scott	February 18, 1990
Mable Seaton (Payne)	May 26, 1990
Nettie Spears	February 3, 1990
Randolph Stanforth	April 20, 1990
John Steed	January 28, 1990
James Steel	January 26, 1990
Agnes Stewart	February 21, 1990
Jean Straight	January 12, 1990
Gwen Thomas	June 2, 1990
Brenda Wagner (Edgecombe)	March 24, 1990
Grace Webster (Locke)	March 15, 1990
Gordon Wristanle	May 9, 1990

Last taught in
Victoria
Powell River
Kimberley
Vancouver
Kimberley
Coquitlam
Peace River S.
Vancouver
Burnaby
Hope
Kamloops
Vancouver
New Westminster
Vancouver
Vancouver
Abbotsford
Merritt
Merritt
Coquitlam
North Vancouver
Nanaimo
Peace River S.
Burnaby
Central Okanagan
Victoria
West Vancouver
Vernon
New Westminster
New Westminster
Cowichan
Coquitlam
Cranbrook
North Vancouver
Burnaby
Nanaimo
Trail
Surrey
Victoria
Vancouver Is. N.
North Vancouver
Sooke
Vancouver
Prince George
Quesnel
Langley
Cariboo-Chilcotin
New Westminster
Burnaby
Merritt
Abbotsford
Ladysmith
Langley
Nelson
Vancouver
Victoria
Victoria
Vancouver
Vancouver
Penicton
Fernie

Former BCTF president Alsbury dies



Tom Alsbury served as BCTF president from 1942-43. It was one stop in an active career that spanned decades of community and political service in his civic life. Alsbury was mayor of Vancouver from 1958-62 and served as an Alderman, parks commissioner and school trustee for over 10 years.

At the age of 68, he formed Pensioners for Action, now an advocacy group working on behalf of seniors. "This was a life that focussed on improving the quality of life for others. Along the way, B.C.'s students and teachers benefited from his tireless dedication."

Calendar

SEPTEMBER

September 27-28 FORT ST. JOHN
B.C. Rural Teachers' Association annual conference, "Our Turn To Learn," Fort St. John. Contact Brian Fox, Box 0805, Fort St. John, BC V1J 4Y3, H: 785-9479, O: 785-0785.

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 27-29 CALGARY
The Society for the Advancement of Gifted Education's first annual conference, "Energizing Potential," Westin Hotel, Calgary. Featuring 30 small-group sessions and speakers Julian Stanley, Sheila and Joseph Perino, James Delisle, and Margaret Lipp. Contact Jo Anne Koch, c/o Postbag Service 3910, Station B, Calgary, AB T2M 4M5.

September 29 VANCOUVER
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, 266-5581.

September 29 BURNABY
(not 22 as previously advertised), "Fall Fiesta," B.C. Orfl Chapter, Seaford Elementary School, Burnaby. Contact Deborah Kerr, c/o Seaford Elementary School, 7881 Government Street, Burnaby, BC V5A 2C9, H: 421-2240, S: 420-1214.

OCTOBER

OCTOBER 6 - WORLD TEACHERS' DAY

October 11-13 PORTLAND
29th Northwest Mathematics Conference, Portland, Oregon. Contact Ian deGroot, c/o Sutherland Secondary School, 1806 Sutherland Avenue, North Vancouver, BC V7L 4C2, H: 980-6877, S: 985-5301.

OCTOBER 19 - PROVINCE-WIDE PSA DAY

October 18-20 NELSON
"Get High on Nature," and environmental conference hosted by School District 7 (Nelson). Keynote is Stephen Lewis. Contact Patricia Dooley, c/o 811 Stanley Street, Nelson, BC V1L 1N8, 352-6669, fax: 352-7961.

October 18-20 NELSON
Association of B.C. Drama Educators conference, "Toward a Vision of Wholeness," with an emphasis on the environment, Central School/Capitol Theatre, Nelson. Contact Helene McGill, RR 3, Redfish Creek, Nelson, BC V1L 5P6, H: 229-5330, W: 352-6669.

October 19 VANCOUVER
Challenge 1990, Vancouver, B.C. English Teachers' Association conference, Grad Centre, UBC. Contact Marg Frederickson, 970 Gilroy Crescent, Coquitlam, BC V3J 3T1, H: 939-5781, S: 291-7301.
Challenge 1990, KELOWNA, B.C. English Teachers' Association conference, Sandman Motor Inn, Kelowna. Contact Helga Harrison, COTA, 222-1890 Cooper, Kelowna, BC V1Y 8B7, 860-3866, Fax: 862-3024.

October 19 REGIONAL
Learning Assistance Teachers' Association regional conferences: Vancouver Island North, "Challenge of the '90s," Port Alberni. Contact Donna Ofsie, 723-3565, Central, "Challenge of the '90s," Kelowna. Contact Marion McCrae, 762-0763, Southeast B.C., "Art of Consulting," Fernie. Contact Jan Makar, Box 406, Sparwood, BC V0B 2G0, H: 425-7117, S: 425-7818.

October 19 NEW WESTMINSTER
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 VANCOUVER
Science activities at the planetarium, the aquarium, and Science World, and possibly some research-facility tours, Vancouver. Contact Lon Mandrake, c/o Seaquam Secondary School, 11584 Lyon Road, Delta, BC V4E 2K4, H: 591-5839, S: 591-6166.

October 19 COQUITLAM
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 VANCOUVER

Action for Excellence Conference, "Success Strategies for a Changing Society - How To Inspire and Motivate Today's Students and Staff," Italian Cultural Centre, Vancouver. Contact Dan Miscosco, Action for Excellence Seminars, 5911 Southridge Avenue West Vancouver, BC V7V 3H9, 925-3750.

October 19-20 NORTH VANCOUVER

B.C. Association of Teachers of Mathematics fall conference, "Mathematics: Now More Than Ever!" Focus on Mathematics Grades 4-12, Sutherland Secondary School, North Vancouver. Included in the program is a panel of top B.C. business people discussing numeracy of B.C. students. Contact Ian deGroot, c/o Sutherland Secondary School, 1800 Sutherland Avenue, North Vancouver, BC V7L 4C2, H: 980-6877, S: 985-5301.

October 19-20 VANCOUVER
B.C. Primary Teachers' Association conference, Vancouver Trade and Convention Centre.

October 19-20 REGIONAL

B.C. Business Education Association fall regional conferences (Courtenay, Langley, and Kamloops). Contact Ken Kuhn, 968 Thermal Drive, Coquitlam, BC V3J 6S1, H: 461-1254, S: 936-7205.

October 19-20

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

October 19-20 PRINCE GEORGE

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 PRINCE GEORGE

Provincial Intermediate Teachers' Association conference, "Focus 2000: Millennium Countdown," Prince George. Contact Carol Hiebert, 6058 Trent Drive, Prince George, BC V2N 2G3, H: 964-7557, S: 964-4408.

October 24-27 HALIFAX

Canadian Association for the Social Studies conference, "Ethics and Planet Management," Halifax, Nova Scotia. Contact Ethics and Planet Management, Box 1044, South Armadale Postal Station, Halifax, NS B3L 4K9, Fax: (902) 466-7222.

October 24-28 VANCOUVER

Vancouver International Writers Festival. For information on programming for school groups at this year's festival, contact Vancouver Writers Festival, 1435 Anderson Street, Vancouver, BC V6H 3M8, 681-6330, fax: 669-0028.

October 25-27 DAWSON CREEK

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

October 26-27 VANCOUVER

The Association for Community Education in B.C.'s 15th annual conference, "The New Generation - Community Connections," Hyatt Regency Hotel, Vancouver. Contact Doug Newstead, c/o Champlain Heights Community School, 6955 Frontenac Street, Vancouver, BC V5S 3T4, 437-9115 or 438-4041.

NOVEMBER

November ATLANTA

National Council of Teachers of English national conference, Atlanta, Georgia. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

November 2 BURNABY

BC CAHPER Dance's annual conference, "Discover Dance," Schou Education Centre, Burnaby. Contact Judy Herridge, 124-11806 88th Avenue, Delta, BC V4C 3C5, H: 596-1035, S: 590-2255.

November 8-10 CALGARY

The Alberta Music Conference 1990, Calgary Convention Centre. Contact ABA office, (403) 291-3762.

November 1-3 VANCOUVER

Council for Exceptional Children 18th Annual Conference, "Challenges in the 'New' Regular Classroom," Westin Bayshore, Vancouver. Contact Lynda Handy, 1690 Arbutus Street, Vancouver, BC V6J 3X2, H: 732-0482 (answering machine).

November 2-3 VANCOUVER

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 VANCOUVER

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

November 8-10 RICHMOND

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 Hillon Road, Duncan, BC V9L 4B1, H: 748-1955, S: 749-6634.

continued on page 18

Continued from page 17

November 19-23 WHITE ROCK
 Glass or workshop: Control Theory in the Practice of
 Lead Management, intensive basic week. Contact
 Shelley Brikerly 536-4200.

FEBRUARY

February 8-9 VANCOUVER
 B.C. Music Educators' Association conference.
 "Ensemble '91": Hotel Vancouver. Contact Brenda
 Wallace, 1734 Evelyn Street, North Vancouver, BC
 V7K 1V1, H: 985-5722, Fax: 985-5770.

February 14-16 VANCOUVER
 Second International Conference on Teacher Develop-
 ment, "Teacher Development: The Key to Educa-
 tional Change": Hotel Vancouver, Vancouver. Contact
 Conference Plus, Box 188 - 2619 Alma Street, Van-
 couver, BC V6R 3S1.

February 15-16 VERNON
 North Okanagan Neurological Association confer-
 ence, "Together We Can - Parent/Professional Rela-
 tionships": Vernon Lodge Hotel, Vernon. Workshops
 of interest for parents and professionals working
 with children with special needs who are under
 seven years of age. Contact NONA Child
 Development Centre, 2802 34th Street, Vernon, BC
 V1T 5X1, 549-1281.

February 21-23 VANCOUVER
 Hospital/Homebound Provincial Specialist Associa-
 tion conference, "The Interdependency of Health and
 Education": Broadway Holiday Inn, Vancouver. Contact
 Leyanne Burchell, 146 West 22nd Avenue, Van-
 couver, BC V5Y 2G1.

February 22 VERNON
 North Okanagan Teachers' Convention '91, Vernon.
 Contact Vernon Teachers' Association, 203-3306
 32nd Avenue, Vernon, BC V1T 2M6, 542-0456 or
 542-0564.

February 22-23 RICHMOND
 Teachers of Home Economics Specialist Association
 annual conference and AGM, Airport Inn Resort
 Hotel, Richmond. Contact Joann Langdale, 4711 No.
 4 Road, Richmond, BC V6X 2M5, H: 278-4805, S:
 274-7258.

February 27-March 1 VANCOUVER
 B.C. School Counsellors' Association annual confer-
 ence and AGM, Sheraton Landmark, Vancouver.
 Contact Roz Atherton, 412 East 34th Avenue, Van-
 couver, BC V5W 1A3, H: 327-5700, S: 255-2644.

MARCH

March 7-9 RICHMOND
 Special Education Association conference, Airport
 Inn Resort Hotel, Richmond. Contact Sue Ferguson,
 Box 5608 Station B, Victoria, BC V8R 6S4, H:
 642-7870, S: 598-3361.

March 14-16 VANCOUVER
 Canadian Association for Young Children's national
 conference, "Meaningful Connections: Professional
 Connections, Curriculum Connections, Community
 Connections": Hotel Vancouver. Contact Arlene
 Kasting, CAYC Conference Committee, c/o Child
 Study Centre, UBC, 2881 Acadia Road, Vancouver,
 BC V6T 1S1.

APRIL

April MONTREAL
 Canadian Council of Teachers of English national
 conference, Montreal. Contact John F. McGuinness,
 12725 56th Avenue, Surrey, BC V3W 1G4,
 596-5315.

April 16-18 VICTORIA
 Fourth Annual Energy Forum, "Electricity, Education,
 and the Environment", sponsored by B.C. Hydro, Vic-
 toria Convention Centre. Contact 663-3589.

April 22-23 NORTH VANCOUVER
 Learning Assistance Teachers' Association confer-
 ence and annual general meeting, North Vancouver.
 Features Anita De Boer on consulting. Contact John
 Bataller, Box 132, Saanichton, BC V0S 1M0, H:
 652-2787, S: 652-4401.

April 26-27 VERNON
 B.C. Teacher-Librarians' Association "Story '91": Sil-
 ver Star Ski Resort, Vernon. Contact Evelyn LeRose-
 Tull, c/o Kidston Elementary School, 7857 Kidston
 Road, Vernon, BC V1B 1S1, H: 545-6666, S:
 542-5351.

April 28-May 1 VICTORIA
 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 Educa-
 tion, Special Programs Branch, Victoria Conference
 Centre. Contact Barbara Smith, c/o Victor School,
 2260 Victor Street, Victoria, BC V8R 4C5.

CTF's Project Overseas

A PROGRAM OF INTERNATIONAL CO-OPERATION

by Herb Johnston

his assignment was to Zim-
 babwe to assist the Zimbabwe
 Teachers' Association (ZIMTA) in the
 training of teachers who would, in turn,
 provide a course of instruction to 1,250
 of their approximately 35,000 under-
 qualified or untrained teachers. I was
 responsible for the science methodology
 course, and part of a four-member team
 of Canadian teachers sponsored by the
 Canadian Teachers' Federation's Inter-
 national-assistance program called Project
 Overseas. Although it was my fourth such
 project, it was as exciting as the first -
 playing a small part to help improve the
 quality of education globally.

On arrival in Zimbabwe, the Canadian
 team visited several schools to help the
 team members understand the local con-
 ditions. For example, class size is often
 50-60 students, and there is a noticeable
 lack of materials that we are used to in
 Canada: books, paper, chalk, audio-visual
 and laboratory equipment, etc. Zimbab-
 wean teachers typically make the equiva-
 lent of \$500 Canadian per month, which
 is not much considering the high cost of
 living in Zimbabwe. The first week of the
 program is generally spent in orientation
 and meetings with the teacher executive
 and co-tutors.

The co-tutor concept is one of the very
 strong aspects of this assistance program.
 Each Canadian teacher is matched with
 an experienced teacher from Zimbabwe,
 and together they lead the course. I was
 matched with Godfrey Gotora, a science
 and computers lecturer at one of the
 teachers' colleges. We discussed the needs
 of the teachers who would be attending
 the course and modified the ideas by fur-
 ther discussion with the participants
 themselves. Among the topics were learn-
 ing and teaching styles in science; impro-
 visation in the science lab (many of the
 schools have very little equipment for lab
 exercises, and much has to be
 improvised); classroom management;
 evaluation; lesson planning and topics of
 special interest to the Zimbabwe teachers
 such as genetics, AIDS, organic chemis-
 try, computers, and electricity. Co-tutoring
 allows us to focus on the real needs of
 the locality, rather than to merely import
 western ideas to Zimbabwe. Thus, we all
 have the opportunity to learn of a differ-
 ent culture while we work together to
 improve the educational standards of the
 host country.

Zimbabweans are curious about Cana-
 dian life - such as how we can survive
 cold conditions, the wild animals of Cana-
 da, what our teachers' organization is
 like, and how a country so big can still be
 one country. Many of the teachers want
 to come to Canada or send some of their
 best and brightest students to Canadian
 universities. We, too, are curious about
 the Zimbabwean lifestyle - on this trip I
 had my first taste of crocodile tail; but I
 passed on the fried termites. It is interest-
 ing to learn why and how polygamy
 exists, what it means to be really poor,
 and the implications of a one-party politi-
 cal state. Although the Zimbabweans have
 many difficulties to overcome, they are



Project Overseas participants receive training through the BCTF's W.R. Long Committee before and after their overseas experience. Shown here are the 1990-91 P.O. volunteers: (Front row, left to right) Heather Tufts, Heike Johrden, Norma Evans; (Back row) Muriel Hemmes, Moira MacKenzie, Bev Geisler, Rose Krischuk, Chris Alistair

one of the happiest, friendliest, and most
 sincere people I have ever met.

Project Overseas is truly a project where
 teachers help teachers. Contemporary
 teachers work with indigenous teachers,
 discussing common problems and possi-
 ble solutions. That both parties are learn-
 ers and teachers at the same time very
 quickly leads to mutual understanding
 and respect.

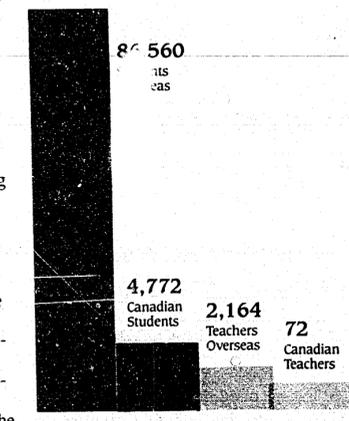
The experience for the Canadian teach-
 ers is not that of a tourist (we are often

Canada. When the Zimbabwean teachers
 recognized that they are not alone in their
 struggle to make conditions better for
 themselves and their students, they were
 further encouraged and motivated to con-
 tinue their work.

After the handshakes, certificates, pres-
 ents, and exchange of pins and good will,
 we were left with a feeling of pride as
 representatives of the Canadian Teachers'
 Federation. Life in the Canadian classroom
 is never quite the same again after an
 experience with Project Overseas.

Herb Johnston is science department
 head, Howe Sound Secondary School,
 Squamish. He has completed four assign-
 ments for Project Overseas (Zimbabwe
 twice, Fiji, and Kenya) and he currently
 serves as a member on the BCTF's W.R.
 Long International Solidarity Committee.

Project Overseas network effect



Note: Data based on questionnaires completed by
 Project Overseas participants.

down the backroads where seldom a fore-
 eign face is seen), but that of a temporary
 resident. The Zimbabweans are exposed
 to many new ideas in education that
 assist them directly in their classrooms.
 Not only do they have a chance to meet
 and discuss ideas with teachers from
 other parts of their own land, but they
 gain a better understanding of the culture
 and geography of a very distant country,

*Project Overseas, in its
 29th year, consists of
 Canadian teachers who
 volunteer their time and their
 talents in developing coun-
 tries. The project aims are to
 help raise the academic and
 professional qualifications of
 teachers in those countries, to
 help these teachers strengthen
 their professional organiza-
 tions and to promote under-
 standing and goodwill.*
*So far, approximately 1300
 Canadian teachers have
 participated in the project
 which is financed by the
 Canadian Teachers'
 Federation.*

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 politan area Vancouver. You would teach Japanese,
 French (if possible) Year 8-12 at Merrimac High
 School, Gold Coast, Queensland, Australia (3.5 h is-
 shing) near Brisbane, Christiane Boulay, 8 Satellite
 Court, Mudgeeraba 4215, Queensland, Australia.
 Phone (75) 502840.

France. Teacher in Grenoble would swap job,
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project overseas 1991/92

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CANADIAN TEACHERS' FEDERATION and ITS MEMBER ORGANIZATIONS

Each year about 85 Canadian teachers are chosen to work, without salary, on CTF's Project Overseas. Their assistance is given, upon invitation, to teachers in Africa, the Caribbean, Asia and the South Pacific to improve teaching skills and strengthen professional teacher organizations.

Administrative, travel and living expenses are borne by the Canadian Teachers' Federation, the provincial and territorial teacher organizations which are Members of CTF, the Canadian International Development Agency and the Superannuated Teachers of Ontario.

It should be noted that the sponsors of Project Overseas do not pay any salaries or honoraria to teachers who apply to Project Overseas. Furthermore, the sponsors do not pay any costs associated with substitute teachers or release time.

REQUIREMENTS

- membership in a provincial or territorial organization which is a Member of CTF
- an appropriate teachers' certificate
- a minimum of five years teaching experience in Canada
- Canadian citizenship
- excellent health
- evidence of flexibility and mature judgment

APPLICATIONS

Deadline date for applications: **NOVEMBER 15, 1990**

Further information and application forms are available from:
Leona Dolan, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, BC V6J 3H9
Telephone (604) 731-8121, toll free 1-800-663-9163. FAX 731-4891

In 1991-92 CTF will require teachers for two types of projects as follows:

- 1) **Project Overseas I** (the summer project) will operate during the months of July and August 1991 in English- and French-speaking countries. In 1990, teachers at the primary, elementary and secondary levels were requested to teach the following:
 School Administration, English, English as a Second Language, French, French as a Second Language, Language Arts, Mathematics, Science, Social Studies, Principles and Methods of Teaching, Classroom Management Techniques, Guidance and Counselling, Pedagogy, Curriculum Development, Early Childhood Education, Physical Education, Leadership Training, Environmental Education, Audio-Visual Techniques and Production of Teaching Aids.
- 2) **Project Overseas II** (the winter project) refers to all in-service projects which take place anytime other than July and August. Currently, **Project Overseas II operates in English-speaking countries only.** Participants must be ready to devote their time to this project for a four- to sixteen-week period between September 1991 and June 1992. Project Overseas II often uses the services of retired teachers or practising teachers who have obtained an extended leave of absence from their school boards. In 1990-91 primary and secondary teachers were requested to teach the following:
 School Administration and Evaluation, English, Mathematics, Science, Early Childhood Education, Primary Methods, Special Education, Upgrading of Teachers, Training of Trainers, Psychology of Education and Guidance and Counselling.

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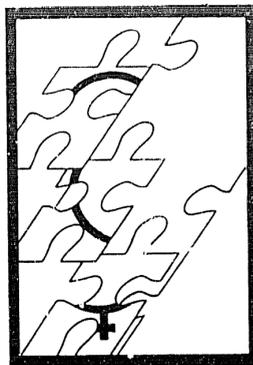
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Applications are being sought for the Hilroy Fellowship Awards.

Established by the Roy C. Hill Charitable Foundation and administered by the Canadian Teachers' Federation Trust Fund, the Hilroy Fellowship Program rewards classroom teachers who have developed new ideas for the improvement of teaching practices.

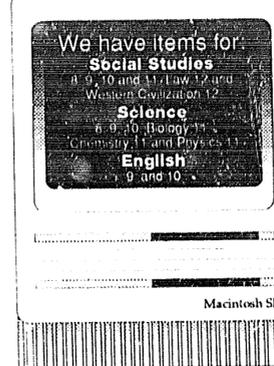
Applications may be considered only from individuals or small teams of certified teachers employed at the pre-primary, primary, elementary and secondary levels, and who are members of recognized provincial or territorial teacher organizations. *Consultants and subject coordinators whose normal duties include educational development and innovation should not apply for awards for innovations within their assignment.*

Each province grants two awards of \$2,500 and there are six national awards of \$5,000 each for great merit and one national award of \$10,000 for outstanding merit.

Applications must be made in English or French on the official application form and must reach the Hilroy Fellowship Committee of the provincial teacher organization not later than October 31.

Further information and application forms may be obtained from the Professional Development Division, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, BC V6J 3H9.

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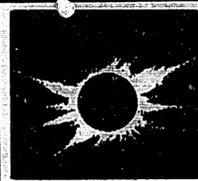
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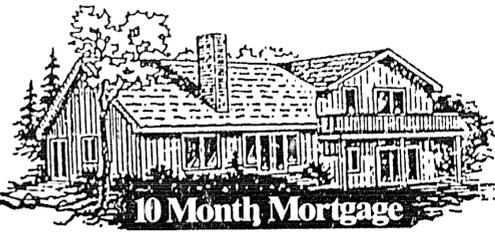
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THE PROGRAM

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THE MUSICAL

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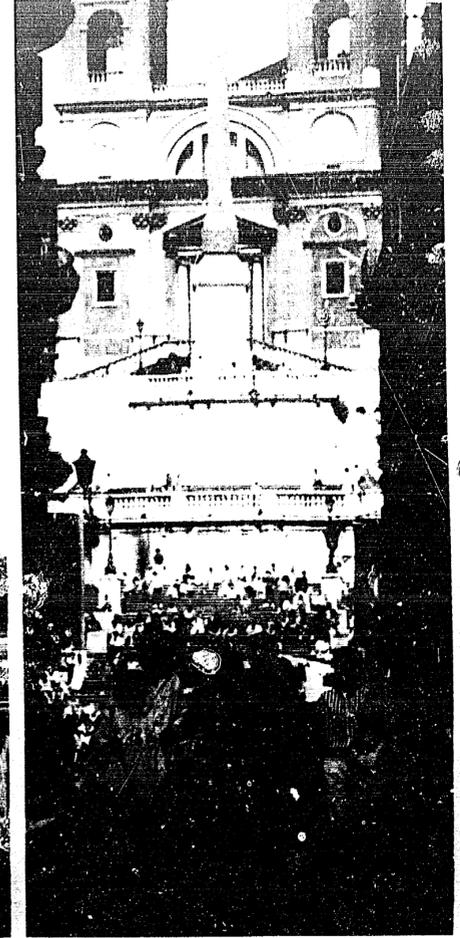
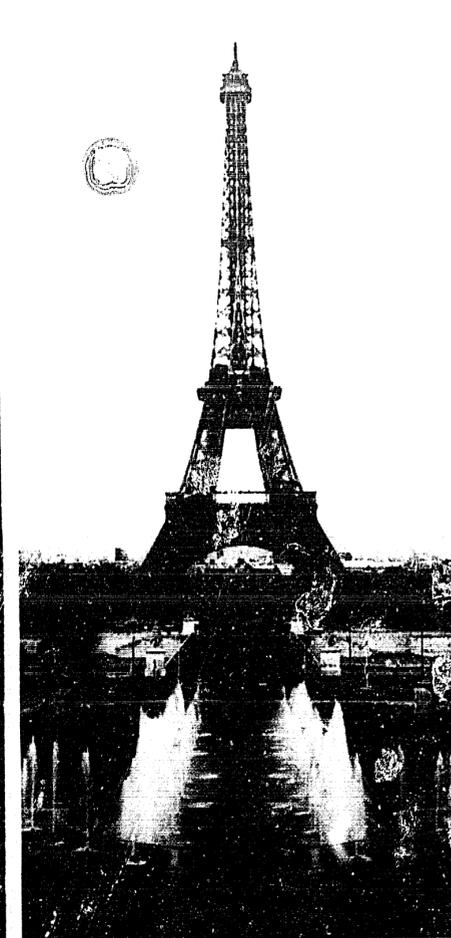
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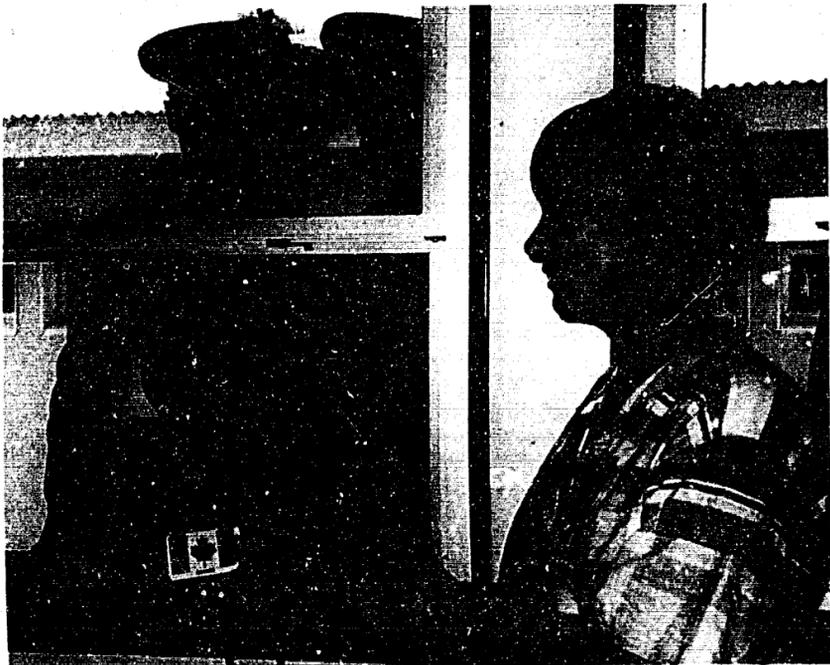


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Return to Korea



Corinne Innes, a strings teacher from Royston, B.C., experiences two sides of Korea's modernization: (above) cultural education in a Chonju school; (below) a security check by police.

Carol Taylor photos

by Carol Taylor

This is the third summer that many B.C. teachers have visited Asian Pacific countries supported by districts and the ministry's Pacific Rim Education Initiatives program. Here is one teacher's story.

“Our destination is never a place, but rather a new way of looking at things.” — Henry Miller

“Americans, go home!”

It is an old man who shouts at us as we stroll through Pagoda Park in central Seoul.

“But I’m Canadian!” I retort, pulling into closer range my small maple leaf lapel pin.

I would not have been able to make that claim 28 years earlier when I was living and working in South Korea as an American citizen. We were a decade away from signing an armistice ending the fighting of the three-year Korean War. Division between North and South Korea was as much of an issue then as unification is today.

In 1990, thanks to partial funding from the B.C. government’s Pacific Rim Education Initiatives program, I experience a transformed Korea; and now, at times, I wear my maple leaf pin as though it was a bullet-proof vest. Years before, as an American, I had not felt so defensive.

In Pagoda Park, I offer my maple leaf pin to the old man who explains with gestures and in broken English his opinion of the U.S. government. Curious about his response, I encourage him to continue.

I ask, “What about your government and Roh Tae-woo? What do you think about him?”

The old man makes an angry, cutting chop to his neck and with the other hand aims his index finger at his temple. His voice and gestures become more agitated. Somewhat embarrassed and anxious about his growing anger, and not wanting to draw attention from nearby armed riot police, I leave.

Outside the gate, my colleagues wait under a blazing sun. Not far away, under the shade of Ginkgo trees, young men in riot-gear uniform loll about. Their protective shields and helmets hang inside three large national security vans parked nearby. One of the Canadians takes a picture of the vans. We are waved away by several soldiers.

Because our guide reminds us of the compulsory civil defense exercises, we enter a nearby Wendy’s restaurant and remain there for 20 minutes. When I lived in Korea in the early ‘60s, defense drills were a daily occurrence. A curfew required everyone off the streets by 22:00. Failing to comply with any military or government edict then was considered a risk to national security. Penalties were harsh. Now, civil defense drills are still scheduled, but only once a month. The idea is to keep the South Korean nation of 42 million on alert for a North Korean invasion.

After only two days in Seoul, a sprawling capital city of 11 million that suffers the usual complications of overcrowding, I am eager to leave the noise, polluted air, and congestion. I invite one of my colleagues to travel with me to the place where I used to work nearly 30 years before.

Seoul Station is one of the few recognizable structures remaining in the downtown core. The old Pidgeon trains — the ones I used to take between Seoul and Munsan, still operate. The coaches have lights and ceiling fans now. The wooden seats are upholstered but the sounds and station stops are familiar. The view of the lush, terraced rice paddies has not changed. We get off in Munsan, the end of the rail line, and hail a taxi to take us to Camp Pelham.

It’s never with any sense of pride that I reveal the circumstances of my first employment. My job title was recreation

specialist (a civilian position attached to the U.S. army) at Camp Pelham in South Korea. My assignment was to create wholesome recreation for 3000 enlisted men stationed at the base camp near Munsan. Ah youth, what does one really know?

At Camp Pelham, the small village called Sonjuri, sprawling along the perimeter, is as I remember it with only a few changes: the main street has been paved, TV antennas proliferate, rooftops are no longer thatched (replaced by tin or tile for the 1988 Olympics).

Sonjuri, however, still serves as a sewer pit for the American soldier on his off duty time. Taverns line the main street. Stepping inside the dimly lit New York Club, I remember the dank smells; I remember one raging GI venting his drunken anger by kicking a young Korean woman out of the bar and into the ditch outside. The village women, there to serve the American soldiers, aspire to the Disneyland dream world across the Pacific. When a soldier completes his one-year tour of duty, he most often deserts his dependent prostitute. I’ve read that some deserted women, considered *unpersons* by other Koreans, take a lethal dose of chloroquine to end the nightmare of their lives.

Also regarded as *unpersons* are the white/Asian and black/Asian children. The plight of these hapless innocents is one of being forever displaced.

We catch the evening train back to Seoul. Tomorrow is the start of a full itinerary that will take us by air-conditioned bus to the west coast, through the country to the south and then on up the east coast.

Our 21-day glimpse of Korean culture includes visits to Buddhist temples, Confucian shrines, fish markets in Pusan, a Korean Folk Village, two educational facilities, Mt. Sorak National Park (where we discover solitude in nature is not possible) and to the Hyundai Motor Company in Ulsan where we receive a glitzy introduction to counter western news reports of worker exploitation.

In Chonju, our next destination, we are the honored guests at one of the leading primary and middle schools. Students, teachers, and administrators warmly welcome us on their last day of classes, July 22nd.

In this school with a student population of 2,000, we are greeted with performances of song, dance, and drama. From our group, Corinne Innes, former member of the Vancouver Symphony and now a strings teacher from Royston, B.C., joins the Chonju students in their string ensemble practice session. Standing at the back of another crowded classroom, we listen to a 60-voice choir singing national songs in three-part harmony. I am not the only Canadian having difficulty suppressing tears. My own emotions are caught up with the energy surging through that school. I recognize the dedication of hardworking and very tired teachers, and I feel their sense of pride in what they are doing. I think of my own students and colleagues. The future suddenly appears hopeful, joyful.

Today, Korea boasts a 100% literacy rate, and there is free and compulsory education for primary and middle school students. Dr. Shin Se-ho, president of the Korean Educational Development Institute in Seoul, tells us of the advancements during the last 20 years, but he also candidly talks about problems educators face: inadequate government funding that results in student/teacher ratios as high as 1:60, rote learning that denies creative thinking, discipline problems that arise from conflict between traditional and western values, and university study that denies entry to three out of four applicants.

See “Korea” page 16