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Listen to teachers



BCTF President Ken Novakowski holds first in a series of school meetings. (Left to right): Val Morgan, John Ippen, and Ken Novakowski at Kitsilano Secondary School, Vancouver. Tim Peeling photo

EDUCATION IS OUR BUSINESS

by Larry Kuehn

Teachers should be listened to when they speak about education. That's a message that 80% of B.C.'s population agrees with, according to a recent poll conducted for the BCTF.

But are teachers listened to?

Not nearly enough, according to BCTF President Ken Novakowski.

Novakowski cited a number of issues about which teachers' experience and advice were ignored. The introduction of dual entry to Kindergarten was probably the most controversial.

"There is some progress, at least as far as process is concerned," Novakowski told *Teacher*. The ministry has delayed the deadline for response to the draft graduation program document until June 1, 1991, and the deadline for the draft intermediate program document until April 1. "BCTF representatives had made a presentation about the need for time for teachers to read, research, reflect and discuss the proposals, and it seems that these concerns

were heard. Although we had suggested June 30 as the deadline for both documents, we are pleased with the extensions that were granted."

The ministry decision to postpone by

"If the government isn't paying enough attention to teachers, to whom is it listening?"

Ken Novakowski
BCTF president

one year the beginning of the new Graduation Program is not a result of listening to advice from the profession, Novakowski contends. It is a recognition that the practical task is overwhelming because the proposed changes are "so significant and different from the experience of secondary teachers that it is going to take a lot more work to convince them."

He pointed to the press statements by

Judith Blakeston, president of the B.C. English Teachers' Association, speaking out against the replacement of English 11 by a general studies thematic course.

Blakeston said "many English teachers feel that losing the focus on English in a critical year of a student's education is a mistake."

Apparently the government is now considering the introduction of continuous entry, where a child begins school on her or his fifth birthday, rather than at one or two set times during the year.

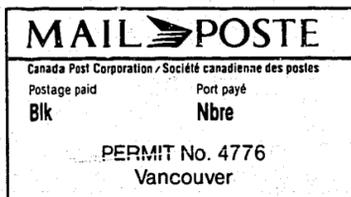
Novakowski said, "We must have the debate that never took place with dual entry. Lots of researchers question whether early entry is good for children. When we think about a child's entry to school, we have to think about the effect on the child and on the system."

"This time, I hope the ministry is going to be willing to enter into discussion with teachers before simply taking action," Novakowski said.

If the government isn't paying enough attention to teachers, to whom is it listening? Novakowski said that the business community clearly has the ear of government.

"While the BCTF has supported a school

See "Listen" page 3



Thank you BCTF

Please accept this expression of gratitude from a "recently retired." As a practising teacher, I have always been amazed at the amount of work and thought that goes into federation activities, and have served in small ways to help pay, to put back into the federation some small token.

I have nothing but good words for those who manage the pension scheme. I am delighted at the income that will be cushioning my — uh golden years, and I thank those who have provided so many options and such good advice especially. Thanks, but not goodbye just yet. I intend to be an associate member at the local level — help with the filing and that sort of stuff.

*Yvonne Elden
Chetwynd*

**12-month pay:
YES or NO**

We wish to comment on the article by Karen Harper, "12-month pay: Yes or No," in the September issue of *Teacher*.

If people are requesting 12-month-pay proposals in the current round of negotiations, doesn't it make sense to poll the membership and find out why?

We think you would find that often, people interested in such a proposal are paying down mortgages as fast as they can. Therefore the suggestion that we might lose 0.66 of a month's pensionable service a year seems of little significance in the face of cutting several years off a mortgage amortization period.

In addition, we think many of us would like to feel that we are accumulating something in our savings. At present, we save all year only to find that everything is gone and we are back to square one again in September.

We find it strange that Ms. Harper refers to us as 10-month employees. As we have a continuing contract, we consider ourselves to be permanent employees of our school district. A further question comes to mind. If we are 10-month employees, then why can't we collect unemployment insurance during the summer?

One answer might be an option for teachers as to how they wish to be paid. We know that the Vancouver School Board already provides this option for its employees. Instead of discussing all of the negative implications, we feel the BCTF should look at an issue that is gaining popularity among union members.

**13 staff members
Banting Junior Secondary School
Coquitlam**

[Editor's Note: The ability to pay down mortgages or to save is not affected by a 12-month-pay schedule, as net annual pay remains the same. This is a budgeting matter.]

**Schools for
democracy,
says Goodlad**

I appreciated reading in the last issue the summary of John Goodlad's remarks on the education of teachers. It was indeed timely, given the current review of teacher education here in B.C.

For me, the most important point Goodlad made was on the need to connect the purposes of education with the purposes of teacher education.

According to Goodlad, the purposes of education are to inculcate the young critically into social and political democracy, and to introduce the young to the human conversation.

Goodlad says we corrupt education if our purpose for it is job preparation.

I found his remarks interesting because of the long-standing efforts of the BCTF to see the school system emphasize "the growth and development of every individual... (as) a self-reliant, self-disciplined, participating member with a sense of social and environmental responsibility within a democratic society."

This, of course, is in contrast to the government's mandate for education, which emphasizes "knowledge, skills, and attributes needed to contribute to a healthy society and a prosperous and sustainable economy." As one researcher characterized the dichotomy, it is the difference between "learning for living," and "learning for earning."

**Elsie McMurphy
BCTF Executive Director**

After finishing a master's degree in English and a year's teacher training at SFU, I accepted what I thought was a full load of English classes at a junior-secondary school in Delta. I was bemused and bewildered to find that my load included a stray block of social studies.

Not to worry; after all, if we are "all teachers of English," then maybe we are "all teachers of social studies" too. I decided to include current events as part of the curriculum; nothing was more current then than the provincial election of 1975 when the right-wing coalition was galvanizing to throw out the socialists and Premier Barrett.

The Sacred candidate in Delta was Walter Davidson, who has since gone on to public acclaim as MLA, house speaker, and convicted miscreant. However, at the time, my interest was only in the discussion of when and if a person's personal peccadillos or indiscretions should influence a voter's opinion. Specifically we discussed Mr. Davidson's being arrested for shoplifting and resigning from the police

force shortly thereafter. This was only a few years after the Watergate debacle, so the class discussions were lively and extensive.

In a follow-up quiz (my first "quiz"), I included a question about "Stickyfingers" Davidson [sic]. Big mistake! As it turned out, the children of the local Sacred constituency president and the children of Walter's staunchest supporters were in the class and replaying my comments at home. Then it hit the fan. These people assumed I was a raving Communist anarchist spreading my evil gospel in class. I was hauled into the principal's office, told I was in serious trouble, and given the impression that my teaching career would soon be terminated after a few short weeks. After some serious soft-shoe action, I convinced them that I was only kidding and that I not only was not a socialist but was secretly a Sacred sympathizer. I was never asked to teach social studies again.

*Len Lendvay teaches English at
Seaquam Secondary School, Delta.*

Teacher is still interested in your first teaching stories, whether prose, poetry or cartoon. Write, attn: "First Teaching."

**Segregated,
not separate,
schools**

In your October '90 *Teacher* newsmagazine, on page 5, you have a very interesting article, "Vignettes from History," on Canada's separate schools. The article is really concerned with Canada's segregated schools (for blacks only). Separate schools are denominational public schools that exist in most Canadian provinces, B.C. being one of the exceptions. I hope one of the articles in this series will cover the very positive, multicultural contribution of Canada's public separate schools.

**Francois Brassard
Victoria**

**Changing address?
Remember to inform:**

- School board
- Local association office
- B.C. Teachers' Federation
Member Records and Fees Department
2235 Burrard Street
Vancouver, BC V6J 3H9
731-8121, Toll free 1-800-663-9163
- The College of Teachers
405 - 1385 West 8th Avenue
Vancouver, BC V6H 3V9
731-8170
- Teacher Qualification Service
402-1195 W. Broadway
Vancouver, BC V6H 3H3
736-5484



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system with the broad aim of preparing young people to be socially and environmentally responsible participants in society — basically citizenship education — the government's mandate seems to be too much focussed on the provision of skills for the economy, which leads them to 'learning for earning' and the close relationship to the business community's demands," he said.

At the end of October, the ministry co-sponsored with the B.C. Business Council a seminar on education called "A Shared Commitment." The ministry's press release said "one of the prime goals of the British Columbia education system is to prepare students to attain their career and occupational objectives, to assist in the development of effective work habits, and to instill the flexibility to deal with changes in the workplace."

Novakowski commented, "Neither the BCTF nor anyone from the labour movement was included in the program to comment on whether these are adequate objectives."

"Education is no longer only a priority for parents and educators, but for business as well, because its leaders recognize the growing connections between education and global competitiveness. Universal access to computers is essential to prepare students."

**Jerry Mussio
Director, Education Technology Centre**

He also pointed to the comments Jerry Mussio, head of the Education Technology Centre, made to CUEBC's "Horizons '90" conference.

Mussio acknowledged that the current level of computer education in B.C. is a tribute to the grass-roots efforts of teachers, because the government had put little attention or money into it in the 1980s.

But Mussio assured the 400 computer enthusiasts that this has changed now. Why? Because business has given the word to government.

"Education is no longer only a priority for parents and educators, but for business as well, because its leaders recognize the growing connection between education and global competitiveness," Mussio said. "Business sees universal access to computers as essential to prepare students." So now the government is interested in computers.

"There may well be contradictions between the business agenda for education and the changes introduced in the 'Year 2000 program,'" Novakowski said. "There are certainly contradictions between business's idea of training young people to be compliant, flexible workers and the BCTF's long-stated belief in encouraging them to be socially responsible and participating citizens."

"We need to pay attention to the details of the changes in the Year 2000," Novakowski stated, "but we also have to keep an eye on the broad philosophical questions. And I believe that many in the public and on school boards will listen to teachers if we are clear in our message about the direction education should be taken."

*Larry Kuehn is the director of the
BCTF's Organization Support Division.*

**BCTF's Curriculum Services
and Professional Opportunities
Program (CSPO)**

by Mike Lombardi

The Curriculum Services/Professional Opportunities program (CSPO) was established to give BCTF members a greater range of opportunities for leadership within teaching. Teachers can lead their profession by using their professional know-how, experience, and expertise to develop and facilitate in-service education, curriculum materials, and resources.

This direction came from the 1990 AGM. Following the AGM, the Executive Committee established the CSPO program within the Professional Development Division. A team, consisting of Mike Lombardi (co-ordinator), Lisa Pedrini (Primary Project), and Dale Kelly (Continuing Education co-ordinator), oversees the program.

The CSPO program works with federation members, committees, PSAs, and staff to:

- Initiate teacher-designed professional and curriculum-development projects.
- Review the delivery model for current federation professional-development programs.
- Prepare a policy framework for the BCTF to initiate and develop curriculum- and professional-development programs and services that will be funded by the government and school districts.

Project update

Currently, the CSPO program is assisting members and staff to develop, co-ordinate, and implement a number of projects such as the Primary Program Implementation Project (grant from the Ministry of Education), the Race Relations videotape and Learner's Guide (grant from Federal Secretary of State), and BCTF educational conference on Student Assessment.

Under consideration are the Learning-for-Living Curriculum Implementation Project (Counsellors PSA) and the Institute on Government and Law (Social Studies PSA). (see photos)

The CSPO team is consulting with PSA Council, Professional Development Advisory Committee, Committee Against Racism, and Status of Women Committee to review the delivery of current federation PD programs and to discuss the direction of federation PD program delivery. We are also consulting with other teacher organizations, education shareholders and continuing-education organizations regarding models of program delivery.

The CSPO team is interested in work-



**Learning-for-Living Curriculum
Implementation Project**

The Counsellors PSA, in conjunction with the Vancouver School District and UBC, has proposed implementing a provincially co-ordinated program to support teachers in the effective implementation of the new Learning-for-Living Curriculum.

"The B.C. School Counsellors' Association has been concerned about the need for supporting teachers in the implementation of the new Learning-for-Living Curriculum for the past three years. The CSPO program has enabled us to translate our vision of a provincially co-ordinated in-service program for the new curriculum into a project plan. The advice and support provided to the planning committee has been invaluable."

**L Green
C person
L ing-for-Living proposal team**

ing with members, PSAs, and committees to develop and initiate projects. A project-proposal form is available to facilitate project development. In addition, staff are prepared to provide consultative advice regarding proposal preparation, funding sources, resources, and other related information.

For more information about the CSPO program, contact Mike Lombardi, at the BCTF office.



Institute on Government and Law

The proposal calls for the Social Studies PSA to work with the University of Victoria and legal organizations to sponsor an annual five-day institute on government and law for teachers.

"With the assistance of the CSPO program, the Social Studies PSA is developing a project proposal that calls for establishment of an institute on government and law. The purpose of the institute will be to better prepare teachers to understand how our system of law and government actually work."

**Rob Sandhu,
President
Social Studies PSA**

Van. School Board photos

RESEARCH

**Special-education students' image
still low in integrated classes**

Special-education students' social problems do not disappear when integrated classes replace pull-out programs, says a recent study.

Conventional wisdom says integration into a regular classroom softens the social stigma attached to special education. But a three-year study of elementary school students in Washington revealed a 95% chance that learning-disabled students in either an integrated or a pull-out program would receive a low ranking from classmates on an informal social scale.

Researchers asked students to rate their esteem of individual classmates by asking them with whom they would share stick-

ers, in order of preference. Students in pull-out/resource programs were more likely to receive peer ratings in the bottom quarter of the class than were students who receive remediation in the regular classroom.

And in the second year of placement, the social ranking of all the students in the pull-out program decreased over the course of the year, while only 62% of the integrated students experienced a similar decrease in rank.

Setting made no difference in the way special-education students ranked each other, however. And academic gains for each setting were about the same, so dif-

ferences in social status did not have an academic cost.

Researchers say results are heartening for proponents of integration, but educators should focus on social skills in all settings.

Sally Madge, James Affleck, and Sheila Lowenbraun, "Social Effects of Integrated Classrooms..." Journal of Learning Disabilities, Vol. 23, No. 7, Aug/Sept. '90. For more information, contact Sally Madge, Experimental Education Unit, WJ-10, University of Washington, Seattle, WA 98195, (206) 545-5390.

Source: *Education Monitor*, September 11, 1990.

**Executive Committee highlights
November 2-3, 1990**

Strike pay

Approved the payment of strike pay in the event of a withdrawal of service in Trail, Delta, and Maple Ridge, all of which have authorized strike votes.

BCTF brief on health care

Approved a BCTF brief to the Royal Commission on Health Care for submission with 26 recommendations on health-care needs relating to children.

Middle East crisis

Sent a message to the Canadian government calling on it to work toward a diplomatic solution to the Middle East crisis. Also called on the Canadian Teachers' Federation to lobby MPs for Canada to

deploy its troops only under the auspices of the United Nations.

Early detection of breast cancer

Supported a call from Member-of-Parliament Joy Langan for training for young women in secondary schools on breast self examination for early detection of breast cancer.

Moratorium on school accreditation

Put forward a request to the ministry that it place a moratorium on the school accreditation process during implementation of the Year 2000.

Education of francophone students

Gave advice to two BCTF representatives on a ministry committee examining

a structure for providing education services to francophone students. A recent Supreme Court decision requires education institutions controlled by francophones where numbers warrant.

Bill C-43

Approved the Status of Women Committee recommendation that the BCTF lobby senators to prevent passing Bill C-43.

Global education

Heard a report about the progress of the Global Education Project in developing a model of teaching that incorporates a global perspective.

Grants: locals, job action, community outreach

Bargaining support: research, case preparation, advocacy, negotiations, grievance processing, and personnel and job protection services

Professional development: continuing education, provincial specialist associations, lesson aids, education policy, teacher education, and programs against sexism and racism

Communications: publications, solinet, printshop, resources centre, external communications

Administrative services: accounting, computer systems, building operation

BCTF governance: Annual General Meeting, Representative Assembly, and BCTF Executive Committee

Technology services

Training: all member and staff training

Personnel/human resources

Canadian Teachers' Federation and international education projects
Legal aid
Pension/Income-protection services
Member records
Records
Assistance Society

Graph shows the service program allocation of the 1990-91 BCTF operating budget.

Review of Federation services under way

For the last count, the BCTF offers no fewer than 131 different programs and services to its members. A comprehensive review of these services is under way in the wake of a priority set by the 1990 BCTF Annual General Meeting. The BCTF Executive is "to assess and reach decisions through existing democratic processes on the types, processes, and levels of services provided by the federation to locals, to PSAs, and to members including the most effective organizational structure to deliver these services."

The review of services does not challenge the basic mandate of the federation. The federation goals remain to provide member services in social responsibility, bargaining, professional development, organization support, and communications. The federation's commitment to strength at both provincial and local levels also remains.

The review of services is a response to the significant changes in education in recent years. The legislative changes of 1987 resulted in dramatically increased demands for federation support for local initiatives and reduced federation revenues by taking administrators out of the federation. A related increased demand for member services at the local

level has led to increases in federation grants for local presidents' release time. The federation has responded to the Year 2000 reforms by training education policy associates and providing a variety of support to teachers.

The primary purpose of the service review is to enable the federation to identify the types and levels of services required to meet the ongoing demands of the membership. The review will help the various federation decision-making bodies develop the organization's operating budget. Key issues in the review include assessing the most effective structures for service delivery, and the roles of the provincial organization and the locals.

March 1, 1991, is the deadline for submissions to the federation on the review of services. Questionnaires have been distributed to local associations, PSAs, and provincial committees. The general membership will provide input into the services review through a membership telephone poll and through a tear-off response sheet in the next issue of *Teacher*.

All structures in the federation are encouraged to contribute to the review of services. Local association executives and representative assemblies, PSAs, and the PSA Council Executive Committee, provincial committees, and the two federation staff unions have been invited to submit responses to a review of services questionnaire.

Support for new teachers: our professional priority

by Rick Beardsley

We are in a period of increased demand for new teachers that will likely last for 10 or 15 years. For the first 10 months of 1990, the College of Teachers issued approximately 200 certificates more than for the same period in 1989. And look at all those new faces in the staffroom.

It has been about 15 years since we last welcomed a wave of newcomers to the profession. Most of us were in that earlier wave, and most of us survived those initial years of teaching. That we did survive was as much the result of our resilience as the valuable but incidental support from our more experienced colleagues. We are probably all sadly aware of some very good young teachers who were driven from the system by

those first onerous years of teaching. Have things changed? Yes and no.

Some recent and informal research conducted by the Ministry of Education shows an alarming attrition rate among beginning teachers. By the end of their fifth year of teaching, 44% will leave the profession. The Royal Commission, in reporting on the experience of the beginning teacher, cited teacher "misassignment" as the most common cause of disaffection. Too often, first-year teachers are assigned to grades or programs for which they have little or no preparation, are assigned the most difficult children, and are pressed into accepting heavy extra-curricular responsibilities. A certain conventional wisdom within the profession deems this ordeal by fire an appropriate initiation to teaching, much like interning and residency in medicine.

On the other hand, there is increasing recognition that it is necessary to bring newcomers into the profession in a much more supportive and responsible manner. To do this could lead to greater retention of young teachers and improved

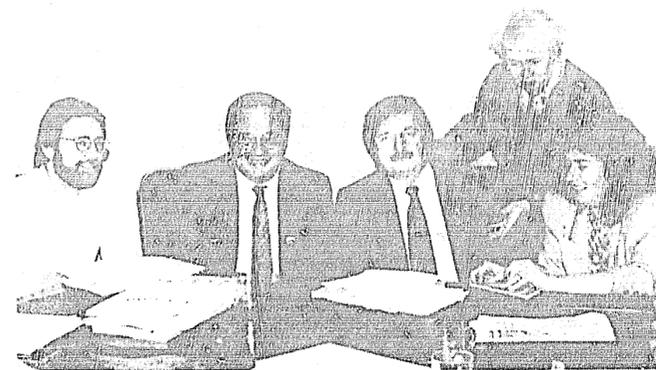
professional practice in the early years of teaching. Interest in researching and developing systematic support for beginning teachers has been shown by many educational interest groups, including the BCTF. Model clause language to support new teachers is in the BCTF's Collective Bargaining Handbook, and is being pursued at the negotiating table by a number of local associations. In the 1988-89 school year the Teacher Education Committee of the BCTF developed an induction handbook for local associations. The handbook summarizes research and identifies principles and models for induction and mentorship programs. The committee also conducted induction workshops for local leaders at each of the last two summer conferences.

On the provincial educational scene, the BCTF has joined other educational stakeholders to form the Teacher Supply and Demand Committee. Included on the committee with the BCTF are the trustees, the Ministry of Education, universities, superintendents, principals/vice-principals, and the College of Teachers. The committee is

to make recommendations on data collecting and reporting, induction, and teacher recruitment. The committee is currently considering a BCTF suggestion that research on induction and mentorship be conducted to examine both the literature and programs in place, to determine whether or not induction programs have a positive effect on teacher retention and the quality of professional practice of beginning teachers. All members of the committee favor the project. The committee is also moving ahead on a new data model and on teacher recruitment.

If the Royal Commission is close in its estimate that there will be an almost 100% turnover of the provincial teaching force over the next 10 to 15 years then we see how enormous both the challenge and opportunity are to welcome new teachers in a professionally supportive and responsible manner.

Rick Beardsley is a staff person in the BCTF's Professional Development Division, working with the Teacher Education Committee and the College of Teachers.



(Left or right): Dan Blake (Surrey), Dick Martin, CLC Executive Vice-president, Ken Novakowski, Nancy Riche, CLC Executive Vice-president (standing), Angela Schira, B.C. Federation of Labour, Secretary-Treasurer. Larry Kuehn photo

Should teachers formally affiliate with labour?

What is the question put to a task force of BCTF members appointed by the Executive Committee last spring. The

Slouching toward the Year 2000

by Derek Peach

I've been getting far too much mail lately from the people who plan conferences for English teachers, and most of the material advertises the same type of workshop, if not the same speaker. Literature response and the process approach to writing have managed to hold the stage even in competition with the Year 2000 bandwagon bunch. Those topics give participants the feeling that something can be done to promote learning. I think some other topics merit platform space at such gatherings. Herewith, my suggestions.

Son of Semiotics

A presentation by Thomas Berger, or rather, an opening of the inquiry by that gentleman, because he does not seem the sort to make anything as definitive as a presentation. That quality in itself would be refreshing, and it would represent the open-ended pedagogy necessary for exploring such a topic. Participants in the seminar could trade in their neat lessons on the distinctions peculiar to signs, symbols, and icons and start to examine their own reactions to visual experiences, particularly insofar as they codify them and pass them on.

Et Tu Process

How has the process approach killed creative writing? Also discussed will be such topics as the tripling of the school photocopier budget and the correlation of that increase with the increase in paper collected for recycling.

The Beast of Basal

Not for the faint of heart but for those with the courage to accost the monster of monotony in whatever form it takes and wherever it beGinn. Participation is limited to those with the self-control not to interrupt a class reading with a reading lesson and with the intelligence to equate the grade number of their class with the figure representing the probable range of reading ability therein, and the willingness.

Happy Heidigger

Limited to those teachers who have actually read Joyce's *Ulysses*, and who thrive masochistically on reading tortured English. The course will consist of selected readings from *On the Way to Language*, recognizing that after that writer's few quotes can Derrida be far behind? The only point that will be made in the entire seminar is that what you say is what you get. For the few who actually grasp that concept in a functional way, a follow-up course will be offered called *Magic Mouthings* or *The Yackee's Way of Knowing*.

Not one of these course descriptions need be facetious. I do know some few teachers who could do them the jester's justice, who could transform all of the despair and fatigue of *what's so about* them into the release of *so what*. Satire may be possible only in an age that pretends to certainty of knowledge. I certainly have been so certain of so much which now I question. I have processed writing and process-writers to death and used a novel as the curriculum, gone symbol searching (never in Joyce) in every piece of literature and given summative descriptions like summary convictions of the students I've scarcely known. But then, that could also be the driving force behind so much of what passes for workshop material these days — the penitent's need to atone for all of the thoroughly bad teaching we have ever done.

Derek Peach is a teacher at Parkland School, Sidney.

Uncertainty versus opportunity: two aspects of change

by Deborah Court

I'll never forget the summer of '62, the summer I was 12. That August, my parents packed three daughters, a dog, and most of the family's belongings into a blue '59 Chevy and moved away from Ontario forever. My first boyfriend got his grandfather to drive him to the highway overpass so he could stand and wave at our car until it was out of sight. He'd given me a shell necklace, and we'd promised to write. I started to cry as the signal from my favorite rock-and-roll station became too weak for the car radio to receive. I knew there wouldn't be a station like that in B.C.

Each night, we unpacked our camping gear and pitched the big tent in a campground. Each day, our old home faded, and our new home approached. One night we camped on Lake Superior, and the next day, I dipped my toes in that huge, cold, inland sea. A few days later, the highway took us through a sea of undulating, golden prairie grain. Then came the Rockies, and my dog and I breathed the clean, crisp air of Rogers Pass. There were endless games of "Licence Plate" and "I Spy," and endless hamburgers in roadside diners, where my sister and I would discuss the sights we had seen that day.

Resentment gave way to excitement as we moved farther and farther west, although the apprehension born of uncertainty gnawed continually under the surface. What would life be like in this new

place? Would there ever again be friends as good as the ones I had left behind? What did I have to know, do, and be to succeed in this new place?

In that summer and the months that followed, I discovered that change is painful, exciting, difficult and exhilarating, and a tremendous opportunity for growth in personal knowledge and ability. National and global issues like multiculturalism, changing political and economic conditions, and the environment are causing us teachers to rethink our classroom priorities. Mandated curriculum changes are occurring as B.C. implements the Year 2000 document. It is natural to feel apprehension about the new landscape. In what ways does our teaching need to change to prepare our students to meet the next century? How can we fuel and manage our own learning? Will we understand and operationalize aspects of the new program so that we can serve our students well? Will we have to leave behind beliefs and practices to which we adhere?

Together with apprehension, usually a lonely endeavor, shared reflections and professional discussions are being engendered by the changes under way in the province and the world, and each of us has the opportunity for profound personal and professional development.

The international conference on teacher development (see PD Calendar, Feb. 14-16, 1991 Vancouver) will be a forum for examining issues relating to both the uncertainty and the opportunity of change. Teachers can listen to and talk with educators from schools and universities. The focus of the conference is on changing education from the inside out, through teachers' development of their professional knowledge and practice.

Were all moving down the highway of educational change together in a metaphorical blue Chevy? The journey is at least as important as the destination. Just as moving to B.C. changed me, my moving here changed B.C. in some small but important way. Just as change is necessary for teacher development, so is teacher development the key for constructive and sustained educational change.

Dr. Deborah Court is a professor in the Faculty of Education, University of Victoria.

Speaking personally: WHAT IS NEEDED IN TEACHER EDUCATION PROGRAMS OF THE FUTURE?



Wing Chow
North Vancouver
Art Teachers' Association

The College of Teachers' Teacher-Education Review is long overdue. All discussions so far have raised as many questions as suggested answers.

Should teachers be certificated as specialists? Speaking as a PSA president, I say yes. Art education, which deals with the creative, the historical, the cultural, and the critical, cannot be taken on by someone without a solid background in history and studio processes. Art teachers are expected not only to deliver the curriculum but also to develop the facilities where they work. Such specialization is essential at the senior-secondary level, and any integrated approach to our curriculum must also draw from specialized training.

Those who have received proper pre-service training at the universities are in a relatively good position, but so often art classes are assigned to teachers who lack adequate preparation. Too often one or two sections of art are used to fill the timetable of a teacher who is, at best, an enthusiastic hobbyist.

A greater tragedy exists at the elementary level. The absence of a specialist usually reduces art education to Friday afternoons spent on gimmicky busy work — a simple diversion from real learning. There are no simple or easy solutions, but some have to be found in order to meet the goals of art education in this province.



Susan Crowley
Prince Rupert
Status of Women Committee

Issues around gender equity have been included in teacher education in a haphazard manner — in most cases left to the whim of teachers interested in taking or teaching such courses. Gender equity can no longer be ignored, however, because of the enactment of Section 15 of the Canadian Charter of Rights and Freedoms. Similar recommendations of the Sullivan Commission have been incor-

porated into the new School Act and all program outlines.

It is time for teacher education to transcend traditional limitations — to address the knowledge, skills, and processes that teachers need to address the questions related to gender equity. Teachers at both pre-service- and continuing-education levels must have a forum to confront and analyze their own gender stereotypes and practice in recognizing and addressing sexism in curriculum, instructional materials, and instruction practices.

We must also consider how to address the concerns related to the ratio of male and female teachers in all levels of the system.

Attaining gender equity in education is a long-term process. The elimination of sexism is a complex problem with complex solutions.

[Draft BCTF definition of gender equity: Gender equity is concerned with the promotion of personal, cultural, and economic equality for all who participate in the education system of B.C. The term gender equity arose out of a growing recognition in society of a systematic and pervasive gender inequity. A continuing tradition of stereotypical conceptions and discriminatory practices resulted in the systematic devaluation of attitudes, activities, and abilities traditionally attributed to and associated with girls and women.]



Charlotte Gyoba
Vancouver
Program Against Racism

The Program Against Racism's priority is to make education equitable for all students and teachers.

First, we need to increase the number of visible-minority and First Nations' teachers in the profession. We must ensure that qualifications do not discriminate against any groups, that teacher-education requirements are those necessary to do the job. At the present time, we need more certificated First Nations' language teachers and more heritage-language teachers. In many communities, elders are the only people fluent in First Nations' languages. They need teacher-education programs at the community level to receive in-service and professional training. We must act quickly before the elders die off and the languages are lost forever. We also need minimum standards for heritage-language teachers. It's important that heritage-language teachers be certificated, but it's equally crucial that they be fluent in the heritage language they teach.

Second, teacher-education programs must include: effective anti-racist training in attitudes, pedagogy, and curriculum

resources; knowledge about and sensitivity to the history and dynamics of racism in B.C. and in Canada; experience of First Nations' history and issues from the point of view of First Nations' representatives; cross-cultural awareness and conflict-resolution training; opportunities for student teachers to confront and analyze their own racism.

This is the only way we can begin the process of unlearning racism and stop the cycle perpetuating racism in our school system.



Ken Kuhn
Coquitlam
PSA Council president

In response to the Royal Commission recommendations, educators have no choice but to make education relevant for the 80% who Sullivan said do not go on to university studies after high school. Employability requires problem-solving skills, command of the English language, self-discipline, and the ability to acquire and apply new knowledge. Graduating teachers will need to model good problem-solving and decision-making techniques, creative and critical thinking, and effective communication and interpersonal skills.

The key to success in education in the future is to offer flexibility in the selection of courses from a wide spectrum of interests at all levels of education. The practical and fine arts strands are as important as the humanities and sciences strands as components of a general education. Because of the diversity and change in today's education, I would like to see the education faculties have recent and relevant classroom experience (within two years) in school, and to see theory and practice more closely related. As well, the teacher-education program needs to give graduating teachers the knowledge and skills they will need in the increasingly technological (microcomputer) environments in which they will work. New teachers will need to learn to be effective change agents.

*In times of change,
Learners inherit the earth,
While the learned find themselves,
Beautifully equipped,
To deal with a world,
That no longer exists.*
-Erik Hoffa, longshoreman, university professor



Joyce Lang
S.F.U.
Professional Development
Advisory Committee (PDAC)

Education policy and program changes are redesigning the education system, creating demands for new professional relationships. Teaching will need to provide more critical- and creative-thinking skills, and the use of teaching/learning strategies that meet individual and group needs. Effective teachers for such programs must be autonomous, collaborative, and reflective professionals. Teacher-education programs must establish the attitudes and skills necessary for students to be teachers in the new system.

Effective education programs will link theory and practice, develop collaborative skills and reflective practice. The programs can no longer be viewed as simply pre-service; a partnership is required that links teacher preparation with induction/mentorship programs and career-long, continuing education.



Alice McQuade
Delta
BCTF Executive Committee

A review of teacher education is especially important now, and the Executive Committee has placed a high priority on encouraging teacher input to the review. The ministry denied our request for funding to accomplish that. While we received some assistance from the of Teachers, the timeliness for our brief, limited resources, and a crowded teacher agenda, create a difficult context in which to undertake a major examination of our teacher-education programs.

The federation will be presenting a brief that will reflect, as much as possible, the views of PSAs, advisory committees, and other interest groups. The Executive Committee will also be looking at revising our own policies on teacher education based on the submissions. We are also examining ways of broadening the input from members.

Teachers are the best judges of appropriate teacher-education programs.



Phil Rexin
Chase/Kamloops
Teacher Education Committee

The college review is timely. This is the decade when 15,000 new teachers enter our profession. Teacher-education programs throughout B.C. will invite BCTF members to serve as sponsors, mentors, instructors, and faculty associates. Yet our enthusiastic acceptance of these challenges must be balanced by careful reflection. Will ours be a laborative experience that bestows dignity and due respect to all concerned? By what process and criteria will selection be made? Will our multicultural mosaic be sufficiently recognized? Will our participation cost us benefits, pension, salary, and/or job security? Will we blink at class sizes of 39 for methods courses?

At present, each university, college, and district provides differing guidelines on these questions. The College of Teachers should establish provincial standards to ensure fair and proper treatment for all BCTF members in our professions' renewal. Let these standards be inaugurated before any teacher-education program is accredited.



Bronwyn Taylor
Sooke
Local Association Presidents'
Advisory Committee

Effective teacher-education programs of the future will require that all teachers work collaboratively to promote consistency between research and practice. Successful teacher-education programs must be properly supported and funded.

The growth of the beginning teacher from novice to professional should be a two- or three-year process. A trained mentor should be assigned to the teacher new to the profession for that same period. A reduced teaching assignment in at least the first year of appointment would permit time for reflection and collaboration between novice and mentor. Off-campus seminars should be the foundation for ongoing self-initiated and self-directed professional development. The University of Victoria's internship program is an example.

Involvement in the continuing education of a novice (as mentor, instructor, empathetic peer, supervisor, or evaluator) must be encouraged and valued at all levels.

Teacher education should include familiarization with the Code of Ethics and the professional rights and responsibilities of members of a union. Teacher education should also give teachers the understanding and skills to cope with the growing numbers of students with special needs who are being integrated into today's classrooms. Apart from the sweeping changes to the system as a result of the Year 2000, integration seems to cause the most stress for practising teachers.

Bargaining heats up

THE PROFESSION IS ON THE LINE

by Lynn Sinclair

We thought our collective agreements would provide a solid foundation for professional rights, working conditions and, overall, quality education. Almost immediately after we signed our first contracts, however, the government legislated a new School Act and introduced the sweeping educational changes of the Year 2000. Because the rules have changed, we're once again negotiating foundation agreements; in effect, our first agreements all over again.

In bargaining this round, we have more at stake than ever before. The issues are the future of the teaching profession, working and learning conditions, and economic welfare. Local updates below are based on Nov. 7 information.

The protection and enhancement of the teaching profession

No contracting out

We need to ensure that the new School Act's provisions are not used to replace qualified, competent teachers with persons who have little or no educational training, persons who are not accountable to the school board and not bound by any Code of Ethics. Instead, we need to negotiate non-contracting-out clauses that will stimulate the "teacher economy" and attract certificated teachers to B.C. Public confidence in the education system will be maintained only if the children are taught by certificated teachers.

Locals that have language on no contracting out: Queen Charlottes, Victoria, Mission, North Thompson, Kimberley, and Stikine.

Teachers' Assistants

The new School Act attempts to ameliorate the teacher shortage by allowing boards to hire teachers' assistants instead of certificated teachers. The BCTF and CUPE have agreed on a clause that ensures that only teachers teach.

Locals that have limitations on the use of teacher assistants: North Thompson, Delta, Victoria, Quesnel, Chilliwack, Mt. Arrowsmith, Nechako, and Prince George.

BCTF Membership and Dues
Many boards have attempted to strip from collective agreements any reference to the BCTF. For more than 70 years, the BCTF has been an effective and powerful voice for teachers and their concerns. Boards seem to realize that this will continue as many have now agreed to roll over BCTF membership, dues, and leave provisions. Others foolish enough to fight about this issue will lose in the face of strong membership support for the professional organization.

Locals that have maintained BCTF membership and dues: Southern Okanagan, Revelstoke, Quesnel, Hope, Chilliwack, Surrey, Delta, New Westminster, Maple Ridge, Coquitlam, North Vancouver, West Vancouver, Queen Charlottes, Burns Lake, Prince George, Greater Victoria, Mt. Arrowsmith, Summerland, Vancouver Island West, Vancouver Island North, Fort Nelson, Shuswap, Vernon.

Professional Development

Teacher-decided activities and increased funding commensurate with that provided by the private sector are the goals at the bargaining table. To maintain and enhance professionalism, school boards must provide PD money and release time to teachers, who will, as professionals, decide on their own PD activities.

Locals that have increased PD funding: North Thompson, Kimberley, Summerland.

The old School Act established probationary and temporary appointments. The new School Act refers to neither; it affords us the opportunity to create a teaching profession that has full tenure as its base. No more abuse of temps or subs; due process for teachers instead of pre-emptive probationary appointments. Qualified teachers will come to B.C., or enter the profession and stay, if they're secure.

Locals that have strong tenure clauses: Maple Ridge and North Thompson.

Working and Learning Conditions

Hours of Work
The most basic of union and worker rights, hours of work, must be negotiated by teachers this round in the face of new minimum hours of instruction for students in the new School Act and Regulations. Preparation time for elementary teachers that achieves parity with secondary teachers is a major demand within the hours-of-work clause.

Locals that have improved hours of instruction (preparation time): North Thompson, Prince Rupert, Victoria, and Summerland.

Work Year
The ministry no longer issues a school calendar. In spite of BCTF attempts to reach agreement with trustees, superintendents, and the ministry on a standard school year, teachers must negotiate the issue at 75 different bargaining tables. It is imperative that teachers know what days of the year they work, what days of the year are holidays, and that work in the summer be voluntary and at full pay. We need to ensure that teachers are all able to participate in the BCTF AGM, the provincial professional day, and other teacher events. Teachers need non-instructional days for professional development, parent teacher interviews, preparation of report cards, and addressing educational changes.

Locals that have an established calendar for teachers: Kimberley, Southern Okanagan, North Thompson, Merritt, Queen Charlottes, and Fort Nelson.

Duration of the Work Day
The old School Act specified the length of the school day. Now, we must negotiate this in order to protect teachers from working split shifts or working excessively long days.

Locals that have this clause: Queen Charlottes.

Class Size
Many locals successfully negotiated class-size limits last round. However, the Year 2000 and societal changes have led the BCTF and its members to re-examine professional standards and recommend lower class-size limits.

Mainstreaming and Integration
Ministry initiatives, and a corresponding lack of resources to implement mainstreaming and integration, have necessitated strong contract language to provide release time, in-service education and training, genuine teacher input, and other resources prior to placement of any students with special needs. In addition, teachers have recognized the strong significance of class composition in the learning situation.

Locals that have this clause: Vernon.

No Supervision

The elimination of supervision duties recognizes the work demands and the professional training of teachers.

Locals that have a no-supervision clause: North Vancouver and Victoria.

Posting, Transfers, and Reassignment
Teachers have long sought fair, objective processes for filling vacancies. Seniority and necessary qualifications are fair criteria that meet the needs of students and teachers.

Economic Welfare

A fair salary increase
Teachers have lost to inflation in the last decade. Catch up began last round, and it must continue, especially given increased interest rates and the introduction of the inflationary GST. One group of our members, substitute teachers, is long overdue for a full teacher's salary — a major objective in order to achieve fairness for them and to attract and retain certificated teachers.

Paid Maternity Leave
The importance of family and the recognition of gender equity are major considerations. Sixty percent of our membership is female; yet most contracts, for years, entitled fathers to paid leave and mothers to unpaid leave.

Locals that have fully paid maternity leave: Victoria and Abbotsford. (Many others have partially paid maternity leave.)

Benefits
Most locals are seeking to improve the cost-sharing of benefits and/or to improve the benefit plans. Items such as eyeglass coverage are on the table, and, if achieved, they will reduce costs for teachers.

Heat increases
Boards continue to stall, and many locals have turned to their membership. Strike votes taken: Trail, October 30, 93.5% "yes" vote

Strike votes authorized: Delta, Maple Ridge, Saanich, and Mission have authorized their executives to hold strike votes if progress is not made at the table. Strike vote to be held: Delta (November 7), Maple Ridge (November 7-8), Saanich (December 6).

Many locals have appointed action-planning committees to develop job-action plans that will help achieve fair settlements. It is apparent at most tables that such actions will be necessary in order to win, solid collective agreements that protect the profession, limit workload, and provide economic benefits.

Lynn Sinclair is a staff person in the BCTF's Bargaining Division.

Settlement — North Thompson

North Thompson teachers have continued the upward trend on both issues and money.

Highlights:
Term: 2 years
Salary: 7% or 17th ranking, whichever is higher
16th ranking in second year
No Contracting Out: limited exemption by mutual agreement
Teachers' Assistants: clear delineation of responsibilities
Appointment Status: no probationary, limited temporary
Benefits: adjustment to FHB and dental; dental premium to be paid 100% by board in 91-92
Paid Maternity Leave: two weeks at 95% salary and two weeks U.I. topped up to 95% salary
Professional Development: increased funding
Preparation Time: elementary increase to 75 minutes, then to 90 minutes in year two.

Personally Speaking

Seasonal toy-buying

by Pat Gallaher

Choosing a gift is equally difficult for first-time uncles and experienced grandparents. Each child is unique, so how can this year's best seller be exactly right for so many kids?

Merchandisers want us to choose from what's on their shelves. Instead of making the kid fit the toy, consider what's suitable for a specific child. Armed beforehand with appropriate ideas, you'll find it easier to choose which shelf or catalogue page to start on.

Is the child a girl? Have you been told she always sneaks her brother's sports equipment, creating conflict? While this may merely be attention-getting behavior, it might also be a clue to a type of gift inadvertently overlooked by others on previous occasions.

Is the recipient an only child in a single-parent family? If so, a game (requiring someone to play with) is less than suitable. This child might be more accustomed to solitary activities such as art. The paint or drawing stuff from previous gifts has probably been used up, so more of the same is likely to be appreciated.

Many toys kids love aren't those artificially popularized by the media. Children haven't changed nearly as much as the world they live in. Ironically, amid modern trendiness, many kids are unfamiliar with traditional favorites such as yo-yo's, scooters, dolls, puzzles, and miniature trains.

Think back to what YOU enjoyed as a kid. Choosing something from your own experience can be as practical as it is nostalgic. The more positive you feel about a gift, the greater the chance that the child will like it, too. When children don't have their own set of values, they mirror those of people close to them.

Each gift to each child has its own set of considerations. Likewise, every gift reflects something unique about every giver. If browsing through stores or catalogues ends in a tough choice among a few choices, pick the gift you, the giver, like the best.

The most rewarding of gifts at Christmas, as always, complement, rather than substitute for, the gift of oneself: sharing time, renewing bonds, and feeling together (whether near or afar).

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



For Children

- A bag of recycled goodies from the Imagination Market.
- Homemade beanbags, or cushions of any size with environmentally safe stuffing.
- A wooden loom and natural fibres for craft making.
- Wooden toys, which will become heirlooms in years to come.
- Used toys that might require a little of your love in touching up.
- A homemade backyard swing made of wood or an old rubber tire.
- A wagon, a scooter, or homemade stilts.
- Musical instruments from Third-World countries or by local artists.
- Science series books by David Suzuki.
- A gardening kit you assembled for children, and help with planting a vegetable or flower garden.
- Wooden or wicker furniture.
- Roller skates or a bicycle/tricycle for energy conservation and health.

Source: This list was compiled by WHEN (Worldwide Home Environmentalists' Network), 1910 - 27th Street, West Vancouver, BC V7V 4L2.

Gifts for a living planet

cost, had we not got news from the other side, by way of view or intuition or word from those who have come back to tell stories. Clearly, then, movement from here to there must be felt to be worthwhile; the conditions on the far side of the barrier are felt, consciously or not, to be preferable to conditions on this side, so that the drama inherent in the rupture or breach must contain the potential to lead to new, worthwhile ground. Thus, despite the inherent turmoil, even pain, the breakthrough presents itself as an opportunity, and we, vigilant and sensitive, must be attuned to recognize it.

It is helpful for me to think of the breakthrough metaphorically. As I write this I imagine a certain enormous stage, lengthwise divided by an enormous curtain. On one side, my side, a kind of life goes on: monochrome, singular, somewhat pedestrian, above all, sincere. On the other a garden grows: multicolored, various, vibrant, and joyful. On this side, our side, as we move about our daily lives, that curtain drifts...dreamily...forgotten, something to which we no longer pay attention. It is part of a stage contraption and engineering of some event long since gone that we cannot recollect. But if we are to gain the new ground, we must pick that curtain out from among many swirling things amid the diversions and competing noise, recognize it as that in which we must make a breach. We must part, maybe even slash, the curtain so that the other is revealed and can disclose to us its essence. Thus, the parting...rupture...break...and the movement through.

Something like this happened with the literature class. Life on this side of the curtain couldn't have been better. As a class, we were chugging right along, moving from poem to poem, from assignment to assignment, with plenty of laughter along the way. But that wasn't what it was about. Change, disclosure, habitation - these were closer to it, and the responsibility on the part of the kids... it was this, my attempts to get them from here to there was where the resistance set in. We dug out old patterns, old ways reluctantly. Maybe that's what this curtain was...one of *no responsibility*, dividing the kids from their better selves, from fuller experience and, in T.S. Eliot's phrase, from "deeper communion." It was that *no responsibility* curtain that we had to slash through.

In the end is our beginning
It was a fabulous class, one of those where many students do enter new territory, do *slash the curtain* and step through to the other side. Let's then leave our story at this...the end of Act V.

In June, the Literature 12 class surprised me with a dinner at one of SaltSpring's best restaurants. Everything was carefully thought out, a card and a boutonniere for me, a card and a corsage for my wife, Susan, and, being a surprise, the class had tiptoed around and about me for a week beforehand, initiating Susan into the intrigue to get me from home to restaurant without my being the wiser. It was a wonderful evening.

Toward the end, after the dinner and desserts, while we sipped coffee, Sonja leaned over and asked, "Well, are you going to finish the play? How did Act V end?"

I must confess that I don't see myself as a wise old person, dispensing maxims hither and yon, but this once, maybe, something authentically wise issued off my tongue.

"It goes on," I said.

* I engaged in a bit of poetic license here. The Globe was built in 1599, and Shakespeare was creating plays well before then. Bill Underwood has taught secondary school English in Dawson Creek and Prince Rupert and is currently an English teacher and teacher-librarian at Gulf Islands Secondary School on Salt Spring Island. He is enrolled in UVic's masters' program in curriculum studies.

Act II
Four hundred years later, in 1769, another young man, his head, too, full of dreams, went on another journey, this from his job in the forest service in southern Oregon; he hitchhiked one long weekend down to Ashland, Oregon, where he spent three days attending plays and three nights sleeping under the stars. The plays were by the man from 400 years ago. The man from that long ago time communicated strongly, clearly, and powerfully with the young man from Oregon, and that long-ago man communicated unforgettably. Eighteen years later, in 1987, the once-young man from Oregon taught a literature class in a secondary school in Canada on an island off the east coast of Vancouver Island, to nine Grade 12 students, young people, as the teacher had been young, and as the man from long ago had been young, each with a journey to take, and a dream.

Act III
The middle-aged man wanted to help the literature class communicate with the man from Stratford-on-Avon. He wanted to help them communicate by allowing them their voice and a place, a home, from which to speak that which was great within them. This didn't work so well, and one day the teacher got very mad, and he felt very badly. But the getting mad was not the end of the world, and neither he nor the class needed to feel badly. The getting mad was an important part of the story; it was okay...necessary to the plot in fact.

Act IV
It is now...today. The teacher is taking the voice back; he is going to centre the class on himself for a while; that is, he will lecture, and the students will take notes; it could get boring, but the change is, for now, necessary. Things, in short will be very traditional. But, after a while, sometime, maybe soon, the teacher will offer again to give back to the students their voices. At that time, they must make a decision.

Act V
In June, we will know the ending.

The breakthrough
The foregoing reads dramatically, but in retrospect, the Act III experience was dramatic, the breakdown indistinguishable from a breakthrough and breakthroughs, by their nature, are dramatic. This is not to imply that one moment of one year transformed the students to a higher plane of existence, a more finely tuned spiritual pitch. The nature of any breakthrough is that much precedes and much follows, the conditions on either side as contingent upon the breakthrough as the breakthrough is contingent on the bracketing conditions. Preceding this particular one, making it a success (and all breakthroughs are successes) were a number of things: the caring of students for teacher and teacher for students, the students' capacity for openness, enthusiasm, a hunger after big questions. These qualities were manifest in abundance. But if contingent, requisite qualities are essential, the nature of a breakthrough is to transform those qualities to a higher condition, sloughing off the illusionary and negative and retaining the essential so that on the other side, that which we break through to, we enter a newer, more profound world.

For what is a breakthrough? The word implies, of course, that something is broken, but broken in the act of movement through, in the getting from here to there, a journey, that something obstructs, yet we cannot climb over, or dig under, or move laterally around. Whether the breakthrough is voluntary or not, there are no easy ways. We are allowed only the singular preposition *through*. By going through, then, we must strain, exert, force, possibly even resort to a violence. Nor would we make the effort, bear the

weary Literature 12 teacher staring straight ahead.

What, then, is a breakdown? Something complete, of a piece and sound, has by a process of stresses and strains, fractures and jolts and thumps, broken, the internal connections disjointed, and what once was wholeness is no longer so, no longer sound, no longer functioning. As I read this, I realize I have resorted to quasi-mechanistic language, of an engine-like thing that worked once, whole and sound and smooth, but in the *break*, the tearing apart is down and not up and running, I'm not pleased with the imagery, but the sense of a whole of distinct contributing parts degenerating to distinct parts cohering no longer, the vehicle down, unmoving, the journey terminated, seems appropriate.

Literature 12 needed a tow truck.

The story
It was an awful weekend. Depressed, dejected, melancholy, and generally woe-begone, I slouched about. Literature, great literature, what I wanted, needed, had to teach, I was, in my eyes, making a hash of it, and, on top of it, worse, much worse, I'd actually yelled! Facing that class again would be hard, impossible, and when I did face them, as they came ever so quietly through the doors Monday morning, I felt sheepish, and terribly uncertain. But face them I did, with no other than my authentic face, certainly not the one got up for staff meetings and public relations; and told a story, one in five acts. It went something like this:

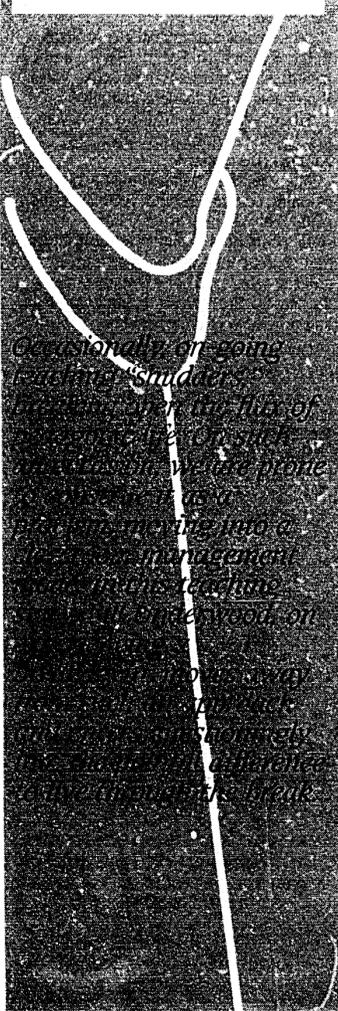
Act I
With overhead projecting an antique map on screen, Underwood traces the likely route Shakespeare took to London as a young man.

I want to tell you about a young man with a dream who lived in England about 400 years ago. When he was in his 20s, he, like many young people with a dream, left his home, Stratford-on-Avon in about 1588, right about here (*points to map*), came down this road, and entered London through this gate. Newgate it was called, crossed London bridge, and came to this theatre, the Globe, where he began to create the plays that would make him famous. We don't know much about him really. Oh, we know he had a wife and children, that he fell in love with a *dark lady* and had a strong attachment to a young man and that, of course, he wrote plays and poems. We also know that around 1600, when in his late 30s, he stood toe-to-toe with evil and wrote four great plays on that theme. He saw evil coldly and clearly while retaining a strong sense of good...but refusing easy, sentimental optimism about the chances of good to prevail. And when he understood evil, the nature of it, he went on to other things, wrote a few more plays, and then retired and in 1616, died.

a story of literature 12

by Bill Underwood

ANOTHER IN A SERIES OF TEACHING STORIES



the breakdown

Literature 12 came to me late in my teaching career, and to teach it, I lied. The previous June, I confidently informed my principal that I was *trained* in literature (which was true), that I was a published poet (one poem, circa 1973) and essayist (one essay, circa 1986), and that I'd previously taught Literature 12 (four weeks on a teacher-training practicum). I confess this not to expiate a dark guilt but to locate a source of my intensity for the course...to what lengths an honest man will go to create a literary ecology for today's student. And in those first months I think I succeeded in creating such an ecology...to a degree. Parents and teachers and ex-students would tell me how much so and so was loving the course, which of course was very fine to hear. But for me, wasn't quite there; many students were still skirting the edges of literary and life experience, occasionally darting to the centre, but just as soon out the other side. Ask them and it was a grand class, but ask me, and I'd say, sort of. What was happening in this grand class? Superficially it was all agitated and steamy, many kids skittering off psychically higher and von-losing, inter-running, unmoored. Offered the gift and responsibility of voice, of their own and others' voices, was painful. And I was being forced to conduct the class like all the others, the very opposite of the co-participatory environment I felt, and will always feel, is necessary for a class to become a class, and the literature to become an experience.

Which leads us to the *last straw*. The final block on a Friday, traditionally a bad time, of course, and I was, after a month of down-sliding, dangling at the end of my tether. With the descent, a corresponding inner tension had increased. The 10 of us were gathered around the seminar table, alternately listening to Richard's *Hamlet* and discussing or trying to discuss that seminal work. In retrospect, I think it was Sarah's rubbing her eye, under her nose, face that did it. Near the end, a moment of disjunction. Down came my right fist, a milk-driving thump, somewhere near the stop button of the tape recorder. Then my copy of *Hamlet* slammed to the table, and I belted her directly. Am sick to death of the rudeness of this class. I then raged on about courtesy, commitment, responsibility, caring, concern, openness, and finally the climax, show I, by not bringing them to awareness of *the act*, had failed them. And then, believe it or not, the bell rang, and the sudden tipper-out of class, slipping past a seared grim-

MEDIA LITERACY LONG OVERDUE

by Kit Krieger

Canadians are smug about international events such as the Tienanmen Massacre, the Palestinian Intifada, and ANC-Incatha clashes in South Africa. We are well schooled in the myth of a culture genetically predisposed to evolutionary change, tolerance, pacifism, and compromise.

Recent events at Oka and Chateauguay, which most Canadians watched for 20 minutes each night on the evening news, challenge these assumptions. Images of hooded Mohawk warriors in battle fatigues, of armored-vehicle traffic on suburban streets, and of frenzied, hate-filled residents of Chateauguay throwing rocks at Mohawk elders and women starkly conflict with our national self-image.

I know that social studies teachers are leading class discussions and encouraging student inquiry about the conflict and related issues such as native land claims, provincial-federal relations, and the relationships of civilian and military authorities. This article is a plea that you also offer students a systematic inquiry into the role of the media in presenting these issues to the public.

It is remarkable that media literacy, and in particular television literacy, has not found a prominent place in the B.C. curriculum. The average Canadian student spends 23 hours a week watching television, which means that kids spend more time in front of the box than they spend in classrooms. (Television viewing is not periodically suspended for Easter, summer, and Christmas breaks.)

Television's influence is profound. Canadians get more information from television than from any other medium. They also rate television as the most credible medium. Television influences our family interactions, our daily schedules, our consumer habits, our attitudes toward sex, gender, ethnicity, violence, and much more.

The events at Oka are remarkable not because they contradict Canadian mythology but because of the length of time that they dominated the media. Usually, media attention is fleeting. News reporters place a high value on currency (the event is relevant to current concerns), recency (the event was recently disclosed), and novelty (man bites dog). Protracted problems usually lose all of these valued attributes, and the mass media is soon diverted to other issues.

However, the Oka conflict contains elements that are highly prized by news gathering sources: conflict, violence, and graphic images. The promise that a tense situation would explode kept the story in the headlines for almost three months.

At the core of media literacy

A classroom focus on media coverage of Oka can contribute to media literacy and the acquisition of critical viewing skills. A number of core concepts lend themselves to active and inquiry-oriented learning.

The narrative style is an element of news reporting. In the narrative style, each story has an identifiable conflict or problem, antagonists and protagonists, negative consequences, climaxes, and conflict resolution. In news stories, only

the resolution of the conflict is sometimes left out of the script.

Introduce students to the components of the narrative structure and have students identify them in the news story. Help students learn that the narrative style is artifice — a construct to make events comprehensible by encoding events in familiar patterns and relationships.

Television's most powerful attribute is its visual imagery. Other media provide greater depth of analysis. A 20-minute newscast contains less text than the op-ed page in the newspaper. Exploiting the strength of the medium, television news producers opt for stories with pictures and visual appeal over those lacking such qualities. In short, news occurs where cameras are located.

The following activity demonstrates the importance of pictures on television. Ask one group of students to listen to the sound of the newscast, dimming or covering the picture. Have a second group of students watch the report without the sound. Have each group report out, and discuss the extent to which the visuals affect the impact of the report.

Television is accused of providing a headline service, rarely probing into causes and effects. Stories are quickly abandoned, and follow-up is rarely provided. Background reports, probing into the complex and deeply rooted causes of events, are absent. Have students test this assertion by comparing and contrasting how the various media cover an event such as Oka. Assign each of four student groups one medium (television, radio, newspapers, and newsmagazines) for a designated period of time. At the end of the study, compare the depth of coverage, and determine which medium gave consumers the best understanding of background issues such as native land claims, constitutional issues, and racism.

The representation of native people in media coverage of Oka is also important. Media depiction of visible minorities is characterized by both misrepresentation and under-representation. For many young Canadians, contact with native Canadians is limited to images in the mass media. Have students evaluate the images, many or all of which are negative. Through first nations' guest-speakers and research, have students investigate the degree to which media depictions are fair and accurate.

I indicated earlier in this article that Canadians deem television the most credible medium. Student investigation can test the wisdom of this trust. One such test is a study of the degree to which television coverage presents the views of all parties to the conflict. Have students log the number of speakers given air time and group them according to bias (Mohawk, government, neutral). By your assigning groups to track the coverage of a major event on the CBC, CTV, and Global networks, students will be able to judge the important issue of private and public media ownership in Canada.

The scrutiny of media coverage of Oka is easily adaptable to any other major news story, including coverage of the GST, the U.S.-Iraq conflict, or a provincial election.

Media literacy embraces much more than skills for critically viewing news programming. Help students become aware of the characteristics of various genres, of production values, and of technical elements such as camera angles and editing

techniques. The most useful activities are student productions, applications of concepts and techniques.

If you are not convinced that media literacy deserves a place in the curriculum, spend a few hours watching the programs that your students watch. You primary teachers should watch Saturday-morning programming on the American networks, paying particular attention to the gender messages in ads directed toward children. You intermediate teachers should tune in to an episode or two of *Married with Children*. You secondary school teachers should take in a little prime-time rock video. (The 23 hours a week cited above is exclusive of time spent watching videos!) The experience will more eloquently argue the case for media literacy than a thousand articles like this one.

Kit Krieger, a BCTF staff person, is the co-author of *Television and Society: An Investigative Approach (Irwin, 1985)*, and *Understanding Media, scheduled for publication in the fall of 1991*.

TV-watching tips

Wouldn't it be nice if the same injunctions our parents used to control our television viewing worked with our children? Remember the effect parental directives of the '50s such as, "Turn that thing off!" "That's close enough...it's bad for your eyes!" or "You can't watch TV because we are having company." The latter worked because we had not four, but just one TV set, and it was in the living room, a site worthy of an item whose value was exceeded only by that of the family car and the house.

Many parents raised on television have considerable difficulty controlling and monitoring their children's use of television. Charles Ungerleider, a sociologist at UBC's Faculty of Education and an author and lecturer on media, offers the following tips to parents who want television to be a constructive influence in their children's lives. He cautions that the following practices are best implemented early in a child's development and are probably difficult to initiate with 16-year-olds.

1. Decide on an appropriate amount of viewing for your children, and invite children to select programs well in advance of air time. Children aged six and younger should select programs for that day, older children can select programs for the week ahead.
2. Model the selective viewing you expect of your children. Children are loathe to accept rules that are flouted by parents.
3. Don't let your children watch programs you are uncomfortable discussing with them. This probably rules out much of daytime and primetime commercial television, rock videos, and home-shopping channels.
4. Don't let your children watch programs you cannot explain in language your children can understand.
5. Watch television with your children, and talk to them about the shared experience. In particular, let your children know the relationship between the values revealed on television programs and the values of your family.

- Kit Krieger

CONTROL TECHNOLOGY THROUGH INTELLECTUAL DEVIANCE

by John Hardy

...o a man with a hammer, everything looks like a nail," goes the old proverb.

"To a person with a computer, everything looks like data," says Neil Postman, professor of media ecology, New York University.

"Every technology has its prejudice. The writing person favors logical organization and systematic analysis, not proverbs. The telegraphic person values speed, not introspection. The television person values immediacy, not history."

"And computer people, what shall we say of them? Perhaps we can say, as does Professor Joseph Weizenbaum of MIT, 'the computer person values calculation, not judgment!'"

These fateful words were said not at an English teachers' convention, but inside the hall of technology itself, the Fall Conference of the Computer-Using Educators' (CUEBC) PSA, November 2-3, 1990, in Vancouver, where Postman was the keynote speaker.

It was a stimulating talk, says CUEBC president Gord Edmonds who had anticipated the direction the talk would take, knowing that Postman is extremely suspicious of technology. "It accomplished what we wanted, getting people to stop and think."

Ian Jukes, an educational technology

Quotes of note

"What kind of people must we have if we are to preserve the best of our humane traditions? ...Confronted with the technological phenomenon and the new milieu we live in, we must have 'Mutants': Not the mutants of science fiction — the technological human beings with a robots mind — but quite the opposite. To be a mutant, a person needs to become someone who can use the technologies and at the same time *not be used* by them, or assimilated by them, or subordinated to them."

- Jacques Ellul, "Perspectives of Our Age"

consultant from Kelowna, told the conference audience during his talk on Saturday morning, that he generally agreed with Postman. "But I'm a little bit more optimistic about education than is Dr. Postman."

What Postman does not recognize, according to Jukes, is that "it is not a black and white situation," not either/or when he says that computers are simply tools of entertainment. "What we're talking about here is not entertainment. What we're talking about is engagement," says Jukes.

Postman has judged technological change as vast, often unpredictable, and largely irreversible. He came with enough historical examples to support his claims. And he wants teachers, in this age of miracles and wonder, to become intellectual deviants, cautious about technological change.

The term *intellectual deviants* refers to people who, through education and insight, are capable of distancing themselves from the new and alluring technologies that are so eager to engulf them. Intellectual deviants are sceptical of Utopian and Messianic visions drawn by those who have no sense of history or of the precarious balances on which culture depends.

Postman fears the price culture pays for technology, the Faustian bargain. He's concerned that for the masses, the bricklayers, bakers, and mechanics, computer technology has made their private matters more accessible to powerful institutions. "They are more easily tracked and controlled...reduced to numerical objects...buried in junk mail. In a word, these people are *losers* in the great computer revolution."

"The winners, which include, among others, computer companies, multinational corporations, and the state, will, of course, encourage the losers to be enthusiastic about computer technology. That is the way of winners, and so they tell the losers that with personal computers the average person can balance a chequebook more neatly, keep better track of recipes, and make more logical shopping lists."

He is concerned about the capitalists, who, he says, are not only personal risk-takers, but cultural risk-takers prepared to exploit new technologies to the fullest without care for what traditions are overthrown in the process.

Through education, teachers can create a generation of people who are in control of their minds, their values, and their future. "I believe that is what every teacher would like to contribute to," Postman said.

His seven ideas about the relationship of technology to culture are not the seven pillars of wisdom, he explained. "But I would say that they represent the rudiments of understanding the role of technology in human affairs." (See sidebar)

"In America, especially in American education, we have paid little attention to such ideas, and that is because in America we love our technology more than we respect our history or our traditions or our children or our political system. And as you know, when people are in love, they see no faults in their beloved, spend most of their time singing praises of their beloved, and as a result, know nothing whatever about their beloved. I assume Canadians wish to proceed more

intelligently for the sake of their children, if for nothing else, and I sincerely recommend these ideas to you as a start."

John Hardy is a retired ECTF staff person and former teacher.

Seven ideas on the relationship of technology to culture

by Neil Postman

1. **All technological change is a Faustian bargain.** This means that for every advantage a new technology offers, there is a corresponding disadvantage.
2. **The advantages and disadvantages of new technology are never distributed evenly among the population.** This means that every new technology benefits some and harms others.
3. **Embedded in every technology is a powerful idea, sometimes two or three powerful ideas.** This means that every technology has a philosophy that is given expression in how people use their minds, in what we do with our bodies, in how the technology codifies the world, in the senses the technology amplifies, in the emotional and intellectual tendencies it disregards.
4. **The philosophy embedded in a new technology always wars against the philosophy embedded in an old technology.** Media compete with each other for time, for attention, for money for prestige, and, above all, for the dominance of their world view.
5. **Technological change is not additive; it is ecological.** In the year 1500, after the invention of the printing press, the world did not have old Europe plus the printing press. The world had a different Europe. After television, America was not America plus TV. Television colored every political campaign, every home, school, church, and industry.
6. **The media tend to become mythic.** This refers to a common tendency to think of our own creations as if they were God given, as if they were part of the natural order of things, not artifacts produced in a specific and historical context.
7. **A technology is to a medium, as a brain is to the mind.** Like the brain, a technology is merely an instrument, a piece of hard wiring, so to speak. Like the mind, a medium is a use to which we put the instrument. Our task is to domesticate technology, to make technology behave itself in the way we try to make our brain behave itself.

Neil Postman, Professor of Media Ecology, New York University, recently spoke to CUEBC's Fall Horizon Conference.

Watch for . . .
A feature on "Technology in B.C. education: a 10-year retrospect" in a 1991 issue of *Teacher*

Call for papers on counselling women

Women are changing our world by expanding their horizons, engaging in new activities, and making new choices. Traditional as well as contemporary societal, cultural, and family experiences of women have created the necessity for counsellors to gain more specialized knowledge, skills, and techniques to effectively assist female clients.

A special issue of the *Canadian Journal of Counselling* will focus on the current issues we are now addressing in counselling girls and women across Canada. We invite persons to submit appropriate articles about their work with specific populations such as low income women, minority women, immigrant women, abused women, and/or specific issues such as developmental theory, career planning, health, sexuality, and ethics as they relate to counselling women.

Manuscripts should follow the guidelines for submission stated in each issue of the *Canadian Journal of Counselling*. Send by January 31, 1991 to Canadian Journal of Counselling, Faculty of Education, University of Victoria, Box 1700, Victoria, BC V8W 2Y2.

Narrative speakers as writers

How do teachers encourage narrative speakers to write well?

From classroom research, Katherine Samway (Center for the Study of Writing, School of Education, University of California, Berkeley) offers the following guidelines:

- teach writing jointly with reading and speaking.

- do not structure assignments too much; open-ended assignments allow students to write as they think and speak.

- encourage students to think of themselves as writers, and encourage them to read extensively.

- avoid being overly strict about spelling and grammar.

- react positively to the student's writing.
- attempt to learn what the student understands above and beyond what the student has written.

- providing a supportive environment is essential.

"Constantly look at writing as thinking on paper and respond accordingly," concludes Samway.

Source: *Education Monitor*, Sept. 1990, Vol. 3, No. 15.

RIGHTS! Board game of the B.C. Human Rights Coalition

Recently reviewed by Catherine Ostler Howlett, English Language Institute at UBC for the *TEAL Newsletter*:

"Canadian customs, attitudes and laws must often bewilder new Canadians. When human rights violations occur, they may be accepted as an unpleasant part of Canadian life. RIGHTS! is designed to teach adult ESL (English as a second language) students about their human rights in Canada."

The most valuable aspect of the game for language learning is the vocabulary for talking about Canadian law, culture, and rights issues. From a practical point of view, the most useful feature of the game is its adaptability. It can be played by 3 to 12 players at one time.

All in all, I found this game to be relevant, rich in vocabulary, and practical for use in the classroom. I'm looking forward to using it with my students.

RIGHTS! is available from B.C. Human Rights Coalition, 107-96 East Broadway, Vancouver, BC V5T 1V6, (604) 872-5638.

Source: *Human Rights Newsletter*, Fall 1990.

The Smoke-Free Program

The Smoke-Free Program is a unique smoking-prevention and education program. Sponsored by the Canadian Cancer Society and Health and Welfare Canada, it is designed to give preschoolers (ages 3 to 6) an awareness of the benefits of a smoke-free, healthy lifestyle. Rather than dwell on the negative aspects of smoking, it encourages a positive attitude about being smoke free. To achieve its objectives, the program includes an educational resource package, film/video segments, and two pamphlets for parents of preschoolers.

For more information, contact the Cancer Society in Vancouver at (604) 872-4400.

Contracts bring professional rights



Mike Miller (Mount Arrowsmith/Qualicum), left, and Tenney Homma, Patty Rigby, and Kelly Wallace (West Vancouver), right, enjoy the professional changes brought by contracts.

In Qualicum: curriculum implementation committee

The establishment of curriculum-implementation committees represents a significant achievement of teacher negotiators in the first round of bargaining.

Curriculum-implementation committees ensure that the introduction of new programs is supported by sufficient lead time for teachers to plan and achieve clarity about program goals, and to guarantee adequate resources, including money, materials, and in-service education.

The importance of good contract language on curriculum implementation is clear to Mike Miller, professional development chairperson in Mt. Arrowsmith.

"Our board is so gung-ho" said Miller. "When the ministry proposes anything, our board asserts that it must carry out a mandate. The district rushed into dual entry and the new primary report card within days of ministry announcements of change. We have had so many screw-ups because of hasty implementation. We have lost teachers to stress because of poor implementation. Teachers are always ready to work for kids, but there are limits to what they can do on their own."

The Curriculum-Implementation Advisory Committee detailed in the Mt. Arrowsmith collective agreement provides for 12 members, seven of whom are classroom teachers. That the majority of members be teachers acknowledges that the needs of students and teachers are best determined by the professionals charged with carrying out the new programs in classrooms. Teacher representatives on the Mt. Arrowsmith committee include representatives from the association and from elementary, middle, and secondary schools. According to Miller, "It is a committee that is designed to provide input to the board from the broadest base possible. It represents no special interest other than the interests of students and teachers."

To Mike Miller, the requirement for sound implementation policies is not derived from theory but is rooted in the recent experience of teachers in his district. "We have had situations in which teachers have taught a course for a full year without adequate resources. Texts are promised for the fall, and they arrive after the final exam. Teachers know that this is unfair to students and teachers."

Miller and the bargaining team in Mt. Arrowsmith are working to strengthen their contract language on curriculum implementation. They want to expand the clause beyond curriculum implementation to embrace all educational change. The principles of change adopted by the BCTF at its 1989 Annual General Meeting would provide the foundation for the implementation of all educational change in the district.

Mt. Arrowsmith trustees, according to Miller, are resisting association efforts to expand the focus of the curriculum implementation committee as a threat to its power — as a political issue. Teachers see curriculum and educational change as classroom and education issues. The board wants to keep control, but the truth is that it is teachers and not trustees who know about education.

Mt. Arrowsmith teachers are determined to achieve their goal of improving their clause language on curriculum implementation and educational change. They are ready to work for change but insist that their professional knowledge be recognized, their need for conceptual and value clarity be honored, and their efforts be supported by adequate material resources.

In West Vancouver: elementary preparation time

Staff members at Westcot Elementary School, in West Vancouver, recently spent part of their duty-free lunch hour citing how their lives had changed since they won 80 minutes a week preparation time.

Kelly Wallace, who teaches Grade 4, commented, "Prep time is a real plus. I managed without prep time for years, but there were not as many demands on teachers. We didn't have computers, we didn't have the personal-safety program, and there was no Year 2000. There is so much more to do, and we need time to do it."

Preparation time, long established for secondary teachers, was virtually unheard of for elementary teachers until the first collective agreements were negotiated in 1986-87. Today, all collective agreements in the province provide for prep time, ranging from 60 to 120 minutes a week.

Westcot teachers have no problem finding uses for the 80 minutes of weekly prep time provided in the West Van contract.

"Marking, phoning parent volunteers for field trips, chartmaking..." commented Wallace.

"Meeting with counsellors about students with special needs and preparing for an upcoming class, added Patty Rigby, a P 3/4 teacher.

"It's time when you can catch a colleague. It's when I try to grab one of the special-education teachers to talk about the needs of one of our students," said Tenney Homma, who teaches Year 2 of the new Primary Program.

Wallace summed up how she and her colleagues use their prep time, asserting, "Whatever is most pressing gets done."

At Westcot, teachers have trouble finding a quiet place to work during their preparation periods. Classroom space is at a premium and a new primary resource room is not always available. Wallace spoke of spending some of her preparation time searching the school for a quiet place to work.

Homma said, "Sometimes I work out in the hall at the Kindergarten table — that is, if the kids aren't out there working."

The absence of facilities that promote the effective use of preparation time is one of the problems many schools in the province must address.

Mary-Jean Abbott, a special-education teacher at Westcot, believes that preparation time for teachers has increased collaboration among teachers, particularly between enrolling and non-enrolling staff. Wallace believes that prep time and collaboration with peers are integral parts of the successful implementation of the new Primary and Intermediate Programs.

Has preparation time been an unqualified benefit for Westcot teachers? "It's hard to decide what to give up because I like teaching everything," claims Wallace. Her colleagues agree.

Preparation time, negotiated for the purposes of addressing teacher workload concerns, raises important questions about the way in which teachers work. If teachers have prep time, where do they spend it if all classrooms are occupied? If teachers are relieved by colleagues during prep periods, how does the relationship between those colleagues change with the shared responsibility for a group of students? How do schools determine how prep time is allocated in the timetable? What blocks of time most encourage the productive use of prep time?

Prep time, like many of the significant gains in the first round of teacher bargaining, represents an embarkation point rather than a destination on the road to the professionalization of teaching.

INTERNATIONAL DEVELOPMENT

Small victories in Mozambique

BCTF, W.R. LONG AND CODE TEAM UP ON INTERNATIONAL PROJECT



Michael O'Connor, COCA-MO photo.

by Mark Foss

What is fear? When a group of Mozambican teachers asked students this question, one young child drew a picture of darkness and a hand knocking at a door.

Yet underlying this horrific image is a small victory. Many children have witnessed their own relatives' being killed, or captured and taken away. Traumatized by the ongoing civil war, they do not talk, laugh, or play with their friends, let alone complete school lessons.

With help from the Canadian Organization for Development through Education (CODE), teachers are learning to draw the children out of their shells. When children open up by drawing disturbing concepts such as fear, it's a positive sign — the first step in a long process leading toward emotional and psychological stability.

The work of CODE has been full of small victories since its inception in 1959. The non-profit agency is the largest book sending agency in Canada, sending 600,000 volumes annually to Third-World countries. In addition, CODE provides paper, supplies, and equipment for local publishing so that groups can produce materials in their own language. Funds

are also available for literacy and human resource development projects like the teacher-training project in Mozambique.

Teaching in Mozambique is a formidable challenge. Learning materials, even classrooms themselves, are scarce. Pay cheques, which barely cover basic necessities, are often late arriving. In February 1990, teachers staged a week-long nationwide walkout to protest working conditions. The government promised to review their concerns.

In Mozambique, however, teaching is more than difficult; it's life-threatening.

Since gaining independence from Portugal in 1975, Mozambique has endured an ongoing civil war that has left thousands dead, forced a million people to flee their homes and villages, and devastated the economy. In this war of destabilization allegedly financed by South Africa, teachers and schools are often targets for attack by the Mozambique National Resistance of *Renamo*.

The atmosphere of fear coupled with the dismal economy has set back the educational and other social reforms that held so much promise during the early years of independence. Between 1975 and 1980, primary enrolment soared from 600,000 to 1.6 million. By 1986, enrolment had dropped to 1.26 million. Some 2,000 pri-

mary schools have been forced to shut down, and hundreds of teachers have been killed or kidnapped.

An estimated 100,000 civilians have been killed by the rebels, and another 430,000 have died as a direct result of the war. The attacks have targeted transportation routes, power supplies, and other key sectors like education.

In the northernmost province of Cabo Delgado, CODE's area of concentration, about 13% of the one million people have been affected by the war. Either their villages have been raided and they still live there, or they have fled their villages because of the attacks.

To date, some 34 of the 538 primary and post-primary schools in Cabo Delgado have been destroyed. About 17 are inoperable because of damage. There are more than 98,000 pupils in the province.

In 1989, the Ministry of Education devised an approach for all provinces to deal with war-traumatized children. CODE agreed to fund the related activities in Cabo Delgado, which include a series of seminars for primary school teachers over two years. The project also includes the purchase of much-needed supplies such as chalk, pencils, and notebooks.

During the first seminar, in July 1989, a Brazilian psychologist taught some 50 teachers different ways to approach traumatized children. A second seminar, in January 1990, evaluated the approaches and modified them to the various situations.

As part of the third phase in July 1990, the newly trained teachers visited the various districts and trained other teachers. Originally, 700 new teachers were going to benefit from this last phase. That 1,000 participated demonstrates the importance and popularity of the program.

In addition to special training for teachers in war zones, CODE is purchasing culturally relevant Portuguese books from Brazil. This five-year, \$525,000 project will provide 90,000 books for schools in Cabo Delgado. Six hundred primary school teachers will learn to use the new materials and to promote reading among their students.

Peace discussions are now under way in Mozambique. With the country debilitated physically and economically, there is desperate hope that some compromise will be achieved. In the meantime, teachers reach out to students who have been scarred by the war, searching for one more small victory.

Mark Foss is communications co-ordinator for the Canadian Organization for Development through Education (CODE).

The Canadian Organization for Development through Education recently received a \$5000 BCTF (W.R. Long Committee) grant to assist with its efforts in Mozambique.

Heritage Day

FEBRUARY 18, 1991

In St. John's, Newfoundland, students made a model of city-centre buildings and displayed it in a downtown shop window. In Lunenburg, Nova Scotia, students visited the provincial Fisheries Exhibition and imagined themselves sea captains. In St. Jean-sur-Richelieu, Quebec, students went on horse-and-buggy tours — and acted as tour guides. In Brighton, Ontario, students talked to senior citizens and wrote a history of the town. In Winnipeg, Manitoba, students photographed historic buildings. In Edmonton, Alberta, students discussed ways to save the environment. In Terrace, B.C., students square danced at an old-time music festival.

The occasion for all of this activity was Heritage Day, the annual day on which students from coast-to-coast celebrate Canada's diverse natural and cultural heritage.

Proposed in 1974 and celebrated ever since on the third Monday of February, Heritage Day is now marked in hundreds of schools in every province. The 1991 Heritage Day (February 18) promises to be the most widely observed yet: teachers' federations across the country have agreed to participate.

Teachers have found that, since heritage touches every aspect of Canada's natural and cultural environment, the day suggests an almost endless variety of activities: museum visits, poster contests, essays, plays, photographic exhibitions, hay rides, walking tours, talent shows, dress-up parties, heritage science fairs.

Many schools link their Heritage-Day activities to celebrations around the community: municipal governments, voluntary organizations, heritage societies, cultural groups, downtown merchants, local museums, and the media. In Ottawa, the Governor General invites students to Heritage-Day activities at Government House. Many communities organize winter carnivals for Heritage-Day week.

Jacques Dalibard, the executive director of Heritage Canada, says that while Heritage Day is inevitably fun-filled, it has a serious purpose. "In a time when Canada's ecological and political future is uncertain, it is important to help students appreciate our diverse natural and cultural heritage."

Heritage Day, 1991, Heritage Canada has produced a Heritage-Day resource brochure and a poster by Yukon artist Ted Harrison, which teachers can obtain free of charge by writing Heritage Day Poster, Heritage Canada, Box 1358, Station B, Ottawa, ON K1P 5R4, (613) 237-1066.

children's well-being as a priority in their country's political and social agenda, and discuss an action plan to save the lives of 50 million children worldwide this coming decade. Although none of the world leaders backed their voiced pledge with a monetary contribution (the World Bank has increased primary health funding by \$500 million), the summit did result in a shift in political focus toward the necessity of basic human rights for all global citizens, particularly the children. In the words of Prime Minister Brian Mulroney:

"Today, in this hall, children may finally have found the voices and the friends they have long been seeking. Funding is important but it is not, in the end, the decisive factor in the war on child suffering. Political will is."

Kathleen Morel is a Vancouver elementary teacher currently on maternity leave.

Vigil for world's children

by Kathleen Morel

"We have gathered at the World Summit for Children to undertake a joint commitment and to make an urgent universal appeal — to give every child a better future. The children of the world are innocent, vulnerable, and dependent. They are also curious, active, and full of hope. Their time should be one of joy and peace, playing, learning, and growing. Their future should be shaped in harmony and co-operation. Their lives should mature, as they broaden their perspectives and gain new experience. But for many children, the reality of childhood is altogether different." — Opening statement at the World Summit for Children, September 28, 1990, United Nations Building, New York

James Grant, UNICEF executive director began his speech at the Summit, "One

week ago, over a million candles were lit for the success of this summit. Each candle a prayer, in whatever religion, that today will be a turning point in the lives of children."

A global grassroots movement of candlelight vigils took place in 80 countries on Sunday, September 23, 1990.

In Canada, 10,000 people participated in 67 vigils; within B.C., five vigils were held. Former U.S. presidents Carter and Ford headed vigils in their country; 37,000 participated in the USSR; President Aquino lit the first of 10,000 candles in the Philippines; Sharifa Fatmeh, aunt of King Hussein, welcomed participants to the vigil in Jordan.

In an unprecedented effort, 71 world leaders met at the World Summit to ratify the Convention on the Rights of the Child, make personal commitments to target

Pension buy back

Are you a teacher who quit teaching and took a refund of your pension contributions? Consider re-establishing that service before December 31, 1994. After that date the direct tax deductibility of the reinstatement costs will be difficult if not impossible.

In B.C. the cost of reinstating refunded service is a return of the money refunded to you plus interest on that amount. The amount can be paid in cash or transferred from an RRSP.

Two reinstatement rules apply. First, if the break was over three years from the time you were issued the refund and the time you began contributing to the plan again, reinstatement is not possible. However, time spent in full-time attendance at university or at home raising children under the age of seven does not count in the three-year break. Also, if you returned to work before July 1, 1973, different rules apply. Second, you are not eligible to reinstate service until you have been back to work for 10 years.

What are the advantages to reinstating pensionable service? Your pension is calculated on years of service, not on dollars contributed, so the longer your service, the greater your pension. Your contributions, plus earned interest, pay for less than half the cost of your pension; therefore, the purchased service has a cash value of more than double your actual cost because it attracts more than a matching amount of money from government. Your contributions are tax deductible.

To reinstate service, contact the Superannuation Commission to obtain approval and an estimate of cost.

You may reinstate service any time before retirement. However, recent income-tax changes state that reinstatement of pre-1990 service paid for in cash should be completed by December 31, 1994. If you plan to repay for service by transferring money from an RRSP you may do so any time before retirement.

How do you report a cash payment for tax deduction? Until December 31, 1994, you can deduct up to \$3500 for past service purchase on line 232 of your income tax return. If the reinstatement amount is more than \$3500, you may deduct any excess, in \$3500 amounts, in the following tax years, up to and including 1994. These deductions are in addition to your normal pension contributions for the year.

From 1995 and on you may deduct pre-1990-service-reinstatement contributions paid in cash from any amounts remaining from \$3500 less your normal pension contributions for that year. For many teachers this difference will be zero (or negative), making the past-service contributions non-deductible in that year. If the difference is positive, it will provide little tax deductibility room.

Therefore, if you intend to reinstate previous service using cash, do it as soon as possible.

What should you do if you will not have the required 10 years of return-to-service requirement completed by the end of 1994? Remember, you can purchase the service any time up to retirement by transferring the required amount directly from your RRSP. In this way you can save toward the reinstatement with tax deducted dollar. In 1991 and subsequent years, most teachers will have about \$2800 of RRSP.

Working after retirement

"I've retired and am receiving a teacher pension, but the school board wants me to work one day a week. What will this do to my pension? What about Canada Pension and UIC?"

It is possible to return to limited teaching without jeopardizing your teacher-pension benefits.

If you receive a teacher pension from another province and teach in B.C., the rules of the other province apply. For example, a B.C. retired teacher may teach full time in another province and continue to receive the full amount of the B.C. teacher pension without penalty.

A B.C. retired teacher may work full time at a different job in the B.C. private sector without affecting the teacher pension. But, if you are working for the B.C. public sector, including teaching, rules apply that may reduce your teacher pension.

To determine whether teaching will affect your pension, apply the following calculation: if your new gross earnings, plus three-quarters of your pension (before deductions) in any calendar year are less than what you could earn as a full-time teacher, no reduction in your pension will occur.

If new earnings plus three-quarters of your pension exceed your normal full-time teacher salary, the excess will be deducted from your pension. If your post-retirement work is essentially the same as what you were doing before retirement, then the money removed from your pension reverts to the pension fund. If your work is not essentially the same, then the removed money is held in a trust account and repaid to you when you again stop working. If you were a classroom teacher before retirement, part-time teaching is considered the same work, but substitute teaching on a casual basis (no specific contract of employment) is not considered the same work.

If you return to teaching or substitute teaching, you may again contribute to the teachers' pension plan. If you work half-time, or more, or 10 or more days a month, the school board must enroll you in the pension plan and deduct pension contributions. Once you are enrolled with an employer, all work, no matter how little becomes contributory. If you continue working beyond age 60, you become eligible for a second pension based on your new service and salary. Any amount of service beyond age 60 qualifies you for a teacher pension.

You may voluntarily enroll in the pension plan by signing a form at the school-board office.

Here is one word of caution. The Superannuation Commission will not consider you retired if you quit one teaching job June 30 and commence a new teaching job in September for which pension contributions are made; i.e., by working half-time or more, or by voluntarily enrolling. The employer also will deduct Canada Pension Plan contributions from your salary unless you are receiving a Canada Pension benefit.

All employees below age 65 also must contribute to Unemployment Insurance.

Ken Smith and Karen Harper, BCTF Income Security Department, write this column for Teacher.

JANUARY

January 25-26 RICHMOND

BCTF Conference on Student Assessment, January 26-26, 1991, Airport Inn Resort Hotel, Richmond, BC. Contact Mike Lombardi, BCTF for further information.

FEBRUARY

February 1-2 SQUAMISH

A Universal Curriculum, Shared Visions Networking Retreat, North Vancouver Outdoor School, Paradise Valley, Squamish. Registration and information from Melanie Zola, Vancouver School Board, 731-1131, local 275.

February 7-8 WINNIPEG

Tenth annual CEL conference on whole-language approach, Winnipeg Convention Centre. \$70. Contact Hazel Stoyko, 246 Barker Boulevard, Winnipeg, MB R3R 2E4.

February 8 VANCOUVER

Action for Excellence Motivational Seminar, Italian Cultural Centre, Vancouver. Frank Ogden and Alvin Granowsky keynoteers. \$75. Contact Action for Excellence Seminars, 3911 Southridge Avenue, West Vancouver, BC V7V 3H9, 925-3759.

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 Development, "Teacher Development: The Key to Educational Change," Hotel Vancouver, Vancouver. Contact Conference Plus, Box 188 - 2619 Alma Street, Vancouver, BC V6R 3S1.

February 15-16 SURREY

B.C. Art Teachers' Association conference, "ART-iculation 2000 - Connecting Through Art," Semiahmoo Secondary School, Surrey. Contact Ms. Chris McQuaig, 590-2255, Fax 590-2588.

February 15-16 VERNON

North Okanagan Neurological Association conference, "Together We Can - Parent/Professional Relationships," 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 Association conference, "The Interdependence of Health and Education," Broadway Holiday Inn, Vancouver. Contact Leyanne Burchell, 146 West 22nd Avenue, Vancouver, 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 conference and AGM, Sheraton Landmark, Vancouver. Contact Rox Atherton, 412 East 34th Avenue, Vancouver, BC V5W 1A3, H: 327-5700, S: 255-2644.

MARCH

CHANGE OF DATE:

from NOVEMBER 24 '90

March 2 RICHMOND

BCTF Conference on Children in Poverty, Delta River Inn, Richmond. Contact Lou Aldridge at the BCTF for further information.

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 June Meyer, 922-3202 CAYC B.C., or Jenny Chapman, 228-1923.

March 21-22 SURREY

Speech-Language Conference, "Let's Mainstream Speech-Language Pathology Service in the 1990s," Surrey. Charlann Simon speaker. Contact Ann Marce Foxe, 584-2525 or 588-4435, or Gail Trotman, 591-2414 or 596-0357.

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, Victoria Convention Centre. Contact 663-3389.

April 22-23 NORTH VANCOUVER

Learning Assistance Teachers' Association conference and annual general meeting, North Vancouver. Features Anita De Boer on consulting. Contact John Bataller, Box 132, Saanichton, BC VOS 1M0, H: 652-2787, S: 652-4401.

April 26-27 VERNON

B.C. Teacher-Librarians' Association "Story '91," Silver Star Ski Resort, Vernon. Contact Evelyn LeRose-Tull, c/o Kidston Elementary School, 7857 Kidston Road, Vernon, BC V1R 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 Education, Special Programs Branch, Victoria Conference Centre. Contact Barbara Smith, c/o Victor School, 2260 Victor Street, Victoria, BC V8R 4C5.

MAY

May VANCOUVER

B.C. English Teachers' Association spring conference, University of British Columbia. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

May 2-4

B.C. Business Education Association spring conference.

May 2-4, WINNIPEG

The Canadian Association of Second Language Teachers conference, "The Multilingual Child: Today's Dream Tomorrow's Reality," Downtown Holiday Inn Convention Centre, Winnipeg. Contact Josue Bensimon, CASLT/ACPLS, 369 Montrose Street, Winnipeg, MB R3M 3M1.

May 12-18 VANCOUVER

Canada-wide Science Fair, Vancouver. Of interest to intermediate, science, computer teachers. Contact Patti Leigh at Science World, 687-8414.

JUNE

June 20-23 MIAMI

Second International Social Studies Conference, "The Caribbean: Cradle, Crossroads, and Crucible of the Americas," Miami Intercontinental Hotel. Submit proposals by September 6, 1990. Contact Dr. Donald C. Wilson, Social and Educational Studies, Faculty of Education, UBC, 2525 Main Mall, Vancouver, BC V6T 1W5, 228-2291, or Rick Beardsley, BCTF staff.

OCTOBER

October BURNABY

B.C. English Teachers' Association conference, SFU. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

CORRECTION: Previously listed

as February 15-16 in error

October 17-19 WHISTLER

"Bridging the Millennium," a national conference jointly sponsored by B.C. Teacher-Librarians' Association and Association for Teacher-Librarianship in Canada, Whistler. Contact 922-5781, Fax 922-1469, or Yoskyl Webb, 980-4061.

October 17-19 RICHMOND

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

NOVEMBER

November SEATTLE

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

November 21-23 VANCOUVER

B.C. Science Teachers' Association/National Science Teachers' Association regional conference, Hotel Vancouver and Hyatt Regency Hotel. Contact John O'Connor, 4250 Mahon Avenue, Burnaby, BC V5G 3R2, H: 299-4166, S: 261-7825 or Steve Cardwell, H: 943-8584.

Compiled by Debby Stagg, BCTF Professional

Development

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Gabriola Island. Clean, well-maintained 2-bdrm. cottage. Beach access and view. Killbeys, 2980 Nechako Drive, Prince George, BC V2M 3A8. Phone 562-6520.

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Hummingbird Hollow Bed and Breakfast. Treat yourself to a relaxing Gulf Island experience. Beautiful lakeside setting. Private bathrooms and sunrooms. Gourmet breakfasts. 629-6392 Pender Island.

Japan Homestay Program for teachers and students. Departing March 28/91. Other dates available on request. 10 days inclusive from \$1,399. For further information, phone Himark Travel Services, Vancouver 737-8157.

Himark Travel Services. Meeting the educational travel experience. For tour information or quotations, contact Himark Travel Services, 208 - 2182 West 12th Avenue, Vancouver, BC V6K 2N4, Phone 733-8836.

London, lovely 2 bed, 1 bath flat. Excellent location. 5 mins. underground, \$600 week, (415) 368-7629.

Spring break. Take a legendary cruise on the New Norway: March 30 April 6, Miami, St. Marten, St. John, St. Thomas, US Virgin Islands. Special cruise rates for teachers from \$1545 US. Book before Dec. 31 and receive a bonus discount per cabin. Telephone immediately (604) 731-7447.

Gone Cruising '91. Spring break in the Caribbean with Norwegian Cruise Lines. \$1195 CDN includes flight and cruise. Decker Travel, 590-0600, ask for Gone Cruising '91.

Apartment in Spain. Furnished. 2 bedroom in sunny Malaga. Monthly rental. Phone 876-4383, write Annemarie Segura, 745 West 26th Avenue, Vancouver, BC V5Z 3E7.

For Rent

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Miscellaneous

Troublesome position or research paper? Complete editing services, including ghost writing. Privacy guaranteed. Fax, phone or write: M.E. Aitken & Associates, P.O. Box 42043, 2200 Oak Bay Avenue, Victoria, BC V8R 1G0, Bus./Fax (604) 595-0838.

Reunion

Merritt Secondary School. All class members and teachers of the 1960-69 era of MSS are invited to attend a reunion to be held in Merritt on July 12-14, 1991. For further information and registration form, contact Terry Burnett, Box 343, New Denver, BC V0G 1S0, (604) 358-2608 (H), 358-7222 (O), Solinet: bet10bag.

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Mr. Joe S. Grey

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Shawigan Lake, B.C.

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Lougheed Mall 420-3032

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Airport Inn Hotel, Richmond

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For registration information contact

Mike Lombardi

731-8121 or 1-800-663-9163

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DATE: Friday, February 8th, 1991

FOR FURTHER INFORMATION, CONTACT: (604) 925-3759



UNIVERSITY OF VICTORIA

Faculty of Education Graduate Programs

The Faculty of Education at the University of Victoria is offering programs for full-time and part-time study leading to MA, MEd, and MSc degrees, and full-time study leading to the PhD degree. (Programs are subject to funding and enrollment). Early application is advised.

SUMMER PROGRAMS

Summer-based MEd programs will begin in July 1991 in the following areas:

Curriculum Studies Coaching Studies (Co-op program)
Educational Administration Counselling

WINTER PROGRAMS

MA/MEd: Curriculum Studies English Language Arts
Educational Administration Mathematics Education
Educational Psychology: Music Education
—Counselling Physical Education
—Special Education Science Education
—Computer Applications Social Studies Education
—General Educ. Psyc. Sport & Exercise Studies

MSc: Sport & Exercise Studies

PhD: Educational Psychology English Language Arts

Qualified students (B average in baccalaureate degree) are invited to apply. Financial awards are available to academically superior full-time students in all programs.

STAFF ASSOCIATE PROGRAM

Staff Associateships will be offered to highly qualified applicants interested in full-time graduate work in Education. Each associate will be granted \$8,500 for the year to assist in the work of the Faculty of Education. (Applications for this program must be requested specifically).

FOR FURTHER INFORMATION CONTACT:

Graduate Secretary, Faculty of Education, University of Victoria,
P.O. Box 1700, Victoria, BC V8W 2Y2. Telephone (604) 721-7882/83

UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF EDUCATION

Faculty Associates

The Faculty of Education invites applications from teachers who are interested in becoming Faculty Associates for the academic year 1991-1992. Faculty Associates typically have responsibility for the supervision of student teachers and instruction in one or more of the following curriculum and instruction areas:

Art	Intermediate Education	Physical Education
Business	Language Arts	Reading
English	Mathematics	Science
Home Economics	Modern Languages	Social Studies
Industrial Education	Music	

Qualifications:

Faculty Associates responsible for the supervision of student teachers typically hold a Bachelor's degree and membership in the B.C. College of Teachers, and have three or more years of successful teaching experience. In addition to these qualifications, Faculty Associates who have instructional responsibility in one or more of the above named curriculum and instruction areas typically hold a graduate degree in the relevant area.

Please direct applications to: Dr. Charles Ungerleider
Director of Field Placement & Research
Faculty of Education
University of British Columbia
2125 Main Mall
Vancouver, B.C. V6T 1Z5

Application Deadline: 31 December 1990

(The offer of appointment is subject to budgetary approval.)

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SIMON FRASER UNIVERSITY

Faculty of Education, Professional Programs, Burnaby, B.C.

V5A 1S6. Telephone: (604) 291-3395

La faculté d'éducation de l'université Simon Fraser
recherche des enseignants avec expérience pour le poste de:
ASSISTANT PEDAGOGIQUE PROGRAMME DE FORMATION
PROFESSIONNELLE (PPF)

LE POSTE

Le rôle essentiel de l'assistant(e) pédagogique est de superviser les élèves-maîtres dans les écoles. Il/Elle doit aussi aider les membres de la faculté dans les cours au sein du PFP et constituer ainsi un lien entre la faculté et le système scolaire. L'assistant(e) pédagogique aura également l'occasion de se déplacer puisque le programme est offert dans plusieurs centres régionaux de la Colombie-Britannique. La priorité sera donnée aux postulants qui seront prêts à voyager dans le cadre de leurs responsabilités professionnelles.

LES CLAUSES DU CONTRAT

Le contrat d'assistant(e) pédagogique est de 9 mois. Il prend effet dès la mi-août. Le processus normal d'embauche se fait d'habitude par détachement à partir d'un district scolaire. La majorité des nominations sera confirmée vers le 31 mars pour permettre aux assistants de convenir d'un congé sans solde avec leur conseil scolaire. Cette annonce s'adresse aussi aux candidat(e)s désirant un poste d'assistant(e) pédagogique à temps partiel, poste qui pourrait être combiné avec des études de deuxième cycle, par exemple. Le nombre de postes à temps partiel est limité. Les décisions concernant l'admissibilité au programme de deuxième cycle sont prises par le Comité des programmes de deuxième cycle; elles sont prises indépendamment du processus d'embauche de l'assistant(e) pédagogique.

CRITERES

La sélection du candidat est un concours de nature très stricte. Voici les critères qui sont considérés:

- en principe cinq années d'expérience d'enseignement dans un système scolaire public
- selon les besoins du PFP en matière de programme et d'enseignement
- approbation du détachement du candidat par son conseil scolaire
- expérience antérieure réussie en temps que maître-associé
- expérience au niveau de l'enseignement aux adultes
- connaissance et expérience en micro-informatique et ses applications pédagogiques

POUR POSER SA CANDIDATURE

Envoyer toute correspondance, demandes de formulaires et pour renseignements écrire à:

Mme Renate Doege, Assistante, Programmes Professionnels, Faculté
d'éducation, Université Simon Fraser, Burnaby, BC V5A 1S6.
Téléphone: 291-4358

La préférence sera donnée aux candidat(e)s éligibles pour un emploi au Canada au moment de la demande. L'université Simon Fraser donne l'opportunité d'emploi à chance égale aux candidat(e)s qualifié(e)s. Les formulaires complétés, ainsi que tous les documents appuyant la demande, doivent être reçus à la faculté d'éducation au plus tard le 15 décembre.



SIMON FRASER UNIVERSITY

Faculty of Education Professional Programs, Burnaby, B.C.

V5A 1S6. Telephone: (604) 291-3395

The Faculty of Education, Simon Fraser University,
invites application from experienced teachers for the position:
FACULTY ASSOCIATE FOR THE
PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

THE POSITION

Faculty Associates primarily supervise student teachers during their school placement for classroom practice. They work with Faculty members to design and teach the instructional components of PDP, and provide liaison between the Faculty and the school system. Faculty Associates may have the opportunity to travel as the program is also offered at several regional centres in British Columbia. Preference will be given to applicants who are prepared to undertake some travel as part of their job responsibilities.

THE TERM

The Faculty Associate appointment is a 9 month appointment commencing mid-August. The normal method of appointment is by secondment from a School District. The majority of appointments will be finalized by March 31st, so that a leave of absence from a School District may be arranged. The Faculty encourages applications from candidates interested in part-time Faculty Associate appointments combined with graduate study. A limited number of such appointments may be made. Decisions on admissibility to the graduate program are made by the Graduate Programs Committee and are independent of the Faculty Associate hiring process.

THE CRITERIA

The selection will be highly competitive. The following criteria will be considered:

- usually five years' successful teaching experience in a public school system
- curriculum and instructional needs of PDP
- secondment approval from school district
- previous successful School Associate experience
- work experience with adult learners
- knowledge of and experience with micro computer technology as applied to schools

TO APPLY

All correspondence, requests for application form and information packages should be addressed to:

Mrs. Renate Doege, Assistant to the Director, Professional Programs,
Faculty of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6.
Telephone: 291-4358

Preference will be given to applicants eligible for employment in Canada at the time of application. Simon Fraser University offers equal employment opportunities to qualified applicants. Completed applications, together with supporting documents, should be received by the Faculty of Education no later than December 15th.

RAVISM

As an educator, you are in a unique position to raise awareness about racial discrimination and to teach principles of equality and understanding.

Multiculturalism and Citizenship Canada invites you to participate actively in its public education campaign centered around March 21, the International Day for the Elimination of Racial Discrimination. By encouraging your students to participate in the 1991 "Together We're Better!" contest, featured in the November/December issue of TC magazine and the December issue of Vidéo Presse, you can help teach that racial discrimination has no place in our society.

We're inviting young people to tell us how they feel about racism with a song, poem, story, picture, video or group activity. 21 prizes will be awarded and a booklet of winning ideas will be compiled for use by educators and students.

For more information on how you can get involved and raise awareness about racial discrimination, contact us. Together we're better!

Multiculturalism and Citizenship Canada / Multiculturalisme et Citoyenneté Canada / Canada

Please send me information about the "Together We're Better!" contest and the March 21 campaign to eliminate racial discrimination.

Name: _____

School: _____

Street: _____ City: _____

Prov.: _____ Postal Code: _____

Send coupon to:
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 Ottawa, Ontario K1A 0M5**

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 2125 Main Mall, Vancouver, BC V6T 1Z5
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Undergraduate fee for 1.5 units: \$160.00
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Location	Course	Title	Units	Instructor	District Contact	Telephone
Abbotsford	ECED 438	Observation and Recording	1.5	Juno Moyer	Juno Moyer	853-7441
Chilliwack	LIBE 382	Svcs. & Programs in Elementary School Libraries	1.5	Joan Harpor	Suzanne Hepting	792-1321
Coquitlam	ENED 379	The Education of Immigrant Students	1.5	Janice MacDougall	Joan Beck	939-9201
Delta	MUED 345	Education Through Music Level 1	3.0	Florette Sweeney	Donna Gilchrist	596-7101
Delta	EDCI 396	Curric. Development & Eval.: Ungraded Primary	1.5	tba	Donna Britton	596-7101
Delta	ENED 342	Trends & Issues in Teaching Children's Literature	1.5	Paula Hart	Iris Scott	596-7101
Kamloops	EPSE 401	Instructional Design	1.5	Betty Ann Kuhn	Stan Pollard	376-2266
Kelowna	EPSE 436	Behavior Disorders in Children	1.5	G. Walker, B. Boll & G. Mason	Grng Walker	763-1128
Langley	ENED 340	Using Canadian Children's Lit. in the Classroom	1.5	tba	Diana Cruchley	530-4060
Maple Ridge	EPSE 316	Specific Learning Disabilities	1.5	tba	Ann Coombe	463-4200
Mission	ECED 443	Kindergarten Instruction	1.5	Joyce Mahy	Jean Borsa	826-6286
New Westminster	EDUC 432/62B	The Supervision of Teaching	1.5	John Kehoe	Lynne Abbott	228-4499
Penticton or Kelowna	EPSE 317	The Exceptional Child in the Regular Classroom	1.5	Steve Lydiatt	Steve Lydiatt	498-3481
Prince George	ENED 480	Advanced Studies in Lang. Educ.: Whole Language	1.5	Victor Froese et al	Don Basserman	564-1511
Richmond	MAED 488	Mathematics Education (Elementary)	1.5	Darlene Shandola	Darlene Macklan	668-6088
Richmond	ENED 480	Advanced Studies in Language Educ.: Whole Language for First and Second Language Learners	1.5	Victor Froese et al	Tony Carrigan	668-6046
Salmon Arm	ENED 341	Introduction to Teaching Children's Literature	1.5	tba	Joanne Leatherdale	832-3741
Surrey	ECED 433	Kindergarten Curriculum	1.5	Marion Pryor-Hutton	Linda Shortreid	590-2255
Surrey	READ 477	Special Topics in Reading (ESL focus)	1.5	Lee Gunderson	Ralph Sanchez	590-2255
Surrey	EPSE 317	The Exceptional Child in the Regular Classroom	1.5	tba	Richard Jensen	583-6300
Vancouver	EDUC 432/62A	The Supervision of Teaching	1.5	John Kehoe	Lynne Abbott	228-4499
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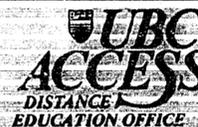
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The
heart of
many
faiths

by Sid Bentley

Canada is not only a multicultural society but also a multifaith society — some communities more so than others. We as Canadians cannot ignore the traditions of this rapidly growing part of our Canada. More important, as teachers, we have a special responsibility to familiarize ourselves with the beliefs and practices of other people, whether they are in our classes or not.

Here are short descriptions of a selection of major holy days and festivals. These particular festivals were chosen not because their dates coincide with Christmas, but because they are major celebratory days for the faiths represented.

Christianity

Christmas; in 1991, December 25

In our Canadian, predominantly Christian, society, the month of December is dominated by the approach of Christmas. Despite the fact that most Christians do not consider Christmas to be the most important Christian holy day, Christmas is the most widely observed Christian festival in Canada.

Christmas is the celebration of the birth of Jesus Christ, the founder of Christianity. In A.D. 336, the Christian church declared that from then on His birthday mass (which was first known as Christ's Mass and later as Christmas) would be celebrated on December 25.

Over the centuries since then, this Christian holiday has absorbed many customs: some from earlier solstice celebrations, many considered pagan, and some because of our drive to commercialize anything that is popular. The Christ-child is all too often forgotten or at least overlooked.

On this day, many Christians attend church services celebrating the birth of Jesus Christ and the promise of His return. These traditional services are different for the various denominations. In many churches, the central symbol of remembrance for the birth of the Christ-child is a nativity scene.

Christmas is a joyous day, a day of feasting, family, and good spirits. This is

often the only day of the year when today's nuclear family assembles with any semblance of community. We gather together to exchange gifts and share a common meal while remembering the Christmases of yesterday. MERRY CHRISTMAS.

Islam

Eid-ul-Adha (Festival of Sacrifice); in 1991, on June 23

Eid-ul-Adha is one of the two main festivals (the other is Eid-ul-Fitr). Eid means "a recurring happiness or festivity." The Eids are days of thanksgiving and rejoicing for every Muslim, as well as for the community of Muslims as a whole.

Eid-ul-Adha or The Festival of Sacrifice is today celebrated to remember both the founding of Mecca, and the test of Abraham's obedience. (God commanded Abraham to sacrifice his son, and Abraham was prepared to do as God commanded him.)

This festival is a time of celebration and feasting, an occasion for joy and happiness but not for frivolity, overeating, or the pursuit of pleasure. The spirit of Eid is the spirit of peace and forgiveness; for at this time, believers forget all grudges and ill-feeling toward their fellows if they have not already done so.

Each of the Eid days begins with prayer and is then spent in alms-giving, visiting friends and relatives, and exchanging gifts. In Canada, traditional rituals and a ceremonial dinner are a part of Eid. Devout Muslim families join together to

buy a ram, kill it according to Islamic law, and divide the meat among themselves and poorer Muslims. The day often includes a family outing, so that families can enjoy nature and God's creation.

Judaism

Yom Kippur (The Day of Atonement); in 1991, September 18

The most important holy days of the Jewish year are the High Holy days with which Jews begin their year. The first of these 10 days is called Rosh Hashanah; this is the Jewish New Year. The 10 High Holy Days, or days of repentance, end with Yom Kippur. (In 1991, Rosh Hashanah falls on September 9.)

Yom Kippur is not a festival or feast day but a day of fasting. Atonement means "making up, reaching agreement, or doing something to right a wrong"; so when we carry out this moral obligation, we become at one with God.

In preparation for this holiest day of the year, a Jew asks forgiveness of others for wrongs committed against them, and forgives all those who have caused pain. Only then is the person entitled to confess sins and to ask forgiveness of God.

Yom Kippur is the most solemn of all High Holy days and, other than the weekly Shabat or Sabbath, it is the most important of all the holy days on the Jewish calendar. On this day, Jews do not work; they fast from sunset to sunset and attend religious services, which come to an end with one long blast on the *Shofar*, or ceremonial horn, at sunset.

Sikhism

Baisakhi; in 1991, on April 13

This is the Sikhs' most important holy day. This is also an important celebratory day for many other peoples in southern Asia; they celebrate this day as the Solar New Year.

Baisakhi is especially important to the Sikhs because it is not only their most important holy day but also their harvest festival. The religious celebration and the boisterous harvest festival overlap.

On that day in 1699, the religious community was reorganized. The reorganization resulted in the establishment of the Khalsa, or Brotherhood of the Pure, as the symbol of the Sikhs' uniting against their oppressors. On that day in 1699, Guru Gobind Singh, the tenth Guru, created the Khalsa by baptising the Beloved Five with Amrit and by instituting the Five K's, the symbols of the faith worn by all dedicated Sikhs.

Most Sikhs attend worship services on this day. Celebration of this special day centres on the Gurdwara or Sikh house of worship. Special music is played, and special hymns are sung.

Special food is shared at the Langar or free kitchen, which is a part of every Gurdwara, and families also gather and feast at home. (Children receive special Baisakhi presents. In some Canadian cities Sikhs have a religious parade on this day.)

Sid Bentley is a teacher at William Beagle Junior Secondary School, in Surrey.

Sources: The illustrations and most of the details for this article were drawn from two sources: *The Multifaith Calendar* available from Canadian Ecumenical Action, 1410 West 12th Avenue, Vancouver, BC V6H 1M8, (604) 469-1164 and *Let's Celebrate*, by Caroline Parry, Kids Can Press (an excellent resource for every school and library). *Raymond Lum photos*

Peace and
Best wishes