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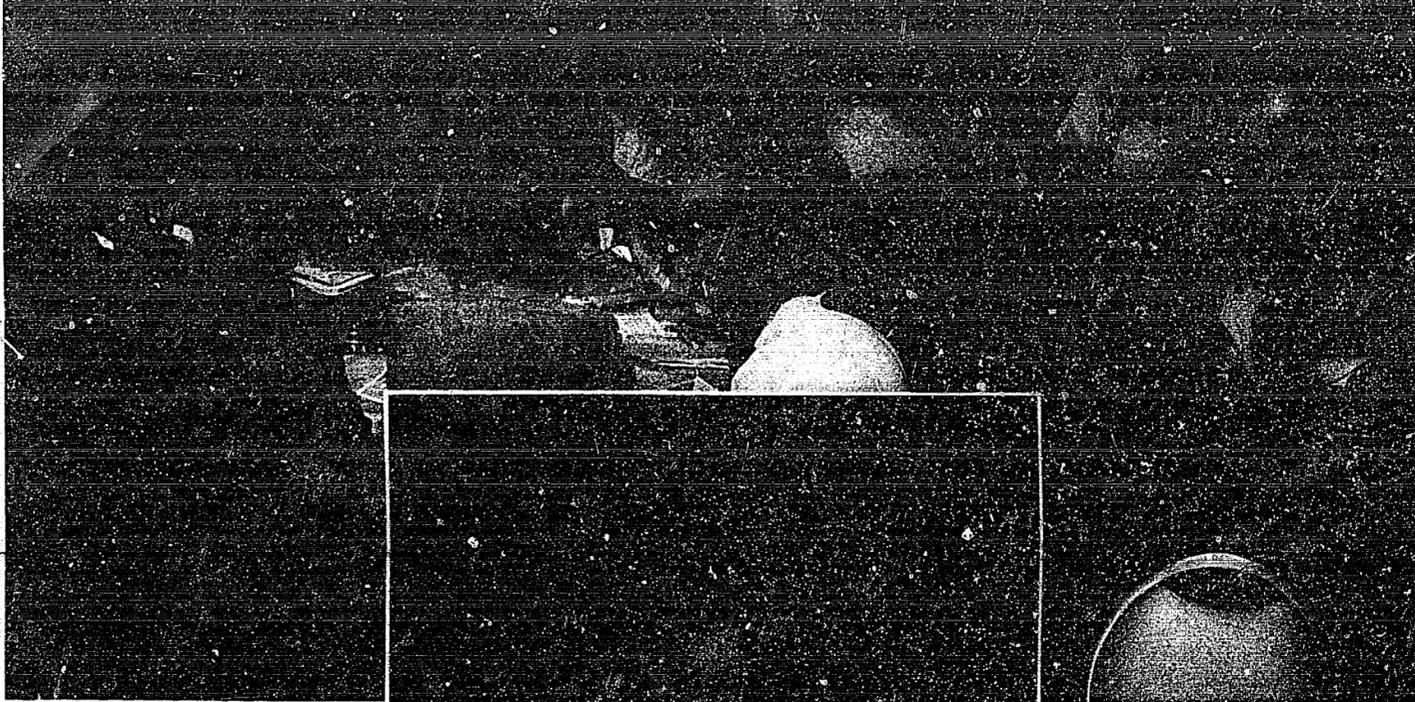
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BCTF'S 75th ANNIVERSARY
YEAR LAUNCHED

Working for education



Issues facing children are at the core of teachers' debate and action. (As shown above at the Status of Women meeting this AGM.)

Karen Kilbride photo

IN THE CLASSROOM AND OUT

by Lynne Sinclair

I began teaching in the '70s, and I cannot remember a time when the education system in B.C. has not been in turmoil. I started out just as the only NDP government in B.C.'s history was defeated and Bill Bennett's government launched a second dynasty of conservatism. My teaching situation graphically illustrated the devastating effects of Social Credit education policy: in 1975, I taught English to 163 students; in 1985, the year I joined the BCTF staff, I was teaching 226 students, the equivalent of two or three extra classes. I'm not sure that I was still teaching English.

Under restraint, our school's timetable was arbitrarily converted from a civilized 5 x 7 timetable (one teaches six of the seven classes, with one prep) to a 5 x 8 no-time timetable (one teaches seven classes out of eight). Over the years, more and more students filled more and more desks — sometimes mine, or, failing that, they sat on the window ledges.

For five long years of restraint (1982-1987), teachers' wages were cut back by the Compensation Stabilization

Program (CSP), presided over by Ed Peck, now of the Industrial Relations Council and Bill 19. In 1982, our salaries lagged behind those of our Ontario counterparts by 4.9%. Last year, that difference had grown to a staggering 18.9%. Under CSP and restraint, increments were frozen, class sizes increased, preparation time shrunk. And today, we have Bill 82, a law even more draconian than CSP.

What can teachers do to create a supportive climate for education in B.C.? Participate in the next provincial election. Get involved for the sake of public education.

Stephen Lewis, in his address to the 1991 AGM, summed up the political climate in B.C.: "One always comes to this province filled with, as you can understand, expectancy. This is my 30th or 40th trip to B.C. in the last four years or so, and there is always some bizarre political convulsion..."

What can teachers do to change this, to create a supportive climate for education in B.C.? *Participate in the next provincial election.* Donate money, volunteer your time, register to vote, work for a pro-education candidate or party, and talk to your neighbors and friends about the anti-education policies of this government and about the need for stability in the system.

Free collective bargaining; adequate funding; rational, education change, and respect for the teaching profession are imperatives for any government if the public education system in B.C. is to survive.

Free collective bargaining sounds totally self-serving. However, one needs only review the events of recent years to realize that free collective bargaining has done more to provide and protect the necessary resources and conditions of a quality system than any other single event or process in the history of education in B.C. Collective bargaining has allowed teachers and school boards to discuss and agree on what is necessary: class-size limits, preparation time, professional-development funding, and support for mainstreaming and integration, to name a few. *Bill 82 threatens public education by threatening collective agreements.*

See "Election" page 6

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Readers write

Dear Ms. Savage: gender equity no longer the solution

Since my first Gestalt Therapy Group in 1972, I have dedicated many hours of my life to workshops and therapy groups, all aimed at establishing "better (more thoughtful) communication" and answering tough questions.

Now in 1991, I am 46, a teacher and a writer, the single father of two teenagers ... and I am just a little travel weary. Leslie Savage's article, "Justice for women: an agenda for all" in the January *Teacher* prompts me to write; for after two decades of personal growth, what has really changed? Maybe it's time we examined the questions themselves.

Ms. Savage states, at the close of her article on the CTF Status of Women Conference in Vancouver, that "to understand how gender works...we may need the hard work of both men and women." That statement instantly endeared her to me. It's nice to know that we menfolk "may" still be needed. I was one of the men who wasn't "there to hear women talking tough." Had I been, I'd most likely have climbed up on my chair and hollered, *This is all beside the point!*

And what is the point? The point is that western culture is on the wrong road, and no amount of fiddling with the vehicle is going to alter that. The right road is — *showing love for Mother Earth.*

Dear Sisters and Brothers, our high-tech consumer-oriented society is raping our Mother to death. While the great scholars spoke at the conference Savage reported on, the earth died a little bit more. While the self-important graduates of institutions of higher learning compile their endless statistics and propose further studies, the excrement of overproduction continues to smear the landscape with death and degradation.

I learned, in the '70s, to be a "soft male" to shut up and listen to the sisters. By the '80s, I had found that women hold no magic that can operate exclusive of men. In the '90s, I am no longer a "soft male." I am unimpressed by feminist rhetoric because it simply echoes the isolationist arrogance of men. In the '90s I am going to ground. I do not accept our aberrant nature to do battle without cease. I only accept the silent wisdom of the Mother Earth as she circles Father Sun on a journey that can never be analyzed and filed away.

Jason Farrell
Vernon

Female stereotypes run deep

I read with interest in your January edition of *Teacher* the article concerning violence against women and society's views of women as inferiors. The presented information made a clear case for gender equality.

The next article I read concerning the need for increased fees to support the Salary Indemnity Plan filled me with dismay. Three case histories were given of teachers receiving benefits: two women and one man. The women were portrayed as emotional people, unable to cope and needing therapy. The man was diagnosed with a bona fide viral infection. There was no mention that he was "unable to handle [his] classes [was] diminishing rapidly."

I know it was not the intention of Ms. Harper to present women in an unfavorable way, but that is the impression such phrases create. If one out of fifty teachers is receiving SIP benefits every year, I think better examples could have been found. We women may be so much a product of our male-dominant culture that we subconsciously regard ourselves as inferiors, and one of the ways this can show up is through our writing. Somehow we must gain a new feeling of self worth, and until this happens, we must carefully monitor ourselves.

Judith Urquhart
Atlin

Teachers on call

The Advisory Committee on Teachers on Call Issues wishes to inform teachers of the following recommendation from the Executive Committee passed at the Representative Assembly on February 1, 1991.

That the BCTF replace the phrase *substitute teacher(s)*, where it refers to *certificated substitute teacher(s)*, with the phrase *"teacher(s) on call"* and where it refers to *uncertificated substitute teachers*, with the phrase *"teacher(s) replacements."*

That policy statement 44.23 (page 98) *Members' Guide to the BCTF* be amended to read:

That local associations provide for the participation of teachers on call in the decision-making structures of the local, including representation on executive committees and staff representative assemblies.

These resolutions were presented by our committee in the hope of raising the profile of *Teachers on Call* as teachers with qualifications and commitment equal to those of other teachers and thus eligible for equal recognition and representation.

We look forward to continuing to make a full contribution to the BCTF at both local and provincial levels and to being recognized as equal partners with all teachers.

Bonny Klovance
Advisory Committee on Teachers on Call Issues

Turn on to media education

Laser-guided bombs, bridges that disappear in a burst, scuds in the night, and bombed-out baby milk factories... These were a few of the images that pounded our senses 24 hours a day during the Gulf War, punctuated only by "laser-guided" ads for deodorant, hair restorer, and tampons. Never before have viewers been seduced into playing elaborate and deadly video games in the comfort of their home video arcades. Instant communication around the clock creates a voracious electronic monster that spews out reports of varying levels of accuracy — information, disinformation, misinformation, and lies. All of which are corroborated, denied, discarded, or analyzed in the next hour until the next images are ready.

Our children sit in the midst of this wash. Brought up in a culture where a central axiom is that "seeing is believing," our children become like screens at the cinema. Images play upon their psyches. These visual images are absorbed, stored, and ready to form life-long perceptions. These perceptions, in turn, form the ways children learn throughout their lives. "I am, too, right...I saw it on TV." But media images are not reality; because media construct reality, media produce what, at

best, is somebody else's reality. Yet in our most important formalized system of education, the public-school system, *no serious emphasis* is placed on the study of media. Increasingly, citizens allow the media to mediate that which is happening out there into something that exists inside the head. These images become icons that help create the collective consciousness. We don't know who discovered water, but we are certain it wasn't the fish (John Culkin). A media education could make apparent the unapparent and create an enlightened population of empowered citizens able to influence media and help determine the future.

The Gulf War has helped make visible the invisible aspects of media; it has helped to underline the vital need for a serious study of media in the public schools. If you are interested in promoting media education in this province, contact me through this newsmagazine.

Gary Hetherington
Burnaby

Often being accused of irrelevance in the curriculum, teachers Preen, Clarke, Russell, and Hargraves give reassurance once more that the innovative teacher will always be relevant regardless of the textbooks. What could be more relevant to our children than to teach them that we must learn to live peacefully with each other on a planet that becomes ever more polluted and crowded as it whirls through space on its eternal orbit.

Hargraves' advice about "providing a peaceful role model" is indeed apropos for both teacher and student.

John Neumann
Chairperson
Mennonite Central Committee, BC

Unfinished AGM business

Resolution 110: urging the provincial government to begin the construction of new schools and educational facilities — was left as unfinished business at the 1991 AGM.

However, there is an urgent need for each local to survey and compile the buildings and facilities needs within its district. With the school organization and staff planning for next year soon to be undertaken, the next two months are ideally suited to determining district needs.

The information compiled could also assist those members involved in the upcoming election. In the late '60s, there was the "Crisis in the Classrooms" issue (need for smaller class sizes and more construction of schools) and again the same situation is with us. As teachers we must remind all boards and MLAs that this is still "unfinished business."

Denise Ottewill
Vancouver



Closed-captioned videos, a resource must

I would like to draw your attention to a student need that all teachers selecting resource material for their schools or districts can address. If you are choosing video materials, remember to request closed-captioned versions.

Closed captioning is usually marked by a Q or cc. The captioning has no effect on the normal quality of the video. To view the captions, a closed-caption decoder must be connected between the VCR and the TV. At this time, a closed-caption decoder may not be available in your school; however, long term planning and requests for closed-captioned materials will help in the future.

Closed captioning is most commonly associated with the hearing impaired. However, research has shown that captioning can also raise literacy levels and help ESL students gain fluency. The benefits of closed-captioned materials are not confined to a single low-incidence handicap. They can be utilized by any teacher wishing to improve literacy.

New materials available through PEMC are supposed to be closed captioned. Please support the need to expand the availability of closed-captioned materials by requesting and purchasing videos that are encoded and labelled *closed caption*.

Sue Ferguson
President,
Special Education Association

Last issue showcases "relevant" teaching

Let me commend you for two articles in your February/March issue of *Teacher*, namely "Greening the Planet on School Time," and "Addressing War and Peace in the Classroom."

Letters to the editor

Letters to Readers write (2235 Burrard Street, Vancouver, B.C. V6J 3H9) may be edited for reasons of legality, taste, brevity, and clarity. Authorship will be verified before publication.

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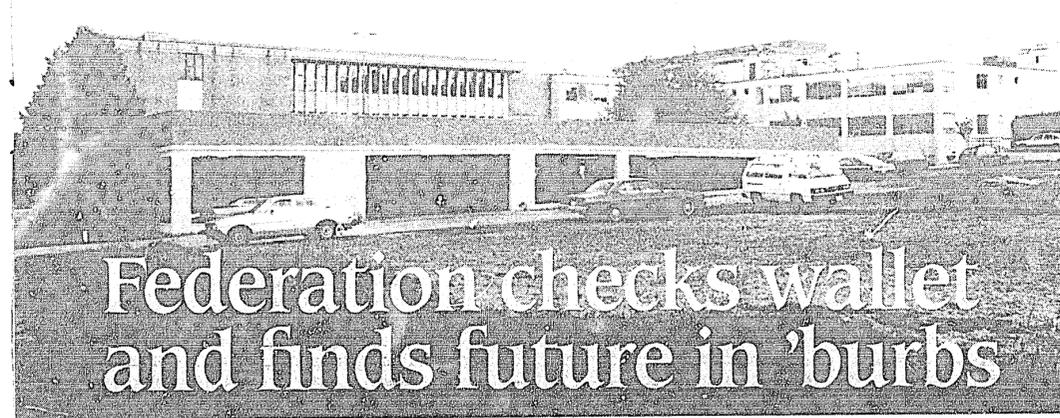
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UTFE

On the move



Federation checks wallet and finds future in 'burbs

Home to the BCTF since 1956, this office building at 7th and Burrard, Vancouver, no longer meets the federation's needs cost-effectively. BCTF photo

by Jim Lees

The BCTF Building on Burrard Street may soon be history. It's age, difficult access, inefficient shape, and maintenance costs have finally become too much of a burden.

We have a building designed and built in two parts: the 1956 wing and the 1967 addition. We've had problems with the heating systems and energy consumption for years. There is very poor access for the handicapped, and the addition of an elevator (with access to the six staggered levels) would be prohibitive: it would lead to exceeding the renovation cost limit for avoiding Vancouver's new building code for earthquake resistance. We don't meet those requirements, and that alone puts us in a moral and economic dilemma.

The building is L-shaped and narrow. We are short of space. Floor usage, by the architect's estimate, is less than 80% efficient. Modern buildings are designed to be over 90% efficient. The type of construction makes installing or moving electrical or communications conduits difficult and expensive. As a result of being built and renovated in stages the building has multiple air circulation and conditioning systems. That's the bad news.

The good news is that the building is located on a very valuable site at 7th Avenue and Burrard Street. Current zoning will allow a much larger building, but a large building would be economically possible only by tearing down the existing

building and constructing a new, modern building.

The Spring Representative Assembly examined the following possibilities as potential ways of meeting the BCTF's building needs.

- A complete upgrade of the current building, which would not materially improve building efficiency or increase market value or space available. This alternative would be prohibitively expensive because the building falls significantly short of current building-code standards.

- An addition and renovation of the 1967 wing, with a subsequent sale of the property containing the 1956 wing would have a net cost of over \$4 million. Again this expenditure would still not add much incremental value to the property.

- Destruction of the current facilities, and reconstruction of multiuse residential, commercial, and office space would have a total cost of \$18 million and a net cost — after residential sales — of about \$7 million. As well, there would be some future income from rental of excess office and retail space. This makes the best use of the current site, but the risk of cost overruns, and potential difficulties in selling residential units and the disruption of a temporary relocation, make this an unattractive alternative. Moreover, the net cost is still higher than that of a new building on a cheaper site.

- The real estate and architectural consultants have estimated the cost of a 60,000 square foot office in a suburban location to be \$9 million. Sale of the current site, sale of another site the BCTF owns, and money put aside from prior

sales of land adjacent to the current building could come close to the \$9 million cost of a new building. As well, operating expenses in a new structure should be considerably lower. A building of that size is somewhat larger than presently required, so excess space could be leased for the short term.

In essence, the BCTF would sell an inadequate building on a valuable site close to downtown Vancouver in order to obtain a new building on a less costly site. The less costly location could be a better site by being more centrally located to transit and less costly housing and more easily accessed by the membership.

Where are we going? Preliminary studies have focussed on Burnaby, Richmond, Delta, and Surrey. Considerations naturally include freeway and airport access, proximity to hotel/meeting space and other services, and existing land use in the area. Studies are continuing under the direction of BCTF Treasurer Derek Holden, with architects assessing needs, conducting location studies, and real estate firms preparing market analyses of current real estate.

Proposals will go to the Representative Assembly for action. With approval of that decision-making body, we can expect in two or three years to have improved access to the building, lower operating costs, and a more efficient structure in both energy costs and working environment.

Jim Lees is a teacher at Robertson Elementary School, Chilliwack.

Source: updated and reprinted from *Thirty-three*, the Chilliwack Teachers' Association newsletter.

Poverty tackled at BCTF-sponsored conference

by John Hardy

Sometimes even the elements seem to conspire against the poor.

The BCTF's Children and Poverty Conference was held in Burnaby, March 2, a day when a massive snowfall paralysed the city, reducing attendance of participants and reporters.

The 60 people who did manage to get there were rewarded with some excellent presentations.

BCTF President Ken Novakowski, welcoming participants, said teachers are aware of the strong connection between children in poverty and willingness to learn. Governments, he said, are unfortunately moving in the wrong direction.

Poverty, an issue in all our communities, has to be tackled, he said. During the conference, a number of speakers gave recognition and thanks to the federation for support they had received in the struggle against poverty.

Corrie Mosier, a performing artist, gave a thoughtful puppet show to start the conference. That was followed by a panel of four people: Georgina Isaac, a native woman, single parent, and spokesperson for Child Action Poverty Committee; Pat Chauncy, community organizer for the End Legislated Poverty coalition; Larry Haberland, area counsellor with the Vancouver School District; and Rene Artega, a refugee from El Salvador, currently a student in a Vancouver school.

Each panellist gave his/her perspective on poverty, insight available only from people who are living with poverty. Larry Haberland summed it up when he observed that "each story is unique."

Not all the people who are poor are the same, and poverty does not come from the same sources. There are natives, immigrants, mentally handicapped, all with different stories. But in these stories, we can find strengths. "There is no simple solution for the problem of poverty," he said.

Charity makes those who give feel good, but those who receive it feel bad, said Pat Chauncy. She urged people to stop studying poverty, and to help end it.

Rene Artega, without the gloss of language, was the most direct speaker of the day when he said very simply, "It's hard for me to concentrate. I'm hungry. It's hard for me to stay in school always thinking of food."

Teachers who understand that, he feels, are people he can talk to and feel good about. At 17, Rene has already left his home with his sister, travelling through Mexico, and Los Angeles, then on to Vancouver.

Brigitte Kitchen, a professor of social policy at York University in Toronto, and co-founder of the National Child Poverty Action group and Jean Swanson, a Vancouver activist in the End Legislated Poverty coalition, also spoke.

During the years of relative economic prosperity, says Kitchen, the federal government failed to direct any substantial amount of new wealth to poor parents and children. The level of child poverty is higher now than it was a decade ago.

She said recent policy changes such as tightening unemployment insurance eligibility, the 5% expenditure limit on trans-

See "Poverty" page 4

Wage-control fever sweeping Canada

March 1991 was the month in which wage-control fever swept Canadian federal and provincial governments.

Anxious to look as if they are doing something to save the country from economic disaster, the governments of Canada, Quebec, Newfoundland, and B.C. all announced drastic programs to limit public-service wage increases.

The Conservative governments of Manitoba and Saskatchewan announced wage control programs earlier.

Finance Minister Michael Wilson led off the government attacks with a particularly insidious plan. In his late-February budget, he told 215,000 federal workers that any wage increase will result in layoffs. He said he won't allow increases above 3% for the next three years.

(With inflation at almost 7%, even a 3% wage increase means a loss in standard of living. Michael Wilson's Goods and Services Tax is responsible for a portion of that inflation.)

Wilson encouraged provincial governments to follow his lead.

And follow they did. The Newfoundland Liberal government of Clyde Wells announced 2,600 public-sector layoffs, and froze the salaries of 35,000 public servants. He blamed the cuts on decreased transfer payments from the federal government for health, education, and welfare.

Then, in mid-March both the Social Credit government of B.C. and the Liberal government of Quebec joined the attack on public employees. Quebec froze the

wages of almost half-a-million public-sector workers for two years.

The B.C. government introduced a law (Bill 82) to limit wage increases. Although it doesn't set a formal salary cap, the B.C. plan gives a special commissioner, Ed Lien, the power to review and roll back public-sector wage settlements. Newly signed teacher contracts have already been affected.

Public-sector union leaders criticized this scapegoating of government workers. Daryl Bean, of the Public Service Alliance of Canada, said, "We're just damn well not going to take it, that's it," as he announced plans to conduct a strike vote among the 155,000 federal workers he represents.

Source: *Labour News & Graphics*, CALM, March 1991.

Poverty from page 3

fer payments, the clawback of family allowances, and the move to a more regressive system of taxation have added economic stress to families with children. After the United States, our child poverty rate is second highest among industrialized countries.

"Families have failed to achieve adequate economic recognition for their efforts. They work hard for less," she said.

Calling child poverty a "barometer" of the extent of inequality, she says it causes deprivation, marginalization, exclusion, and exploitation. "It is morally ugly and makes Canada a worse place to live in for everyone."

The need for a U-turn in economic and social policies is urgent, she said.

Closing the conference, Vancouver teacher Maurgen MacDonald, who helped bring the conference into being, commented on the tremendous energy in the room. She encouraged all the teachers present to carry that energy over into local associations and committees and to ensure that the issue is on everyone's list.

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



Checklist for teachers of low-income students

Pat Chauncey, of End Legislated Poverty, spoke on a panel at the BCTF Child Poverty Conference.

- Beware that judging people who are poor, hurts.
- Remember that any service that separates poor parents from their children, doesn't work.
- Don't insult people who do have rich cultures when you try to encourage cultural enrichment.
- Don't embarrass children by asking them to become something they aren't.
- Recognize what's good about poor children. Realize there's nothing good about poverty.
- Expect poor children to succeed.
- Consider that although low-income parents (because of lack of money) may fit the criteria in the handbook on neglect and abuse, their children are not necessarily neglected or abused.
- Realize that lives are scrutinized carefully by authorities.
- Think about why poor children get angry with their parents.
- If you send a poor child to another professional, make sure the parents know.
- Use plain language. Try phoning instead of writing notes.
- Charity doesn't end poverty. Charity makes those who give, feel good. It makes those who get, feel bad.
- Value efforts, and provide support.
- Don't help poor people adjust to poverty. Help end poverty with higher welfare rates and wages.

Source: End Legislated Poverty, Action Line, March 25, 1991.

LEGAL BRIEFS



by Randy Noonan

Teaching spouses fight for individual rights

I am not privy to any statistical data to back my hypothesis, but I'll wager a Vander Zalm brown paper bag that the percentage of spousal couples in teaching is higher than in any other major profession. In the Lower Mainland it's not unusual for two teaching spouses to work for two different school districts. But in the Lower Mainland and throughout the province, it's not unusual for spouses to work in the same district or even in the same school. The latter case sometimes presents difficulties.

Alice Marquardt and Sally Caisley (Cramp) v. School District No. 59 (Peace River South)

is this issue's feature case. It is important because of the precedent it sets and because of the creative approach of the complainants. (Both Marquardt and

Caisley have consented to their names' being used.)

Caisley began teaching in SD 59 in 1981. In April 1988, she was offered by the principal, a half-time counselling position at Central Junior School (now Central Middle School) where her spouse was also employed. A week later, the superintendent told her the offer should not have been made because the board had a policy (unwritten and informal) of not allowing counsellors to work at the same school as their teaching spouses. The rationale was that students with complaints about a teaching spouse would not feel free to go to a counsellor.

Marquardt had been teaching math and counselling part time at South Peace Secondary School since 1980 where her spouse also taught. In the spring of 1988, she heard that a full-time counselling job was coming available at the school, and she indicated she was interested. The principal told her she wouldn't be eligible because of the counsellor/teaching-spouse policy.

The school board then decided to transfer Caisley to South Peace and Marquardt to Central in order to move both of them away from their spouses. Neither teacher was happy about the transfer.

Caisley and Marquardt filed complaints under the Human Rights Act claiming they had been discriminated against on the grounds of marital status.

In the subsequent hearing, the Human Rights panel found in favor of the teachers. It denied the school board's defence that its policy was a bona fide occupational requirement. It ordered the school board to cease the discrimination and to pay \$2,000 to each of the teachers as compensation for hurt and injury to feelings.

An important part of the decision was that other counsellors were available at

both schools so students could go to other counsellors. Had only one counsellor been at each school, the outcome may have been different.

I referred earlier to the creative approach of the complainants in this case. The dispute did not proceed through grievance and arbitration under the collective agreement, but rather as a complaint under the Human Rights Act. Even when a collective agreement is in place, an employee has a right to complain of discriminatory practices under that act. This route should be followed where the Human Rights Act provides greater protection in certain areas than the collective agreement, or where the remedies of the act are more appropriate.

This case stands for the proposition that a school board discriminates against teachers by refusing to allow them to take particular jobs only on the basis that their spouses are at the same school. The mere fact that a board has a policy will not protect it from a discrimination charge. On the other hand, the board may be allowed to separate spouses where there is a bona fide occupational requirement to do so. Whether a particular application of a policy is such an occupational requirement will be examined closely.

Dental benefits

A problem that arises in a number of school districts is denial of full dental-care benefits to each of two teaching spouses. Normally if two spouses work for different employers and each is covered by a dental plan that pays, for example, 60% of a particular dental cost, then the two plans will combine so that the costs are 100% covered. However, some boards have decided to treat two spouses teaching in the same district as only one person for the purposes of the dental plan so that they would be entitled only to a combined 60% recovery.

As committee member

Vacancies exist on the following committees. The deadline for receipt of curriculum vitae for most committees is

JUNE 7, 1991 (except where noted). Curriculum vitae are available from your local association office, or at the BCTF.

- Advisory Committee on Substitute Teacher Issues (5 substitutes, 2 presidents)
- Bargaining Advisory Committee (4 -- North Central, West Kootenay, Fraser Valley, Peace River)
- Committee Against Racism (3)
- Committee of Ombudspersons (3 -- Okanagan/Central Mainland, Lower Mainland to Hope, Vancouver Island)
- Deadline: May 24
- Committee on the Rights of Children (1)
- Income Security (3)
- Judicial Council (6) -- see 31.C.02 *Members' Guide to the BCTF*
- Deadline: May 24
- Local Presidents' Advisory Committee (9)
- Pensions Committee (4)
- Policies and Procedures Committee (1)
- Professional Development Advisory Committee (8 -- Vancouver Island North, Vancouver Island South, East Kootenay, Metro, South Coast, North Coast, Fraser Valley, Central Mainland)
- Professional Relations Advisors Committee (5)
- Status of Women Committee (5)
- Teacher Education Committee (3)

Teachers selected as associates will receive training in design and facilitation.

Training is tentatively scheduled for August 14-18, 1991, at UBC. Travel, meals, accommodation, and childcare expenses are provided by the BCTF.

Further information, including specific criteria and application forms, is available from Lise West, Organization Support Division, BCTF, 731-8121 or 1-800-663-9163.

Deadline for receipt of application is May 17, 1991

VIGNETTES FROM HISTORY

by Mary Ashworth

At New Westminster, in 1877, a Young Japanese sailor, a boat-builder called Manzo Nagano, decided to leave his ship and try his luck in British Columbia. He was the first of his race to do so. He fished for salmon, worked as a longshoreman, and, in 1892, opened a store in Victoria. As the years passed, small settlements of Japanese were established in different parts of the province where jobs might be found in fishing, mining, lumbering, and farming. Most settlers who came were single men; the first Japanese woman came in 1887 and the first Nisei, or second-generation Japanese-Canadian, was born the following year.

Prejudice and discrimination against the Japanese grew as the white working class feared for their jobs. They attempted to exclude the Japanese from working in the mines or on public projects. The B.C. government tried to restrict the entry of Japanese by various pieces of legislation, but its efforts were negated by the government in Ottawa, which felt bound to observe the Treaty of Commerce and Navigation that Japan and Britain had signed in 1894. The treaty gave the subjects of both powers the right to "enter, travel or reside in any part of the dominions and possessions of the other contracting party." The provincial government did bar the Japanese, including naturalized British subjects and those born in Canada, from voting in provincial, municipal, or school board elections, or from holding any provincial office. But the Japanese were not exempt from paying taxes.

After the 1907 riot in Vancouver's Chinatown and Little Tokyo, when a wild mob, spurred by the Asiatic Exclusion

League, smashed windows and ransacked stores, Canada and Japan entered into an agreement permitting only 400 male labourers to enter Canada each year. And so began the era of the "picture brides" for the agreement said nothing about women. The large population of single men were naturally interested in marriage. Relatives in Japan would send the prospective bridegroom photographs of likely brides, from which he would pick one. The marriage was then registered in Japan so the woman could come to Canada as the groom's wife. The practice continued until 1928.

The number of Japanese-Canadian children in B.C. schools, particularly in Vancouver, grew steadily. Strong anti-Japanese feelings in the '20s resulted in generally unsuccessful attempts to segregate Oriental children. Kindergartens, usually run by the churches, were popular with the parents who saw the advantage of their child's getting an early grounding in English and in other skills they would need in school. Teachers spoke well of their students' achievements and conduct, but the children were aware of the prejudice levelled at them. A Grade 6 student wrote in 1921: "We Japanese are now facing discrimination. How can we avoid it? We should not do what white people do not like. Canadian-born and educated Dr. S.I. Hayakawa, who later became a U.S. senator, advocated in 1938 that Japanese-Canadian children ought to get out of B.C. when they were 12 or 13 "since it is from high school age and on that one really begins to develop the personal adjustments that social discrimination can cause."

The effect of the Japanese attack on Pearl Harbour December 7, 1941, was to uproot all Japanese-Canadians living within a 100-mile radius of the B.C. coast, an evacuation that took 11 months to complete. The families gathered in the Hastings Park Exhibition Grounds and

were dispersed to camps at Greenwood, Kaslo, Slocan Valley, New Denver, Sandon, Tashme, and a few other places. Because the families had been ordered out of the protected area by the federal government, the B.C. government took no responsibility for housing, health, and education; these became the concern of the B.C. Security Commission, a federal body. Often no school was ready for the children when they reached their final destination. Some children attended local schools as fee-paying students, but most were taught by young, untrained Nisei, mostly girls, who worked under the supervision of two certificated teachers, Miss Hyodo and Miss Hidaka. The commission made no provision for instruction for high-school students; that was left to church workers, who helped about 1,000 students enrol in provincial correspondence courses.

At the end of the war, the Japanese-Canadians were given two alternatives: either disperse across Canada or be repatriated to Japan. Ten thousand, three hundred, forty seven made "voluntary" requests for repatriation; of these, one-third were children born in Canada. Canadians who were sickened by the treatment accorded these people raised their voices in protest. In January 1947, Prime Minister Mackenzie King repealed the deportation order, but by then 4,000 adults and children had left for Japan. Two years later, Japanese-Canadians won the right to vote in municipal, provincial, and federal elections. In 1990, Prime Minister Mulroney made a formal apology to the Japanese-Canadian community on behalf of the Government of Canada and provided some financial compensation for mistreatment during World War II.

Mary Ashworth is a retired professor from the University of B.C. with extensive background in multicultural education. (Below) Japanese-Canadian elementary students in Steveston (Richmond), pre-World War II.

- Teacher Newsmagazine Advisory Board (5)
- Teacher Qualification Service (1)
- W.R. Long Memorial International Solidarity Fund Committee (1)

For further details, contact Berniece Stuart at the BCTF.

"The BCTF has shown leadership in developing and funding its successful associate program. Everyone has benefited: students, teachers, facilitators, and districts. This is some of the best professional development around."

- Dean Chatterton, Kimberley BCTF associate in continuing education

"The opportunity to facilitate staff-retraining workshops around the province has been a stimulus to my personal and professional growth. The associate program plays a critical role in promoting teacher-led change. Participation in the associate program is the best way I can demonstrate my commitment to teachers' taking charge of the profession."

- Jean Kotcher, Comox staff rep training program

Getting involved

Have you heard the story of the chicken and the pig? They were out for a stroll and happened to pass a restaurant advertising ham and eggs.

After reading the sign, the chicken said, "I'm really concerned." The pig replied, "You're concerned, but I'm involved!"

Source: OPSEU 531 999/CALM. *Labour News & Graphics*, March 1991.



Fifth in a series exploring the educational beginnings of our rich multicultural school population.

Election from page 1

After five years under the Compensation Stabilization Program, B.C. teachers are beginning to catch up on the salaries and working conditions of other Canadian teachers. This disparity still worries Wendy Matsubuchi from Stikine: "As the PD chairperson of a very small district, I am concerned that bills such as 19, 20, and 82 undermine the status of the teaching profession in B.C. How can we attract and retain teachers in a northern, rural, isolated, small, and geographically dispersed district such as Stikine if almost half the teachers leave the profession after less than five years?"

The Social Credit government introduced radical changes to the education system in 1987 with Bills 19 and 20. The former allowed for the unionization of teachers, local by local, yet decimated the Labour Code by weakening or eliminating the rights of workers. Bill 20 created the College of Teachers, a competitive organization designed by the Socreds to weaken the BCTF. Members of the BCTF worked together and successfully certified all 75 local associations as teacher unions and then negotiated 75 first collective agreements.

The present government has threatened to introduce provincial bargaining. Why?

"Just imagine a future like this," says Novakowski

"While Bill 82 and government underfunding pose the most formidable challenges we must meet if we are to attain our objectives, it is possible to see our efforts, through effective political action, bringing about much needed change in other areas of our relations with government.

The prospect prompts me to consider the possibilities. I want you to join with me and look at the possibilities of a different Year 2000.

Imagine, for example, a BCTF respected by government, and consulted and listened to on educational matters.

Imagine our proposal with the First Nations leaders actually being funded and supported so that teachers can enhance their understanding and knowledge of First Nations history, culture, and aspirations.

Imagine sitting down with government representatives as equals to negotiate improvements to our pension plan.

Imagine an educational-change process with reasonable timelines, adequate resources, and teachers in key planning and decision-making roles.

Imagine education being funded to meet student needs.

Imagine free collective bargaining, without government interference. And imagine, if you will, being able to concentrate fully on the job of teaching without being assaulted by government actions.

It's a British Columbia we'd all like to see — and one that we must try to help create."

BCTF President Ken Novakowski's address to the 1991 AGM.

Because teachers in 75 locals have been successful in ensuring through collective bargaining that the necessary resources and conditions for quality learning will be provided. Local bargaining has allowed locals to determine what best meets the needs of teachers and students in their district and has also produced good agreements by enabling locals to use neighboring agreements to press for key objectives such as class size. The 1991 AGM re-affirmed its belief in local bargaining. The outcome of the next provincial election will determine its fate.

Many of the issues on the bargaining table this year arise from a second area of radical change introduced by the Social Credit government: the Year 2000 document. The BCTF has cited key elements needed in order for education change to succeed: consultation, time, resources, in-service are but a few. In spite of a consistent and concerted lobby of the government to introduce the changes in a supportive manner, with teachers clearly identified as being central to the change process, little or no time has been provided to teachers, who must not only read, study, and discuss all of the new material, but also successfully put the ideas into practice. In spite of the clear, unequivocal need for smaller classes and additional preparation time, the Social Credit government provided no additional resources to support the individualized learning and the increased reporting and assessment mandated by the Year 2000.

Teachers in over a dozen districts have walked picket lines for as long as three and-a-half weeks to secure collective agreements that provide guarantees in these areas. Teachers on strike for quality education have filled the educational leadership void created by the government. Joanne Snair, from Windermere, sees involvement in the next election as an extension of her teaching: "It's the socially responsible thing to do. If I want to teach students to be socially responsible (as the Year 2000 mandates), I must put into practice the democratic ideals I espouse in the classroom. I must participate in the electoral process."

The third imperative for a quality education system, adequate education funding, is inextricably linked to collective bargaining and educational change. "We must elect a provincial government that believes in public education and is committed to providing the necessary resources. A similar belief in free collective bargaining as a means of establishing the conditions under which public education takes place is equally important," says Ian Matthews, bargaining chairperson in Nanaimo.

In the last ten years, the education system has reeled from one legislative blow after another: bill after bill designed to restrict or even reduce education funding. Lately, after only just adjusting (some would say succumbing) to the fiscal framework method of financing, the Socreds introduced, again without consultation, the block funding system, an elaborate makeover of the old fiscal framework, which removed the remaining vestiges of funding on a needs basis and replaced them with a strictly pay-as-we-(the government)-wish policy. In addition, an utterly sinister referendum system was introduced, which destroys school board autonomy. It's a system that will subject children to education on a have or have not basis; the have-not children and teachers will again be the most unfairly treated. B.C., through the latter half of the 1980s, trailed most other provinces in terms of spending per pupil. Now, there's a reason to be involved in the next election!

At no time in my career has the government shown respect for the teaching profession. I recall Bill Bennett's government offering a three-year early retirement

window to "stimulate the teacher economy." Apparently, teacher bashing and the education battles that raged during his years in office had translated into fewer and fewer education students at universities: the profession was in trouble. It still is. Nearly half of the teachers who begin teaching in B.C. leave the profession in the first five years. Many cite lack of status, lack of resources to meet the demands, and a corresponding failure to meet ideals as reasons for abandoning teaching and pursuing other more rewarding careers.

The Royal Commission on Education made an emphatic plea for the enhancement of the teaching profession. It is a great disappointment to see that that recommendation is not only ignored but it is violated by a new School Act that encourages de-professionalism through contracting out teaching duties to unqualified persons and re-assignment of teaching duties to non-certificated teacher assistants. Combine these attacks with Bill 82's threat to professional salaries and the severe teaching shortage, and you can readily see that the profession is at risk.

Becoming involved in this provincial election means a lot more than electing a government that is more supportive or more stable. Becoming involved in this next election is a vote for dignity and respect for the teaching profession.

In the legislature, Tony Brummett portrayed teachers not as caring professionals, but as greedy: "...they (teachers) are basically saying: 'If we get that (salary) first, then we will fight for smaller classes. If I get \$350 a month more in an economy where people are hurting, then I will teach better. I will care more about kids....' We need a government in this province that will demonstrate in concrete ways that teachers are valued players in the development and maintenance of a democratic society. Respect will not only be demonstrated in politicians' speeches but will also be evident when educational change is introduced, when adequate education funding enables the professionals to do their jobs in a stable and supportive climate; and when teachers in B.C. earn salaries and work under conditions commensurate with those of other teachers across Canada. Becoming involved in this provincial election means a lot more than electing a government that is more supportive or more stable. Becoming involved in this next election is a vote for dignity and respect.

Marie Leslie, a Stikine teacher new to B.C. (from Alberta) told me, "It's very interesting to see how teachers are continually frustrated by the destructive policies of the Social Credit government. As a teacher new to the profession, I find it hard to match my ideals with the lack of resources for the system and the lack of respect for the profession. I've been here a short time; yet I plan to be involved in the next election to help elect a pro-education government. Teachers can and must make a difference."

Stephen Lewis cajoled us during his speech at the 1991 BCTF AGM: "It's really quite lovely, the political change in Ontario...if you get the chance, you should try it some time."

I'm not only going to try it, I'm going to work for it. How about you?

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

How do decisions of the ministry/government affect your life as a classroom teacher?



Teachers in B.C. cannot exist within a political vacuum. The classroom teacher cannot remain unaffected by political change. Local and provincial politics affect teachers professionally, personally, and politically.

As a teacher of severe behavior/special education students, I work with the students who fall through the cracks of an underfunded system. Success comes in small measures. My work with these students is at the whim of the accounting practices of a political body that has little connection with the students I teach. With increasing expectations from the ministry, with inadequate resources, I am expected to replace the loss, repair the damage, and redirect the lives of these often ignored students.

I must live with the instability of the political attacks on teaching. I must gauge my plans for myself and my family by the whirling winds of change of political posturing and manipulation. When my spirits are low, and I reconsider my heart's decision to become a teacher, I realize that as a teacher in B.C., I have a professional responsibility to become politically involved as well. As a classroom teacher, I reap the collective benefits of a democratic federation. My working conditions are enhanced by the political workings of my local association. I must speak and work for my colleagues.

Most important, I must work politically to ensure that living and learning conditions of my students are everything that they deserve. In this province, the work never ends.

Sherry Etwood,
Nanaimo



The ministry's promotion and provision of Primary Program materials have validated both my philosophy and many of my previous teaching practices. The Year 2000 has enabled me to integrate entire classes into the mainstream through its emphasis on child-centred activities and integrated curriculum.

There remains, however, a conflict between the ministry's focus and the government's unwillingness to fund education adequately. Bill 82 endangers the provision of sufficient services and supports for children mainstreamed into neighborhood schools. As a member of my local's bargaining team this year, I expended much time and energy attempting to guarantee adequate services. As a classroom teacher, I would rather be implementing the program under more favorable circumstances.

Kris Baxter,
Sooke



Teachers who began our careers in the late '80s, we have been greatly frustrated by the incredible contrast between the ministry's high expectations and its poor treatment of educators.

In the past few years, we, as primary teachers, have been directed to implement the Year 2000 document, the Primary Program, and the dual-entry system.

At the same time, we have been bargaining with our local school board for working and learning conditions that would let us implement these new programs successfully. In Delta, we have also had to deal with the restrictions of block funding.

We face many changes and the challenging task of implementing them. As our professional duties increase, government funding, and support seem to decrease. We bargained for a fair contract, including a reasonable salary increase, suited to our expanding job descriptions. With the introduction of Bill 82, we face another demoralizing struggle.

Laurie Beausoleil, and
Karen Hogg
Delta



Frustrations are mounting because of the lack of control teachers have over edu-

cation and its ministry/government-initiated changes — structural changes, such as dual entry, to procedural changes, such as the current interference with collective bargaining. This frustration is showing in the classrooms. It is difficult to make long-range plans because changes keep happening so quickly; rather, teaching is becoming more a matter of day-to-day survival. I can't make long-range plans for myself because I don't know whether or not my learning-assistance position will exist next year. I can't make plans for my students because I don't know what special services/programs will be available especially for those with long-term needs. As an LA teacher, I have close contacts with many other teachers, and I see their growing frustration. Teachers are now saying, "I'm not going to run that extra program at lunch," and "I'm just not going to be able to help my students the way I would like."

Teachers are, by nature, givers, but, with no signs of being replenished, the well of giving is running dry. The ministry keeps asking for more, but is providing less. I see more and more teachers having to set themselves limits — aiming for merely the practical, rather than the ideal. They're uncomfortable with less than the ideal, but they are finding self-preservation necessary, given the state of education in B.C. today.

Susan Palmer,
Cariboo-Chilcotin



My objectives as a classroom teacher are clear, but my actions are being continually clouded by decisions the ministry/government makes. The educational implementation process undertaken by both teachers and school boards is being strained by changes to the funding system and the free market system (Bill 82), and by insufficient support for new curricula.

As a beginning teacher in a Year 2000 pilot project, I see both new and experienced teachers working hard to satisfy Year 2000 guidelines. Staff and administration are sacrificing their own time and energy to develop a program. Although the supply of material resources is satisfactory, paid planning and training time is inadequate. With restrictive government actions, such as Bill 82, removing rightful rewards, I foresee hesitation at any request to give more. Also, as was asked at the AGM, "Will the dollars equivalent to those for pilot projects be available for other schools as we advance toward the Year 2000?" Given current ministry/government actions, I feel that neither the resources nor the spirit will exist as more schools move toward full Year 2000 implementation and as more collective agreements are frustrated.

Alex Seal,
Tumbler Ridge



Trading-card mania may trigger curriculum change

T. Evers-Chance

There are rumors in the halls of the Ministry of Education that Consumer Education 10 will be dropped from the list of mandatory courses for September. The ministry move is in response to the trading-card mania sweeping the schools of the province.

A ministry source, who refused to be named unless given a Brett Hull rookie card and a box of 1991 Upper Deck baseball cards, indicated that students who collect cards will receive credit for Consumer Education. It is expected that the three students in the province who do not collect cards, two of whom live in the Stikine, would take the Consumer Ed course by correspondence.

According to a fellow in the ministry by the name of Ted (he agreed to allow the use of his first name after I gave him a Bo Jackson autograph), "The purpose of mandating Consumer Education years ago was to give the students of B.C. a crash course in capitalism. The kids who are wheeling and dealing in cards are way ahead of the curriculum."

That's the understatement of the year. Ted. The fact is that hockey, baseball and basketball cards have replaced sex, drugs, and rock and roll as the preoccupation of children. Kids may forget their science or French texts, but they never forget their copy of the *Becket Price Guide*, a monthly periodical that gives collectors the latest quotes on what is hot and what is not in the hobby.

Students have been lured to collecting sports cards by promises of riches. Until a couple of years ago, card collecting was a wholly owned subsidiary of nostalgia. Most collectors were middle-aged men trying to recapture their youth by collecting pictures of their boyhood heroes. A burning desire to recapture the past is clearly not high on the agenda of your average Grade 6 kid. The motivation is simply greed. Card collecting is the Stock Exchange of the school yard.

There are the penny stocks: in for a penny and out for a pound. There are lots of stories of penny cards soaring in value in a short time. Brett Hull's first card sold for a dime when it was issued only three years ago. Today it fetches a hundred bucks. Eric Lindros, billed as the next Gretzky, has not played one game of professional hockey. His cards appeared for the first time this year. Find one in a dol-

lar pack of cards, and you have made a quick ten dollars.

There are also the blue-chip cards. Amazingly, elementary kids are involved in the most sophisticated level. A Wayne Gretzky rookie card from 1979-80 sells for \$800 in mint condition. At a recent auction, a 1910 tobacco card featuring Gus Wagner, a name known to only a few baseball aficionados, sold for \$450,000 U.S. If one of your students starts playing with one of these during language arts class, confiscate it, and refuse to return it.

Classroom teachers look with concern to the preoccupation with the quick-buck ethic that pervades the card-collecting game. The collecting bug has not confined its bite to children. There are unconfirmed reports of school districts, in a desperate attempt to overcome the chronic underfunding of public education, speculating in cards. The secretary-treasurer of North Kootenay refused to confirm charges that the district had invested its maintenance, substitute teacher, and supplies budgets in baseball cards. He did state, however, that the board would be forced to layoff its entire teaching staff if Bo Jackson's recent injury were to prove career-ending and his card plummet in value.

When the president of the North Kootenay Teachers' Association contacted the Ministry of Education to express concern that funds intended for public schools were going to trading cards, she was told that the ministry would not intervene and undermine local school-board autonomy. However, the ministry official indicated that boards have been directed to stay clear of investing in the new Sky Box basketball cards. The ministry indicated that the Year 2000 program would be funded out of profits from its investment in that card issue.

Should teachers and parents be overly concerned about the current card mania? Cards teach children about things that they must learn sooner or later. The cards provide excellent instruction in social values. With a baseball card and a pocket calculator, a student can figure out that Boston Red Sox pitcher Roger Clemens earns more money in a year than all the teachers in Fernie. There is also evidence that card collecting has contributed to the facility with which intermediate students are able to make change for a one-hundred dollar bill.

T. Evers-Chance, a former teacher, currently works for a major teachers organization.

RESEARCH

Research on teaching

DOES IT RING TRUE FOR YOU?

Professional development sails with these strategies

Chart a smooth course for professional development using these key strategies, from research of three successful programs.

- Successful professional development:
 - Occurs at the workplace, not at the college, building on the foundations teachers receive in pre-service training.
 - Involves administrators, as well as teachers, as participants and supporters.
 - Tailors programs to teachers' schedules, needs, and goals.
 - Encourages and reinforces improvement, using such rewards as stipends and release time.
 - Takes teachers' independence and life experience seriously as a part of the learning process.
 - Continues throughout the school year and includes ongoing resources and support networks.
 - Has brief, clear, goals and objectives.

Source: Oregon School Study Council Bulletin, Bijaya Shrestha, September 1990. Reprinted from *Educator Monitor*, December 1990.

Teacher research groups are eye-openers

Teachers in action-research groups gain confidence and become more knowledgeable about teaching practices, researchers say.

Teachers in a research group on grading found that the more they analyzed it, the more they questioned their own teaching practice. They began analyzing deeper level assumptions and structures of education, finding that much grading is for teachers' benefit, not students.

Eventually, they offered their services as advisors at various levels, helping shape policy.

The teachers discovered if they looked at teaching as Martians might look at an alien system, they could override their assumptions and see it with fresh, objective eyes. They analyzed grading as behavior that serves many purposes and operates on many levels, never settling for the assumption that it just happens because it is a part of the education system.

Working in groups helped the teachers maintain the research, corroborate findings and constantly challenge the assumptions of each member. Good research begins with conflict and uncovers more conflict as it goes on, said one teacher in the group. And this conflict can prompt self-renewal as well as school renewal.

Source: *Theory into Practice*, Vol. 29, No. 3, Summer 1990. Reprinted from *Report on Education Research*, November 14, 1990.

Do teachers make their lives harder than they should be?

Teachers take self-sacrifice too far sometimes, says a clinical psychologist who has worked as a teacher consultant.

Some teachers take on all the painful parts of teaching and feel guilty about simple pleasures, creating a cycle of self-destructive behavior.

Teachers should be self-sacrificing, noble, and generous, but the following attitudes mark teachers who have gone beyond altruism to professional masochism:

- *If it's fun, I can't do it.* The teacher who can't take a weekend off now and then risks burning out; yet some teachers feel guilty about any vacation time not spent grading papers.
- *It's not a real profession.* Self-deprecation is a true mark of the masochist. Even though many parents and students may feel teaching has low status, teachers should avoid buying into that attitude.

● *All my children.* Many teachers become caregivers for students, but masochistic teachers start to feel personally responsible for many needy children and use nurturing as a prime way to feel important. They see themselves as indispensable and place no limits on self-sacrifice.

● *Just can't say no.* Teachers often are asked to take on many unrelated activities. Those who can't refuse any offer set themselves up for exhaustion.

● *I'm no good.* Low self-esteem and frequent feelings of shame and guilt are other symptoms of a masochist. No matter how good a job the teacher does, he or she always feels inadequate.

● *I don't deserve a raise.* Instead of fighting for their rights, masochistic teachers are more inclined to rationalize the status quo. This offers them a short-lived explanation for what might be long-term deprivation or frustration.

● *Proud to be in pain.* The final and most telling characteristic of masochists is that they are happy to be suffering; they take pride in feeling that no one has it as rough as they do.

Together, these characteristics add up to a troubled teacher who probably is on the road to burnout or bitterness.

Administrators who recognize these patterns among their staff might be tempted to exploit them, says the clinician, because everyone appreciates the hard work and sacrifice of a good teacher.

But a healthy teacher is a valuable resource, so administrators should encourage teachers to treat themselves to free time, professional development, and collegial support. Help them learn to feel proud about the accomplishments of the profession and deal effectively with its aggravations.

Source: Michael Thompson, "Masochism in Teachers," *Independent School*, Vol. 50, No. 1, Fall 1990. Reprinted from *Education Monitor*, November 13, 1990.

Life is more than work

Motivated by a broad view of their world and their work, members of the Vancouver Industrial Writers Union have produced *More Than Our Jobs*, their second anthology of poems and essays examining and celebrating working life "before and after the whistle blows," or as teachers would understand it, before and after the bell rings. This publication by Pulp Press, edited by Glen Downie and Pam Tranfield, was launched Saturday, May 4, as part of the 4th annual Mayworks Festival.

From the book's introduction, we learn that the VIWU is ten years old. Its first anthology was *Shop Talk*, but it has gone beyond the traditional print production with *Split Shift* (a musical collaboration with Fraser Union), performances at First Night, on CBC Radio, at The Vancouver Folk Music Festival, the Upper Canada Writers' Workshop and a labour arts festival in Washington. Members have written fiction, drama, essays, criticism, radio documentary, and labour history.

The current complement of the VIWU includes a doctor, a carpenter, a teacher, a fisher, and an office worker, each reflecting on work and its effects on personal lives. *Teacher* is grateful to the VIWU for permission to reprint from *More Than Our Jobs*.

Auntie
by Kate Braid
(for Kelly Pryde and Kathleen Coates)
In dreams I draw my finger over your dusty welding rods forbidden since the war when they said married women can't do men's work anymore.
should be home minding babies, sewing smocks for new citizens. A woman's place, you always said, was where she wanted to be. That was the war we all lost that time.

Did I Miss Anything?

(Question frequently asked by students after missing a class.)
by Tom Wymann
Nothing. When we realized you weren't here we sat with our hands folded on our desks in silence, for the full two hours

Everything. I gave an exam worth 40 per cent of the grade for this term and assigned some reading due today on which I'm about to hand out a quiz worth 50 per cent

Nothing. None of the content of this course has value or meaning
Take as many days off as you like: any activities we undertake as a class I assure you will not matter to either you or me and are without purpose

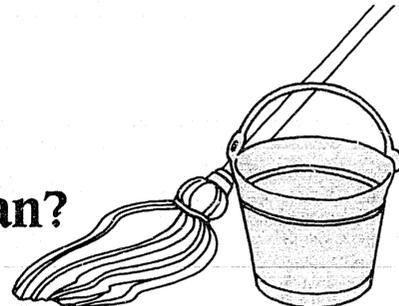
Everything. A few minutes after we began last time a shaft of light descended and an angel or other heavenly being appeared and revealed to us what each woman or man must do to attain divine wisdom in this life and the hereafter
This is the last time the class will meet before we disperse to bring this good news to all people on earth

Nothing. When you are not present how could something significant occur?

Everything. Contained in this classroom is a microcosm of human existence assembled for you to query and examine and ponder

This is not the only place such an opportunity has been gathered but it was one place and you weren't here.

Teacher urges you to share your own reflection and writing about working life. Send it to the BCTF, c/o Nancy Hinds, editor. For more information about the Vancouver Industrial Writers' Union, contact Kate Braid, 254-6761.



Urge to spring clean? Consider your options

| Choose this | Not this |
|--------------------------------------|--|
| Ecologically safe dishwashing liquid | Liquid dish detergent containing phosphates |
| Natural soap flakes | Phosphate boosted detergent with brighteners |
| Ammonia | Oven cleaner |
| Hydrogen peroxide or borax | Chlorine bleach |
| Vinegar and water | Window cleaning spray |
| Salt and baking soda | Commercial drain cleaner |
| Dish cloths | Paper towels |
| Full loads of laundry | Small laundry loads in full tub of water |
| Cold water wash and rinse | Hot water wash and rinse |
| Hand wash the dishes | Run dishwasher with only a partial load |
| Clean up oven spills immediately | Self-cleaning oven |

Source: Green Teacher, April/May, 1991.

Green Videos

You may already know that the NFB has a collection of mostly-new environmental videos. Among their titles are *Trouble in the Forest*, *The Underlying Threat (groundwater)*, *Fragile Harvest*, and *Goddess Remembered*. However, you

may not know that prices have been recently slashed by 60-70% so that schools can build up their collections. Contact your nearest NFB office for a brochure and a new price list.

FACING HOMOPHOBIA

by Peter McCue

"Well, I know none of my students or the people I work with are gay. You can usually tell by the way they look," said a teaching colleague recently. "And besides, why bring it up? Wouldn't it be better if we just ignored it?"

This teacher has taught, at different points in her career, with colleagues who are gay and lesbian. She, no doubt, did have several students who are gay. Even the most conservative social scientist accepts that at least 4% of the population is gay or lesbian. Most experts, however, tend to use 10% or one in ten as being exclusively gay. It's not something that can be or should be ignored.

Our society allows homophobia or the irrational fear of gays and lesbians to get in the way of seeing and respecting individuals. The unwillingness to face this homophobia does damage and perpetuates stereotyping and hatred. Our schools also contribute to this fear.

Within the school system of B.C. are significant numbers of students and employees who find themselves isolated and excluded by homophobia. They are an invisible minority. This group includes the student, teaching colleague, support staff person, administrator, member of the Parent Advisory Committee, school trustee, or member of our own family who is gay.

Is the school system ready to address the needs of the invisible minority by tackling homophobia? The curriculum and our own Code of Ethics suggests that we are obliged to.

The child-centred curriculum of the Year 2000 speaks of the need to enhance and build the self-esteem of the individual learner. Our Code of Ethics says that

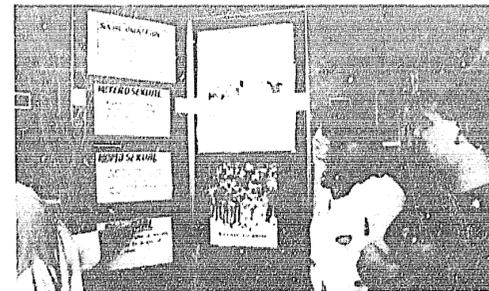
School personnel need to address any form of name-calling. The use of fag, homo, dyke, or any other derogatory term is unacceptable if the self-esteem of every individual is to be enhanced.

the teacher "acts toward pupils with respect and dignity...always mindful of their rights and sensibilities."

Everyday comments are made in classes, in staffrooms and on school playgrounds that contribute to the pain and isolation of this minority.



Most experts use 10% or one in ten as being exclusively gay. Homosexuality is not something that can be or should be ignored.



Secondary students in Nanaimo are addressing questions about sexual orientation and homophobia within the Family Life and the new Learning for Living curriculums. Erik Warners photo

"Insults in any form hurt," says Virginia Uribe, founder and director of the Los Angeles Unified School District's Project 10, a program to meet the needs of gay and lesbian students. "Racial, ethnic, and sexual slurs are particularly abusive because they reflect a history of oppression."

School personnel need to address any form of name-calling. The use of *fag, homo, dyke* or any other derogatory term is unacceptable. Cruel jokes, myths, and stereotypes need to be addressed or challenged both in the classroom and in the staffroom.

If the self-esteem of every individual is to be enhanced and supported, then action is needed, from the classroom level to the provincial level.

At the recent Fourth Annual AIDS Conference sponsored by UBC, two health educators presented why and how this task might be taken on.

Maureen Considine and Beth Reis suggested that all students, regardless of sexual orientation, learn myths and destructive messages at school. Both stressed the need to be active and intentional in what we teach about sexual orientation, replacing myth with knowledge, and hatred with respect.

"Counteracting stereotyping and prejudice reduces the likelihood of violence," added Considine. "Schools are the most logical place to provide accurate information and to support and enhance the self-esteem of all students. Perhaps the most compelling reason for schools to address sexual orientation straightforwardly is that kids are asking."

Classroom teachers can ensure that our use of language is inclusive or orientation-neutral rather than exclusive. For example, use "People find themselves sexually attracted to others in adolescence," rather than "People find themselves sexually attracted to members of the opposite sex in adolescence."

Schools and school districts can establish and enforce anti-slur policies. Local teacher contracts and school-district policies on hiring and promotion should guarantee protection from discrimination on any basis. Sexual orientation should be stated along with all the other grounds of non-discrimination.

The Family Life Curriculum of the province currently has only one lesson at the Grade 10 level that addresses sexual orientation. That one lesson is often not taught because of a lack of comfort with the topic or because of homophobic attitudes. As the *Learning for Living* curriculum is introduced, initiative must be taken at the district and provincial levels to expand and improve what is currently offered in a way that affirms and recognizes all students. We need courage and leadership to confront many of our own fears and prejudices.

Steps can be taken to ensure that staff are provided with appropriate in-service education and information regarding sexual orientation, to enable those within the system to begin to address the needs of the invisible minority.

Considine observed that easily obtained resources that are positive and affirming are sadly missing from most school libraries and counselling areas. Posters and books displayed make it clear that it is

OK to discuss substance abuse, careers, courses, or family. But a student struggling with sexual orientation will look in vain for signs that it is safe to raise such an issue. Young adults need a sign that their feelings are legitimate, they need appropriate resource materials, and they need to know that referrals, if necessary, can be made.

Each of us is hurt by any form of stereotyping. Only when our school system is prepared and able to celebrate each individual for the person he or she is, will the isolation and the exclusion end. We shall all be the richer for it.

Peter McCue is a counsellor/resource teacher with the Nanaimo School District's "Steps to Maturity Program," and he is a member of the BCTF Executive Committee.

Too close for comfort A FILM RESOURCE

This timely film, dealing with homophobia, was produced and directed by local film-makers Gay Hawley and Peg Campbell.

In a recent interview in the Vancouver *Sun*, Peg Campbell said that in preparing for the film, she talked with high-school students across Canada. She was both surprised and concerned by the extent of the homophobia expressed by the young people she met.

This sensitive film, when used with the proper preparation, will go a long way to challenging the prejudices that underlie most homophobic reactions to AIDS. The accompanying teachers' guide should allay fears of tackling what is, for most teachers, an unfamiliar topic.

The film's story involves a group of typical young adults recently out of high school. The protagonist, Nick, works at a local video store while waiting for news of a university scholarship. His boss learns that Nick is HIV positive and promptly fires him. Almost immediately, the word is out among his "friends" that he has been fired for being HIV positive. His friends assume that he is gay. Director Peg Campbell allows us to observe the reactions of the friends without letting us know whether Nick is gay. We never really find out how Nick became HIV positive.

The film-makers wanted to encourage a discussion of all the ways a person can become HIV positive. At the end, we do learn that Nick is not gay. This clever twist serves to dispel the common assumption that people who are HIV positive are gay.

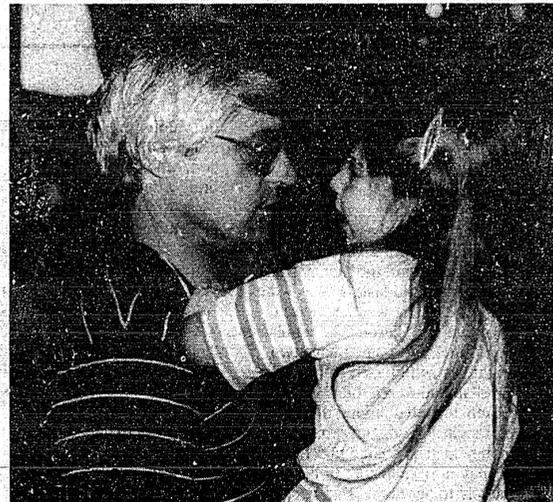
The film deals frankly with both AIDS and homosexuality. We see Rick attending a support group for people who are HIV positive or who have AIDS. We also see an interview with a gay couple who have lived together for a number of years.

This film would be a valuable asset in Family Life Education lessons, and it could also be used in other classes to facilitate a discussion of homophobia.

Dan Blake teaches at North Surrey Secondary School, Surrey.

Gay and Lesbian Educators of British Columbia (GALE BC)
c/o 1170 Bute Street
Vancouver, BC V6E 1Z6

AGM '91 NO DULL AFFAIR



Teacher delegates met intensively in a marathon AGM session dealing with diverse issues, ranging from Bill 82 actions, on-site school daycare, to an increase in members' Salary Indemnity Fund fee.
Alistair Eagle photo

by Larry Kuehn

Bill 82 fight back

Buttons stating "A deal is a deal" graphically marked the 1991 AGM delegates' condemnation of the Social Credit government's Bill 82. Once again teachers face legislation aimed at arbitrary governmental interference with freely negotiated collective agreements.

Debates about BCTF actions in response to the bill's effects on education and contracts raged through two sessions of the meeting.

The Executive Committee brought forward an initiative that included a limited job action, suspending participation in ministry committees, public relations in the community and political action in the forthcoming provincial election.

Some delegates argued that these actions were not enough and that the program had to include proposals for escalating job action, which might include rotating withdrawal of services and even an ongoing province-wide shutdown of the schools.

Other delegates placed an emphasis on political action, taking a position that this government's succession of bills directed against education will never come to an end as long as it continues to govern.

The choice of appropriate action was further complicated by the resignation of premier Bill Vander Zalm in the middle of the convention. Delegates loudly cheered at the announcement, but also faced the prospect that with no election until the fall, that more than 30 teacher contracts face attack by the wage commissioner before the election occurs.

The context for action decisions was further set by NDP MLA Glen Clark, the party's debate leader in the legislature when it opposed Bill 82. Clark told teachers who attended a reception hosted by the NDP on Tuesday afternoon that a New Democrat government would abolish Bill 19 as well as Bill 82, and would honor freely negotiated collective agreements. He said the way legitimate taxpayer concerns should be dealt with is through fair taxation policies.

After several more hours of heated debate in closed session on Tuesday night, the AGM by an overwhelming vote adopted a compromise motion outlining a set of actions in opposition to Bill 82. Elements of the action plan include:

- Reaching the public with the message that Bill 82 will disrupt public education.
- Suspending BCTF participation in ministry committees and advising members not to serve on the committees.
- Supporting members and locals who choose to suspend participation in ministry and district-initiated Year 2000 activities.
- Urging teachers to participate actively in the forthcoming provincial election.
- Initiating a complaint to the International Labour Organization against the violation of international labour conventions.
- Declaring *unfair* any school district that fails to honor freely negotiated contracts.
- Providing full support to locals taking action if their school district fails to honor their collective agreement.
- Holding a province-wide day of concern for education on April 17 to include a one-hour early school closure.
- Authorizing the Executive to initiate

further job action consistent with a political-action strategy to oppose Bill 82 and education underfunding. Re-elected president Ken Novakowski will seek a meeting with the newly selected premier, Rita Johnston, to let her know just how education will be disrupted by Bill 82 if the government does not withdraw the legislation.

Social responsibility our concern

The mandate of the BCTF to carry out social responsibility programs was reaffirmed by the 1991 annual meeting, both in a general statement of principle and in specific policies.

Delegates were told about the long history of B.C. teacher activities in social responsibility. Executive director Elsie McMurphy quoted the very first BCTF president's call for teachers to respond to the need for reconstruction after the First World War.

John Powell from Central Okanagan reminded the delegates that the BCTF has been particularly active in carrying out these responsibilities during the past 30 years. "It is a tradition we should continue," he said. The overwhelming majority of delegates supported the motion affirming that the BCTF should maintain "the scope of involvement in social responsibility, including emphasis on peace and environmental issues."

CTF president Kitty O'Callaghan told the convention that the majority of Canadian teachers are prepared to have their organizations carry out a broad social responsibility. She particularly commended the BCTF on its Middle East teaching kit, saying that it "was eagerly sought after by teacher organizations across the country."

The annual meeting approved a call for childcare facilities to be incorporated into the design of new schools, and that "operational funding for the provision of childcare services in school buildings be provided through government grants."

It adopted a definition of "gender equity" that calls not just for equity in the number of males and females, but also for changes to the curriculum, institutional structures and the social-cultural context of education.

The AGM also approved an Executive Committee recommendation to delete policy 42.09, which called on the Canadian Teachers' Federation to lobby the federal government to remove abortion from the Criminal Code.

Alice McQuade, BCTF 2nd Vice-president, said that after a long struggle, abortion is no longer in Canada's Criminal Code because of both the Supreme Court overturning the law and the Senate failing to approve a new law.

"Maybe by deleting this we can focus our efforts on all the other issues of concern to women," McQuade said. "If it becomes an issue again, we can bring a motion to renew the policy."

Ulla Martin from Richmond disagreed with deletion. She said "I'm not ready to celebrate yet. The reason this policy was brought forward has not left us yet."

Executive member Jan Eastman, one of the BCTF's CTF directors, recounted the success of the BCTF in convincing the CTF to lobby the federal government against having abortion in the criminal code. She pointed out that "I have argued every year in the past to maintain this policy," but now she favored deleting the policy statement because what it calls for has been achieved.

When the motion was voted on, it was carried, and policy 42.09 will be deleted.

Labour affiliation to be debated

Teachers will be asked to vote next year after the 1992 AGM on whether the BCTF should join the Canadian Labour Congress (CLC), the labour central that represents most members of trade unions in Canada.

AGM delegates approved a recommendation from the Task Force on Labour Affiliation calling for a broad membership discussion and debate over the next year about affiliation to the CLC.

The task force had examined other labour central options and concluded that joining the CLC was the only choice that would provide significant advantages to teachers by making it easier to work with other public-sector unions that have common interests in dealing with the provincial government.

The task force will be preparing and distributing materials to assist teachers in examining the issues related to labour affiliation.

Collective bargaining defence fund set

After paying out nearly \$3 million in strike pay this year, the BCTF has created a new "Collective Bargaining Defence Fund" and set an objective of building the fund to \$20 million.

"For the BCTF to be in a position to support its members in a tough bargaining situation, we have to have the resources in reserve," Ken Novakowski said in initially proposing the fund.

"If our large locals, in particular, are to have the support they need to make gains in teaching conditions, they have to know that the BCTF will be able to deliver on its promises," he said.

"This year the eight-day strike in Vancouver required nearly a million dollars in strike pay. In other longer strikes in Nanaimo and Victoria, we paid out over \$500,000 and nearly \$700,000 respectively. In contrast, a 15-day strike in the small Central Coast district cost \$18,000 in strike pay."

Executive Committee incumbents re-elected

Ken Novakowski
President



Ray Worley
First vice-president



Alice McQuade
Second vice-president



Peter McCue
Member-at-large



Cathy McGregor
Member-at-large



Bob Taverner
Member-at-large



Linda Watson
Member-at-large



1990-91 Award winners

G.A. Fergusson Award
George North (posthumously)
Hilroy Award winners
Katrina Sumrall, New Denver,
Linda Wingren & Ruth Wiebe,
Abbotsford

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

Children's rights tops agenda

UN CONVENTION GIVES HOPE, SAYS LEWIS

by John Hardy

Seldom will you hear a pin drop when teachers meet at their annual general meeting.

But there was a stillness in the room when Stephen Lewis, recognized as one of Canada's foremost speakers, known for his passionate advocacy for children, gave a powerful message to the AGM delegates about the death rate of children in developing countries. A death rate, he insisted, could be solved by pennies.

But it was not teachers Lewis was lashing regarding what he termed an outrage against humanity. The former ambassador to the United Nations had appreciative and encouraging words for teachers' efforts through the BCTF's social programs. "You are clearly very much on the right track. I have read your materials with religious fidelity," he said, calling the *Reports and Resolutions* book a "manifesto of social responsibility."

Reading directly from committee reports, Lewis quoted recommendations from program after program with approval: affirmative action, global education, First Nations education, children's rights, the Program Against Racism, The Task Force on Social Responsibility.

Why do 7000 children die every day in the developing world as a result of diseases preventable with immunization that would cost \$1 a child?

"I was moved," he said of the W.R. Long Memorial Solidarity Fund. "When I read what this committee is doing for projects in Africa, Latin America, and Asia."

Lewis said the struggle for gender equity is the most compelling and telling story of the last quarter of the century.

The simple effort for equality has always seemed elusive, but much can prove legitimate when the government cares about it. For example, in Ontario, 12 of 19 women elected are now in the cabinet, whereas of 55 men elected, 15 are in the cabinet. "You want to know about affirmative action, that's affirmative action," he said.

But he was most obviously moved by what has been happening to children in developing countries.

Rising death rates clearly show children are being starved to pay off their countries' debts.

There was a stillness in the room as Lewis, in a voice that sometimes faltered, sometimes broke with his own emotions, recited a litany of crimes being perpetrated against children.

7,000 children die every day in the developing world as a result of diseases utterly preventable with immunization that would cost \$1 a child.

8,000 children under the age of five die every day of dehydration, yet oral rehydration salts are available for 7¢ a packet. It saves lives.

1,000 children under five go blind every day for want of a vitamin A supplement that costs 10¢.



Stephen Lewis
Unicef

— another 8,000 under five die every day from respiratory infections, largely pneumonia, in the absence of antibiotics.

"How come you can raise billions of dollars for war in the Gulf, but you can't find pennies to save the lives of children?"

He warned of the growing chasm between the developed and the developing world. According to Lewis, developed nations, in 1981, transferred \$50 billion to the developing nations. Today, the poorest nations transfer \$42 billion to the richest nations, a shift of \$92 billion, which Lewis termed an "international obscenity."

"Allowing world economic problems to be taken out on the growing minds and bodies of young children is the antithesis of all civilized behavior. Nothing can justify it, and it shames and diminishes us all," he concluded.

What can be done? Lewis views the UN Convention on the Rights of the Child with hope. He explained the origin of the convention, saying that people starting from the 1979 International Year of the Child had gradually warmed to the idea of children having rights, until currently 60 countries have now ratified it. Canada is due to ratify the convention this year, the process being through the provincial legislatures.

Why do 8000 children under the age of five die every day of dehydration, when oral rehydration salts are available for 7 cents a packet?

Once signed, the convention has the force of binding international law. It forms an inescapable obligation and serves as a powerful instrument on behalf of children, he said. "The whole world is moving in the same direction. This is not an isolated activity."

The UN Convention on the Rights of Children gives teachers an additional agenda. "This is an instrument of advocacy — wave it at board meetings," he said. "People don't like to be in violation of international law."

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

KENYAN WOMAN SPARKS GLOBAL AWARENESS

by Jacqui Birchall

On March 1, 1991, snow danced sideways as gale-force winds whipped it through White Rock, one of Surrey's convention sites. As bridges became impassable and the King George Highway backed up (courtesy of the summer-tire crowd), a beautiful Luyian arrived from Nairobi. Joyce Mudasia, a Kenyan elementary-school principal, was a keynote speaker on Global Education. Resplendent in a long African dress, her hair swathed in a beautiful wrap, and wearing a heavy wool coat, leg warmers, two undershirts, winter boots, and gloves, our African guest experienced snow for the first time. She touched it with wonder, amazed by its texture. (Days later, on a brilliant sunny afternoon on Grouse Mountain, Mudasia was again amazed to find that snow and warm sunshine can also co-exist.)

Mudasia is one of the few female principals in Kenya. She tells me that the schools of the female principals "must shine very, very brightly." Fortunately she is a dedicated, imaginative, and energetic woman. Some of Mudasia's empowerment came from the International Year of the Woman. The conference for this year of international awareness was held in Nairobi, where, Mudasia reports, it did much to change Kenyan women's lives. She tells me that women are the centre post of Africa, that it they carry Africa upon their shoulders. "Educate a man, and you educate one person," she told me. "Educate a woman and you educate a nation."

Encouraged by what they learned at the Nairobi conference, the women now assert themselves. They have formed co-operatives. Within these co-operatives, the women produce and market commodities. They also control the money from the co-operatives. Mudasia spoke of the Nairobi groups where women weave the sisal bags that have become so popular in western culture. The women have two representatives within each co-operative who travel abroad to sell the bags. The money is then shared among the women for their families' good. One woman may need money to send a child to school, another may need money to bring a fresh water supply to her home. Efforts of women such as these is improving the standard of living in Kenya. (Mudasia examined my dishwasher with great interest. Shaking her head, she remarked that African women would be delighted to have such a machine.)

Although Mudasia is a principal and her husband a doctor, they cannot afford to buy a home or a car. (Secretaries are paid more than doctors or teachers in Nairobi.) The cost of educating their eight children precludes other "luxuries." Mudasia must then rise at 05:00 daily for the lengthy matatu ride to work. Matatus run on a schedule altered hourly by the owner/drivers. Her school has a building but little in the way of furniture or supplies. When Mudasia was made the principal, she was given the key to an empty building and wished the best of luck. Some schools have no buildings and so lesson plans are determined by the weather.

Elementary education is "free" in Kenya, although parents are expected to share costs. One expense that must be met by the parents is the price of a school uniform for each student. When I



Joyce Mudasia
Kenya

asked Mudasia about this, she explained that the uniform is required for two reasons. The poverty-stricken of Kenya are poorer than we westerners can imagine. The clothing of a child may be so tattered that the child would feel ashamed to go to school. She also explained that some children live in such poor conditions that their clothing becomes infested. Mudasia feels that she has more control of the cleanliness of the school if the children are in uniform. Should a child wear a dirty uniform to school, Mudasia washes it and it quickly dries in the warm Kenyan sun. Mudasia also feels that the uniforms bring a sense of pride to the children.

I asked her about families who don't send their children because of the uniform costs. She visits them, encourages them, and helps them find a way. Recently she visited a deserted mother of 10 who could not afford the uniforms. Mudasia helped to seek aid from the governmental department that now helps deserted mothers. The fathers quickly have their wages garnished, thus being forced to support their families. In her position as principal, Mudasia is frequently called on to counsel such mothers and show them where to seek the aid they so desperately need. The deserted mother of 10 got help in forcing her husband to support the children, and Mudasia persuaded the manufacturer of the uniforms to supply them free to her children.

Mudasia, and women like her, also works as marriage counsellor. This counselling not only encourages young women to examine their reasons for wanting to get married but also supplies an abundance of information on birth control. Mudasia, an educated woman married to an educated man, has eight children because birth-control advice was not readily available to her when she was younger. Smaller families mean less poverty, more educational opportunities for the children, and more freedom for the mothers. Secondary education is expensive in Kenya.

In the '90s, the Kenyan women are taking greater strides. Only with the help and determination of women like Joyce Mudasia can these strides lengthen.

Donations to "Save the Children (B.C.)" can be made c/o Liz Bannister, 325 Howe Street, Vancouver, BC V6C 1Z7, 685-7716. Jacqui Birchall teaches at West Whalley Junior Secondary School, Surrey.

ELIJAH HARPER ADVOCATES EQUALITY

Surrey teachers at their March convention heard Elijah Harper, the man best known for saying "no" to the Meech Lake Accord, state, "It is not a matter of the Canadian government conferring rights on Indian people but rather respecting Indians as a people." This principle is fundamental in understanding native people's position with regard to land claims. Native people insist and will continue to insist that negotiations on land claims be conducted between equals. In this context, one can understand the outrage felt by native people in B.C. at the recent court decision on the Gitksan Wet'suwet'en land claims. The decision resurrects all the old patronizing attitudes that present native people as supplicants begging at the feet of government officials.

Using imagery from native culture, Harper made a compelling case for native people to be treated as equals in land claims negotiations. He traced the long history of negotiations and warned that "patience is wearing thin."

Dan Blake,
English teacher

A student responds...

The best part of this speech, for me, was seeing Elijah Harper walk onto the platform and stand in front of the microphone. To see the man who has become the symbol of the resistance of the First Nations' people was very moving.

Harper's remarks on the failure of the Meech Lake Accord are particularly interesting. He voted against the accord in solidarity with all First Nations' people, in an effort to bring the critical state of native issues to the attention of the government.

The Indian Act, he says, should be abolished. The difference between the vision native people have of their relationship with the Canadian government and the reality of the domination of their culture by the Ministry of Indian Affairs is striking. It is, as Harper says, "an antiquated piece of legislation."

Finally, Elijah Harper struck me by his significance as a leader of native people. As one South African once said, "It is unfortunate to live in a country where there are still heroes." If we are in that unfortunate situation, Harper is nothing less than a hero.

Maya Russell,
Grade 12 student

Teachers respond...

Seeing and hearing Elijah Harper had an impact on me. I wondered once more about the wasted potential, which an underpopulated nation like Canada can hardly afford to squander. Harper fits my TV-generated image of the native leaders of Canada: articulate, determined, and eminently rational. Surely people who produce this calibre of leader have much to offer. Given a historical perspective of thousands of years of self-government before the arrival of the whites, their insistence on the rights of self-government and of holding onto the "rocks and swamps" that they were given does not seem unreasonable.

What came across was the feeling that the last 100 years, from the perspective of the native historian, would be seen as an aberration, a blip in time, to be corrected as quickly and amicably and fairly as



Elijah Harper
Manitoba MP

possible through reasoned negotiation by two parties of equals: native and white. Harper's quiet dignity seemed powerful when I consider the self-control that must be necessary to maintain rationality in the face of a system that from the native perspective must appear irrational.

Ken Benjamin,
Social studies teacher

When the main topic of many conversations is the future of Canadian society, it is valuable to hear an eloquent voice speaking for a part of our society that has often been disregarded. Harper's voice has spoken for Canadian First Nations' people for many years, and his message is challenging.

Harper made clear to me that self-government means the recognition of a fundamental principle first: the establishment of a relationship between equals. Then, and only then, can the negotiations begin.

One element of Harper's speech concerned the definition of self-government. I felt a great need to have this concept clarified, defined, and made concrete. Harper made clear to me that self-government means the recognition of a fundamental principle first: the establishment of a relationship between equals. Then, and only then, can the negotiations begin. To turn the process around would simply perpetuate the paternalistic pattern.

Melanie Grant,
English teacher

Our family immigrated to Canada with the assurance of being able to practise our religion freely and be accepted even though we are a minority. Isn't it ironic that the first Canadians are not given this same opportunity.

After listening to Elijah Harper, I feel like a thief, stealing something so very valuable.

Shelin Devji,
Biology teacher

Children and animals together at school

A CASE FOR HUMANE EDUCATION

by Ken Hemmerick

"Respect for all life" is the curriculum of humane education. Begun at the turn of the turn of the 20th century, humane education is the teaching of kindness toward animals and is a necessary starting point in the development of a humane interaction. People realized, at that time, that respect for all life is a learned behavior, and is best nurtured in childhood.

But the voices of the early humane education advocates were muffled by the cacophony of scientific/technological explosion. WW I, the Great Depression, WW II, and the Cold War all overshadowed the acceptance of humane education as a vital component in human development.

In 1933, the National Parent-Teacher Association Congress, stated that "children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relation with each other. Character training along these lines in youth will result in men and women of broader sympathies, more humane, more law-abiding — in every respect, more valuable citizens."

Teaching children to have a balanced respect and responsibility toward animals can be a preparation for peace in that a peaceful interaction with animals, humane attitudes and behaviors, can be transferred to the environment and all species, including humans.

Humane education defined

In 1987, representatives of the B.C. Society for the Prevention of Cruelty to Animals formed the B.C. Humane Education Society (BCHES) to develop a comprehensive humane-education program for the province. Since that time, support for humane education in B.C. schools has been received from the B.C. Teachers' Federation, the B.C. School Trustees Association, the Ministry of Education, Simon Fraser University, the University of B.C., and teachers, parents, and children.

In September 1990, the BCHES sent to all elementary schools in the province free lesson plans called the *Anthology of Humane Education Materials*, approved by the B.C. SPCA and the Ministry of Education. Children in B.C. are now receiving humane education in elementary schools.

When animals, generally small animals, are used as classroom pets, the students themselves are responsible for daily care. With moderate supervision to ensure the animals' well being, they see the animals thrive.

Humane education is so valuable because it enables the personal experience of feelings and actions of kindness. Kindness to animals is a general principle or an ethic that transcends all races and creeds. In today's multicultural classrooms, in which so many different religious and cultural customs are represented, finding common ground for providing ethical training is rewarding.

Children and animals go together. Animals appear in myths, symbols, life stories, and fairy tales. Animals are non-threatening beings children can relate to when no one else will do. An animal serves as a cohesive factor, drawing the class together. Having animals in the classroom may facilitate learning, particularly in reticent students.

Humane education is not restricted to animals. Students can take responsibility for the care and nurture of plants in the classrooms. Humane education is in the sharing of personal experiences of won-

der, curiosity, and awe for the natural environment.

Children need to be academically literate and technologically competent. However, without learning how to be truly social beings, able to extend tolerance and respect others and their differences, our children are endangered.

Humane education complements academic and technological learning with learning in co-operation, sharing, doing more with less, and working for the benefit of all. These are the very tools today's children will need as adults in order to solve earth's pressing economic, social, and environmental problems.

Ken Hemmerick is executive director of the B.C. Humane Education Society.

THE TILLICUM EXAMPLE

by Dawn Crawford

For three weeks in March, my Year 2 children were fascinated by a certain visitor, a long-haired Peruvian guinea pig named Spike.

The B.C. Humane Education Society organized a special lending program that gives elementary-school children a chance to have rabbits or guinea pigs in their classrooms for two to three weeks. During that time, the children learn new responsibilities by becoming HAWKS (Humanitarians Acting With Kindness and Sharing). Their duties include feeding the pet, filling the water bottle, exercising and handling the pet, and — the most popular job — cleaning the cage. The children are made aware of the equal importance of each job.

When Spike first arrived, the children were excited, but soon they became very serious about caring for her. They demonstrated their ability to collaborate with others. They seemed to understand immediately that Spike's welfare depended on how they responded as a group.

Not only did the children benefit emotionally and socially, but having Spike in the classroom inspired them to research guinea pigs and to read and write stories about their new pet. The experience was especially beneficial for those children learning English as a second language. The list of new vocabulary words the children composed was never ending. Out of this, they produced two books. One was an alphabet book, and the other was a compilation of the facts they had learned while observing Spike.

We were very fortunate to have Spike in our classroom. Some of the children formed such a special attachment with Spike that it became too difficult to return her to the B.C. Humane Education Society. As a result, Spike has been adopted by 19 seven-year-olds, and she will be loved by all the children at Tillicum School.

Dawn Crawford is a primary teacher at Tillicum School, Vancouver.



B.C. Humane Education Society photo

Do something that lasts... my White Lunch education

by *Carollyne Sinclair*

Remember the White Lunch Cafeteria on Granville Street — the one with the neon sign with the circling people holding trays? The manager called. "You applied for a part-time job as a bus girl? If you want it, come in on Friday and get your uniform and training." He hurled his words at me, "You want it?" I couldn't hide my enthusiasm. "Oh, yes. Thank you. Eighty-five cents an hour? This Friday. That's this Friday the 19th? Quarter to five. Oh, thanks." My first job — bus girl.

My uniform was black and rusty and intended to fit someone else. It had princess lines, with a bust that curved lower and larger than mine. "Walk fast, Dear. No one will notice," Louise told me. She was the senior bus girl, the one who wore a cap with a stripe, in charge of training all of us on the floor. Louise was no girl, though. She must have been in her seventies. Rez capsules tinted more of her scalp than her hair, and her eyesight betrayed her at the mirror, leaving a dotty sparkle of Maybelline on her withered cheeks.

"You're just part-time, aren'tcha?" Louise squinted at me out of one eye as she folded her wiping rag carefully on the handle of her cart. "You're just stayin' for the summer, though? You're not going to quit school for this, are ya?" she badgered. "Okay, that's better. Cause this is no job to make a livin' at." Louise backed the cart out of the station, automatically filling it with vinegar shakers, white and malt, loading plastic dispensers bearing the words Ketchup and Mustard in gold letters. "Come along with me, and I'll show ya the ropes, then."

"Look at me, at my age, workin' at this. I never got a good education. You stay in school, ya hear me?" Her bent body wheeled around, and she peered at me, hunching over the table, waiting for my agreement. I nodded because she frightened me. "All I ever wanted was to do somethin' that would stay put. Somethin' that would last. Look at me! Here, I clean up dishes and I wipe. All day I wipe. They come along, eat, and mess it up all over again. I come back, and I have to wipe up again." She moved close to me and studied my face, whispering in confidence so management wouldn't hear. "It never lasts." "Mm hmm," I nodded as though I understood.

"You get a good education. You get a good job," she leered me in secret from behind a fist closed on a wiping rag that smelled of ketchup and ashtrays. "Do something that lasts."

I linger in Louise's advice

Throughout the years since, I have thought of Louise's words. They haunted me when I worked in mind-dulling office jobs, where the only measure of my value as a person was the number of keystrokes per minute I could perform. I wanted

something more lasting at the end of the day than the heap of card chips that filled my machine. As a mature student at university, I felt thrown into chaos with the limited choice of careers during the recession. Louise's words had become my crucible.

Later, as a discouraged student teacher, I sought help from my faculty advisor, who said, "Yes, you taught them that yesterday. But you'll have to teach them that again. They forget. They're kids." I railed to myself, undermining all my efforts, "I thought this was something important, something that would have an effect!"

Twenty-five years after Louise taught me how to wipe out ashtrays, I erased a lesson on the chalkboard at the end of the day, and I reflected on her words. I thought of a phone call received last week.

"Hello, Carollyne? It's Jess...from Grade 5...from Sunnyview." It was Jessica, who was in my class two years ago, the sort of girl who bursts with uncontrollable enthusiasm, the kind of girl you want to take aside and tell the facts of life before they happen to her.

"You know Val? You remember? She's smoking, and you know what else?" Her voice turned to a whisper as she turned her best friend in. "She's making out. Umm hmm." "No, *It's* not. Not me. My mom would kill me. And Brian, he failed every subject, and he doesn't even care. Tim, he came back, but he's a snob. No one will even talk to him." Jessica told me about everyone we both knew. She rebuilt every bridge between us, me, as I am now, teacher of city children, and her former confidante, ally, and teacher in a school of biker dads and born-again parents.

Jessica hesitated on the phone. What she was holding back was the very reason for her call. Her voice became that of a nine-year-old. "I still have all my poems. The ones I wrote with you." That was the year Jessica told a family secret that she had held in her heart for many years. A friend and I had organized a writers' forum for the children to share their works. The reporter from the local *Times* came; moms poured through the door; even a school official showed up.

When it came Jessica's turn, she stepped up to the microphone and calmly read a poem she had written to her cousin who had drowned four years before. She spoke to that child, telling her she would not be forgotten, and that she was still loved. She shared her longings with an audience of strangers while her mother sobbed quietly into hankies offered by other moms seated at her side in the back row of our classroom. Jessica spoke the words a family could not say; she expressed the feelings they had hidden from each other.

"And you know what?" Jessica said, her confidence building. "I wrote a song, and I'm gonna get it published." I smiled as I wiped away the day's chalk, all the while thinking of Jessica, wondering if there is, indeed, a job with effects that last longer than teaching's.

Carollyne Sinclair teaches Grades 4/5 at False Creek Elementary School, in Vancouver. Currently, she is completing her master's studies at Simon Fraser University.

Strike legacies of a human kind

THE VICTORIA LOCAL PERSPECTIVE

by *Trish Main*

strike is hardly a joyous occasion but, it can be positive. During a strike, come opportunities to develop and improve communication among the local membership and between the local association and the general public, parents' councils, and the media. The Greater Victoria Teachers' Association's recent strike is a case in point.

The bargaining reports of the early fall were grim. Management rights, months of stalling, unprepared board representatives, and bargaining counter-proposals that simply stated, "No!" were recurring themes. By January, the major outstanding issues were salary, benefits, and class size and composition.

The association had a recent history of poor attendance at general meetings, a situation exacerbated by the staff-representative group's not being a duly constituted decision-making body. The board's bargaining team continually referred to the CVTA's bargaining team as the radical few not representing the majority.

The situation was about to change. All the membership needed was the facts. The cause was basically just, and once it was communicated to the members and to the public, the support followed naturally. In Victoria, staff reps were able to convey information to the general membership and to provide feedback to the executive and the bargaining team.

Throughout the 11-month effort to achieve a contract, the backbone of the Victoria teachers' efforts was the staff-rep network. The general membership kept informed through bargaining updates from the bargaining team and the executive, but regular and special rep meetings enabled reps to seek clarification and voice opinions, ideas, and concerns. Through the reps, the bargaining team could gauge the general membership and could give the general membership the information they needed to throw their full support behind the bargaining team.

Once it was evident that a strike was likely, the staff reps again provided a network from which to draw the required volunteer labour. Communication with the public and the membership was important if a fair contract was to be achieved. The membership had to be clear about the goal and the strike process. The public had to understand the issues and the benefits that would accrue to them as a result of a fair contract for Victoria teachers. A twice-daily bulletin for members was issued on the picket lines, and an advertising campaign for the public begun.



Teachers and parents pulled together during the 11-day Victoria strike. Unity and collective support both contributed to a positive resolution. *George Humphreys photo*

A VICTORIA TEACHER'S PERSPECTIVE

by *Beverly Schreiber*

On the picket line, I learned:

- What it is like to live without bells; to have a leisurely, uninterrupted lunch.
- What it is like to spend two hours just talking to a colleague, sharing ideas, thoughts, feelings.

- That I can survive quite nicely without another bit of administrative to respond to — (I didn't miss my drawer in the office — a bit).

- That my fellow workers would not cross my picket line.

- That my fight was not with school-based administrators.
- That it was okay to go a whole day without collecting money for hot dog day, getting back forms, checking up on patrols, giving detentions.

- That the parents of the kids I work for understood what I was on the picket line for, that they knew I was fighting for their kids and they appreciated it.

- That the community also seemed to understand that what I was doing was pretty important.

- That my frustrations and anxieties were shared by my fellow teachers, that my stress was (and is) collective stress.

- That I have power. I do not just have to take it. I can fight for myself and for the kids in my care.

Now I am back in the classroom. Most of what I gained will not be available to me until September 1991 (unless capped at 3% by Bill 82 The Compensator-Fairness Act), even though our contract is presumably retroactive to July 1990. It is difficult to solve class-size issues midstream. It was good to be back with the kids. I had begun to worry about them, and they were beginning to get bored and anxious.

Now I am feeling the frustration of being a professional in a supremely non-professional environment. I am angry that I am not accorded the respect that I as a teacher am due. That lack of respect is an insult to me and a danger to my kids.

Now my stress is beginning to increase. It is difficult to stay feeling good. My kids do better when I feel good, but I must now teach and meet all the needs of 31 adolescents. What I am expected to teach increases each year; there are ever more demands put on me and on the time I have in the classroom. I do not have a problem with the essential nature of all these items. I do know that I cannot do a good job with so many kids, given their range of difficulties and problems. But I want to, so I am doomed to frustration and pain and much failure.

Now I am angry. Because I want to work with children and I can no longer do the job and get satisfaction from a job well-done. Too many kids that I have come to care for are slipping through cracks, and I watch it happening and am powerless.

Now I am looking for a way to earn a living where I am not at the mercy of top-heavy bureaucracies and a schizophrenic government.

And I am sad.

Beverly Schreiber teaches at Strawberry Vale Elementary School, Victoria.

Trish Main teaches at Gordon Head Elementary School, Victoria.

Income Security

How to work and retire at the same time

Phased early retirement is a method whereby you can work part-time and draw a pension part-time. Too good to be true? It is possible — it has been possible in B.C. since mid-1987.

The phased early retirement plan, or PERP, was introduced in 1987 along with the early-retirement window. It did not receive much attention, and, as a result, few teachers have tried it.

Here's how it works. First, you must be eligible for a teacher pension: be at least 55 years old and have 10 or more years of contributory service in the teachers' pension plan. Second, you must arrange an individual contract with your school board for a reduced assignment for an agreed period of time, which may not exceed five years. The PERP cannot extend past the end of the school year in which you reach age 65. The Superannuation Commission, which must also approve the plan, will then calculate your B.C. teacher pension as if you are retiring. You will receive a portion of that pension, on a single life, no-guarantee basis, in proportion to the percent of the school year not worked. Your board will, of course, pay you for the portion of time worked.

At the end of the PERP period, when you fully retire, the Superannuation Commission will recalculate your pension, including any non-B.C.-teacher plan transfers, based on your older age, increased service, and average salary. The commission will subtract from the life-time value of the new pension the monies already paid, plus interest, to arrive at your final pension.

The portion of time you agree to work must be less than what you are currently working, and it may change from year to year throughout the PERP. For example, you may choose to move from full-time to half-time, which could also mean working one semester on, one semester off. Or you might choose to drop to 80% in the first year, 60% in the second year, 40% in the third year, and then retire fully. It's up to you to make the arrangement with your board.

While on PERP, you will continue to contribute to the pension plan in proportion to the time worked. Thus, pensionable service continues to accrue.

Let's look at an example of a 55-year-old teacher who is considering PERP on a 50% basis; salary of \$46,000, 25 years of pensionable service. If the teacher retired fully, the single-life pension with no guarantees, would be approximately \$16,560 per year. On PERP, the teacher will get \$23,000 from the board and \$8,280 from the pension plan, for a total income of \$31,280. If the teacher opted to work 50% and not draw any pension, income would drop to \$23,000.

At age 60, at the end of the PERP the teacher's pension would be approximately \$23,970 annually. If the teacher opted to work 50% only, the pension would be \$24,290, some \$26 per month more than on PERP. If the teacher continued to work full-time to age 60, the pension would be \$26,500, or \$210 per month more than on PERP. Obviously, the longer one works, the greater one's salary income, and pension.

The first question regarding retirement

Are you mentally ready to retire? The second is Can you afford to retire? If you feel that you want, or need, to reduce your workload but are not ready to fully retire, maybe PERP is for you.

Pension-fund investments

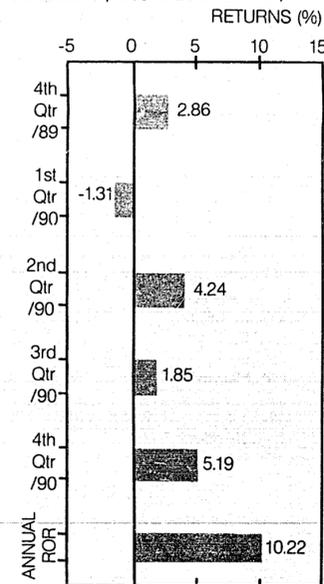
The last quarter of 1990 showed much improved investment returns, overcoming poor first- and third-quarter returns.

For the quarter ending December 31, 1990, the fund returned 5.19%, for an annual return of 10.22% (see chart). The non-diversified investments in the Municipal Pension Plan earned 11.11% over the same period. The municipal fund is invested entirely in bonds and T-Bills.

The inflation-adjustment account of the Teachers' Pension Plan showed a return of 12.71%, also invested entirely in shorter-term bonds and T-Bills.

By the close of 1990, some 16.5% of the basic pension fund had been invested in equity vehicles (stocks, real estate).

QUARTERLY RATES OF RETURN OCTOBER 1, 1989 - DECEMBER 31, 1990



North American Life Assurance Company takes over Citadel Life

North American Life Assurance Company has purchased Citadel Life Insurance Company and will maintain insurance coverage members have with Citadel. If you wish to purchase additional individual, non-payroll-deducted term insurance, contact North American Life Assurance Company rather than Citadel. Your local association president has information on types of coverage and cost.

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

BC Calendar Classified

MAY

May 23-25 VICTORIA
Annual Teaching of Physical Education Conference, co-sponsored by the Physical Education Provincial Specialist Association and the School of Physical Education, University of Victoria. Contact Tom Holby, c/o Dr. T.A. Swift Elementary School, 34800 Mierau Street, Abbotsford, BC V2S 5Y4.

May 24 VANCOUVER
Gestalt Training Institute Open Evening, Dr. Malcolm Parlett, "Inter Being, Reflections on Field Theory and the Gestalt Approach", 19:00, \$15, Unitarian Centre, 949 West 49th at Oak, Vancouver. Contact Gestalt Training Institute, 1747 Gordon Avenue, West Vancouver, BC V7V 1V4, 925 2012.

May 25 VICTORIA
Assessment and Evaluation: Reporting to Parents: Problems and Possibilities, Room 159, Begbie Building, UVic, Victoria. Contact Tom Miller or Libby Rush, Education Extension, 721-7874, fax: 721-7767.

JUNE

June 24-29 VANCOUVER
American Association of Physics Teachers national meeting, UBC. A thousand delegates expected. Contact Aubry Farenholtz, 530-2151.

JULY

July 2-August 1 BURNABY
Summer Institute in Teacher Education (SITE), SFU. Tuesdays and Thursdays. Lecturers are Peter Grimmett, Meguido Zola, Ken Zeichner, Ann Lieberman, Andy Hargreaves, Nancy Zimpfer, Alan Tom, Ken Howey, John Smyth, and Marvin Wideen on teacher development, research, leadership, and mentorship. Contact SITE, Faculty of Education, SFU, Burnaby, BC V5A 1S6, 291-4298, fax: 291-3203.

July 5-8 CHINA
China: Between Yesterday and Tomorrow, a tour led by Dr. Lawrence Lau, focussing on history, culture, current progress and problems. Contact your local Pacific Rim co-ordinator or Jo Ledingham, Educational Travel Programs, UBC, 222-5219, fax: 222-5283.

AUGUST

August 11-15 CHARLOTTETOWN
Eighth Annual Faculty Development Summer Institute on Enhancing the Teaching Experience. University of PEI. Contact Ian MacDonald, University of PEI, 550 University Avenue, Charlottetown, PE CIA 4P3.

August 11-15 CHARLOTTETOWN
Fifth Annual Peer-Counselling Training Institute on understanding peer counselling, training curriculum, establishing a plan, strategies for implementation. University of PEI. Contact Ian MacDonald, University of PEI, 550 University Avenue, Charlottetown, PE CIA 4P3.

August 12-16 ABBOTSFORD
Flight into Literature III, Reading and Writing Strategies K-12, with Faye Brownlie, Susan Close, and Linda Wingren. Abbotsford. Phone 852-0431 or 853-3071 (answering service), 852-9616 (Chief Dan George School), or 850-1645 (after June 30 and evenings).

August 13-16 MONCTON
The Canadian Association of Business Education Teachers (CABET) "Vision 2000" conference, University of Moncton, New Brunswick. Contact Ken Kuhn, S: 936-7205, H: 461-1254, fax: 937-5933.

August 26-28 VANCOUVER
Co-operative Learning Introductory Training, Lord Byng Secondary School, Vancouver. Trainers are Linda Jones and Corine Clark. Contact Linda Jones, Program Services, Vancouver School Board, 1595 West 10th Avenue, Vancouver, BC V6J 1Z8, 731-1151 (358), fax: 736-8564.

SEPTEMBER

September 27-28 SALMON ARM
Dance and Movement Workshop, by Phyllis S. Weikart, sponsored by Shuswap Music Educators' Association. Contact Gordon Waters, c/o Salmon Arm Elementary School, Box 609, Salmon Arm, BC V1E 4N7 832-9877, fax: 832 5221.

OCTOBER

October 5 VANCOUVER
LOMCIRA (Lower Mainland Council of the International Reading Association) fall conference, "Strategic Teaching for Strategic Learning," Hyatt Regency Hotel. Contact Shirley Choo, 420-7967, or Nancy Sinclair, 522-9395.

October 17-19 NEW WESTMINSTER
Neighborhood Schools: The Heart of It all, New Westminster Secondary School. Contact Maureen Kornitsky, 522-1631.

October 17-19 VANCOUVER
Provincial Intermediate Teachers' Association fall conference, "2001: A Learning Odyssey - Learning To Learn," Hyatt Regency Hotel. Keynote: Maud Barlow, national chairperson, Council of Canadians. Contact Rika Ruebsaat, Henry Bose Elementary School, 6550 134th Street, Surrey, BC V3W 4S3, H: 526-2804, S: 596-6324.

October 17-19 BURNABY
Association of B.C. Drama Educators annual conference, "Interact '91: Back to Our Future," Sheraton Inn, Burnaby. Contact John White, c/o 5325 Kincaid Street, Burnaby, BC V5G 1W2, 299-0611.

October 17-19 RICHMOND
30th Northwest Mathematics Conference, Richmond, B.C. Contact John Klassen, c/o West Vancouver Secondary School, 1750 Mathers Avenue, West Vancouver, BC V7S 2V8, H: 926-8005, S: 922-3931.

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 Yosky Webb, 3215 Connaught Avenue, North Vancouver, BC V7K 1Y3.

October 18 LANGLEY
B.C. Technology Education Association Conference '91, "Problem Solving," Langley Senior Secondary School. Contact Lindsay Langill, H: 858-4292, S: 856-2521.

October 18 BURNABY
B.C. English Teachers' Association conference, SFU. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

October 18 COURTENAY, VERNON, TERRACE
Learning Assistance Teachers' Association regional conferences. More information to come.

October 18 KELOWNA
ACEHI-BC Conference, "Hear 2000 - What's in It for the Hearing Impaired?" Martin Education Centre, Kelowna. Contact Sue Sanger (Kelowna) 763-1128, or Marguerite Henderson (Vancouver) 224-1331, Association of Canadian Educators of the Hearing-Impaired.

October 18-19 PRINCE GEORGE
"Branching Out," B.C. Primary Teachers' Association fall conference, Prince George. Contact Grace Sinnema, 35227 Marshall Road, Abbotsford, BC V2S 5W4, H: 850-5526, S: 853-7730.

October 31-November 2 VANCOUVER
Provincial Council for Exceptional Children (CEC) Conference, Bayshore Hotel. Contact Rochelle Wats, H: 926-7684, O: 987-8141.

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 8-9 VANCOUVER
Horizons '91, annual conference of Computer-Using Educators of B.C., Hyatt Regency Hotel, Vancouver. Contact Gord Edmonds, 467-6836 evenings.

November 14-16 TORONTO
Arts Educators' Assembly organized by OSEA and CSEA, Skyline Hotel, Toronto. Write 3186 Newbound Court, Malton, ON L4T 1R9.

November 21-22 PRINCE RUPERT
District convention, "Empowerment and Change," Year 2000, environment, computers. Keynotes: Ruben Nelson and Mill McLaren. Speakers include Sharon Jeroski, John Harker, Susan Close, Alison Preese, Nancy Little, and David Porter. Contact Kathy Fuller, 624-9370, or Craig Fritch, 627-8974, 1500 Ottawa Avenue, Prince Rupert, BC V8J 2Z8.

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.

Travel/Vacation

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Kihei Maui. On the beach, studio and 1 bdrm. condo, from \$35. Discounts available. Call (604) 325-3029.

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

London flat. Bed & breakfast/kitchen facilities. Chelsea Bridge/Battersea Park area. 3 bedrooms., 2 modern bathrooms, kitchen, dining area, historical Victorian building and lovely new interior, beautifully furnished. For one night or a week, for one person or for a family. Can arrange theatre tickets. Contact evenings for brochure. Mr. Thomas Moore, PO Box 12086, Ogden, Utah 84412 or call (801) 393-9120.

Saltspring Island. Ocean beachfront spacious 1-bdrm., s/c unit. Steps 5. "Island life at its best!" Clamming, crabbing, beach combing. Good rates! Beach House 653-2040.

B.C. Coastal Sailing Cruises. All inclusive low cost group charters from Vancouver with seasoned instructor. Previous experience unnecessary. For details contact Captain John Sailing Association, 4710 Fleming Street, Vancouver, BC V5N 3W6, Phone 872-2267.

Sailing Adventures. Enjoy the pleasures of sailing the 32' Beneteau Epicurious. Take advantage of the 30% discount for teachers/teacher referrals. \$200 per day; with discount \$140. Further discount for 6 days or more. Contact Terry Eastman, certified CYA instructor 530-2966.

Whistler Yearly Package. From \$200 per month includes: 2 bdrm. suite for one weekend per month. Some of Christmas or Spring Break, two summer weeks 932-3502.

Los Cabos, Mexico. For rent to responsible individuals, luxury beachfront resort hotel on the Sea of Cortez. 2 condo suites, side by side studios, complete hotel and gym facilities. Pools, hot tubs, sauna, golfing, etc. VIP treatment. Min. 1 week, available year round, monthly rates available. Direct flight from Vancouver. Totally enjoyable. Available for July eclipse. Contact Jane Barrens 936-4551, fax 936-7826.

Himark Travel Services. Meeting the educational travel experience. For tour information or quotations, contact Himark Travel Services, 208 - 2182 West 12 Ave., Vancouver, BC V6K 2N4, Phone 325-90,2.

B.C. Coastal Sailing Cruises. All inclusive low cost group charters from Vancouver with seasoned instructor. Previous experience unnecessary. For details contact Captain John Sailing Association, 4710 Fleming St., Vancouver, BC V5N 3W6, Phone 872-2267.

South Okanagan. Cabin on small quiet lake. Available June 23 to July 21, \$225 per week. Phone 421-6073 (Burnaby).

South Okanagan holiday accommodation. Large 4 bdrm., furnished home, with pool, in sunny Oliver. No pets, non-smokers. References please. Available July 15 to Aug. 25. \$250 per week. Reply to: RRI, S 14, C 9, Oliver, BC V0H 1T0.

Close to PARIS. Fully furnished, 1 bdrm. suite. \$250 per week. Call 738-1876.

Family holiday in Okanagan? 3 bdrm. home, recreational acreage, 10 min. to downtown Vernon, available July. \$600/mo. 542-6416.

Tofino - summer cottage. Rental, walk to Chesterman's Beach. \$85 per night, \$570 per week. 725-3767.

Coastal Kayak Tours. Learn kayak skills this summer on 5-7 day workshop-style expeditions to Broken Islands, Tofino area, Robson Bight, Bunsby Islands. 2 day skill workshops on Hornby Island. Custom group tours. Day trips and canoe, bike, kayak rentals on Hornby. Write for brochure, Zucchini Ocean Kayak Centre, RR 1, Hornby Island, BC V0R 1Z0, 335-2033.

Chinapac International. Specialists in China and the Orient. 10 day Spring Break 1992: \$1799. Phone: (604) 731-1693. Fax: (604) 731-1594.

Bed & Breakfast

Weathervane Bed and Breakfast. Character home near Government House, 4 min. to town. King/Queen beds, ensuite baths, jacuzzi, down quilts and antiques. Living room with fireplace, full breakfasts. Daily weekly rates, no smoking. John or Sue Cabellu, 1633 Rockland Ave., Victoria, BC V8S 1W6, Phone 592-0493.

Hummingbird Hollow Bed and Breakfast. Enjoy the beauty of spring in the Gulf Islands. Lovely lakeside setting. Private bathrooms and sunrooms. Gourmet breakfasts. 629-6392 Pender Island.

Eagle's View Bed & Breakfast. Vernon, reserve, daily, weekly or group rates. \$25 - \$395. R.R. #7 (6-22) VIT 7Z3, 545-4708.

The Eagle's. A seaside bed and breakfast on Gabriola Island. Miles of country roads, rugged cliffs, sandy beaches, quiet seclusion, panoramic view. Reservations 247-9769.

Ambleside, West Vancouver. Luxurious \$45 double. Bus, shopping, beach. July, August. Daily, weekly. Parking, 926-9055.

Sunset Ridge Bed & Breakfast. Enjoy the beat of White Rock. 4 blocks to beach, shopping and dining close. Scrumptious breakfasts. 538-1244.

Shallow Hill Farm. "The Natural Getaway." Minutes from Victoria in the picturesque Metchosis countryside. Charming private suite with queen bed, ocean and mountain views, and delicious breakfasts. Gini & Peter Walsh, 4910 William Head Rd., RR 1, Victoria, BC V8X 3W9. Phone 474-4042.

Sunshine Hills Bed & Breakfast. Private entrance, 30 min. to Vancouver. \$45 per couple, \$15 extra per person, sleeps 5. 11200 Bond Blvd., North Delta, BC V4E 1M7. Phone 596-6496.

Wanted to Rent/Exchange
Victoria area wanted to rent July and August, 2 or 3 bdrm. furnished house or apartment, non-smokers, no pets. Call collect 1-635-2964.

Will house-sit. Mature, non-smoking female available July-August. References on request. Reply to Enid Crighton, Apt. 206 - 14004 26th St., Edmonton, AB T5Y 1Y4 or phone 473-5292.

Wanted house exchange/rent. Teaching couple want to exchange homes or rent home for the summer to attend UVIC. Ours is a new 3 level split home with outdoor hot tub in Mission (1 hour from Vancouver). Need a 3 bdrm. (minimum) home in Victoria. 1-826-4903.

House exchange opportunity. Kimberley teacher wants house exchange in Vancouver, prefer UBC area, from early July to mid-August. Includes nice house in town plus lakefront log cabin nearby. Great for canoeing, kayaking, hiking. Phone 427-3457.

Wanted to rent. Reliable and responsible couple with small child need furnished house or apartment close to SFU from July 1 to August 31. References available. Phone Michael Bourcet collect 1-787-2624 evenings.

Teacher exchange
Halifax, NS. Elementary resource teacher exchange to Halifax City. House, job, car, swap. Enquiries: Allan McDiarmid, 3120 Albert St., Halifax, NS B3K 3M9.

New Zealand. High school biology and general science teacher. Also involved in rugby. Beachside community, 30 min. north of Auckland. Contact: Rex Trebilco, Orewa College, Riverside Road, Orewa, NZ. Phone: 0942-64075, Fax: 0942-65415.

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.

Need more money? Discover a great opportunity to make money on the side and potentially earn more than you do now! Call 986-7448 (24 hrs.)

Kindergarten, Grade 1, teachers, parents, informal readiness test, activities, parent's checklists. Send \$10.95 to "Jumpstart" Deervalley, P.O. Box 43096, Calgary, AB T2J 7A7.

Image consulting. Take the first step toward a successful and rewarding career: this summer through your personal network. Ongoing support and training provided. For interview call 253-8555.

Wanted self-managed, entrepreneurial sales & training person to join growing management training company. Exceptional communication & training skills are prerequisite. Expertise in lifestyle management, organizational change &/or computer software applications would be beneficial. Position has career path partnership potential. 254-7386.

Relocation or investing in Okanagan? I'd like to assist you in finding a suitable property. After a BC teaching/administrative career of 30 yrs., I have joined the Coldwell Banker Horizon Realty firm in Kelowna, and I'm enjoying my contacts with former colleagues throughout the province. As an Okanagan resident of 37 years, I'm in a position to successfully serve your real estate needs here. Ring Roger Tait 868-2223.

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4-18-12

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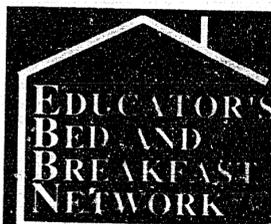
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Qualifications: Strong teaching background, interest in the Academy concept, good interpersonal skills, computer experience, organizational ability, energy, a love for skiing, youth, and the outdoors.

Pay: Commensurate with experience.

Contact: Don Findlay, Director, Banff Mountain Academy, PO Box 2009, Banff, AB T0L 0C0.
Phone 403-762-4101 or Fax 403-762-8585.

CO-OPERATIVE LEARNING WEEK

August 19 - 23, 1991
Maple Ridge, B.C.



School District 42, with assistance from the Ministry of Education, is sponsoring a series of workshops on Co-operative Learning and Year 2000 themes. Workshops have been designed by B.C. classroom teachers and principals for classroom teachers and principals.

Cost: \$150 for the week or \$40 for the day
(includes coffee and lunches)

Registration Deadline: June 30, 1991

Details and registration forms from Mike Suddaby
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Enjoy a tremendously fun and educational cruise through the renowned and beautiful San Juan Archipelago, highlighted with a shore excursion in Friday Harbor to visit the Whale Museum.

Your 7-hour tour begins with a fully narrated cruise aboard the 300-passenger "Star of Semiahmoo", focusing on the wildlife, history and current facts of the islands. Throughout the cruise, you should have many opportunities to view the marine life that abounds here, including: porpoise, seals, eagles, seabirds and possible glimpses of the mighty Orca Whale. Binoculars are available with our compliments!

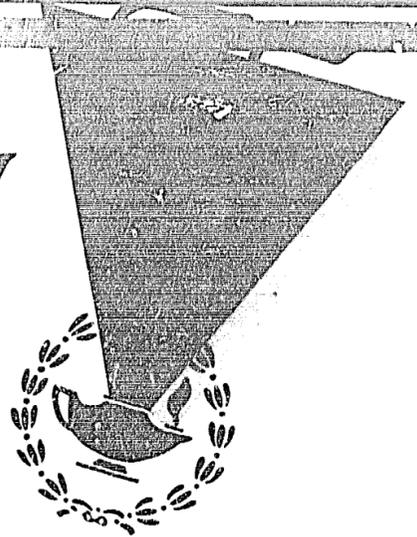
During your shore stop in Friday Harbor, you are invited to visit the Whale Museum; the only museum in the U.S. devoted solely to the natural history of the whales.

Special Field Trip Rate: \$15 U.S. per person

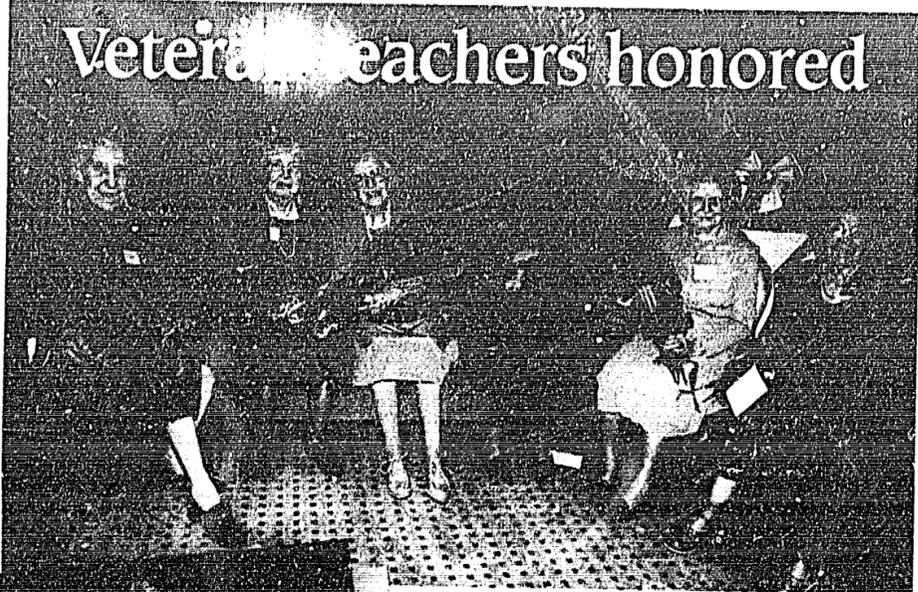
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BCTF's 75th anniversary year launched



Veteran teachers honored



BCTF members for over 70 years were honoured at the AGM. Delegates gave them a lengthy standing ovation. (Left to right) Lila Campbell, Gertrude and Bessie Killip, Edith Pakeman, Ethyl Brown, Freda Bettes.

Alistair Eagle photos

The handwritten 1920 ledger book of BCTF members listed Freda Bettes as member number 157. A member of the Salmon Arm Teachers' Association, Freda recalls joining when then BCTF President Harry Charlesworth came to visit her school staff. She completed her teaching career as a BCTF member, joined the Retired Teachers' Association, and was later made an Honorary Life Member of the Retired Teachers. That's 70 years of BCTF membership!

At the 1991 Annual General Meeting, President Ken Novakowski launched the 75th-anniversary-year celebrations of the BCTF by introducing Bettes and five others whose careers have spanned the life of the federation.

Ethel Brown became a member of the North Vancouver District Teachers' Association in 1921. Lila Campbell, a BCTF member since 1919, retired from Alexandra School after 43 years. Bessie Killip, a member of the South Vancouver Teachers' Association since 1920, retired with 44 years of service. Edith Pakeman taught through World War I, the depression and the boom years that followed the Great Depression, World War II, and the post war period, retiring in the 1960s after 47 years.

These pioneers joined the BCTF, not because of compulsory membership or a check off of dues, but because they believed in the collective power of their professional organization to bring *Ideals into Action for Children and Teachers* (the theme of our celebrations).

The original constitutional objectives of the BCTF are remarkably appropriate 75 years later:

- to foster and promote the cause of education in B.C.
- to raise the status of the teaching profession in B.C.
- to promote the welfare of the teachers of B.C.

And the professionalism of our founding colleagues has also survived the test of time. The minutes of the Provincial Teachers' Institute held in Vancouver in April 1904 reveal an understanding of a child-centred curriculum that would be at home in any primary classroom in 1991.

"Mr. Stewart then read a short paper on the Child's Inheritance. He spoke of the many-sided nature of the child, and showed that we teachers must minister to the wants and aid in the development of the Physical, Moral and Intellectual aspects of that nature; and that the subjects prescribed in our course of study are such as meet the needs of the child's whole being."

In 1919, in Victoria, 178 teachers refused to work for two days, over a salary dispute. Within the next year, the BCTF was able to convince education officials to incorporate into the Public

Schools Act arbitration provisions to establish salaries. Improving wages to attract qualified people to the challenging profession of teaching has been a 75-year commitment of the federation.

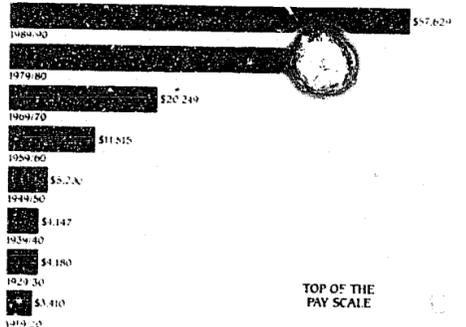
In 1971, a province-wide teachers' strike took place in an attempt to persuade the provincial government to improve the pensions of retired teachers. Amendments to the pension plan were made in 1971, 1973, 1974, and 1975. In 1990, the BCTF presented a brief to the Minister of Labour regarding Bill 44 (Pension Benefit Standards).

In 1973, the Status of Women Program was established; in 1975, the Program Against Racism; in 1989, the Global Education Project; 1990, the Primary Project was launched; in 1991, the federation sponsored a Children and Poverty Conference. The BCTF has always played a leadership role in connecting the school to its community, in recognizing that the child brings a culture and a context to the classroom.

Our 75th anniversary year offers a chance for us teachers to research our roots, reflect on our personal, professional, and local association histories, celebrating the pride we feel as members of an organization with 75 years of service to public education.

Initiate, organize, and participate in BCTF 75th-anniversary commemorations in your community!

— Elaine Decker



Tom Chalmers, BCTF president, 1948-49 cuts the celebration cake.

Edith Pakeman's story

Two months before the armistice ended World War I, Edith Pakeman began her teaching career. World leaders were Robert Borden, Woodrow Wilson, David Lloyd George, and Vladimir Ilich Lenin, head of the infant Soviet state. Babe Ruth was a left-handed pitcher for the Boston Red Sox, and the National Hockey League was about to open its second season. The \$5-a-day wage paid to employees of the Ford Motor Company set the standard for industrial workers and let assembly-line workers harbor hopes of purchasing one of the company products, a model T, at \$295.

Edith Pakeman, is one of a few teachers who survives from the first years of the BCTF. In her first year of teaching, she joined the two-year-old BCTF as a voluntary member in 1918. She was teaching in South Vancouver, then a separate municipality and school district.

At this year's AGM — the 75th in the BCTF's history — Edith Pakeman, 91, recalled the day she joined. "Our princi-

pal, Mr. Thornbur, was a great advocate of the BCTF. It was his enthusiasm that led me to join. I remember the night that the entire staff took the street car to either King Edward or Dawson school to sign up." She credits the federation with many of the improvements she has observed in education over more than seven decades: "Teachers wouldn't be where they are today if it weren't for the union."

One of those improvements is smaller classes. Classes in Pakeman's early years of teaching numbered 50 and more. She remembers that she divided the children into three groups on the basis of ability, a practice that some think to be a recent innovation. "The large classes were manageable because of the control exercised over the children. They were not allowed to move. The epitome of a good teacher was one with a silent class."

Edith Pakeman believes that the increased freedom for students and the increased flexibility in the system are the most positive developments in the years

since she started teaching.

She also appreciates the improved salaries and working conditions enjoyed by today's teachers. "When I started teaching at Moberly, the only person who owned a car was the janitor. I think my salary was around \$600 a year. The war started, and they were selling war bonds. I bought one for \$5 a month, and it was a big strain to pay that much."

Pakeman's fondest memories are of her years at Moberly Elementary School in South Vancouver (later Vancouver) under Elizabeth Dickieson, then the only woman administrator in the Vancouver School District. "We were all determined to excel," recalled Pakeman, "because we had an all-woman staff. We had to be the best, and we were. We won the Governor-General's medal."

Edith Pakeman retired from teaching in 1965, after 47 years in the classroom and as an active member of the BCTF. She currently resides in West Vancouver.

— Kit Krieger



Edith Pakeman, a member since 1918, began her career in the first decade of federation history.

Kuehn photo