

the



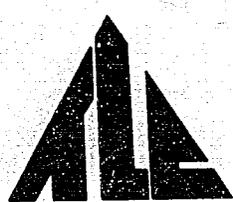
TRIAD

**The name remembered by
every smart car buyer.**

**WE'RE THERE WHEN YOU NEED US.
Remember!**

B.C. Teachers' Group Buying Service

- New cars and trucks**
- Full dealer servicing and warranty included**
- Over 6000 purchased for teachers and their friends**



**TRY
TRIAD**

Leasing Company

See Bill or Maureen Stonier
240-1070 West Broadway
Vancouver, B.C. V6H 1E7
Telephone 732-7833

Winter Hours

Monday to Friday 9:30 a.m. to 5:30 p.m.
Saturday 10:00 a.m. to 4:00 p.m.

An Open Letter To My Teacher Colleagues

Frank Garritty, President
Canadian Teachers' Federation

As Canadian teachers, we have a unique opportunity, organizationally and individually, to demonstrate our solidarity with our brothers and sisters in ATASA (African Teachers' Association of South Africa) and a unique opportunity to end apartheid in South Africa.

Last Spring, the Board of Directors of the Canadian Teachers' Federation set up a South African Teacher Assistance Fund to provide assistance to the African Teachers' Association of South Africa (ATASA) in the form of short-term organizational support for officers, coordinators and researchers. The fund was also set up to provide humanitarian aid, legal defense, trade union/leadership and professional development services for black teachers. As well, there is an urgent need for economic services such as credit union education, and help in curriculum development.

In the name of CTF and of ATASA, I thank those teachers who have already contributed to the Fund. At our Annual Meeting this Summer, we were able to present to the President of ATASA, Mr. Randall Peteni, a first cheque for \$10,000.00. It was deeply appreciated.

But more, much more, is needed. Following 42 days of solitary confinement in a South African

being charged, the Secretary General of ATASA was released in time to address the Assembly of the World Confederation of Organizations of the Teaching Profession in August in Regina. Hamilton Dlamlenze drew the following picture for Assembly delegates of segregated education in his country:

- Education for white children in South Africa is free and compulsory up to the age of 16. Black education is not free and is non-compulsory. Parents pay fees and buy stationery and writing materials.
- The government pays per capita expenditures on education of 10:1 for a white child and a black child respectively.
- The teacher/pupil ratio is 1:25 for white education 1:56 for black education.
- The training of black teachers has not kept pace with the high school explosion. There is a serious shortage of qualified teachers.

The need is great. The need is now. Please send what you can. Cheques should be made out to "CTF TRUST FUND". Receipts will be issued for income tax purposes.

Thank you for your generosity!

Enclosed is \$ _____

Send cheques to:
Canadian Teachers' Federation
110 Argyle Avenue
Ottawa, Ontario
K2P 1B4

Please send receipt to:
Name: _____
Address: _____

I WANT TO HELP END APARTHEID

ASTAR® is capturing
the attention of
children



The War Amputations of Canada's friendly robot from planet DANGER appears on television with a warning for youngsters: "Yours is a dangerous world, so PLAYSAFE."

Josee, a member of the Child Amputee (CHAMP) Program, is one good reason why The War Amps must reach the very young with the PLAYSAFE message. A month before Josee's fourth birthday, the blades of a lawn mower severed her left leg.

ASTAR appeals to children who are too young to know the consequences of playing in dangerous places.

Josee joins ASTAR as a "safety ambassador" to warn all children to PLAYSAFE.

The War Amputations of Canada
2827 Riverside Drive, Ottawa, Ontario K1V 0C4

The War Amputations of Canada is a registered charitable organization operated by amputees for amputees on a non-profit basis. The War



Amps does not receive government funds. Should you wish further information please do not hesitate to contact us. Toronto (416) 488-0600; area codes 519, 613, 705 dial toll free 1-800-268-8821; all other area codes dial toll free 1-800-268-8917.

Charitable Registration Number: 0286831 09 10

Opinion

Ambassadors From Apartheid: South African Exchange Students

RICK SULLIVAN

The debate over the morality of apartheid is over. Right-minded people the world around condemn apartheid and find the brutal enforcement of this policy abhorrent.

The only issue that remains in debate is the method by which the world's nations should help terminate the blasphemy of apartheid. Many people and governments see little alternative to full-scale civil war, so any non-violent action that could possibly lead to the demise of apartheid must be encouraged.

A complete boycott by all nations of all relations with South Africa is advocated by virtually all black South African leaders. If crippling the economy of South Africa, which would result from such sanctions, could bring down the present government and thereby stave off a calamitous blood bath, then it merits implementation. While a full embargo would clearly give rise to some negative effects in some quarters, the negative effects pale in significance when compared with either continued apartheid or civil war.

The Government of Canada has not yet legislated a full embargo on all dealings with South Africa, but it has promoted voluntary divestment. Many Canadian organizations have responded to the government's call.

As Canada slowly moves to break ties with the current South African regime, surely the practice of accepting exchange students from South Africa should be terminated. While the acceptance of a white South African student into our school system may seem of little significance, indeed may seem merely an opportunity for students to learn of one another's countries through personal contact and interaction, the reality of the student exchange program is far different.

Programs like this are of fundamental importance to the South African government. Programs like this demonstrate that other governments accept the legitimacy of the state of South Africa, that South Africa is just one more of the world's many countries, and that it should be treated no differently.

South Africa is different, must be recognized as such, and must not be accorded the courtesies due to a civilized nation.

And what of our own students? What understandings of South Africa do they pick up? When impressionable adolescents have only one contact with South Africa, and that contact is a bright, charming youngster who seems to be no different from them, it's easy for them to believe, by extension, that all of South Africa is just as wonderful. The often-repeated thesis that the international press is merely sensationalizing events in South Africa becomes credible. This is not a lesson that should be learned, because it is not a lesson that is true.

What should be done? Should we pretend that things are really not so bad in South Africa? Should we continue to invite to think that an exchange student's presence in one of our schools is insignificant? Or should we recognize that exchange programs must be terminated as surely as the evil of apartheid must be terminated?

We have an opportunity to demonstrate to the Government of South Africa that because of its practice of apartheid, it and its white ruling-class citizens are pariahs who are unacceptable in our society. We must express our absolute rejection of apartheid by cancelling such programs as student exchanges with South Africa.

Rick Sullivan is President of the Kitimat District Teachers' Association. Readers are invited to respond to this opinion piece with letters to the editor.

Cover

The cover is from a print by Ruben Herrera, a Latin American exile now living in Europe. He attended the WCOTF seminar in Vancouver in August 1986.

A black and white poster version is available from the B.C. TEACHER for \$5. Proceeds go to WCOTF to assist the development of a teacher organization in Paraguay.

The photo of the print was taken by Dan Propp.

Editorial Office

2235 Burrard Street
Vancouver, B.C. V6J 3H9

Editors

Larry Kuehn
Wes Knapp

Copyeditor

Debby Stagg

Advertising and Subscriptions

Helen Kolisnek

Design Consultant

Douglas Porter

Editorial Board

Geoff Hargreaves
Elsie McMurphy
James D. O'Connell
Don Olds

Publisher's Information

Articles contained herein reflect the view of the authors and do not necessarily express official policy of the British Columbia Teachers' Federation.

The B.C. Teacher is indexed in the Canadian Education Index.

Back issues of *The B.C. Teacher* are available in microfilm from Micromedia Limited, Box 34, Station S, Toronto, Canada M5M 4L6.

Manuscripts (no payment) are welcomed. Topics should interest a wide range of teacher readers. Manuscripts should be up to 2500 words long, preferably typed and double spaced. Writing style should be informal. Avoid footnotes and references.

Notice of change of address stating both old and new addresses should reach the editorial office at least one month before publication.

Annual Subscription \$6.00.

Printed in Canada by Mitchell Press Limited.

Features

-
- 8 The world out there
Norman Goble
-
- 12 The BCTF overseas — from Borneo to Ghana
Larry Kuehn
-
- 16 "Yes, I'd do it again"
Jim Killeen
-
- 19 No more Nagasaki
Kinuko Laskey
-
- 20 A dangerous profession
Larry Kuehn
-
- 24 Poster
-
- 27 B.C. street in the global village
-
- 28 The writing process grows in Africa
Sabina Harpe
-
- 31 Camouflaging the truth
William Li
-
- 32 Education . . . foundation for global awareness
Douglas Roche
-
- 34 "Peace is a threat"
Larry Kuehn

Departments

- 4 Opinion
7 Readers Write
36 Classified
37 Teachers: Retired
- 40 Teachers: Remembered
43 Books Books
45 Resources
46 Hargreaves' Musings

Editor's Note

The B.C. Teacher has changed.

The regular editor, Nancy Flodin, is on maternity leave for the 1986-87 school year so, Wes Knapp and Larry Kuehn, both members of the BCTF Professional Development staff, are serving as co-editors in her absence.

Three issues of the magazine are scheduled for the school year, all of which will be published during the January to June period. This first issue, with a focus on the international programs of the BCTF, was scheduled to be published in the fall, but was postponed because regular BCTF activities were put on hold during the provincial election.

This issue features some new columns.

"Opinion" provides an opportunity for members to initiate debate on

current topics. Letters responding to the views expressed are encouraged.

"Resources" replaces the book review section. The subject matter will vary according to the theme of the issue, and it will continue to incorporate computer software and other non-print media, along with books.

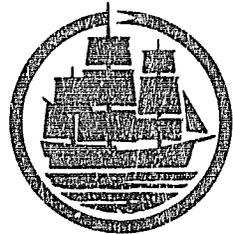
Future editions will incorporate still other innovations.

Current research of specific interest to B.C. teachers will be summarized, along with short reports of research work in progress.

A column directed to teachers as consumers will appear if an appropriate writer can be found. The Teachers' Housing Co-op experience shows that advice would be useful. Is anyone out there interested? What topics should be covered?

Send us your ideas and letters.

*Welcome
to*



DISCOVERY TRUST

**WE ARE COMMITTED
TO SERVING TEACHERS
AND OFFER A WIDE RANGE
OF SERVICES.**

- Daily Interest Savings
- No-Charge Chequing
- 30 Day to 5 Year Term Investments
- Registered Retirement Savings Plans
- Registered Retirement Income Funds
- Guaranteed Investment Certificates
- Mortgages
- Payroll Savings Plans
- Deferred Salary Leave Plans
- Financial Planning
- Estate, Trust and Agency Services

Ask about our Teacher Services



DISCOVERY TRUST COMPANY OF CANADA

MEMBER CANADA DEPOSIT INSURANCE CORPORATION

For complete details contact the Discovery Trust Branch nearest to you:

VANCOUVER: 4195 West Broadway, Vancouver, B.C. Phone: 734-6515

5909 West Boulevard, Kerrisdale, B.C. Phone: 263-2787

VICTORIA: 777 Fort St., Victoria, B.C. Phone: 388-5153

KELOWNA: 1521 Sutherland Ave., Kelowna, B.C. Phone: 860-3567

Readers Write

TRADE A HOUSE IN ENGLAND

Editor:

May I thank you most sincerely for your co-operation in placing our ad for a house exchange. The ad yielded an instant reply, and an exchange was quickly arranged between Mr. & Mrs. R. G. Clauson (both Burnaby teachers) and ourselves. We met them on arrival at Vancouver Airport, we exchanged house and car keys (and pleasantries), and they departed for the U.K. This is our tenth holiday exchange to various parts of Canada; all have passed with the greatest of satisfaction and enjoyment to both parties. In fact, we have all become extra special friends. What surprises us is that more families could and should take part in holiday exchanges, but few do.

My wife and I are most grateful to those of you who have assisted.

Derek Buck
Moreton-in-Marsh
Glos., U.K.

[Editor's Note: We have heard about a company called Teacher Swap. For a copy of their directory of home exchanges, write Teacher Swap, P.O. Box 4130, Rocky Point, NY 11778, or call 516-744-6403. The cost is \$40 U.S. which includes a listing in the next directory.]

SILLY CON VALLEY

Editor:

Teachers have been bashed and bashed again over the last four years.

They are not allowed to strike or have any say in their teaching and learning conditions, and they have their salary increase despotically vetoed by Ed Peck, even after arbitration.

B.C. teachers need to finally realize that if they do not stand up and shout, the government will take away more rights, their students will suffer, and they will even lose the quasi-professional status they have now.

The latest minister put in to occupy Jack Heinrich's hot seat now resorts to political chicanery to achieve this gov-

ernment's aims: "Homeowners may not look favourably at increased taxes to pay increased salaries to teachers at this time," conveniently shifting blame onto the teachers again for the lack of money.

It is patently and shamefully obvious that this government has always had money to do with what it will. An "Excellence in Education Fund" is a "double think" mockery straight from Orwell's 1984. Everyone knows you get what you pay for. Pay the teachers more, look after the human side first, and then bring in the computers.

This government, I am sure, would love to see robots teaching in the schools. They could be stored in cupboards in the schools, brought out by other 'janitor' robots in the morning, and activated in the classroom. Robots require no administration, no teachers' federation, no pay raises (no pay at all), no sick days, no teachers' help-line for stress, no professional development, no learning conditions or status of women committees.

Robots could deal with discipline by a single low energy laser stunning gun. Having recovered after a day or two, the student would meekly do what the metal monster at the front wished.

The mushrooming hi-tech industries in the Lower Mainland (silly con valley) could produce qualified technicians to service the teaching force. If any students needed learning assistance enrichment, or counselling or wanted help only available from fellow humans, they could write to the Ministry of Education for a suitable handout.

Peter Austen
Prince George

WE FORGOT

Editor:

How could you? How could you have forgotten my name. "Betty Harper, Shuswap" in the "Teachers Retired" list on page 29 in the Jan.-Feb., 1986 issue of *The B.C. Teacher*?

I completed 37½ years of teaching in January 1985. Most of them were happy

years. A lot were spent in Terrace and Sorrento, B.C.

How very appreciative I am as a retired teacher to receive *The B.C. Teacher*. Now that I have time, I read it from "kiver-to-kiver." My bouquet goes to Daniel Wilson (Delta) (p. 7), who writes about the education gurus who walk in our midst and says, "I was not impressed with his (Ernie Stokowski of Long Beach) basic assumption that many teachers are malpractising" (Hurray!).

Another bouquet, to Gary D. Hunter, from Taylor (p. 7) who writes, "Interestingly, the government's own report on education, 'Let's Talk About Schools,' also concluded that teachers are doing an adequate or better job" (excellent job according to senior administrators). Bully for Gary!

I have always felt that young teachers are doing an excellent job. I happened to be round-dancing in the Sacred Heart Elementary School here in Moose Jaw. Like all snoopy teachers I visited a Grade 1/2 classroom. The place was alive and vibrant, filled with ideas, which I would have gladly copied. It was evening, and I saw neither teacher nor children. (I was told that this classroom was a young teacher's.) I felt that there in that room education was enthroned.

Do you realize how a community depends on retired teachers for their skills and time? Had I not been given an activity worker job in a nursing home, I could have been up to my something in volunteer work directly related to teaching (teaching basic English to families from Lebanon, Yemen, Anywhere, giving talks on timely topics in nursing homes, etc.).

Now that I can sit by a toadstool and dream, I'm glad *The B.C. Teacher* arrives and keeps me in touch. Next time I retire, don't forget my name.

Betty Harper
Moose Jaw, Saskatchewan

[Editor's Note: We receive notification regarding retirements from the B.C. Superannuation Branch and presume Betty Harper last taught in Saskatchewan, therefore would receive her pension from that province.]

THE WORLD

NORMAN M. GOBLE

Paying an unannounced courtesy call some time ago on the prefect of a dusty little town in Togo, I remarked on the miniature Canadian flag that stood on his desk. Yes, he said, a team of Canadian teachers had been there the year before, to run an in-service course for local teachers. Not many foreigners came there, and few to do so much good. The prominence of the flag marked the gratitude of the people, who saw education as central to their hopes for the future, and thought that to make education better was the most important thing anybody could do.

It could have been Nepal or Belize or Thailand. No teacher organization in the world has done so much to improve education in the developing countries, by directly helping teachers to improve their competence, as the Canadian Teachers' Federation. And supporting that effort has been generous assistance to make teacher unions more effective.

Within CTF, the contribution of the teachers of British Columbia, in money and time and effort, has been outstanding.

It seems unfair to point out that there is more to do.

Canada has certainly pulled its weight in the World Confederation.

British Columbian Jim Killeen, former president of BCTF and CTF, has just ended a four-year term in the presidency of WCOTF and has seen it grow to embrace the national teacher organizations of 101 countries. In August 1986, the biennial assembly was invited to Regina, and it drew a record attendance from 92 countries. The assembly was followed by a memorable seminar on education for peace, courtesy of BCTF, in Vancouver.

But still there is more to do.

Teachers teach. That means changing people, deliberately. It means adding systematically to what they know. It means improving their reasoning, sharpening their judgment, enabling them to search out causes and predict effects, helping them to form a scale of values.



OUT THERE



Teachers around the world have similar concerns: a manageable workload, freedom to make professional decisions, in-service opportunities, a decent standard of living. The conditions for achieving these vary substantially from country to country.

The goal is not just to make them more aware of their own powers and the powers they confront, and so more competent to govern their own lives. It is also to stir their conscience as citizens, concerned about the course of other people's lives, possessing some rational notion of what the good life is, and about the kind of society that would give us all the best chance of pursuing it. And in seeking that goal, teachers must care about the world in which children live now, and the factors that produce unequal chances of success in school.

In other words, teaching is a political activity; it always has been.

The word, and the thought, though familiar since Plato and Confucius, make some teachers uncomfortable; yet teachers teach to change people, and people change society, for better or worse.

Some people question the right of public school teachers to act deliberately to promote change. Some argue that systems can be captured by partisan interests, and that schools should be kept pure by desystematizing them — by selling them off to supposedly competitive private operators. Last year, the arch-conservative *Daily Telegraph* of London said "De-politicized and de-bureaucratized education made sensitive to consumer demand would be so popular as to compensate several times over for the annoyance it would cause to vested interests." Chile's President Pinochet is convinced that to make teachers employees in private enterprises, hired and fired at will by wealthy proprietors, is the best way to discourage them from teaching young people to question the status quo.

In France, jurist and author Denis

Langlois takes the opposite view on "politicized" education — that which invites children to consider social issues and develop concepts of justice. "Children are shut out of these problems," he says, "on the excuse that their innocence must be respected. But it's complete hypocrisy: television and society in general do not respect children's innocence; they thrust extremely violent images and ideas that are sometimes dangerous at them without worrying about their age."

Norway's ambassador to the UN in Geneva has doubts about private enterprise. The market, he points out, does not "bother about equality or justice . . . does not consider it to be of its concern whether long-term development is jeopardized in the short-term process, for instance whether the environment is harmed." Hardly a qualification for mentors of future citizens!

England, France, Chile, Norway . . . One could go on and on with examples to show that the debate about educational purposes is international.

Are teachers to be absent from it?

Teachers in British Columbia have reason to be aware of the need to influence the factors that shape educational policy at the local, provincial, and national levels. They accept the need to create collective policy, among teachers, on social and political issues: education finance, the status of women, multiculturalism, equality of opportunity, and so on.

But what about the international debate? UNESCO raises both hopes and hackles as it speaks of the search for the values of a new humanism. The International Conference on Education will shortly bring delegates of more than 160 governments to Geneva to seek consensus on the goals of secondary education. The OECD debates the demands of economic and social development on the school. The Council of Europe (of which Canada is an associate member) is discussing "new challenges to teachers and their education."

The teacher voice is there. WCOTP has consultative status with the major intergovernmental bodies, and contracts with them to provide input — because its constitution requires it to promote the teacher viewpoint through "the exercise of independent political influence."

There is another side to the coin.

The 1986 Regina Assembly affirmed that "education should be designed to contribute to the development of just, free and prosperous societies in a world at peace," and that "the work of teachers is the most essential element in the quality of education."

It follows that teachers must enjoy the conditions that permit them to teach effectively: a manageable workload, freedom to make professional decisions, sound pre-service education and adequate provision of in-service opportunities, and a decent standard of living. To secure these, they must have the right to organize and to negotiate.

All this is detailed in the 1966 Unesco/ILO Recommendation concerning the Status of Teachers, a charter of rights in the drafting of which Charlie Ovans, then general secretary of BCTF, played a leading part as an expert nominated by WCOTP. But twenty years later there are countries in which teachers are fired or arrested for making professional decisions, in which meetings are dispersed with clubs and bayonets, in which union offices are sacked and leaders jailed or killed.

When rights are denied, there are possibilities for international action. There is the supervisory role of the ILO, which WCOTP has had to invoke almost forty times in two years — and not only in banana republics: the governments of

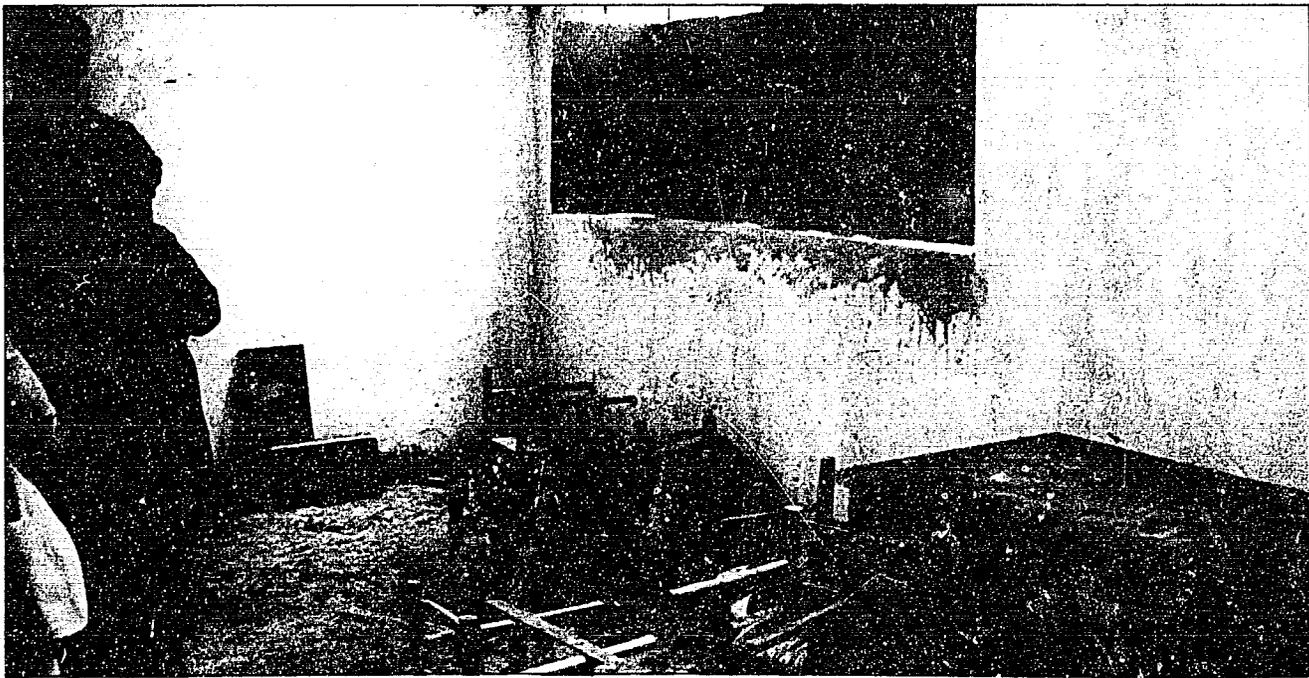
Quebec, Ontario, and British Columbia have been rebuked for overstepping their legal powers in their zeal to limit teacher bargaining.

But there is also the very real power of international solidarity, shown when members respond to a WCOTP call to protest to a repressive government. Solidarity has saved lives and opened prison doors. Solidarity got the general secretary of the African Teachers' Association of South Africa out of detention to attend the Regina Assembly.

What Canadian teachers are doing internationally is superb. The 25-year-old crusade of Project Overseas is an example beyond praise, and its expansion to a wide-ranging International Development Assistance Program has had world-wide impact.

But it is imperative that Canadian teachers give input to the political and protective activities that are central to the mandate of WCOTP.

This is a world in which nearly 250 million young people whom Canadians would consider to be of school age have no access to any kind of school; in which goals Canadian teachers see as fundamental are bitterly contested; in which funds needed for education are drained off at the rate of two million dollars a minute by the arms race; in which 20,000 children die of hunger-related diseases each day, and millions more are too undernourished to be capable of



The physical conditions for teaching are a major impediment for effective work by many of the world's teachers.

learning; in which women are widely subjected to humiliation and repression; in which commercial activity continues to ravage the natural environment. It is not the world we want our children to grow up in. Teachers have to care about that, and they have the means of carrying their concern to the world level.

To be involved at the international level is not a matter of charity. It is an inevitable extension of the political effort, and the effort of solidarity, that teacher organizations find so obviously necessary at their local level. And there are so few countries in which the right to form and express opinion, the right to dissent and protest, the right to seek change, are tolerated that a special responsibility for leadership rests on those who have that good fortune.

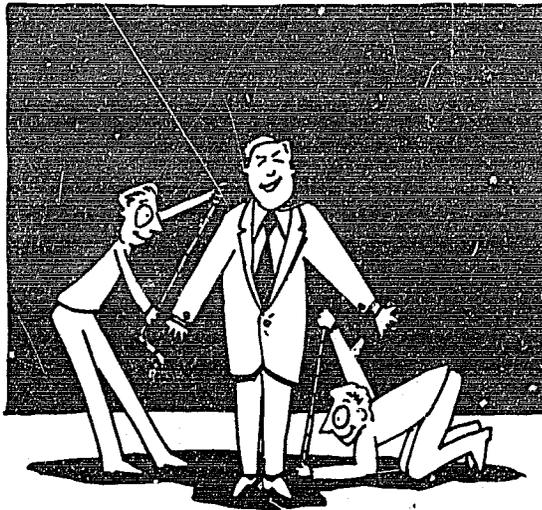
The last four years have seen an enormous expansion of the international effort to raise the effectiveness of teachers and their organizations in their own countries. The great challenge of the next decade will be to marshal the strength and the solidarity of teacher organizations to make an impact on international politics and policies, and finally to give meaning to the purpose unanimously affirmed by the 1984 WCOTF Assembly:

"to promote, for all the peoples of the world, equality of opportunity, peace, justice and the protection and extension of human, social, economic and cultural rights, and basic individual and collective freedoms."



Norman Goble is Secretary-General of WCOTF, working out of its office in Switzerland. He held a similar position with the Canadian Teachers' Federation in Ottawa for many years.

TCU PERSONAL LOANS ARE TAILORED TO FIT YOU!



GREAT RATES & FLEXIBLE TERMS

TCU offers personal loans with no summer payments. Payments can be made monthly, bi-monthly or weekly, and extra payments or payout in full may be made at any time.

REDUCE HIGH CREDIT CARD CHARGES!

Let our experienced staff arrange a bill payer loan for you today! A TCU personal loan will help your monthly budget and reduce high credit card interest costs.

CALL TODAY FOR SAME-DAY LOAN APPROVAL

Getting your finances back in shape is as easy as making a phone call. TCU offers same-day approval on most personal loans.



OAKRIDGE BRANCH 5594 Cambie Street Vancouver, B.C. V5Z 3Y5 Telephone 324-6655	DUNBAR BRANCH 4445 Dunbar Street Vancouver, B.C. V6Z 2G4 Telephone 224-2364	VICTORIA BRANCH 1633 Hillside Avenue Victoria, B.C. V8T 2C4 Telephone 595-5151
---	---	--

SURREY BRANCH 9648-128 Street Surrey, B.C. V3T 2X9 Telephone 581-9828	BURNABY BRANCH 4162 Norland Avenue Burnaby, B.C. V5G 3S8 Telephone 294-5106
---	---

Toll free 1-800-663-3345.

The BCTF Overseas — From Borneo to Ghana

LARRY KUEHN

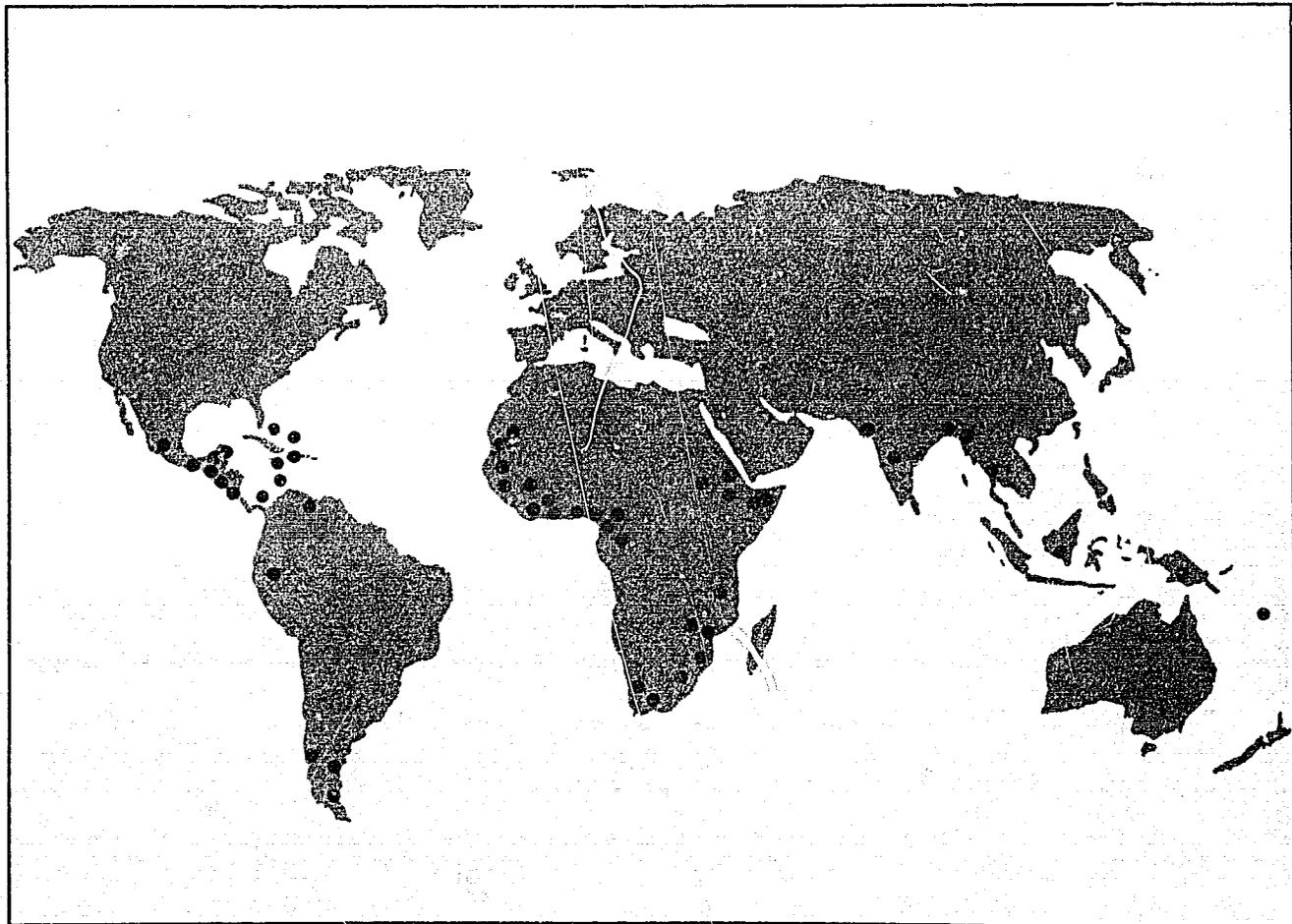
When John Young went to a microphone at the 1961 BCTF Annual Meeting he had no idea that he was starting something which would last more than a quarter of a century and produce a mil-

lion dollars for education in the Third World.

Young had recently returned from three years' teaching in Borneo, and was working on a masters degree at UBC. He already had experience at generating interest in the problems of third-world de-

velopment. While he was in Borneo he wrote articles for *The B.C. Teacher*, as well as other Canadian magazines. And, along with Keith Spicer, he had been one of the founders of CUSO in the summer of 1960.

He addressed the AGM delegates with



Over 300 B.C. teachers have participated in Project Overseas projects in about 40 countries. Grants from the BCTF's International Solidarity Fund have assisted projects in additional countries. Each dot represents a country which has received BCTF program support.

an impassioned speech about the needs of teachers and children in underdeveloped countries. He made a plea for a dollar a member from BCTF fees to go to international work.

Because he was only an associate member of the BCTF, he was unable to make the motion himself. But delegates moved and seconded the motion, and the international programs of the BCTF were born.

At the time, no other teacher organization was involved in development assistance. By the next year, the Canadian Teachers' Federation had created Project Overseas to send Canadian teachers overseas to work with colleagues in third-world countries. Since then teacher organizations in Switzerland, the Nordic countries, Australia, France and the United States have initiated projects.

A B.C. teacher was one of the two to go to Nigeria in the first Project Overseas program, called Project Africa at the time. Since then, 300 BCTF members have spent part of their summer in more than 40 countries helping teachers upgrade their competence through in-service courses.

Richard Hibbard, a BCTF member who has five times participated in Project Overseas, says that the greatest reward is knowing that one has touched the lives of many teachers otherwise forgotten — undereducated, untrained, and overburdened.

One Project Overseas student-teacher wrote a letter to him which he says is typical: "You will never know how much inspiration I have received from this course. I could never afford a long education but this short course has given me knowledge, methods, and hope. I hope you have learned something as well from being in our country and that your students will also benefit."

The benefits are real for Canadian teachers and students, as well. A summer serving overseas provides a recharge of the professional battery, a chance to regain enthusiasm for the work of teaching. Many participants on their return initiate international understanding "hands across the sea" projects in their communities and classrooms.

The gains from international programs go beyond the individuals involved. Tom Bediako, Secretary General of the All Africa Teachers' Organization, has written that the presence of Canadian programs "has not only

strengthened the teachers' organizations but has also enhanced their political and social images in various countries. It has also provided what has been described as "Political Insurance Cover."

Bediako reported that a minister in Ghana once said "Colleagues, we have to be aware that we are not dealing with the Ghana National Association of Teachers (GNAT) alone. Whatever action we take against GNAT will have international implications for us. They have strong ties with Canada and we cannot afford to strain our relations with Canada."

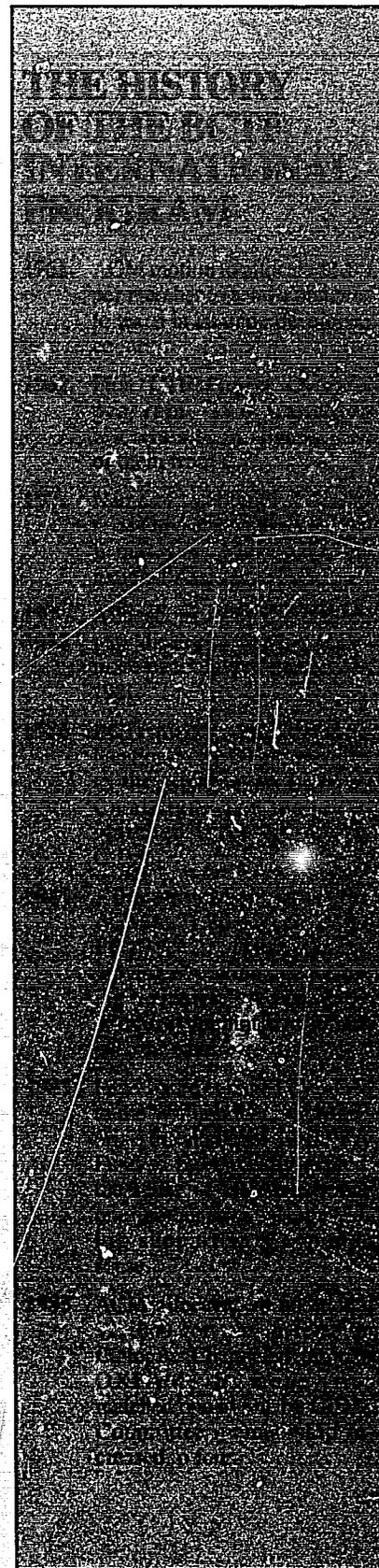
It was to strengthen the position of other teacher organizations, and to improve education, that changes were made in the BCTF program in the 1980's. The funding was increased and made a percentage of the BCTF fee, and the name of the fund was changed to the W.R. Long International Solidarity Fund.

The fund had long been named after Bill Long, a Kitimat teacher who had played an active role in initiating the BCTF's international work. The "solidarity" portion was added to more clearly express the sense of standing beside one another as equals in a common cause.

The additional funding has allowed long range planning as well as giving access to matching funds from the Canadian government through the CTF. Since 1980, \$400,000 has been provided to projects in Latin America, \$100,000 to African teacher organizations, \$30,000 to the Caribbean and \$36,000 to Asia.

What started as an idea from one person has become a major project in international understanding and solidarity. Hundreds of B.C. teachers have been involved directly, and all B.C. teachers have received appreciation and respect from colleagues who have received assistance through the BCTF.

John Young is no longer a member of the BCTF. In fact, he is now a school trustee in Victoria, but he is still very proud of the part he played in starting the BCTF's leadership role in international work.



English '87

An International Institute for the Teaching of English

The University of Calgary
July 2 - 22, 1987

THE ELEVENTH ENGLISH INSTITUTE offers five full courses, a lecture series, and other opportunities to work with an international collection of educational leaders in the teaching of language and literature.

Courses and Faculty of the 1987 Institute

1. The Teacher and the Text. Harold Rosen, University of London and author of *Stories and Meaning and Language of Primary School Children*.
2. Children, Books and Language. David Dillon, University of Alberta, author of *I-Glasses* and editor of *Language Arts*.
3. Reading and Gender. Elizabeth Flynn, Institute of Research on Language and Learning, Michigan Tech and editor of *Gender and Reading and Reader*.
4. Language and the Performance of Knowing. Madeleine Grumet, University of Rochester and author of *Bitter Milk: Teaching as Nurturance*.
5. Writing in School. Marion Crowhurst, University of British Columbia and award-winning researcher in composition.

For further information write: John Willinsky, Coordinator, English '87, Department of Curriculum and Instruction, The University of Calgary, Calgary, Alberta, Canada T2N 1N4.



DAVID SKILLAN'S

WORLDWIDE TOURS



Departures: 1987

KENYA WILDLIFE SAFARIS

July, October 1987 & January 1988: Cdn. \$4,485.00 P.P.

TOURS OF THE ORIENT

February & November: Cdn. \$3,485.00 P.P.

GRAND TOUR OF SOUTH AMERICA

March: Cdn. \$3,555.00 P.P.

SOUTH PACIFIC HIGHLIGHTS

April: Cdn. \$5,750.00 P.P.

These exciting, exclusive tours will be personally escorted by world traveller & safari veteran David Skillan.

For brochure and further details contact:

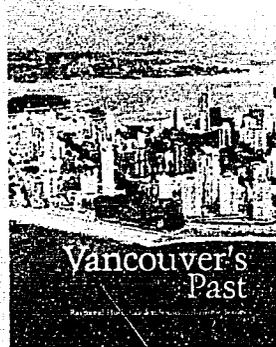


SKILLAN TOURS & SAFARIS
Suite B, 181, West Broadway,
Vancouver, B.C. V5Y 1P4
Tel: 879-9377



Incorporated for Conservation "The Finest Tours & Safaris"

Explore Our Past LIMITED TIME OFFER For Teachers and Schools, For Orders Received By June 30, 1987



Vancouver's Past
Raymond Full, Gordon Soules and Christine Soules
ISBN 0-919574-02-5
Regular Price: \$14.95 Special Price: \$8.97

This book traces Vancouver's eventful past from the time when only a few small Indian settlements huddled close to the sea to the modern city of today. Includes 62 historical photographs and numerous maps.
"A valuable addition to the book shelf of the general reader...also of inestimable value to the classroom teacher." —B.C. Historical News.

Travels in British Columbia



Travels in British Columbia
Newton H. Chittenden
ISBN 0-919574-71-8
Regular Price: \$9.95
Special Price: \$5.97

Written one hundred years ago, these books provide a vivid personal look at our province as it existed at that time. These reprints contain a wealth of details meticulously recorded by a man who was both an intrepid explorer and a thoughtful, articulate observer. The vibrant life of a young province at a time when the rich traditional Indian culture flourished side by side with an energetic industrial society is caught in Captain Chittenden's reports in sharp resolution. These sourcebooks will be essential reading for all students of British Columbian history.



Exploration of the Queen Charlotte Islands
Newton H. Chittenden
ISBN 0-919574-72-6
Regular Price: \$9.95
Special Price: \$5.97

ORDER FROM

Gordon Soules Book Publishers Ltd.
1352-B Marine Drive, West Vancouver, B.C. Canada V7T 1B5 (604) 922-6588



Graduate Programs

The Faculty of Education at the University of Victoria is offering programs for full-time and part-time study leading to M.A. and M.Ed. degrees, and full-time study leading to the Ph.D. degree. (All programs are subject to funding and enrolment.) Early application is advised.

Summer Programs

Summer-based M.Ed. programs will begin in July 1987 in the following areas:

Curriculum Studies Language Arts/Reading
Educational Administration Special Education

Winter Programs

M.A./M.Ed.: Curriculum Studies Educational Administration Educational Psychology: —Counselling —Special Education —Computer Applications —General Educ. Psychology Language Arts/Reading Mathematics Education Music Education Physical Education Science Education Social Studies Education	Ph.D.: Language Arts/Reading Educational Psychology: —Counselling —Special Education —Computer Applications —General Educ. Psychology
--	--

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

Staff Associate Program

Staff Associateships will be offered to highly qualified applicants interested in full-time graduate work in Education. Each associate will be granted \$7500 for the year to assist in the work of the Faculty of Education. (Applications for this program must be requested specifically.)

For further information, contact:

Ms. Sarah Baylow, Graduate Secretary in Education
Faculty of Education, University of Victoria
P.O. Box 1700, Victoria, BC V8W 2Y2
Telephone: (604) 721-7882

SCHOOL VOYAGEURS— Western Canada

Education through Travel...

Let us help you make the world your classroom.

Are you planning to take your students on a class trip this year? In B.C., Canada, the U.S. or abroad?

- 18 years experience arranging quality education tours
- all travel details looked after
- FRENCH language programs to Quebec, Montreal and France
- MUSIC tours to MusicFest Canada '87 in Ottawa or international festivals (we will arrange performance opportunities for your young musicians!)
- SOCIAL STUDIES tours to Seattle, San Francisco, Los Angeles, Vancouver, Victoria, Eastern Canada and the U.S.
- SPORTS tours for young athletes (we will arrange games or tournaments for your players with comparable athletes anywhere you wish to play!)
- Special interest tours to Barkerville, West Edmonton Mall, training cruises, whale watching, B.C. Salmon Run
- International tours to Hawaii, Europe, Australia, Russia and the Orient!
- Upcoming exciting events—Winter Olympics '88—Calgary. Expo '88—Brisbane, Australia. Olympics '88—Seoul, S. Korea.

Need a brochure, information, suggestions or a quotation (no obligation), please write or call:

SCHOOL VOYAGEURS
660D Leg-in-Boot Square
Vancouver, BC V5Z 4B3
(604) 872-3666 or 1-800-663-5114



THE
UNIVERSITY
OF CALGARY

FACULTY OF
CONTINUING
EDUCATION

Unique, all-expenses paid, professional development opportunity for Canadian educators.

The Eighth Annual Shell Merit Fellowship Institute in ENERGY / ENVIRONMENT EDUCATION

The University of Calgary —
July 6 to July 31, 1987

The Institute features:

- trips to major energy sites in Western Canada
- payment of expenses for tuition, accommodation, and charter class airfare
- presentations by prominent specialists in the fields of energy, and environment and education
- opportunity to exchange ideas with other Canadian educators

Open to all practicing Canadian school teachers with a minimum of 3 years' experience teaching science, social studies or related areas. Must have university degree. Instruction will be in English.

Sponsored by Shell Canada; The University of Calgary, Faculties of Continuing Education and Education; and the Society Environment and Energy Development Studies Foundation.

Limited to 27 participants.

APPLICATION DEADLINE IS APRIL 6, 1987

To apply, send curriculum vitae, two letters of professional recommendation and a one page summary of how you would apply this institute experience to your teaching responsibilities.

Send to:

Shell Merit Fellowship Institute in
Energy/ Environment Education
Faculty of Continuing Education
The University of Calgary
2500 University Drive N.W.
Calgary, Alberta T2N 1N4

"YES, I'D DO IT AGAIN"

Jim Killeen was the first North American elected to head the international teacher organization, WCOTP. He is a past president of both the BCTF and the Canadian Teachers' Federation and was winner last year of the BCTF's highest award for service, the G. A. Ferguson award. Mr. Killeen is currently the principal of Vancouver's John Oliver Secondary School.

The B.C. Teacher asked Mr. Killeen to reflect on his four years as president of the WCOTP.



JIM KILLEEN

Serving for four years as president of WCOTP has provided a remarkable personal opportunity for service and learning. It has been an experience similar to that of the more than 1100 Canadian teachers who have contributed to Project Overseas, a joint teachers-helping-teachers project co-sponsored by the Canadian Teachers' Federation and its member organizations. Similarities among teachers abound everywhere in the world, and while it is usually impractical or impossible to transplant educational practices from one jurisdiction to another, attitudes are part of the remarkable similarity I have found. Teachers really do care about young people and, often at considerable personal sacrifice of energy and time, work very hard to ensure the continuing growth and development of students in their charge.

All have found some time to contribute to their teachers' organizations at the local and national levels and remain committed to the international family of teachers, the World Confederation of Organizations of the Teaching Profession

(WCOTP). WCOTP held its 31st Assembly of Delegates (the parliament of the organization) in August 1986 in Regina, hosted by the Saskatchewan Teachers' Federation in co-operation with the Canadian Teachers' Federation. Oldtimers will remember that the BCTF and CTF sponsored the first WCOTP Assembly ever held in Canada in Vancouver in 1967.

Many impressions remain from my four years as president. It is difficult to forget the Representative Assembly meetings of the National Education Association (NEA) of the United States. Eight thousand teacher leaders from all states in the U.S.A. representing the NEA's 1,800,000 members — the largest teacher organization in the U.S.A. — are skillfully chaired by their president! Through the miracle of modern technology (giant TV screens, a huge telephone system, and voting machines), each delegate can play an active part in the meeting. And the morning caucus meetings: every state, every morning as well as the "specialty" caucuses: Women in Education Caucus, the Black Caucus, the Irish Caucus, the Beer Caucus, *et al.* It is necessary for one to "go into training"

or to possess an iron constitution to participate fully.

The bustling, politically charged NEA, is contrasted by the annual meeting of the Education Institute of Scotland — a much smaller, understated example of a meeting of teacher leaders. The second item on the agenda is "SEDERUNT," and a very formal program opens the meeting. (The institute was chartered, by Queen Victoria in 1851 to confer degrees and fellowships, and such honors are presented at the opening ceremony to a variety of contributors to the educational community.)

It is easy to see the Scottish influence in New Zealand, where the primary teachers' union is known as the New Zealand Educational Institute (NZEI) and where the opening is sprinkled with the conferring of honors similar to those presented in Scotland.

My wife's favorite remembrance is from the Federal Republic of Germany at the parliamentary meeting of the VBE (Verband Bildung und Erziehung). In came a neatly turned out children's choir, and all settled back to listen to an expected German folk song or two. The offering? A slightly accented English version of "Polly Wolly Doodle."

Japan (the Japan Teachers' Union — JTU) offers an interesting contrast: hundreds of right-wing protesters surround the meeting hall using sound truck amplification to shout slogans and anti-teacher epithets; police protection abounds. The JTU, noted for socialist tendencies, advocates a number of socially progressive policies not always seen in a positive light by various points on the political spectrum. The security offered by the government of Japan to the president of the JTU, Motofumi Makieda (then also the president of Sohio, the all-Japan federation of unions and my predecessor president of WCOTP), was Class 1 — the same pro-

tection offered to the Emperor and to the Premier. This is a surprising fact, especially since the peace-oriented JTU (whose motto is "Never again send our children to the battlefield") is, in Canadian terms, a moderate, well-organized group.

The annual meetings of the Canadian Teachers' Federation and the Australia Teachers' Federation could have been cloned by an organizational planner. This is probably a natural occurrence when paramount responsibilities for education are placed in the hands of the states and provinces and not controlled or even influenced by a central national government. New South Wales sounds like Ontario; Western Australia and British Columbia could easily change places; and Tasmania may be favorably compared with our territorial organizations. Issues are parallel, too. State aid/federal funding, women in education, questions of access and public education, the role of private schools, international assistance, and much more are on both agendas.

Various versions of "restraint" (or cuts, as they're known in Europe — "CUTS DON'T HEAL" trumpets a European Community of Teachers' publication) may be seen round the world — resulting in difficulties well known to us in British Columbia. In tandem harness are great efforts to promote teacher unity. Ireland, where the government has balked at paying an arbitrated salary award, has seen unprecedented co-operation among the Irish National Teachers' Organization (INTO), the Association of Secondary Teachers (ASTI), and the Teachers' Union of Ireland (TUI — post-secondary teachers). A 20,000 plus teacher rally held at Croke Park in Dublin and addressed by WCOTP Secretary-General Norman Goble was deemed an unprecedented event and an unqualified success.

Our cousins in Fiji have, in the Fiji Teachers' Confederation, united the Fiji Teachers' Union and Fijian Teachers' Association — an ethnic union devoted to fighting government lack of attention to education and to working together to foster the development of the community of Fiji.

The need for unity is underlined by a sequence of events discernible in all OECD (Organization for Economic Co-operation and Development) countries and in other so-called "developed countries."

1. Governments declare the economic situation to be a crisis.
2. On the pretext that a crisis now exists, governments adopt economic and social policies featuring cuts in public services, implemented through legislation and regulation.
3. On the pretext that legislation has created financial constraints, the government as employer or source of funds to the employer pleads inability to pay and is intransigent in negotiation.
4. When unions have recourse to normal industrial action, the government re-

When WCOTP speaks about peace, it is looking at a very broad concern, a concern well stated at the 1974 *General Conference of UNESCO* . . . "The terms *international understanding, co-operation and peace* are to be considered as an indivisible whole, based on the principle of friendly relations between peoples and states having different social and political systems and on the respect for human rights and fundamental freedoms."

The following objectives should be regarded as major guiding principles of education policy:



PHOTO BY DAN PROPP

Dr. Joseph O. Itotoh (left) registering for WCOTP Peace Education seminar in Vancouver. Dr. Itotoh from Nigeria was elected to follow Jim Killeen as WCOTP President.

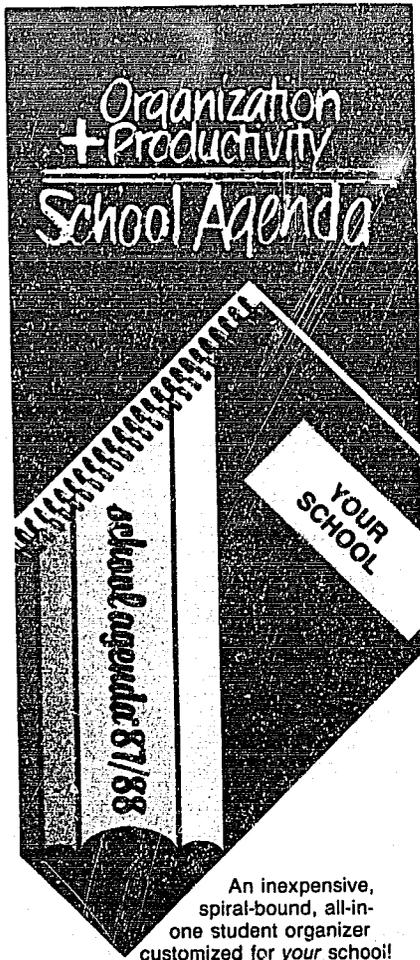
verts to the legislative role to frustrate bargaining and to compel compliance with employer dictates.

This scenario is all too familiar to teachers in British Columbia and in other jurisdictions. It is also familiar to the International Labor Organization (ILO), which states that the declaration of artificial and exaggerated conditions of emergency is an abuse of rights allowed under ILO conventions.

It is no surprise, then, that there has been a healthy growth in WCOTP membership during the past four years. We now represent 159 teacher organizations in 101 countries, for a grand total of over nine million members. WCOTP is the non-aligned, independent, representative voice of teachers round the world.

WCOTP, like its 159 member organizations, is concerned about the question of peace. Education for peace is a topic on the agenda of every teacher organization, and it was the topic considered at the BCTF-hosted WCOTP post-assembly seminar held in Vancouver, August 9-12, 1986.

- understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures;
- understanding of the necessity for international solidarity and co-operation;
- education should stress the inadmissibility of recourse to war for purposes of expansion, aggression, or domination, or to the use of force and violence for purposes of repression. It should contribute to the struggle against all forms and varieties of racism, fascism, and apartheid as well as other ideologies which breed national and racial hatred.
- education should relate to such problems as economic growth and social development and their relation to social justice; colonialism and decolonization; ways of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attain-



Featuring:

- Student daily calendar
- Record of achievement
- Periodic & conversion tables
- Guidelines to essay writing
- Study habit tips
- Telephone and address pages
- And more

PLUS

these personalized options:

- Your school colours
- Your school policy manual, including
 - Your school timetable
 - Your calendar of school events
 - Your school floor plan

For your free sample copy

and complete details on how School Agenda can work at your school, dial (604) 222-4432 or phone Winnipeg collect today at

(204) 222-7808

Or write:

school agenda

Branch offices throughout Canada.
1249 Plessis Road, Winnipeg,
Manitoba, Canada R2C 3L9

able standard of health; and the use, management, and conservation of natural resources.

These excerpts from the 45 sections of the resolution illustrate and emphasize that education for peace is necessarily a very broad concern. The one consistent, overriding concern I encountered all around the world is that of peace. The necessary condition of peace is that men and women feel they are justly treated, and that those who hold power — be it technological, economic, or political — use it democratically to create better conditions of life for everyone. Then the desire for peace is not a shallow or narrow idea, nor a passive wish. It is a way of living, a way of thinking, and a way of working. It is the way of thinking and working for the vast majority of teachers, and certainly of WCOTP.

Peace as a concept must include the question of human rights and fundamental freedoms.

WCOTP's policy and beliefs with regard to human and union rights are crystal clear. The fight for union rights and the fight for the improvement and democratization of education and the quest for a better condition of life for everyone through economic and social development can be conducted only in a world at peace. Nor is it only the struggle for social improvement and fair labour relations that is doomed and defeated whenever war breaks out. The use of violence to resolve disagreements is, in all circumstances, abhorrent. The use of violence to impose one's will on others, to subjugate peoples or seize territory, is a renunciation of human values, a repudiation of the civilizing love of justice, and such use of violence must always be condemned.

If ever nations come to generalized war, the entire future of our world will be in jeopardy. Experiment, experience, and scientific calculation have shown that the physical environment in which human life is possible is too fragile to support the stresses of nuclear, chemical, or electronic warfare. To prepare for such warfare, to invest in the development and construction of weapons to conduct it, is insane, irrational.

Fifty million people died in the Second World War, and millions more have died since then; cities have been devastated, families desolated, landscapes laid waste, and cultures ravaged by the use

of the most conventional weapons in a relatively primitive form.

Peace exists only where there exist no causes of dispute, no wrongs driving desperate people to seek violent remedy or to follow unscrupulous adventurers. We can never achieve perfect justice, but we must recognize that the nations of the world have succeeded in identifying and cataloguing an impressive array of human rights, the observance of which would go far toward removing the causes of conflict.

**The fight for union rights
and the fight for the
improvement and
democratization of
education . . . can be
conducted only in a world at
peace.**

If we wish to pursue the improvement of education as an instrument of human progress, if we want a society in which teacher unions can fight for the individual and the collective rights of their members, we must insist that to work for the securing of human rights, and to campaign for peace on the basis of the guarantee of such rights, is a necessary and entirely legitimate activity of our organizations. Education, indeed, has its own special role in regard to peace and human rights, and it is a powerful and necessary instrument in promoting international understanding.

I am amazed at how quickly the four years during which I have served WCOTP as president have passed. It seems only yesterday that I attended, as the BCTF representative, my first WCOTP Assembly in Sydney, Australia. That was in 1970.

Thanks are due the many people who assisted with our many programs and who have offered advice and comments and considerable support.

If I could start all over and do it again, would I? Yes.

NO MORE NAGASAKIS



Kinuko Laskey survived the atomic bombing of Hiroshima, and now lives in British Columbia. She spoke to the WCOTP seminar on Education for Peace, giving this description of her experience. She spoke on the anniversary of the Nagasaki bombing.

KINUKO LASKEY

August 6, 1945, I was 1.4 km from the hypocentre in Hiroshima. I was a 16-year-old mobilized student nurse working in the Communications Hospital.

It was a beautiful sunny morning . . . I heard the B29 high in the sky come and go . . . and I saw a long white thin trail in the blue sky.

Seconds later . . . I was surrounded by brilliant orange light . . . at that moment . . . I thought a bomb was dropped outside the window. A great pressure rolled me back and forth . . . I couldn't control myself . . . my body was bouncing like a ball. Then a crashing sound over my head . . . something smashed my head and slapped my face . . . quickly I put my hands to my head . . . blood was coming down all over.

I saw like a heavy fog slowly lifting . . . and I found myself sitting out in the hallway. People were moving in silence . . . and blood all over. I went to the washroom that was right there off the hallway . . . the taps were left running . . . water mixed with blood . . . dead people . . . dying people all over the floor.

In the mirror I saw a horrible creature . . . I couldn't see too clearly. I wiped off the blood to see . . . usually my pigtailed hair hung down in front, but my hair was scorched dusty and gray, the pigtailed hair were standing up like horns. My face was busted open like a watermelon. From then on it was a horrible nightmare. A few days later I was determined to go to my mother. I crawled towards Hiroshima station . . . about one mile. I crawled over many dead bodies . . . every so often I would lift my head high

and open my eyelid with my finger to see what direction to go . . . I heard people saying "there are no trains because the station was badly damaged . . . so I had to go to the next station almost two miles or more. I kept crawling and passing out . . . always trying to keep moving. I was almost there to the station . . . I saw a man with a few school boys hurrying to the station . . . he looked like a school teacher . . . I tugged on his pant leg and begged him to please take me home. He picked me up and took me on the train. The train was packed with injured, dying, and dead . . . those standing were helping.

My mother said it was fifteen or sixteen days after the bomb when I came home. I passed through a period of radiation sickness, and being blinded and crippled for one year. No medication, no

doctor, no hospital to go to . . . only my mother to nurse me with fresh spring water. Later I saved my money and was able to have plastic surgery on my face in Japan and in Canada.

I don't like to talk about that day . . . but it is the only way to show people I care for all mankind. I wish that no one has to follow in my footsteps . . . and I wish that all people would simply realize that bombs are only for destroying things we love and they teach us to hate. They cannot give us peace or love.

Today is the 41st anniversary of the bombing of Nagasaki City. To prevent this happening again . . . refresh our memories and face our responsibility to future generations . . . I deeply believe that love and understanding is the only way.

"NO MORE NAGASAKIS."

Dr. Thomas Perry has described *some* of the consequences if a single one-megaton weapon exploded over Vancouver

After a nuclear explosion, Vancouver would be an inferno. Unfortunately, no firemen are going to be around because there is not going to be any water supply. . . . Essentially, about 400,000 people would be killed outright, and another 300,000 would be severely injured. Most of the latter would be dead within four weeks. . . . After a nuclear attack on Vancouver, there would be ten times as many severely burned patients as the total burn treatment capacity for North America. . . . About 70% of the doctors and nurses would be dead or severely injured. . . . About five days after the attack, heavily exposed people would develop spontaneous bleeding throughout the skin, the internal organs and the brain . . . followed by death. Diseases like hepatitis, meningitis, pneumonia, and tuberculosis, which are reasonably uncommon now, would become epidemic.

FROM: *The Prevention of Nuclear War*, edited by T.L. Perry. Physicians for Social Responsibility. Vancouver, 1983.

A DANGEROUS

LARRY KUEHN

Holding a leadership position in a teachers' organization is demanding regardless of the country in which one lives. Balancing government objectives, members' needs, and social pressures is difficult.

But as difficult as our problems have been in B.C., they in no way match those of some of our colleagues in Third World countries. Delegates in Vancouver last summer for the Education for Peace Seminar examined peace issues with backgrounds of experience that are anything but peaceful.

Hundreds of stories could be told of teachers struggling against poverty, illiteracy, lack of schools and resources, inadequate training and, in some cases, government repression. What follow are just a few such stories, along with some information about B.C. teachers' expressions of solidarity with teachers in other countries.

MARIO SOUTO, EXECUTIVE SECRETARY OF THE O.N.P., THE TEACHERS' ORGANIZATION IN MOZAMBIQUE

Before the recent tragic death of Mozambique's president, Samora Machel, few people in North America were even aware of the country's existence.

"When I tell people I am from Mozambique, they ask if it is the island off the east coast of Africa, confusing it with Madagascar," Mario Souto said in an interview in August.

"In the publicity about drought and about South Africa, much of the world has forgotten about us. Yet the two central problems stopping development in our country are just those: drought and South Africa."

The drought is ending, with rains finally coming to the country. But the actions of South Africa against Mozambique are intensifying.

South Africa recently announced it is sending home workers from Mozambique, cutting off a major source of foreign exchange for the Mozambique economy.

South-African-supplied guerrillas have all but destroyed the transportation system. And they constantly attack the peasants, forcing these subsistence farmers to keep moving so that they cannot grow food. All the factories near the Malawi border have been destroyed.

The economy is not the only target. Schools and hospitals are hit, and teachers and students are killed or kidnapped.

"What South Africa wants is to control Mozambique as they do the black areas within South Africa," Souto explained. "They want to show that a popular black government is impossible, and one way of doing this is to destroy everything we have built."

Building an education system has been a major accomplishment in this impoverished country. During the Portuguese colonial period, two separate school systems existed, one for blacks and the other for whites and others who were assimilated.

After independence, a single system was created, and there was a massive increase in the number of students attending school. The number jumped from 600,000 in 1974 to 1.6 million in 1976.

AMBROSIO SABIO, HONDURAS

Teachers swarmed around Ambrosio Sabio, the outgoing president of their organization, COLPROSUMAH. This was not a welcoming throng or a group saying thanks for his service to teachers.

Rather, it was protection. The Honduran police had just arrived at a union meeting to arrest him, and his colleagues were making sure that he could not be taken away.

The police gave up that time, but not in December 1985 when they threw him into prison for his union activities. His fellow COLPROSUMAH members spent much of the Christmas holidays making protest marches to the prison in Tegucigalpa until he was released.

In 1982 the Honduran government took over the office and funds of COL-



Juan Ambrosio Sabio has been jailed and his organization has faced repression from the Honduras government.

PROFESSION!



While in Vancouver Mario Souto from Mozambique (2nd left) met with Pat Clarke, CUSO Regional Director, and W.R. Long Committee members and staff, Carmen Kuzma, Julia Goulden and Judy Davis.

At the same time, most of the Portuguese teachers left the country. Thus, people who were not qualified had to be recruited to teach, and a system of in-service training was instituted.

"We built new schools with local ma-

terials and had three shifts going in the same building. A teacher would teach all the shifts all day and then would take evening courses or else teach a shift of adults. It was the best that could be done at the time. And now the South-African-

supported guerillas are trying to destroy all that," Souto said.

While in Vancouver, Souto met with the BCTF's International Solidarity Committee to discuss projects with which B.C. teachers might help. The Mozambique teachers are particularly looking for assistance in setting up science laboratories.

Because the teachers have little more than a basic education themselves, they need not only science facilities but also teachers who can help them learn how to teach science. The BCTF is hoping to send members to help design labs and organize a program, joining with teams from Italy and France working on similar projects.

B.C. teachers, through the W.R. Long International Solidarity Fund, are already supplying kits to graduates of teacher training in Mozambique. Included are such basic items as pens, pencils, crayons, and drawing paper. "Without these simple kits, a new teacher goes into a school with no materials to teach," Julia Goulden, the committee chairperson, reported. "It is but a tiny contribution to solving an overwhelming problem."

PROSUMAH with machine guns and installed its own hand-picked group as leaders of the union. Security agents watched the ousted leaders. Their families were frightened by threatening phone calls.

But the teachers remained loyal to their elected leaders, rather than support those imposed by the government. The International Labour Organization and WCOTP recognized Sabio and his colleagues as the authentic leadership of the union. And teachers, despite low incomes, dug into their pockets to provide the money to rent an office to keep their alternative organization going.

The demands of the union sound familiar: higher salaries to keep up with the cost of living, a part in the decision-making in education, maternity leave.

And they question the spending priorities: more money for military expenditures at the cost of education. Already the majority of Honduran children have no access to even the most basic elementary education. And the situation is worsening as the region becomes more militarized.

"The oppression by the government was a result of COLPROSUMAH's opposition to the American presence," Sabio explained. "We were the first to oppose the presence of the Contras in our country. The teachers in La Mosquith went on strike to demand that the Contras leave their area — and we supported them."

"One can't safely speak against the Contras in Honduras," he said. "And now we expect more repression, espe-

cially with the Contras getting \$100 million in U.S. aid."

Sabio sees a solution to the problems of education in his own country coming only with peace in the region. Having been elected to the executive of WCOTP, he expects to work with the teacher organizations throughout Central America through FOMCA, the Central American Teachers' Federation.

In co-operation with WCOTP, the BCTF has provided financial assistance to help Honduran teachers keep their organization going despite government repression. The W.R. Long International Solidarity Fund has also made grants to FOMCA, providing the organizational base for Central American teachers to work together on the serious problems of their region.

A DANGEROUS PROFESSION!

JOSE DE ANTEQUERA, EXILE FROM PARAGUAY

"A roof for each teacher" hardly sounds like a slogan that would lead to prison, but it did for a teacher leader from Paraguay.

Only recently, with the dictator's advancing age, is there any sense of impending change in a Paraguay ruled by Stroessner under a state of siege for the past 32 years.

One teacher, who worked for a small change in the country, Jose de Antequera, has paid for this challenge with years in prison and now in exile.

Under dictatorial control, to hold a government job, every worker in Paraguay must have a party card of Stroess-

ner's party. Teachers who refuse to belong can teach only in private schools.

Antequera was one such teacher. As union president, he tried to improve things for his colleagues by setting up co-operatives. Private schools would have become co-operatives of teachers, and the standard of living would have been improved through food co-ops, and a teacher housing co-op would have built a "teacher village."

These activities, however, ran up against the repressive political rules of the Stroessner regime. Under the state of siege, three or four people require government permission to meet together.

Co-ops, however, can operate only if

people meet, plan, analyze their situation, and seek support from other people — all "dangerous" activities according to those attempting to keep authoritarian control over the country.

Antequera put forward other ideas that upset the regime. In a doctoral thesis, he criticized the method of education in Paraguay as helping to maintain the economic dependency of the country. And he proposed that the pedagogical ideas of Paulo Freire be applied in the classrooms.

He spent three years in prison, first being kept in a sepulchre under brilliant lights, which created traumatic cataracts on his eyes. He still requires dark glasses when he is outside in ordinary sunlight.



Bob Buzza, BCTF Executive Director, introduced Hamilton Dlamlenze to a press conference at which he described his 42 days in a South African prison.

HAMILTON DLAMLENZE, SOUTH AFRICA

The car took him directly from the South African prison to the airport, with his ticket for Canada.

Hamilton H. Dlamlenze spent 42 days in a South African prison, having been detained on June 15, 1986, only days after the Botha regime declared a state of emergency to stop commemoration of the 10th anniversary of the Soweto massacre. He was one of over 20,000 detained over several months, including virtually the entire leadership of black trade unions.

Dlamlenze is the general secretary of the African Teachers' Association of South Africa (ATASA), a union which represents black teachers. Traditionally seen as a conservative group within South Africa's black community, the current circumstances in South Africa have left it no choice but to speak out against the apartheid regime's education policies, which see 17 cents spent on the education of a black student for every

His wife died as a result of the psychological torture to which she was subjected by the political police.

After being sent to a concentration camp in the mountains of Paraguay, Antequera went on a 30-day hunger strike. Somehow Amnesty International heard about him and started a prisoners-of-conscience campaign on his behalf. Eventually he was freed, and he went into exile. He has lived in Paris for the past several years.

Antequera has continued to work on behalf of his teacher colleagues in Paraguay, publishing a book of poems about his experiences, *Empty Hands: The Testimony of a Teacher*, to publicize what is happening in his country.

A PLOT OF RED EARTH
(Un lote de tierra roja)

by Jose de Antequera

I come, Mr. Hangman,
to ask to buy
a plot of red earth
to bury my wife there.

For the horrendous torture
that you submitted me to
her heart was wounded
and from the pain she died.

You made her listen
to my cries, my shrieks
in the night she collapsed
and a flower withered.

In the most humble corner
of the far off cemetery
will build a tomb
with the help of my mates.

I come Mr. Hangman
to repeat my request
a plot of red land
to bury my wife there.

"I ignore your request!"
the torturer yells
"because she was the companion
of a subversive teacher."

Don't worry, my companion,
I will bury you in my heart,
with the morning star
you will come with peace and love.

Paraguay, oh, my homeland!
a thousand injustices in your land
for the cruel tyranny
your freedom has already taken flight.

English translation by Christine Mallich.

dollar spent on a white student.

ATASA and Dlamlenze participated in the creation of the National Education Crisis Committee structured to bring representatives from many progressive organizations together to develop plans to deal with the crisis in black education.

That was enough to land Dlamlenze in jail.

He told a press conference in Vancouver in August that when he was arrested he was immediately locked up at a police station. "No one, including my family, was told where I was."

"They held me in solitary confinement in an open cell with no heat (June is the middle of winter in South Africa). I had to keep moving all the time to keep warm. There was only cold water for a shower," he said.

"It wasn't until 31 days after detention that my wife was allowed to come and visit," he told the reporters. "Until that time no one was allowed to see me."

Dlamlenze was released from prison to attend the WCOTP meetings in Canada after pressure was put on the South

African government by the WCOTP, the Canadian Teachers' Federation, and other national teacher bodies.

Given the abysmal state of black education in South Africa, and the great inequalities when compared to white education, the demands of the students and teachers hardly seem extreme. They want the students to have the right to organize representative councils. They want black teachers to have the chance to gain qualifications — 70% now are unqualified. They don't like having soldiers in their schools. And they are demanding one system of education in the country for both black and white.

Dissatisfaction with education has been at the core of the unrest which has been growing over the past several years. It was at issue in the student protests of the mid-70's that culminated in the massacre of young people in Soweto. And the student boycott movement of the past several years has created a sense of crisis in the townships.

When asked whether the black students and teachers get any support from

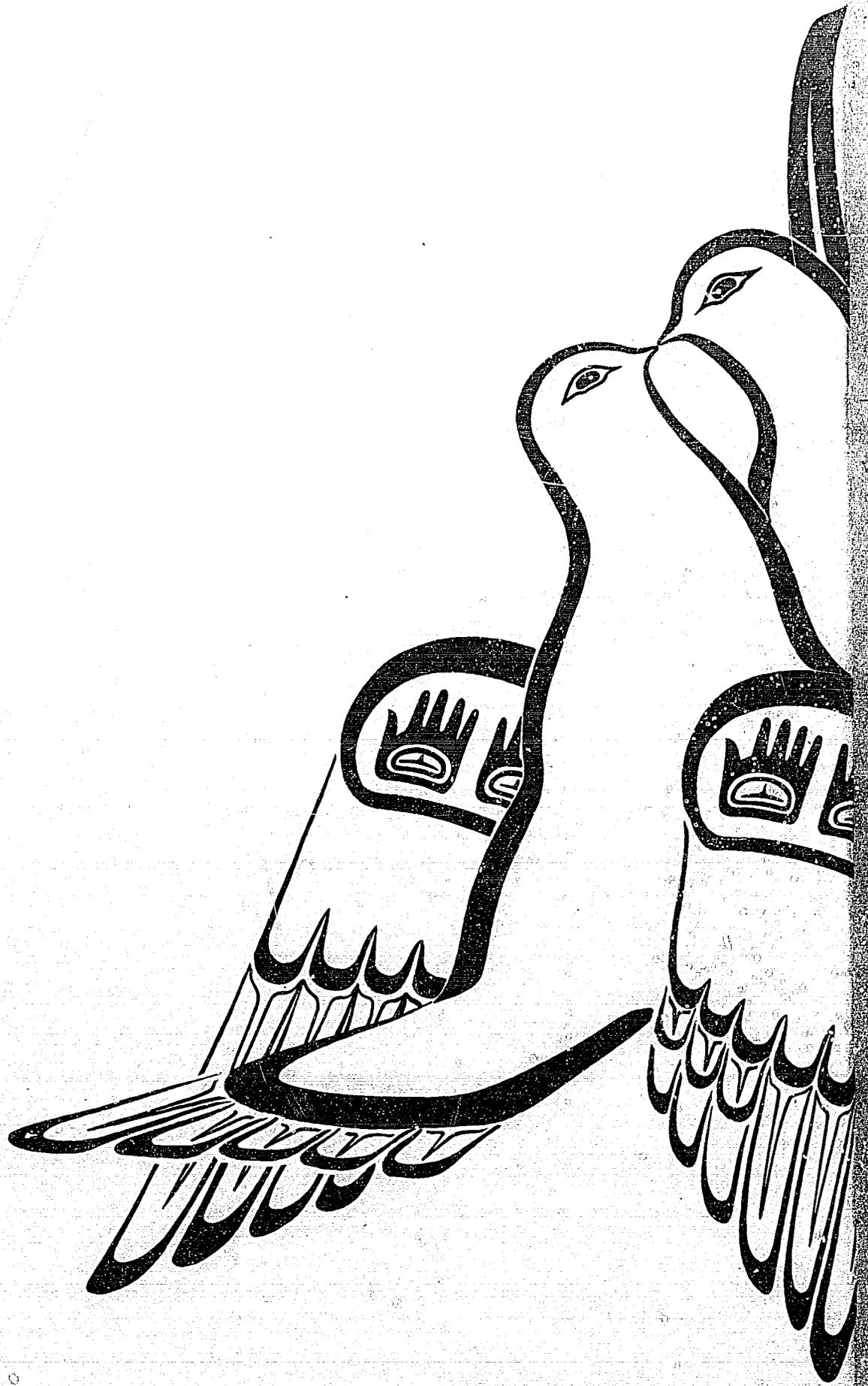
white teachers in South Africa, Dlamlenze told reporters that "the white teachers are part of the white power block." White teachers have the advantage of privilege that their race gives them in the apartheid society: the pupil-teacher ratio is 1:25 in white schools, but 1:56 in black schools.

Although Dlamlenze continues in his post as general secretary of ATASA, he retired last year as an active teacher at the age of 65.

Bob Buzza, the BCTF's executive director, worked with Dlamlenze in 1983 on a project in South Africa sponsored by the Canadian Teachers' Federation. He says that Dlamlenze seemed much younger than his age then, but "the experiences of the last three years have made him seem a decade older."

The Canadian Teachers' Federation has set up a "South African Teacher Assistance Fund" to provide support for ATASA. Information about the fund is included elsewhere in this issue of *The B.C. Teacher*.

continued on page 26





This print was created by Todd Baker of the Squamish band as a gift from the BCTF to delegates to the WCOTP Education for Peace seminar. Signed prints are available for purchase from Todd Baker, 301 W. 5th Street, North Vancouver, B.C. B7M 1K2.

continued from page 23

A DANGEROUS PROFESSION!

JULIO PORTILLO, GENERAL SECRETARY OF ANDES, THE TEACHERS' ORGANIZATION IN EL SALVADOR

Death threats. Driving a car with shaded glass windows so no one can see who is inside. A permanent police watchpoint in the barbershop across from the teachers' association office.

These are the daily realities for the executive of ANDES while they go about the business of running a teachers' organization: maintaining a food bank for the families of "disappeared," dead, or imprisoned teachers; running a teachers' credit union; and putting forward demands that salaries be raised to catch up to massive inflation in the war-ravaged economy.

Several current ANDES executive members have spent time in prison and exile after being arrested at a meeting where they were developing demands for a change in the salary structure so that elementary teachers were not paid so much less than secondary teachers.

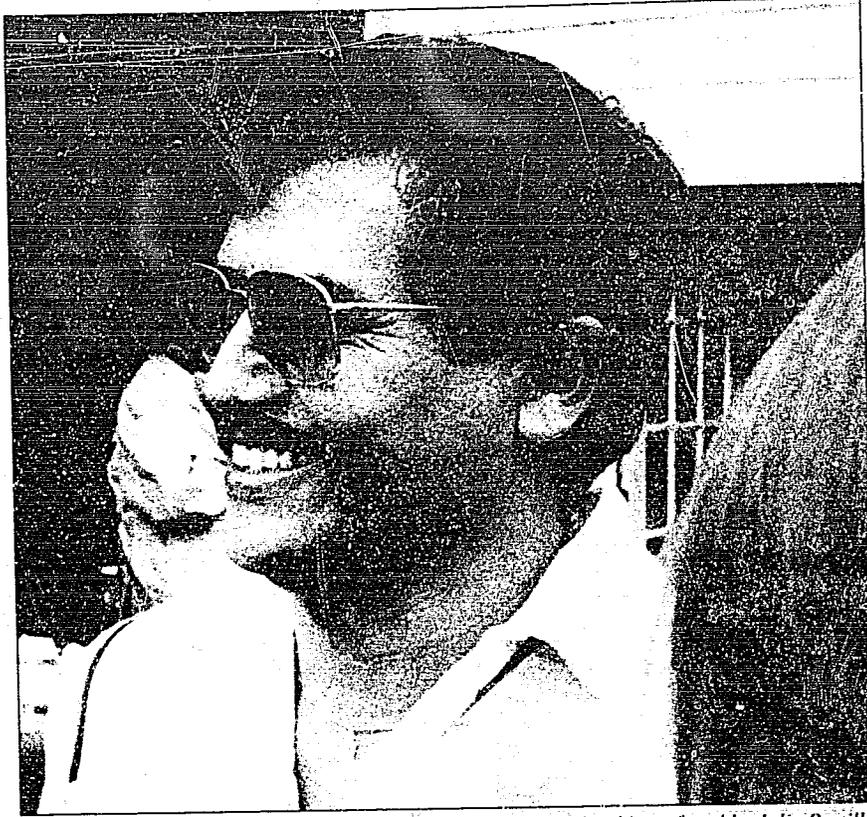
Somehow in the midst of this reality, Julio Portillo keeps a sense of balance and an interest in the question of pedagogy.

While in Vancouver, in an interview with a local radio station, he discussed the need to break from the teacher as simply an imparter of information, and to move to more involving classroom practices.

The schools built and run by ANDES in areas being destroyed by military action are based on the pedagogy of Paulo Freire, the Brazilian who has inspired more than one "literacy crusade" as the centrepiece for bringing development to the third world.

Portillo made it clear that development is not a matter of charity from North America. "We do have expertise, but we don't have the economic resources necessary for development. We need to be able to produce for our own needs and to help others, to break our external dependency. We want to develop programs for self-sufficiency, but we need resources to do that," he said.

And Portillo, a member of the execu-



Serious earthquake damage in San Salvador has added to the problems faced by Julio Portillo and other members of ANDES, the teachers' organization in El Salvador.

tive of the world teachers' organization for the past two years, brought the perspective of a country torn by civil war to the WCOTP seminar on teaching for peace. Is war justified, he asked, if the only alternative to fighting is to accept injustice and oppression?

"In the last month, 13 members were interrogated after leaving our office. In these conditions of psychological war-

fare, the programs of services to teachers from their organization programs... are the only thing which continues to give members confidence," he said.

At its 1981 AGM, the BCTF voted to make a grant to ANDES to help it set up its food bank for the families of teachers who have been killed or "disappeared."

EXCHANGE TEACHING AND TEACHING OVERSEAS

Are you looking for a change? Would you like help in identifying exchange and overseas programs and where to apply?

The BCTF has compiled the information and published it in a booklet called "Exchange Teaching and Teaching Overseas." For your free copy write to:

**Judy Davis
B.C. Teachers' Federation
2235 Burrard Street
Vancouver, B.C. V6J 3H9**

B.C. Street in the Global Village

Some people don't wait for the opportunity to explore the "global village." They create their own trail out of insularity.

Hector Sutherland retired as a principal, took his B.C. teachers' pension, and went off to Kenya to become headmaster of a "harambee" (self-help) school. But just teaching wasn't enough for him.

The needs were greater than he could meet alone, so he set out to recruit more teachers to come. He thought that other early retirees like himself might try a year in East Africa, so he wrote to *The B.C. Teacher* in 1982 encouraging others to join him.

"In spite of two or three well-intentioned responses, no retired teacher came," he wrote in a follow-up plea. "But one practising teacher did, and her contribution was, and continues to be, outstanding."

Lorrie Williams read Hector's letter and took action. She felt the need for a personal change, so she applied to the New Westminster board for a leave and soon found herself on a plane to Kenya "firmly clutching my return ticket."

She arrived in Africa dressed in a suede suit, high heels and an orchid corsage given to her by her colleagues. The cross-country bus ride halfway across Kenya on its dusty roads convinced her to change her style of dress. "I should have had a ceremony taking off my nylons. I didn't put them on again until I went home a year and a half later. No electricity, no running water — but also no problem because I had a good lamp and a good well."

Students in Kenya have to pay to go to high school and one of Lorrie's duties was the distasteful task of expelling students who were behind in their fees.

She was caught in a dilemma. She knew the school could not function without fees, but she also knew some very capable students were losing out because they couldn't afford to pay.

"When Margaret, the brightest female student, was forced to leave school, I offered to pay for her. When I wrote my friends of the plight of several poor students, they came through with support. As each new cheque came in, I was overwhelmed by the generosity and faith of my friends. The students wrote to their sponsors and we sent photographs, newsletters, and copies of report cards."

So began a direct-help system. One sponsor even went to Kenya and visited with her student — a high point in both their lives.

When Lorrie returned to Canada, she continued working for the students in her school in Kenya. Along with four of her friends, she formed the Canadian Harambee Education Society to raise funds for scholarships. They obtained a tax number so donations would be tax deductible and carried out a campaign through talks and slide shows, and direct appeals.

This year they went to the BCTF's International Solidarity Fund and received a grant of \$2000 to build a girls'

dormitory which now houses 16 girls on the school compound.

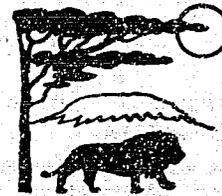
Hector is still in Kenya, and still appealing to B.C. teachers to join him as partners in his work. It costs about \$330 per year to support a boarding student fully, and in his most recent letter to *The B.C. Teacher* he says he has 15 students to sponsor and not even half the needed funds.

So Hector and Lorrie continue to carry out their personal projects aimed at connecting their lives as B.C. teachers with other residents of the "global village."

THE KENYA HARAMBEE SCHOOLS

Donations for the project started by Hector Sutherland and Lorrie Williams can be sent to the Canadian Harambee Education Society, 7691 Stanley Crescent, Burnaby, B.C. V5E 1V9

Donations will be accepted for income tax purposes. You can get further information or make arrangements for a speaker for a meeting by writing to Lorrie Williams at that address.



COME
TO
KENYA
WITH
US

This year, we are arranging a special 3-week EAST AFRICAN safari tour for members of the teaching community, leaving Vancouver on **JULY 11, 1987**.

The tour will be escorted throughout by IRIS LOXTON of North Vancouver, and will combine high adventure in KENYA's magnificent national parks with relaxation on the fine beaches of the CORAL COAST. You will view the remarkable array of wildlife in nine major parks including MASAI MARA, SAMBURU, AMBOSELI and TSAVO, enjoy an unforgettable overnight stay at the legendary TREETOPS hotel, see the amazing display of flamingo on LAKE NAKURU, relax at the fabulous MOUNT KENYA SAFARI CLUB and at lakeside resorts in the scenic RIFT VALLEY, explore the bustling cities of NAIROBI and MOMBASA, and discover the lovely INDIAN OCEAN coast.

First class accommodation, and all meals included wherever you go.

For brochure, call 980-5853 or write:

KINGFISHER TOURS
706 East 7th Street
North Vancouver, BC V7L 1S6

the writing process grows in Africa...

SABINA HARPE

A seedling of the writing process has been planted in the hot educational soil of The Gambia on the west coast of Africa. Will the eager student teachers be able to nurture the offshoots in their overcrowded classrooms? Is there a place for this process in primary classes where the major concern is to prepare pupils for the exams that determine their educational future? Can it survive beside the well-rooted traditional grammar lessons? Can it thrive even though English is the language of neither the giver nor the receiver?

I was part of the 1986 Canadian Teachers' Federation Project Overseas summer team. Along with seven teachers from various parts of Canada, we were to work with African instructors at the annual training to provide a variety of educational courses for 365 practising teachers who, after three summers and mid-year workshops, would become certified. Most of them had been hired when teachers were badly needed and educational training was unavailable. Success in this three-year program meant a considerable increase in salary and status. One young teacher excitedly told me that he could hardly wait for his graduation. His eyes shone as he explained that he would surely buy a ram for the feast, this being the highest mode of celebration.

Our team lived in a comfortable bungalow, a 25-minute walk from St. Theresa's Secondary School, where the four week summer session took place. Equidistant from the house was a long, white, sandy beach with its gentle surf — a welcome retreat after a hot day!

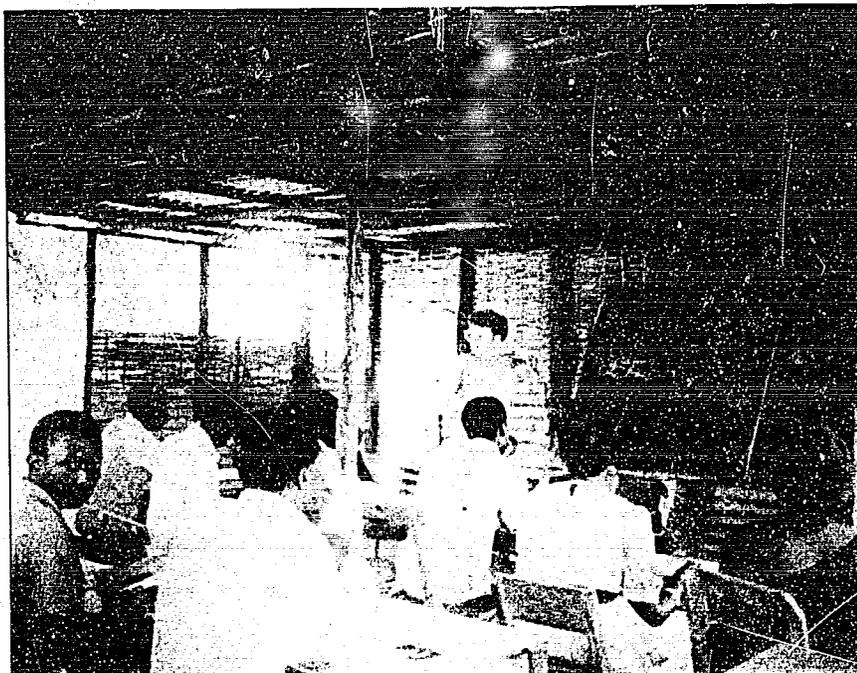


PHOTO BY SABINA HARPE

The Project Overseas volunteers in The Gambia worked with 14 groups of Gambian teachers, seeing each class seven or eight times.

We spent the first part of our summer visiting villages and the surrounding area so that we could begin to understand the country and its people. We watched with respect as hard-working women returned from a day's work with huge loads balanced on their heads. Their elegant swinging gait belied the fatigue they must have felt. We saw the earth worked by men only occasionally helped by a donkey or more rarely an ox. Thatched roofs were being repaired in time for the rainy season. We often felt like wide-eyed children wandering through pages of *National Geographic*.

We knew that among those bent backs and upturned waving palms were our students. Many of those who paused to see our Mercedes mini-van speed by were possibly members of extended families who depended on the teachers' \$40 monthly income. Soon we would be working with the teachers, trying to meet some of their classroom needs.

Their classrooms! The inspector of schools guided us through some ten schools so that we would see a range of situations. With the exception of the two-storied Methodist Primary School, the schools were long grey brick struc-

tures with corrugated iron roofs. Most were built around a quadrangle. A few schools were only partially complete because of lack of funds. Temporary classrooms had thick sandy floors, a sheet or two of corrugated iron for the roof, and bamboo-latticed walls with gaping holes often repaired by torn sheets of cardboard. Few schools had libraries. Resources in the classrooms were minimal: blackboards in better situations were a black-painted portion of the wall, furniture consisted of an assortment of chairs and tables, often built by parents. Before sitting down, we habitually tested the safety of any chair, and our hosts were always quick to alert or assist us. Children shared books. In rare cases, charts or projects were visible. Innovative primary teachers were using bottle caps and cigarette packages for counting and art projects.

Children eagerly surrounded us in the playgrounds, reaching for our hands, hoping for a gift or the acceptance of their address. In class, they showed us their math and grammar notebooks. We were impressed with the level of math and the tidiness of the work, which obviously had been corrected daily. English books were filled with pages of individually parsed sentences. Most classes had 40 to 45 children. Occasionally we saw 70 or 80 in one room, where an absent teacher's class had been given to someone else. Who were we to ask here how the teacher met individual needs or to whisper opposition to the use of the rubber hose that flicked over the knuckles of a student rebel or shirker?

Our first staff meeting of African and Canadian instructors took place under the big baobab tree in the school courtyard. I and Blaine Carson, from Salmon Arm, B.C., joined four African instructors to form the English Department. Blaine and I were to work with seven classes each, thus enabling all 14 groups of students to have contact with a Canadian English instructor. Actual contact time with classes was limited. We saw each class only seven or eight times for a period of 45 minutes each session. Since the African instructors' strength lay in teaching the mechanics of the language, we volunteered to work on paragraph- and essay-writing. The students' education had trained them well for rote memory work and directed teaching. Would they now accept a more fluid manipulation of words and ideas? Would

they allow peers to edit and proofread their pieces?

Our first task was to think of topics that would allow students to write on something they knew or cared about. We arrived at a list of issues like the influence of the growing tourism industry, the westernization of The Gambia, and classroom management. Descriptive writing topics included changes students had seen since their childhood and various aspects of their culture. They later suggested topics of their own.

The morning of our first classes had an air of excitement. As is normal in The Gambia, things did not begin on schedule. There were excited greetings: "How is the morning?", "Fine, fine", "You are welcome!" They smiled warmly as we quietly admired the women's long, col-



steps encompass all four language skills. At each level, listening, speaking, reading, and writing could be involved. This umbrella concept seemed to make sense to them. Debating was familiar to most students. We demonstrated debating as one way of providing pre-writing. In some classes we managed to do some brainstorming and make word banks. With each step, we wrote notes on the bumpy blackboard using the soft white chalk that often crumbled under the pressure of our fingers. Editing and proofreading drafts had to be squeezed into one class session. It was heartening to see students in pairs and huddles going over each other's written pieces, reading them for coherence, clarity, and interest. Constantly we urged potential hesitators to "learn from each other; you are all



PHOTOS BY SABINA HARPE

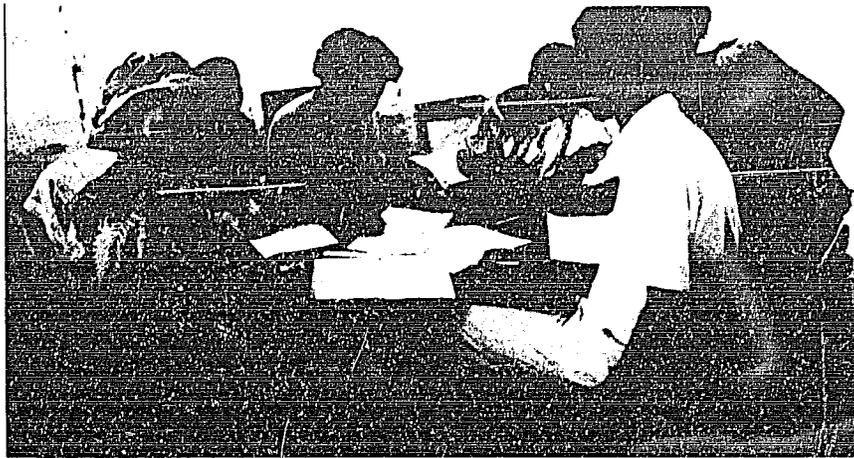
orful dresses, with their matching headpieces, and the traditional flowing gown worn by the odd man. Gradually we moved into our respective classrooms, introduced ourselves, and told of our strange, far-away country. Students who had attended last year's course had happy recollections of the 1985 summer team: Rod MacLachlan, from Abbotsford, was mentioned several times!

Blaine and I began by asking students to write introductory letters describing their homes and schools as well as indicating goals for the summer course. Most students listed priorities as spelling, grammar, and letter writing.

In our overview of the writing process, we showed the students how the

teachers." Proofreading was more natural, since the search for errors and the drive to write letter-perfect English is part of traditional schooling. Published copies were actually second or third drafts, since there remained many errors which Blaine and I had to wade through and comment upon. Many pieces were beautifully illustrated and contained precious insights into the lives of Gambians.

With just two pieces from each student, we were happy to see some improvement in the participation during class time as well as in the writing. Questions remained: Can a new approach like this be absorbed in such a short time? Did we give them enough to begin with? We knew that for the second



"The writing process which grows in The Gambia will be a version different from the one we grow in our amply stocked Canadian classrooms, where paper and pencils are abundant."

year students. The change was not as radical, since last year's Canadians had also done process writing, perhaps using different vocabulary. However, I had also experienced the agitated challenges of one group of students to peer editing: "Please, Mr. Sabina, how can I learn when my partner's English is not as good as mine?" "How can we find mistakes when we are still learning English?" "If you mark the mistakes, we can learn more quickly from them." I fumbled through a response by talking about cooperation in the learning process and about the discussion of language being an enriching experience . . . were they convinced? Their dutiful co-operation and polite replies perhaps masked doubts they felt regarding the value of peer editing to their own progress or to the practical applications in their classrooms.

Thus after barely four weeks with the

students, we packed our bags with souvenirs, rolls of film, and sample writings. We left behind a seedling of the writing process and some unanswered questions. I do believe a process approach is possible in the The Gambian schools. It will be a version different from the one we grow in our amply stocked Canadian classrooms, where paper and pencils are abundant. It will need time and nurturing from future Canadian teachers and from the Gambians themselves. None the less, with the extended-family philosophy being the indigenous soil, it follows that creating ideas together, manipulating the words and phrases, and sharing and celebrating results could become natural outgrowths. The shoots could eventually grow not only in their colonially accepted official language but also in their native Mandingo, Wolof, or Fula languages.

MAJOR PROBLEMS GAMBIAN STUDENTS LISTED AS HAVING IN THEIR CLASSROOMS:

- "My class the children have neither chair nor desk to sit or write on . . ."
(Adam N'Jie)
- Teaching aid, e.g., blackboard is very poor
- Lack of textbooks
- Lack of reading books
- No library room
- Lack of tap for the whole school
- No toilet for the children
- No pencil available
- Not enough chalk
- Tables and chairs have broken
- Children sit on the floor . . .
- "My class is over 45 pupils which is very hard for me to deal at it. I been teaching for 8 years since 1977." (Mr Ebrima A. K. Touray)
- "During the rainy season some parents do cultivate rice and they do come to the class and request for their daughter's to go and take care of the baby while they work in the field." (Isatou B. Sowie)
- "Pupils from poor families do not take part in lesson late during the day because of hunger." (Mr. Si-bril Bojang)
- "Children sleeping in the classroom when the lesson is on."
(Lamin M. Manneh)

Projects for teachers and students

Individual teachers who wish to get involved, or develop class activities, may get further information about projects from the groups listed below.

THE SCHOOL TWINNING PROGRAM

School twinning is the linking of a Canadian class with a class in a developing country. Twinned classes exchange packages or kits of information by mail two or three times during the school year. Developed by CODE (Canadian Organization for Development through Education), the program is financially supported by the Canadian International Development Agency.

Information is available by writing to School Twinning Program, CODE, 321 Chapel Street, Ottawa, Ont. K1N 7Z2.

ELECTRONIC PEN PALS

Students can communicate with "pen pals" in other provinces or other countries through an electronic mail system connected to a classroom computer through a modem.

For further information write to the Technology Task Force, BCTF, 2235 Burrard Street, Vancouver, B.C. V6J 3H9.

PENCILS FOR PEACE

The Tools for Peace program collects and purchases pencils and notebooks to bolster Nicaragua's education system. The notebooks feature a map of North and Central America telling Nicaraguan school children about Canada and the Tools for Peace campaign.

Tools for Peace encourages projects to raise funds for the "Pencils for

Peace" project. For further information write Tools for Peace, 1672 East Avenue, Vancouver, B.C. V5N 1X5.

TREES FOR AFRICA

The United Nations Association "Trees for Africa" partnership creates a direct connection between Canadian and African community organizations working to ensure self-sufficient food production. For further information write the UNA — Trees for Africa Fund, 2524 Cypress Street, Vancouver, B.C. V6J 3N2.

FRIENDS OF ANDES

A group of B.C. teachers has formed an organization to raise funds to help the teachers' organization in El Salvador (ANDES) with school supplies and building materials to replace schools destroyed in the war and earthquake. For further information write Friends of ANDES, P.O. Box 65392, Station F, Vancouver, B.C. V5N 5P3.

CAMOUFLAGING THE TRUTH

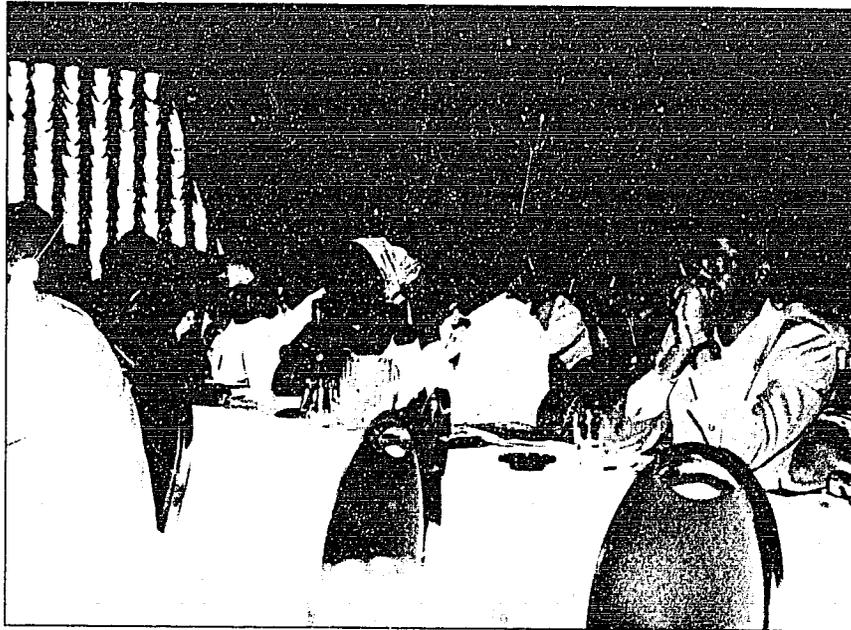
For the first time, student presentations were included in the program of a WCOTP meeting, when teachers from around the world discussed education for peace in Vancouver in the summer of 1986. A panel of B.C. secondary students put forward their views, then joined in discussion with the teacher delegates.

William Li, a student at Queen Elizabeth Secondary School in Surrey, particularly captured the interest of the seminar with his challenge to teachers.

WILLIAM LI

A teacher of mine once told me a story about a class he had taught. His students would faithfully write down every word he wrote on the blackboard, taking those words to be the absolute truth. One day, the teacher began a lesson on the winters of Montreal. He told the class about the snow and the cold, and the class wrote it all down. Then he began to describe the dreaded "Montreal snow snake," which populated the air conditioning systems of the city, lived off the heat of the air ducts, and changed its skin to a mottled silver for camouflage. The class carefully entered in their notebooks the entire biological description of the creature, not batting an eyelid at its dietary preferences (janitors) or its habit of surviving the summers in the form of an old newspaper. Only when the teacher began to lecture on the rare pink elephant did one student object.

Unfortunately, such scenes are all too common, not just in the classroom, but almost everywhere. Our first reaction to any well-presented information is to accept it blindly as the truth. Assumptions about the truth of information are extremely dangerous in this age of the atom bomb; yet a generation of people who would believe in "snow snakes" is being raised, not through any fault of their teachers, but through the sheer overload or absence of certain pieces of information.



Delegates from teacher organizations around the world listen to students present their ideas of how peace can be achieved.



William Li, a student at Queen Elizabeth Secondary School in Surrey.

How are tomorrow's students — tomorrow's leaders — going to learn how to distinguish fact from fiction? What set of values and goals, against which the world will be measured, will tomorrow's leaders be left with? Today's leaders grew up when it was still felt that "God was on the side of the bigger guns." As a result, we face the nonsense of an arms

race. Without thinking, we have continued to believe in the solution power of war. The operative phrase here is "without thinking," for if we had thought all eventualities through, we surely would not be in the insane position we are in.

How, then, do we move toward "with critical thinking"?

The key to the problem is for questions to be asked; asking questions leads to answers. The media present us with a multitude of facts and ideas, most of which are affected by biases and prejudices. Teachers must encourage students to question everything they are given, accepting nothing on faith alone.

It is important that some beginning to critical thinking be made, for the road to peace is a long one, whose end may not be reached within my lifetime, nor the lifetime of my grandchildren. But it must be reached if *Homo sapiens* is to survive on this planet Earth.

EDUCATION . . . Foundation for Global Awareness

DOUGLAS ROCHE

Douglas Roche is Canada's Ambassador for Disarmament. He is a former Progressive Conservative Member of Parliament and has an international reputation for his efforts to interest government leaders in the issues of world peace.

Mr. Roche was keynote speaker at the WCOTP Education for Peace Seminar. The following is an excerpt from his speech.



We have seen that the roots of the problem of peace go much deeper than the disarmament issue itself. The integrated character of the issues involved must be reflected in an integrated approach to peace studies. As *Peace and World Order Studies*, a valuable curriculum guide, emphasizes:

Peace . . . is not one more technical problem for institutional adjustment; if we are serious in studying it, we must go to fundamental questions about the arrangements of society and the priorities of personal life.

Thus, the book's themes that have been developed for classroom use at the appropriate level open up a wide curriculum: Global Problems; Peacemaking and Non-violence; Women and World Order; World Order Education; Hunger and the Politics of Food Distribution; Ecological Balance; International Law and Organizations; Human Rights and Social Justice; World Political Economy and Economic Justice; Militarism and the Arms Race; Religious Perspectives on Justice and Peace; Culture, Community, Values and Change; Regional Studies; Alternative Futures.

I recognize the obstacles to be overcome in budgetary restraints and the skepticism still within the education profession before such peace study programs can truly influence every student.

The advocacy of peace is not only a fitting subject for every university, college, and school but the hallmark of every truly enlightened person today.

The roots of the problem of peace go much deeper than the disarmament issue itself.

A new outpouring of intellectual and spiritual energy is absolutely necessary to lift up the human family. I hold with Peter Dale Scott, founder of the Program

in Peace and Conflict Studies at the University of California, Berkeley, in his introduction to *Peace and World Order Studies*:

. . . those who encounter opposition may indeed wonder at times whether such a small step is worth so great an effort. But the translation of ideas into institutional realities is precisely what the search for peace is all about.

Education cannot carry the total burden in bringing about a new concept of global existence, but it is and will be the foundation upon which we can build and develop a new global awareness. We must teach our children to recognize the new reality: common ground. As parents and teachers, we should ask ourselves: Are our children being educated for the world of yesterday or the world as it will be in their immediate future?

As we move towards the 21st Century, it becomes obvious that the next generation will need more knowledge and understanding about the rest of the world than their elders presently possess. We are here talking about much more than the development of a few specialists. There must be millions of contacts between individuals which will help to develop an awareness of other people and a sense of shared interests. The first requisite in helping people understand this new reality is to give them a sense of world consciousness in which every individual realizes his or her role as a member of the world community. The educator Edwin Reischauer, in his book, *Toward the 21st Century: Education for a Changing World*, says we will never operate successfully unless the bulk of the people develop a sense of world citizenship:

This is clearly the biggest educational task of all, for milleniums of history have conditioned men to think in terms of smaller and more exclusive units, while suspicion and hostility toward other groups lie deep in their patterns of thought.

PROJECT OVERSEAS II 1987-88

Sponsored jointly by the **CANADIAN TEACHERS' FEDERATION AND ITS MEMBER ORGANIZATIONS**

Canadian teachers are required for Project Overseas II which will operate in Africa from mid-November 1987 to mid-January 1988. Their assistance is given to improve teaching skills and strengthen professional teacher organizations.

In 1986-87, Canadian teachers were requested to teach Primary Methods, English, Mathematics School Administration and Science to teachers at the primary and secondary levels.

Administrative, travel and living expenses are borne by the Canadian Teachers' Federation, the provincial and territorial teacher organizations which are Members of CTF, the Government of Alberta and the Canadian International Development Agency. No salaries/honoraria are paid.

REQUIREMENTS

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

APPLICATIONS

Deadline date for applications:
APRIL 17, 1987.

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

THE B.C. TEACHER IS INTERESTED IN PUBLISHING POETRY BY B.C. TEACHERS

We invite submission of poems which have been previously published. Send, along with the poem, permission to republish.

EDITOR, B.C. TEACHER
BCTF
2235 BURRARD
VANCOUVER, B.C. V6J 3H9



PACIFIC RIM PRESENTS TO YOU

Diversified Leasing and Sales
Automobiles, Trucks, Holiday Trailers,
Motorhomes, Airborne Modules
Aircraft, Pleasure and
Commercial Ocean Craft.

- ACCESS TO ALL MAKES OF VEHICLES
- SUBSTANTIAL FLEET VOLUME DISCOUNTS RESULTING IN GENEROUS SAVINGS
- DEALING WITH TRAINED AND HELPFUL STAFF
- AN ESTABLISHED REPUTATION BASED ON PERSONALISED SERVICE
- FOR ASSISTANCE PLEASE CALL BETWEEN 9:A.M. and 5:P.M. OR LEAVE MESSAGE AFTER HOURS.

NEW CAR DEALER
LICENCE NO. 7794

WHOLESALE
LICENCE NO. 0295

BOND NO.
1B 30107

PLEASE CALL
24 HOURS
685-0338

#18-200 Granville Street, Vancouver.
British Columbia V6C 1S4 (604) 685-0338



PACIFIC RIM LEASING AND SALES
NOW OFFERS YOU THE ROYAL BANK BUY
BACK AND THE BANK OF COMMERCE
DEALER PLAN CAR LOAN PROGRAMS
CALL US FOR DETAILS.



"Peace is a threat"

LARRY KUEHN

Peace is a threat, in the eyes of some. Teaching about peace is consequently a substantial challenge, as teachers, at times, face charges that they are naive or even subversive.

For example, Bruce Pepper, president of the Vancouver Board of Trade, used his newspaper column to attack teachers for proposing "to advocate peace movements, anti-nuclear education and all the other so-called good stuff related to the pacifist movement."

In other cases, B.C. teachers have been forced to cancel events such as "Nuclear Information Week" because of administrative response to complaints from individual parents. And the Nova Scotia Teachers' Union faced a barrage of media attacks last year because they adopted policy supporting peace education.

JAPAN



Cycle Tour

A fully escorted tour through the backroads of Japan, accompanied by a support vehicle. Cycle through national parks and orange groves, pass oyster beds, and swim in the clear waters of a Pacific coast beach resort.

JULY 14 - 29, 1987

\$2756.00

SPRING & FALL DEPARTURES

ALSO AVAILABLE

Phone or write for brochure.

(604) 669-2521

Skyland Tours Ltd.

1157 Melville Street, Vancouver, B.C., V6E 2X5

Benign neglect, or simple fear of controversy, is sometimes enough to ensure peace issues don't make it into the classroom.

But allowing such forces to prevail is not good enough, Sheena Hanley, president-elect of the Canadian Teachers' Federation, told the WCOTP peace education seminar. "Peace is a special responsibility of teachers because we are community leaders."

It is a responsibility being taken seriously by many teachers and their organizations across Canada.

The Canadian Teachers' Federation has adopted policies that encourage teachers to integrate "education for and about peace within the regular curriculum" as well as offer separate "peace studies."

The Ontario Secondary School Teachers' Federation has picked up that challenge, encouraging its members to have their students enter an essay contest sponsored by the teachers' organization. They have published a peace poster — a crane for peace — to be used as a basis for classroom projects.

After some debate, the Manitoba Association of School Trustees, in 1986, adopted policy supporting peace education in schools. In doing so, it followed the lead of the Manitoba Teachers' Society, which had adopted a comprehensive policy encouraging peace education.

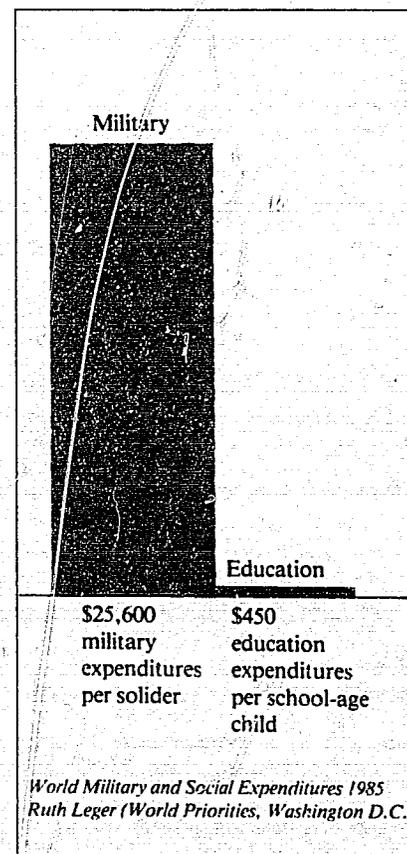
The most extensive co-operative activities have been carried out in Quebec. The minister of education, teachers' unions, school administrators, parents, and school boards have joined in producing a program that reaches from kindergarten through the secondary grades.

The ministry produced a student workbook and teachers' guide, along with other materials. It also declared a "pedagogical study day" for teachers in September of 1986 to prepare them for incorporating the material into their teaching during the Week of Peace, October 20-24. The francophone teachers'

union, the CEQ, produced a special issue of its magazine incorporating articles by well-known French Canadian authors to provide more background for teachers.

Although B.C. can't claim the same degree of co-operative effort between teachers, school boards, and the ministry of education, the BCTF's programs have been providing encouragement and support for teachers prepared to initiate peace activities in their schools or classrooms.

BCTF workshops are provided for school staffs through the "Peace Associates" program. A call from the BCTF helped create the Peace Education Coalition, to bring together groups developing peace education materials with those



who can use them in the classroom.

Based on a grant from the federal government, the BCTF is working with other groups to put together a student-based project and conference.

Teachers are working together on peace education through the newest of the provincial specialist associations, B.C. Teachers for Peace Education, recognized as an official part of the BCTF at an executive meeting in the fall of 1986.

The WCOTP peace education seminar was itself a contribution to international peace education from B.C. teachers. It could not have been held without financial assistance from the BCTF's W.R. Long International Solidarity Fund.

By their actions, teachers across the country have shown that concern for their students extends to their survival in a weapons-filled world.



Drawing by 10-year-old Salvadoran refugee, Wilfredo Argueta.

the travel den

768 Fort Street, Victoria, B.C. V8W 1H2

SPRING BREAK

Book your HOLIDAY now!
March 14—one week packages

HONG KONG—\$1349
MEXICO—\$799
PALM SPRINGS—\$674

for details call **388-4201**



Tour the

"South Pacific"

with the
Norkam Music Dept.

★ \$1,423⁰⁰ ★

July 5-Aug 2, 1987

New Zealand ★ 10 Days ★ Australia ★ 15 Days ★ Fiji ★ 4 Days

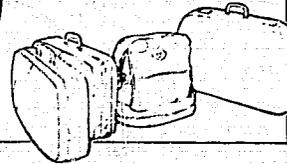
★ Separate "Guided Tour" available, includes accommodation, land travel, and reduced rates on all attractions.

★ Air fare guaranteed with Air New Zealand regardless of price increases



for more information write:

NORKAM MUSIC DEPT
SOUTH PACIFIC TOUR
730 12th Street
Kamloops, B.C. V2B-3C1
Phone 376-1272 (Loc.38)



In the next issue . . .

- the politics of effectiveness training
- outmoded early schooling in B.C.
- the Ministry's promotion of inequality of educational opportunity
- software pirates in the schools
- is testing hurting our students?
- teachers' responsibilities in child abuse cases

Classified

CONFERENCES

Action for Excellence presents "Making it Happen" inspirational conference Friday, March 6 (19:00-21:30) and Saturday, March 7 (09:00-16:00), 1987 at Sentinel Secondary School in West Vancouver, B.C. Keynote speakers include Dr. David Suzuki and *In Search of Excellence* author, Robert Waterman Jr. Forty small group sessions with something for everyone! A must for all educators at all levels. Cost is \$95. For further information, brochures and conference particulars, contact Doug Payer, Principal, Sentinel Secondary School, 922-3291. **DON'T MISS THIS EXCITING CONFERENCE!**

TRAVEL & HOLIDAY

India and Ladakh—July 1987, 1 month. Personally guided tour of the best of North India: Udaipur, Jodhpur, Jaipur, Agra, Kashmir and Ladakh. Accommodation in palaces, houseboat. Approximately \$3,000 incl. airfare. For info, evenings 254-8371.

Spring Break—1 week cruises, Mexican Riviera incl. air \$1,185. Southern Caribbean incl. air \$1,609. Choice of 5 other cruises incl. SS Norway, world's largest cruise ship. All Ports Travel 943-6141 or 687-7211.

Skipped Sail Tours—Washington's San Juan Islands on trim, Rhodes-design yacht *Amante*. One, two, and four day cruises incl. meals, instruction if desired. \$50 US pp/pd. Brochure: *Amante*, P.O. Box 51, Deer Harbor, WA 98243, or call 206-376-4231.

RUN AWAY TO SEA

On May 15, the graceful ocean sailing ketch "Marita Shan" will be departing Vancouver on her third voyage to the fabled South Pacific—a voyage that will take her to the islands of Hawaii, French Polynesia, the Cooks, Tonga, Samoa, and Fiji. The voyage will last over a year but will be divided into three week segments, and for as little as \$2000, you can be a part of this unique adventure. The cost is all inclusive except for airfare, and the participation is limited to 6 persons per section. Three week sections are offered in each of the island groups and there are also three ocean legs for the truly adventurous. Learn celestial navigation and how to handle a sailing vessel in offshore conditions or simply choose to relax in the most beautiful setting on earth. We have a lot of fun and we see the islands in a way tourists never will. Sailing, snorkelling, shell collecting, exploring Polynesian

culture or just plain relaxing—this will be the vacation of a lifetime. Write for a brochure to:

Marita Shan Charters
2875 Alamein Avenue
Vancouver, BC V6L 1S4
or phone 688-1774 or 733-3648.

BED & BREAKFAST

Ye Olde Godwin Manor Inn, Bed & Breakfast. Tudor home on 1 acre, country setting, full breakfast, rec. veh. parking, childcare, BBQ, kennel, smoking & non-smoking lounges, minutes from Vancouver, \$50/double, \$40/single, \$10/child. Write: 7391-124th Street, Surrey, BC V3W 3X2 or phone 591-7188.

Palmer's Chart House—A unique guest house on Orcas Island, San Juan Islands. Open year round. Sailing, fishing, hiking, kayaking. Private entrance; private bath. \$60-70 CAN pp/pd, breakfast incl. Dinners by arrangement. By former B.C. teacher. Brochure: Mr. & Mrs. D.G. Palmer, P.O. Box 51, Deer Harbor, WA 98243, or call (206) 376-4231.

Surrey, country style. Very quiet, private accommodations on 2.5 acre. Park-like setting, 1 bedr. with queen and one with twin beds. Separate lounge area and bathroom with shower. Doug and Mary Carr, 596-9284.

FOR SALE

Balloons—Semi-retired wholesale balloon dealer since 1962 is selling balloons to many schools and universities for research and to stores. Thirty-two different color 10" balloons (other sizes are from 8-85"). Best quality balloons for resale or can be used for classroom teaching and other events. Scientific data on how to use balloons or Mylars with helium or air is available on request. Mylars from 18-36" round or heart-shaped and LENKO (TM) 16" punching balloons, embossed with various Canadian themes or tourist attractions. These have been sold in gift shops from coast to coast, since 1962. For more information, send long SASE to: Stan Lenko, 2487 Eton Street, Vancouver, BC V5K 1J6, phone 253-2137. Please indicate in your letter what you are planning to do with the balloons.

Teaching Materials. English and Social Studies teachers. All levels. Try my innovative teaching ideas, e.g., *Multimedia Approach to Literature*. Free catalogue of booklets. Send self-addressed, stamped envelope to Robert Thomsson, P.O. Box 4781, Vancouver, BC V6B 4A4.

Teaching Materials. Teachers, if you liked *Trivial Pursuit*, you'll love my new game, *R.J.'s Video Quiz*. Your class will too! Develops media literacy. For free details, write P.O. Box 4781, Vancouver, BC V6B 4A4 or phone 685-9727.

REUNION

King Edward High School, Vancouver Class of 1962—25-Year Reunion, May 29 and 30, 1987. Contact: Claire (Gordon) Cummings, 429 McGill Drive, Port Moody, BC V3H 1T8. 937-7130.

FOR RENT

Sublet my furnished apartment on English Bay. Indoor pool, jacuzzi, TV, VCR. From Christmas. \$700 (negotiable). Bob, 685-9727.

Apex Ski Condo. 1 bedrm., sleeps 6. Daily, weekly and summer rates. For rental schedule and information, write 1694 Duncan Avenue, Penticton, BC V2A 2X9 or call 493-6387 after 5:00 p.m.

Maul Condo Rentals, Kihei, studio, 1, 2, bedrm. fully equip. kitchen, W/D, pool, BBQ, tennis, across from beach, walk to shops. Contact Doug or Mary Carr, 596-9284.

TEACHER EXCHANGE

Campbell River School District, Secondary English teacher looking for one year exchange with teacher in Lower Mainland or Fraser Valley area. Please contact D. Ewert, 591 Lily Place, Campbell River, BC V9W 6M8. Phone 923-4391.

Exchange to Scotland—commercial studies teacher wishes to exchange with a teacher in B.C. for one year from September 1987-July 1988. Write to S. Patterson, E.H. Hostel, Church Street, Stornoway, Isle of Lewis, Scotland.

Teach in Japan. Persons with a degree or job-experience in teaching languages, test-construction, and materials-development wishing to teach English to Japanese adults for one year in Japan (Tokyo) should write to Personnel Manager, International Education Services, Shin Taiso Building, 10-7 Dogenzaka 2-chome, Shibuya-ku, Tokyo, Japan 150. Further information on the position, salary, benefits, transportation, housing, date of interview can be obtained by airmailing a detailed resume.



With CETA the world is your classroom. Join us for our 14th season featuring educational tours around the world and Mediterranean and Caribbean cruises.



Our 1987 Educational Study Tours brochure is now available. Call or write for brochure and details.

Cranbrook: Eve-(604) 426-4098 North Vancouver: (604) 987-9234 or 1-800-361-7580



Canadian Educational Travel Associates Ltd.

1325-14th Street South, Cranbrook, B.C. V1C 5E8 and
928 Seymour Blvd., North Vancouver, B.C. V6B 3L9

Teachers: Retired

Most of the teachers listed below retired in 1986. A few left teaching earlier but were granted deferred allowances. The federation extends to them all best wishes for the future.

Ina P. Adams, Peace River North
Mohammed A. Aleem, Saanich
David W. Alexander, Cowichan
Ronald S. Alexander, Maple Ridge
Frank H. Allder, Burnaby
Gloria V. Allen, Burnaby
George Annand, Nanaimo
Donna M. Archibald, Castlegar
Margaret I. Archibald, Central Okanagan
David M. Aspinall, Central Okanagan
Marion L. Atkey, Delta
Edmund C. Atwell, Burnaby
Gerald O. Ballard, Coquitlam
Charles W. Bardsley, Greater Victoria
Mary Barltrop, Quesnel
Rae Bates, Vancouver
Audrey E. Beckett, Coquitlam
Gisela M. Beda, North Vancouver
Wilma L. Beltz, West Vancouver
Edith B. Belyk, Surrey
Catherine R. M. Bennett, Campbell River
Norman F. Bevan, Cowichan
Alden W. Bigsby, Castlegar
Colin A. Bisset, Vancouver
Vincent Blaskovich, Central Okanagan
Gregory W. L. Blount, Burnaby
Olga Bohun, Central Okanagan
Margaret A. Bonser, Nelson
Anne M. Bourcet, Vernon
A. Leroy Bowie, Cariboo-Chilcotin
Pat A. Bowmar, Langley
Bruce D. Boyd, Vancouver
William Boyd, Penticton
John L. Bradley, Nanaimo
Esther M. Brise, Bulkley Valley
Roy F. N. Brock, Coquitlam
Ethel L. Brown, Maple Ridge
Jeanette E. Brown, Delta
Mary J. Brown, Sooke
Robert D. Brown, Vancouver
Robert O. Brown, Maple Ridge
Claude B. Brunelle, Surrey
Jean-Frances Bunch, Victoria
Alan P. S. Bunker, Bulkley Valley
Odette H. Burgers, Penticton
Susan N. Burke, Saanich
Adrian R. Butler, Penticton
Doris J. Buttram
S. C. Buttram
Mollie Byrne, Nanaimo

F. James Cairnie, Vancouver
James H. Cameron, Maple Ridge
Margaret L. Campbell, Burnaby
Neil W. Campbell, Cowichan
Trudy G. V. Campbell, Courtenay
Donald D. Caspersen, Coquitlam
Barbara B. Caulfield, Vancouver
Ronald W. Cavett, Greater Victoria
Maxene T. Chalmers, Coquitlam
Bernice H. Charters, Castlegar
Marvin Childs, West Vancouver
Eileen D. Christensen, Powell River
Violet B. Chunganes, Courtenay
Ethel N. Clarke, Revelstoke
Arthur L. Coldwell, Greater Victoria
Shirley M. Collis, Cowichan
Nancy Constable, Creston-Kaslo
William Constable, Creston-Kaslo
Graham Conway, Coquitlam
Brian J. Cox, Langley
George A. Croil, Vancouver
Goldy F. Cross, Greater Victoria
Violet A. Davidson, Burnaby
Shirley J. Davies, Coquitlam
Douglas R. Davis, Coquitlam
Eva Davis, Surrey
Allen E. Dawson, Chilliwack
Howard W. Day, Vancouver
Geoffrey C. D'Easum, Golden
Marinus Defeyter, Vancouver
Jean Y. Delaney, Cariboo-Chilcotin
Charles H. Denike, Greater Victoria
Mary I. Dennis, Greater Victoria
Donalda J. Derban, Kamloops
Harry L. Disbrow, Greater Victoria
Eberhard Doehnel, Greater Victoria
Vernon J. Dovey, Burnaby
Alexander W. Doyle, Vancouver
Donald J. Doyle, Coquitlam
James P. Draper, West Vancouver
Ronald H. Duff, Burnaby
Peter M. Dunkley, Surrey
Albert E. Easingwood, Peace River South
Lillian F. Easton, Greater Victoria
Lavant G. Egan, Campbell River
Anne C. Ellis, Delta
William W. Ellis, Penticton
Abram J. Enns, Delta
Donald Falder, Greater Victoria
Elsie Falk, Fernie
Myrtle M. Fashoway, Surrey

Solveig K. Fee, Delta
Gabor G. Feher, Princeton
Teresa Ferguson, Princeton
Doris M. Ferry, Langley
Donald L. Few, Chilliwack
Hendrik Fijgel, Surrey
James F. Foster, Burnaby
Flavia Fowler, Surrey
Marjorie E. Fraser, Sooke
John J. Fuchs, Hope
Emma A. Gabor, Princeton
S. Stuart Galbraith, Vernon
Cecile M. T. Gallon, Central Okanagan
Betty J. George, Greater Victoria
Eunice R. Girdler, North Vancouver
Romuald Gobis, Surrey
Walter G. Godwin, Nanaimo
Albert H. Goertz, Summerland
Donald R. Goodwin, Surrey
Ivy S. Gook, Prince George
Janet M. Graham, Richmond
Elizabeth J. Gravelle, Courtenay
Charles F. Greenhough, Summerland
Ann E. Gurek, Kamloops
Anita G. Haight, Peace River South
Jean D. Halcrow, Coquitlam
Pauline Halikowski, Hope
Frederick R. Hamcock, Lillooet
George D. Hamilton, Vancouver
Robert W. Hampton, Greater Victoria
Gordon S. Hanbrook, New Westminster
Henrietta K. E. Hansford, Surrey
Peter Harder, Chilliwack
Patricia V. Harmon, Cariboo-Chilcotin
David H. Harrington, Vancouver
Mary L. Harrington, Brentwood Bay
John P. Harris, Burnaby
Frances P. Hayward, Qualicum
Rosa M. Hayward, Qualicum
Stanley J. Heal, Courtenay
Norman A. Helland, Alberni
Sadie B. Higginbottom, Taylor
Gladys C. Hillson, Surrey
Norma Holmberg, Abbotsford
Paul N. Holsinger, Richmond
Richard J. Horspool, Powell River
Edwin V. Horth, Prince George
Hugh Hossack, Burnaby
Diana M. Hoy, Nechako
Thelma E. Hoy, Central Okanagan

Teachers : Retired *Continued*

Phyllis Huggett, Saanich
 Wilhelm A. Hunken, North Vancouver
 Conhor H. Hunt, Surrey
 Garry C. Hunt, Grand Forks
 Donald W. Hunter, Langley
 Dorothy Hunter, Vernon
 George H. Hunter, Vernon
 William L. Husband, Revelstoke
 Josephine M. Hutchinson,
 Greater Victoria
 Herbert R. Irons, Vernon
 Benjamin Izew, Vancouver
 Adrian P. Jarvis
 Donald A. Jarvis, West Vancouver
 Elizabeth R. Jarvis, Vancouver
 Doreen A. Jensen, Burnaby
 Harry Johnson, Nanaimo
 E. Joyce Johnston, Prince Rupert
 Eleanor G. Jones, Campbell River
 Irene Kaye, Cowichan
 Marion M. Kean, Summerland
 Helen E. Kennaird, Alberni
 Howard A. Kennett, Surrey
 Dennis Kershaw, Sooke
 Michael J. Kingston, Coquitlam
 Sheila M. Kingston, Surrey
 Lena M. Klassen, Central Okanagan
 Emily Klimo, Howe Sound
 Stanley M. Klish, North Vancouver
 Lorraine A. Knight, Prince George
 Shirley-Jeanne Krutow, Coquitlam
 Eva Labossiere, Cariboo-Chilcotin
 Hulda L. Lang, Delta
 Helen M. Laurie, Vancouver
 Aubrey F. Lawrence, Bulkley Valley
 Joan R. Lawrence, Vancouver
 Leslie J. Lawrence, Burnaby
 Raine Leigh, Delta
 John G. Leaman, Hope
 Esther E. Lee, Shuswap
 Gladys J. A. Leggett, Kimberley
 Elizabeth Leullier, Surrey
 Beth E. Lewis, Nanaimo
 Irene M. Lewis, Burnaby
 Sheri-Ann Lichtenstein,
 Southern Okanagan
 Jean A. Lindskog, Nanaimo
 Robert N. Logan, Delta
 Irving A. Lozier, Greater Victoria
 Laura M. Lucier, Central Okanagan
 Shirley F. M. Ludwig, Revelstoke
 Marion S. MacDonald, Penticton
 Genona A. MacDougall,
 Campbell River
 Elizabeth MacLeod, Vancouver
 Kenneth M. MacPherson, Vancouver
 Lydia MacPherson, Central Okanagan
 Robinson Mah, Alberni
 Gregory A. Mallette, Trail
 Margaret W. Mallory, Burnaby
 Alice D. Maluish, Vancouver
 Kathleen F. Markstrom, Revelstoke

Sheila G. Marples, Surrey
 Mary Martin, Surrey
 Peter Martin, Surrey
 Ada M. Martinson, Hope
 Joellen Martyn, Coquitlam
 Patricia F. Materi, North Vancouver
 Glenn E. Matheson, Kamloops
 Harvey B. May, Victoria
 D. Jean Mazur, Burnaby
 William A. McClymont, Vancouver
 Donald C. McEown, West Vancouver
 John L. McFarland, Terrace
 Margaret R. McGillivray, Coquitlam
 A. James McGregor, Coquitlam
 Elsie D. McIntee, Vancouver
 Evelyn G. McIntosh, Surrey
 Barbara C. A. McKay,
 New Westminster
 Margaret C. McKay, Penticton
 Betty I. McKersie, Windermere
 Sydney E. McKie, Surrey
 Lois N. McLean, North Vancouver
 Willis L. J. McLeod, Nechako
 Norman A. McLuckie, Richmond
 Ozanna C. McSweeney, Chilliwack
 Malcolm D. Meek, North Vancouver
 Henry Meester, North Vancouver
 Charles M. B. Meredith, Powell River
 Doreen E. Meredith, Powell River
 Kenneth H. Merrifield, Nanaimo
 Alma M. Mezovari, North Vancouver
 Robert E. Miller, Trail
 Stanley W. C. Minot, Burnaby
 Jean M. Moorcraft, Kamloops
 Anna Moore, Coquitlam
 M. E. Eleanore Moore, Revelstoke
 Anne M. Moutray, Cariboo-Chilcotin
 Donald M. Muir, Campbell River
 Priscilla B. Munsey, Merritt
 Irene J. Murphy, Revelstoke
 Donald R. Murray, Surrey
 John S. Murray, Vancouver
 Daryl E. Mutz, Surrey
 James R. Nelson, Alberni
 Norma D. Nesbitt, Delta
 Leona F. Nichols, Richmond
 Ernest L. Nordquist, Smithers
 Margaret A. Norris, Nelson
 Marie C. Novak, Vancouver
 John C. Nuttall, Langley
 Evan M. Oakley, Greater Victoria
 John W. Oastler, Vancouver
 Peter P. Ochs, Delta
 Jean E. O'halloran, Greater Victoria
 Jacob Olfert, Abbotsford
 Oswald K. Olson, Surrey
 Verna A. Osborne, Central Okanagan
 John E. Parker, Surrey
 Clarice L. Parkin, North Vancouver
 Anna M. Paskovich, Fernie
 Mary G. Patenaude, Peace River North
 Robert J. Patrick, Quesnel

Doris E. Patten, Nanaimo
 Audrey V. Patterson, Trail
 Nedra J. Paul, Cariboo-Chilcotin
 Stephanie Pauliuc, Cranbrook
 Margaret Peck, Fernie
 Eva Pedersen, Gulf Islands
 Hubert S. Peebles, Shuswap
 Sheila M. Peebles, Shuswap
 Gordon A. Peever, Surrey
 F. William Pennington, Vancouver
 James N. Percy, Comox
 Jacob J. Peters, Surrey
 John Peters, Chilliwack
 Nolen Peters, Central Okanagan
 Lorene L. Petersen, Vancouver
 Raymond G. Petersen, Vancouver
 Lewis C. Phillips, Courtenay
 Richard A. Piercy, West Vancouver
 Paul L. Pierron, Central Okanagan
 Kathleen M. Planidin, Coquitlam
 Bertram E. Price, West Vancouver
 Margaret E. Provins, Greater Victoria
 Helen Read, Vancouver
 Norma I. R. Reeve, Surrey
 Joy M. Richardson, Vancouver
 Agnes M. Rigby, Kamloops
 Raymond M. Rintoul, Vancouver
 Shirley E. Ritchie, Campbell River
 Edith J. Roberts, North Vancouver
 Peter M. Roberts, Kamloops
 Gertrude L. Robson, Coquitlam
 I. Mary Romeril, Shuswap
 Catherine Rounsville, Cranbrook
 Myra J. Rowe, Richmond
 Jean G. Rutherford, Penticton
 Paul Salva, Revelstoke
 Cirino L. Salvador, Fernie
 Beatrice V. Schaffer, Nanaimo
 Henry E. Schellinck, Courtenay
 Joan M. Schkade, Lillooet
 Herman L. Schuetze, Surrey
 Jackleen A. Scott, Merritt
 Lorne R. Scott, Richmond
 James L. Seddon, Coquitlam
 Reidun Seim, New Westminster
 Gilbert C. E. Semail, Vancouver
 William L. Senchyna, Maple Ridge
 Norah H. Seymour, Richmond
 Edith A. Shafer, Chilliwack
 Violet R. Sharp, Central Okanagan
 Mary S. Shaw, Vancouver
 Russell J. H. Shaw, Cariboo-Chilcotin
 Thomas D. Sheard, Coquitlam
 Gordon W. Shepherd, Coquitlam
 Joyce A. Short, Prince George
 Santokh Sian, Powell River
 Marion A. Small, Saanich
 Marjorie L. Smedemark, Kamloops
 Douglas L. Smith, Vancouver
 Flora D. Smith, North Vancouver
 Henry P. Smith, Creston
 John G. Smith, North Vancouver

Reginald W. Smith, Lillooet
 Viola M. Smith, Courtenay
 Nancy Smutyllo, Delta
 Miles A. Somerville, Vancouver
 Margaret W. Sonnefeld, Kitimat
 Dennis Sorenson, Chilliwack
 Clifford A. Sproule, Burnaby
 Doreen V. Stalker, Bulkley Valley
 Catherine E. Steele, Vancouver
 Shirley E. Stephens, Vancouver
 James C. Stephenson,
 Armstrong-Spallumcheen
 George R. Stewart, Richmond
 John S. Stewart, Chilliwack
 Evelyn M. Strom, Maple Ridge
 Bessie D. Stuart, Burnaby
 Robert Swailes, Cowichan
 Cornelis J. Swart, Nanaimo
 Edith E. Szabo, Penticton
 Doreen M. Tait, Central Okanagan
 John M. Tait, Central Okanagan
 Beverly A. Tandberg, Greater Victoria
 Robert D. Taylor, Greater Victoria
 Eva M. Thibodeau, North Vancouver
 George Thiessen, Surrey
 Audrey J. Thomas,
 Southern Okanagan
 Frances A. Thomas, Trail

Donald E. Thompson, Burnaby
 Nina A. Thompson, Coquitlam
 Ronald A. Timmis, Vancouver
 Frank J. Toporchak, Coquitlam
 Christine H. Tribe, Coquitlam
 Arnet Tuffs, Bulkley Valley
 Dorothy J. Unsworth, Chilliwack
 Marta E. Vaesen, Sooke
 Hilda M. Van Orden, Campbell River
 Marion B. Vint, Nanaimo
 Henry J. Vogt, Prince George
 Helen P. Wakefield, Vancouver
 William H. Waldie, Burnaby
 Floyd C. Wartnow, Delta
 N. Morley Watson, Surrey
 Fay A. Watson, Vancouver
 Maxine Watt, Greater Victoria
 Richard A. Wayling, Castlegar
 Albert W. Webb, Central Okanagan
 Clifford A. Weidman, Vancouver
 William L. Wescott, Burnaby
 Eileen G. West, West Vancouver
 Thomas Wheeler, Coquitlam
 Helen L. White, Saanich
 Helen Wiebe, Burnaby
 Thomas D. Wilkinson, Alberni
 Morris J. Wilson, Chilliwack
 Robert W. Wilson, Coquitlam

Mary H. Winstanley, Trail
 Alexander A. Wishlow, Creston-Kaslo
 Kate Witt, Kamloops
 Celine Wolfson, Vancouver
 Mildred K. Wood, Greater Victoria
 Ethel J. Woodford, Cowichan
 Arthur J. Worsdale, Coquitlam
 John S. Wosnuk, Burnaby
 Alan D. Wright, Coquitlam
 Kenneth T. Wright, Greater Victoria

**Knowledge Network Telecourse
 in Early Childhood Education**

A UBC Faculty of Education
 Credit Course Entitled:

**Education of Young Children
 "Observation and Recording"**

with Dr. Glen Dixon
 will run January-April 1987

This program focuses on observing and
 recording the behavior
 and activities of young children.

For Further Information Call:

The Field Development Office
 Faculty of Education
 2125 Main Mall, UBC, Vancouver, BC V6T 1Z5
 (604) 228-2013.



ISBN 0-919574-70-X

This book addresses the much
 neglected topic of fitness for
 children.

PowerFit: A Fitness Programmer for Girls is in
 the final stage of preparation before printing.

PowerFit
A Fitness Programmer For Boys

by Dr. Douglas Clement and T.H. Smith

This book provides new and creative exercise programs
 that intermediate and junior high physical education
 teachers can incorporate into their classes.

Dr. Clement is a professor of sport medicine at U.B.C.
 and was the head physician for the Canadian team at the
 Los Angeles Olympic Games. T.H. Smith, CM, BA, BEd
 is a teacher and YMCA consultant.

The easy-to-follow text is illustrated with 150
 photographs.

LIMITED TIME OFFER For Teachers and Schools

Regular price: \$9.95

Special price for all orders received by June 30, 1987:

40% discount, or \$5.97. Free shipping

ORDER FROM

GORDON SOULES BOOK PUBLISHERS LTD.

1352-B Marine Drive, West Vancouver, B.C. Canada V7T 1B5

(604) 922-6588

Teachers : Remembered

In-Service	Died	Last Taught In
Bruno Fast	March 23, 1986	Abbotsford
Jean A. Fleck (McMullen)	June 15, 1986	Maple Ridge
Barbara B. Loweryson	June 2, 1986	North Vancouver
Mildred McNeill	April 26, 1986	Cariboo/Chilcotin
Donald William Reckner	May 1, 1986	Vancouver

Retired	Died	Last Taught In
Richard Andrews	June 20, 1986	Victoria
Frank Ansley	September 11, 1986	Victoria
Bertha Ball	June 20, 1986	Kelowna
Eileen Barber (Hampson)	June 14, 1986	West Vancouver
Bernard Barts	August 7, 1986	Langley
Dorcas Blair (Rorcre)	February 25, 1986	Saanich
Lyla Brundrett	September 3, 1986	Vancouver
Mary Jean Bunyan	April 2, 1986	Vancouver
Mary Campbell (Bently)	September 8, 1986	Maple Ridge
Jessie Cavill (Croll)	September 2, 1986	Vancouver
Norman Clark	July 21, 1986	Vancouver
William Clarke	February 25, 1986	New Westminster
Marine Coburn (Wilson)	May 17, 1986	Victoria
Dorothy Cook (Astin)	July 11, 1986	Vancouver
Carlton Cooke	March 11, 1986	Vancouver
Sydney Crooke	May 2, 1986	Fernie
Roberta Dill	July 7, 1986	Chilliwack
Marion Dunlop (Stace/Smith)	August 21, 1986	Quesnel
Olga Elliot	April 1, 1986	Vancouver
Eunice Flermerfeit	March 12, 1986	Burnaby
Winifred Fox	June 15, 1986	Victoria
Gordon Freeman	September 12, 1986	Courtenay
Thomas Furness	June 10, 1986	Burnaby
Howard Garratt	September 2, 1986	Kamloops
Vera Garrison (Patledge)	August 26, 1986	Lillooet
Hans Gautama	September 20, 1986	Peace River South
Gordon Gillespie	March 7, 1986	Vancouver
Eric Hafferden	March 4, 1986	Courtenay
Winifred Hammett (Hall)	July 16, 1986	Vancouver
Stanley Harris	July 10, 1986	Vancouver
Agnes Herd	May 3, 1986	Vancouver
Douglas Hibberd	August 29, 1986	Courtenay
Arline Hicks (Armour)	April 11, 1986	Burnaby
Lorraine Hodge	February 16, 1986	Burnaby
Margaret Hole (Thomson)	March 12, 1986	Smithers
Marjorie Holland (Robertson)	May 4, 1986	Vancouver
Helen Hurst (Feigel)	May 24, 1986	Chilliwack
Norma Irving	March 12, 1986	Prince Rupert
George Johnson	March 7, 1986	Vancouver
George Johnston	July 17, 1986	Squamish
Lillian M. Johnston	June 17, 1986	North Vancouver
Sidney Jones	May 2, 1986	West Vancouver
Edna Keenan (Roth)	July 18, 1986	Vancouver
Robert Kellie	July 19, 1986	Kettle Valley
Fanny Kenyon	September 21, 1986	Nanaimo
Doris Lemire (Delage)	March 15, 1986	Victoria

Retired

Cedric J. Q. Lonsdale
 Freda MacFarlane (Cole)
 Mary MacQueen
 Jean Mann
 Constance McInnes
 Hazel McLennan (Gow)
 Jennie Medd (Estey)
 Shirley Mitchell (Spafford)
 William Morlock
 Jessie Munro
 Effie Plaskett (Larson)
 Ruth Rannie
 Julia Reekie
 Gordon J. Reid
 Gracie Rex (Travis)
 Murdoch Robertson
 Elsie Roy
 Gertrude Savage
 Mona Sherbino
 Kate Smith
 Molly Sommers (Wilson)
 Anna Stewart
 John Swanson
 Irene Tracy (Stewart)
 John Wheeler
 William Whyte
 Marjorie Wight (Johnson)
 Ernest Williams
 Velma Windrum (Christianson)
 Ella Yates (McLean)

Died

August 11, 1986
 March 15, 1986
 April 6, 1986
 March 23, 1986
 April 1, 1986
 March 3, 1986
 March 27, 1986
 June 11, 1986
 April 24, 1986
 April 20, 1986
 August 27, 1986
 February 18, 1986
 June 19, 1986
 July 6, 1985
 April 11, 1986
 March 16, 1986
 July 2, 1986
 September 7, 1986
 April 11, 1986
 January 14, 1986
 February 16, 1986
 April 22, 1986
 December 27, 1985
 April 15, 1986
 June 21, 1986
 June 29, 1986
 June 8, 1986
 May 1, 1986
 May 14, 1986
 May 11, 1986

Last Taught In

Cowichan
 Vancouver
 Victoria
 Vancouver
 Vanderhoof
 Vancouver
 Langley
 Vancouver
 Maple Ridge
 Vancouver
 Cowichan
 Vancouver
 Vernon
 Vancouver
 Merritt
 Cowichan
 Vancouver
 Vancouver
 Chilliwack
 Sechelt
 Vancouver
 North Vancouver
 Vancouver
 Chilliwack
 Prince George
 Campbell River
 Coquitlam
 North Vancouver
 Richmond
 New Westminster

SPECIAL EDUCATOR RATES

TO ORDER THE MAGAZINES BELOW. PLEASE CHECK IF NEW OR RENEW

Publication	No of Issues	Reg Price	YOUR PRICE	New	Re-new
Maclean's	52	39.00	33.00	<input type="checkbox"/>	<input type="checkbox"/>
	104	78.00	39.00	<input type="checkbox"/>	<input type="checkbox"/>
Newsweek	52	46.25	30.50	<input type="checkbox"/>	<input type="checkbox"/>
	104	82.15	61.00	<input type="checkbox"/>	<input type="checkbox"/>
TIME	26	31.00	15.50	<input type="checkbox"/>	<input type="checkbox"/>
	52	62.00	31.00	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Geographic	6	18.00	16.00	<input type="checkbox"/>	<input type="checkbox"/>
Car & Driver	12	24.75	17.50	<input type="checkbox"/>	<input type="checkbox"/>
Compute Magazine	12	43.75	29.75	<input type="checkbox"/>	<input type="checkbox"/>
Discover	12	27.00	17.95	<input type="checkbox"/>	<input type="checkbox"/>
Equinox	6	17.00	15.30	<input type="checkbox"/>	<input type="checkbox"/>
Financial Post	52	34.95	17.50	<input type="checkbox"/>	<input type="checkbox"/>
Financial Times	52	26.00	15.00	<input type="checkbox"/>	<input type="checkbox"/>
Flare	12	16.00	13.00	<input type="checkbox"/>	<input type="checkbox"/>
Harrowsmith	6	15.00	13.50	<input type="checkbox"/>	<input type="checkbox"/>
Incident (Computers)	12	40.75	40.75	<input type="checkbox"/>	<input type="checkbox"/>
Instructor	9	32.00	29.00	<input type="checkbox"/>	<input type="checkbox"/>
Sports Illustrated	24	29.98	14.98	<input type="checkbox"/>	<input type="checkbox"/>
	49	59.78	29.98	<input type="checkbox"/>	<input type="checkbox"/>
People	52	91.00	45.50	<input type="checkbox"/>	<input type="checkbox"/>
READER'S DIGEST	12	20.46	11.46	<input type="checkbox"/>	<input type="checkbox"/>
	12	14.00	12.00	<input type="checkbox"/>	<input type="checkbox"/>
chatelaine	24	28.00	20.00	<input type="checkbox"/>	<input type="checkbox"/>
L'Actualité	12	14.00	12.00	<input type="checkbox"/>	<input type="checkbox"/>
Ladies' Home Jour.	12	37.75	23.65	<input type="checkbox"/>	<input type="checkbox"/>
Learning '86	9	26.25	19.00	<input type="checkbox"/>	<input type="checkbox"/>
Parents	12	23.25	23.25	<input type="checkbox"/>	<input type="checkbox"/>
Popular Science	12	26.25	17.50	<input type="checkbox"/>	<input type="checkbox"/>
Psychology Today	12	27.75	16.00	<input type="checkbox"/>	<input type="checkbox"/>
Rolling Stone	26	43.50	37.75	<input type="checkbox"/>	<input type="checkbox"/>
Saturday Night	12	28.00	14.00	<input type="checkbox"/>	<input type="checkbox"/>
Seventeen Mag.	12	34.80	34.80	<input type="checkbox"/>	<input type="checkbox"/>
Teen Magazine	12	30.50	30.50	<input type="checkbox"/>	<input type="checkbox"/>
Young Miss	12	26.25	21.75	<input type="checkbox"/>	<input type="checkbox"/>

Allow 6-12 weeks for start of new subscriptions
 Orders must be paid within 30 days of invoice.
 Rates and offers subject to change.

Publication	No of Issues	Reg Price	YOUR PRICE	New	Re-new
Canadian Business	12	28.00	21.00	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Workshop	12	21.95	18.95	<input type="checkbox"/>	<input type="checkbox"/>
Chickadee	10	15.00	15.00	<input type="checkbox"/>	<input type="checkbox"/>
Consumer Reports	12	29.75	29.75	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country Skier	5	14.97	11.97	<input type="checkbox"/>	<input type="checkbox"/>
Football Digest	10	21.75	19.00	<input type="checkbox"/>	<input type="checkbox"/>
Hockey Digest	8	17.50	17.50	<input type="checkbox"/>	<input type="checkbox"/>
Home Mechanix	12	24.75	20.50	<input type="checkbox"/>	<input type="checkbox"/>
Omni	12	49.50	37.75	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Life	12	26.25	17.50	<input type="checkbox"/>	<input type="checkbox"/>
Owl Magazine	10	15.00	15.00	<input type="checkbox"/>	<input type="checkbox"/>
PC World	12	43.50	26.25	<input type="checkbox"/>	<input type="checkbox"/>
Photo Life	12	17.95	14.95	<input type="checkbox"/>	<input type="checkbox"/>
Prevention Magazine	12	18.97	18.97	<input type="checkbox"/>	<input type="checkbox"/>
Road And Track	12	32.00	24.75	<input type="checkbox"/>	<input type="checkbox"/>
Scientific American	12	48.00	48.00	<input type="checkbox"/>	<input type="checkbox"/>
Ski	8	23.25	16.00	<input type="checkbox"/>	<input type="checkbox"/>
Ski Canada	6	12.00	9.00	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	7	22.00	14.50	<input type="checkbox"/>	<input type="checkbox"/>

Mr. Miss
 Mrs. Ms

Please print clearly

Home Address _____ Apt No _____

City _____ Prov. _____ Postal Code _____

Teacher Administrator at: _____
 Send me a more complete list. Name of your school _____

Payment Enclosed \$ _____
 Make cheques payable to
 Canadian Educational Subscriptions

Bill me later. VISA MasterCard

Card No. _____

Signature _____

EXPIRY DATE

Mail To: **CANADIAN EDUCATIONAL SUBSCRIPTIONS**
 5371 Brodeur, Montreal, Quebec H4A 1J2

TWO GREAT TOURS FOR 1987

ENGLAND, IRELAND AND WALES Departure May 24, 1987

Three weeks all inclusive tour of the south-western region of Britain. A special itinerary to some of the beauty and heritage areas many never see in the U.K. with an optional extension in London.

COMPLETE SCANDINAVIA—Norway, Denmark and Sweden Departure July 19, 1987

Three weeks to explore the wonders and beauty of Scandinavia. Magnificent beauty to enjoy on cruises up the fjords of Norway, across the farms and plateaus of Sweden through the canals of Denmark, to tour and shop in the three capitals of the North!

Both these tours will give pleasure and excitement to the discriminating traveller. Each itinerary has been carefully planned to allow a little more time to enjoy the beauty, the crafts, the heritage sites and cultural events of these two lands.

Early deposits are advised to hold our spaces reserved for you. Both tours fully escorted from the Fraser Valley and Vancouver by experienced **Tour Leader, Jean DePape** (from Fraser Valley College). Write or phone for details and brochures:

Buchanan's Travel Agencies
4-32904 Ventura Avenue
Abbotsford, B.C. V2S 6J3
Phone: 859-7111 or 530-4022.



Teacher, V.S.B.: 1960-1986

As a teacher I steered my students in the right direction. As a businessman I can steer your investments in the right direction.

WES BARRETT
Harold T. Hope Investment Services

"Where TIMING is the Key
to Maximum Growth"

805-675 West Hastings Street
Vancouver, B.C. V6B 1N2
682-6681

BCTF RESOURCES CENTRE FILMS

Titles are available on loan from the BCTF Resources Centre. Any member of the BCTF may borrow by booking in advance through the BCTF Resources Centre, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, BC V6J 3H9; telephone 731-8121, toll free 1-800-663-9163.

Please rewind after presentation and return by due date indicated on shipment, so that the next booking may be honored. There is no charge; the borrower is expected to pay return postage.

Beyond War: A New Way of Thinking. Video. A national survey of public opinion was conducted from the premise that the concept of war is obsolete and that the escalation of the arms race to create security is an illusion that can only result in the inevitability of global nuclear destruction. Excerpts from interviews with private citizens are used to promote the idea that citizens must morally commit themselves individually and collectively to create and pursue the psychology of peace in order to counteract the psychology of war.

Feeding the Nation: the Women of Cameroon. Kit. Fifteen articles in a folder.

Generations of Resistance. Film. Using rare archival footage, "Generations" traces the history of the anti-apartheid movement in South Africa, providing the rich historical framework for understanding the meaning and direction of the momentous events exploding in South Africa today.

Last Grave at Dimbaza. Film. Winner of six international awards, this film depicts the astonishing contrasts between the living standards of whites and blacks in South Africa and how foreign companies make huge profits through exploiting Africans as a cheap labor source. Dimbaza, a resettlement camp in a "black area" is where women and children not needed by the white economy are sent.

Namibia Must Be Free. Kit. Various pamphlets.

Nicaraguan Women Seizing the Challenge. Kit. Eleven articles in a folder.

No Frames. No Boundaries. Video. In this presentation the world is viewed as the global home that belongs to the entire human race. Man is perceived to be a member of the human race and must not create artificial boundaries that can only result in the competition for domination and eventual nuclear war. After an analysis of the illusion of nuclear superiority, the viewer is taken pragmatically to the conclusion that the human race must choose the path of survival because the alternative is global annihilation.

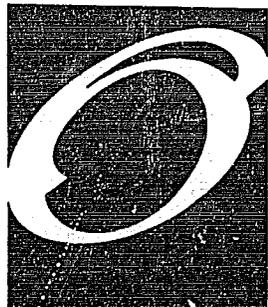
What About the Russians? Video. Military, scientific and government experts present facts and opinions about the Russians' position on many aspects of the arms race and arms control. They conclude overwhelmingly on the absolute necessity for the super powers to negotiate and cooperate for peace and survival of the human race or face certain global destruction.

Women and the Development of Thailand. Kit. Who profits? Who pays? Twelve articles in a folder.

Women's Work in Peru: Never a Day of Rest. Kit. Twelve articles in a folder.

It's
New!

OLIAS



OLIAS . . . an economical new learning and teaching package that puts computer assisted instruction (CAI) to work for you and your students.

Created by B.C.'s Open Learning Institute, OLIAS shows teachers and instructors how to prepare instructionally sound CAI lessons for use interchangeably on Apple IIe, IBMpc and DEC Rainbow personal computers.

And once created, those lessons go straight to work in the classroom using CAI materials supplied with each OLIAS package.

If you have been thinking of getting into CAI, call or write for our illustrated brochure about OLIAS, the economical courseware authoring system.



OPEN
LEARNING
INSTITUTE

Marketing Department
7671 Alderbridge Way
Richmond, B.C. V6X 1Z9
270-8021 Toll free 1-800-663-9711

Books Books

PAT CLARKE

SOUTH AFRICA: A DIFFERENT KIND OF WAR by Julie Frederikse. Gweru, Zimbabwe: Third World Publications 1986; London, England.

One of the problems for teachers trying to deal with issues in South Africa is the amount of material available on that country. Selecting and organizing information on South Africa is a formidable challenge, with so much information at hand and events changing the social and political landscape in that country almost daily.

The need for an up-to-date and comprehensive resource book that accommodates the complexities of contemporary South Africa is apparent and not easily fulfilled.

Julie Frederikse, a journalist working in Harare, Zimbabwe, and with extensive experience in South Africa, has in a significant way, met this need in a recent book entitled *South Africa: A Different Kind of War*.

The book is best described as a documentary in print. Frederikse presents a variety of views of South Africa, dividing the book into thematic sections, entitled "The System," "Resistance," "Reform," "Repression," and "War." She describes the book as a forum for the people of South Africa, an opportunity for people to speak for themselves. She reproduces a broad spectrum of voices in South Africa in establishing this forum. Members of the A.N.C., the South African police, the military, people of the townships, and upper-class whites all have their voices recorded here.

These actualities, together with an exceptional collection of photographs and a dramatic graphic presentation, make this book an invaluable lesson aid in considering contemporary South Africa.

What is most remarkable about Frederikse's book is that while it uses a journalistic and objective approach, no reader can come away ambivalent. The style of presentation makes the crisis in South Africa all the more real. Frederikse is not exaggerating, she is not distorting; everything she reports is real. And after considering it all as a piece,

one cannot fail to appreciate the transformation occurring in South Africa.

The book is filled with passages, snapshots, and expressions that imprint the complexity, volatility, and absurdity of South Africa.

South Africans describe apartheid. A reproduction of a child's test paper in *Christian National Education* says, more than any voluminous account of South African laws, how apartheid works and why so many whites in that country believe racial discrimination is right.

White children talking about their experience at the peculiar "Veld schools" reveal a culture of indoctrination in apartheid, which explains a great deal of white South Africa's apparent unwillingness to change.

And while the culture of apartheid is portrayed through the language and experiences of whites, the frustrations, hopes, and challenges of black South Africans are also revealed on the pages of material on the repression and the resistance of blacks.

Frederikse does not answer all of the questions on so complex a country. She leaves us with more questions than answers. What is clear is that South Africa is indeed in a "different kind of war": a civil war fought beyond its boundaries with the government's policy of "destabilizing" neighboring states so as to discourage the aspirations of blacks in South Africa. This is a civil war without clearly identifiable sides, and, what is most obvious, this is not a race war but a struggle for rights, power, and human dignity.

South Africa represents an historical time warp. This could well be one of the last demonstrations of colonialism versus liberation, one of the last lessons of how exploitation engenders revolution.

Julie Frederikse's book is a dramatically simple yet sophisticated presentation of an event of historical significance unfolding within the life experience of our students. As such, it represents a teachable moment not to be missed.

Pat Clarke is the past president of the BCTF. He is currently the Regional Director of CUSO.

BCTF LESSON AIDS

PRIMARY

P103 Communication, Co-operation and Group Decision-Making produced by United Nations Education, 48 p. Includes activities on affirmations, feelings, communication, co-operation, co-operative games, group decision-making \$2.50

P105 World Development produced by United Nations Education, 8 p. Includes nine activities related to world development \$1.50

INTERMEDIATE

P209 Toward a Universal Curriculum for a Global Generation by Maurice Gibbons, 28 p. An article which outlines four fundamental principles of a new global ethic that will play a central role in all education. The basic intent of the universal curriculum is to empower through processes. A five-process structure for pursuing action in four thematic fields is defined \$5.50

P213 Creating a Caring Community by United Nations Education, 150 p. A booklet of exercises in conflict-resolution, providing a year-long program for understanding conflict and finding ways to change behavior to create a closer more caring classroom community. Suitable for Grades 4 to 6 \$10.00

2502 Exploring Differences co-ordinated by Ed May, 65 p. An activity book which promotes an understanding of and respect for individual differences. Ninety activities outline experiences in human relations for children. \$6.50

2517 Forty Games Around the World produced by United Nations Children's Fund. A collection of 40 games from 40 countries. Includes photographs of the games and the countries and descriptions of the games on individual games sheets (21 cm x 27 cm) \$4.00

SECONDARY

2054 Human Rights Past and Present published by the Canadian Section of Amnesty International, 60 p. This booklet is a guide for teachers and students of history and social studies. It is divided into self-contained units which may be individually selected as resource material for a variety of courses: European or World History, Canadian History or Society, Modern World Problems, Political Science, Sociology, and Anthropology. The purpose of each unit is to draw attention to the human issues implicit in the subject matter of these courses ... \$4.75

2603 Strangers in Their Own Country—A Curriculum Guide on South Africa by William Bigelow, 92 p. A curriculum designed to help students achieve a better understanding of the situation of South Africa. The book outlines a six-week course of study of 16 lessons, bibliography, and student handouts. \$22.00

2603A South Africa—Time for Change by Peter Bennett, ½" VHS videocassette, 16 minutes. Produced for use by itself or as an introduction to *Strangers in Their Own Country*. The video is based on photographs courtesy of International Defence and Aid Fund for Southern Africa, (London, England) and Peter Bennett. It introduces some of the major problems associated with apartheid in the hope that it will be followed by lively discussion, not only of racial discrimination in South Africa, but also of how apartheid affects the people of Canada. Major topics include history, homelands, passes, labor, health, education, white control, and resistance.

TO ORDER: Please check the following lesson aid boxes, and return this section with a money order or cheque to BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, BC V6J 3H9.

P103 P209 2502 2054 2603A P105 P213 2517 2603 TOTAL: \$ _____

Name _____

Address _____

Postal Code _____

Resources

The Other Side. Tom Snyder Productions, 123 Mt. Auburn St., Cambridge, Mass. 02138. A software package for Apple II computers.

The Other Side is a two-team computer learning simulation about global conflict resolution. Students experience an evolving conflict, negotiations, and eventually compromise, to achieve a common goal. It explores the difficult path to world peace by symbolically presenting students with situations in which they must make "war or peace" choices.

This educational software is designed to run on either a single computer or two computers set up in different locations. In addition to single classroom use, some simulations have been carried out involving students in different countries with their computers connected by modem and telephone lines.

A brochure describing this \$70 (U.S.) software package is available by writing Tom Snyder Productions.

The software was evaluated as one of the "Ten Best Programs of the Year" by CLASSROOM COMPUTER LEARNING.

Strangers In Their Own Country: A Curriculum on South Africa by William Bigelow. Africa World Press: 1985. Available from BCTF Lesson Aids.

In 29 lesson outlines, this guide provides concrete teaching ideas to help students come to terms with the issues and events in Southern Africa. It is oriented to providing background information, suggesting areas for student research and debate, looking at arguments presented by both sides on the disinvestment question.

The guide, prepared by a classroom teacher from Portland, Oregon, is designed for easy teacher use, providing materials in a format to be copied for distribution to students.

The Child Is Not Dead: Youth Resistance in South Africa, 1976-86 compiled by Ann Harries, Roger Diski, Alasdair Brown. Inner London Education Authority: 1986. Available from International Defense and Aid, P.O. Box 1034, Station B, Ottawa, Ontario K1P 5R1.

Prepared by teachers in London, England and published by the Education Authority (school board), this teaching guide is rich in original materials — reprints of newspaper articles, student poems, photographs. Student questions and project suggestions are incorporated as well.

The focus of these teaching materials is on young people, providing students with a direct point of comparison between the reality of their lives and that of young black people in South Africa.

Issues in Education and Culture: On Teaching Peace. Simon Fraser University, Institute for the Humanities: 1986. Available free by writing to the Professional Development Division, BCTF.

This special issue of an SFU publication provides research and reflection of value to teachers planning to incorporate teaching about peace issues in their classroom.

Articles range from examination of "The Media and Disarmament" to a description of workshops to move "Beyond Despair."

Experience of those directly involved in peace education is described in articles by Susan Hargraves, who outlines curriculum responses to children's fears of nuclear war in B.C., and Marcy Toms, who recounts the approach taken at her school.

Carol King, President of the BCTF's Peace Education PSA, provides advice in another article on "Avoiding the Obstacles," dealing with the problems that sometimes face teachers attempting to "teach peace."

The publication concludes with an extensive bibliography which should be useful for teachers looking for further materials.

IDERA Film Catalogue (IDERA: 1986). International Development Education Resources Association, 2524 Cypress Street, Vancouver, B.C. V6J 3N2.

Teaching about Third World, peace, and development issues is made much easier with the range of films available from IDERA.

Powerful films about South Africa include "South Africa Belongs to Us," "You Have Struck a Rock," and "Nelson and Winnie Mandela."

Students can have a visual trip to many other world trouble spots as well through films examining situations in Latin America, the Middle East and Asia.

Peace education films include one from the Netherlands called "The Only Difference Between Men and Boys is the Price of their Toys."

Basic funding to provide this film service comes from the federal government international assistance program, CIDA (Canadian International Development Agency). However, in order to maintain their programs, IDERA charges a rental fee for its films and videotapes.

The *IDERA Film Catalogue* is free by writing to IDERA.

South Africa — Time for Change. Videotape by Peter Bennett, available from BCTF Lesson Aids for \$25.00.

In a twenty-minute video production, Peter Bennett manages to provide an effective background to the crisis in South Africa. A very low-key audio commentary contrasts with the shocking events pictured from the photo collection of International Defense and Aid in London.

The video is designed to complement *Strangers In Their Own Country: A Curriculum Guide on South Africa*, also available from BCTF Lesson Aids.

The videotape was produced with the financial assistance of the BCTF's W.R. Long International Solidarity Fund. A copy of the videotape has been offered free to every B.C. school district resource centre.

Hargreaves' Musings

There is no gap

Geoff Hargreaves

Without old Oscar, the executive meetings don't have the same flavor. Not that he has a lot to say nowadays. His 63 years have ashed over the hottest of his radical coals. But during the past three decades, he's filled one local executive position after another, and in the process become a repository of know-how, able to quote precedents to presidents, point out deadlines and formulas to tyros, and, his favorite role, recall how the hand-somest schemes turn ugly when their original purposes have been forgotten.

When he went into hospital last fall, we wondered how he'd cope. There are wispy rumours that he was once married for a year or two shortly after he began his teaching career in Terrace, long, long ago, but nowadays he has no family we know of. Apart from sometimes summering in Mexico, after he's marked government exams in Victoria, he devotes himself to one or another aspect of teaching.

As I went to visit him at the hospital, I knew he'd give me a hard time. I diligently attend our executive meetings, but with a certain misty awareness of what goes on. I can always give a vivid, impressionistic account of the proceedings, but that's not good enough for Oscar. He not only wants to know who moved and seconded each resolution; he wants to know who voted which way.

When he asked me about the voting on whether our association would like to "twin" with an association in Latin America, I had to pull the figures out of the air. "Five in favor, three against, and one abstention."

He looked at me quizzically. "You betcha," he said and roared with laughter.

I coughed and decided to change the subject. I asked him about his early memories of teaching in Terrace.

In response, he glared at me, but amiably. "Do you realize how boring memories can get? I've lived with those par-

ticular memories for close on 35 years, and now they bore me stiff."

"They do?" I was genuinely surprised. "It's never occurred to me that your own memories could bore you."

"Take my word for it," he said definitely. "They can. What destroys the memory of the elderly is not so much senile decay as total boredom with those stale, old images. The present is far more interesting."

I felt chastened. "How do you feel about the present, Oscar?"

"I'm worried," he said, settling back against the pillow. "I'm worried that we may be in for a Mexican solution to our problems."

"A Mexican solution? That's a bit cryptic."

He shrugged his bony shoulders. "Three summers ago, I was in Chihuahua, high in the hills, and the peasants there told me a story of the revolutionary years. Since Pancho Villa came from their part of the country, the peasants were all pretty radical. Well, at least while Villa was having some success.

"The village has a bleak, windy location, but back around 1912, the peasants decided that if they could build a wall across the hillside to cut out the wind, and plant trees behind it, they could protect the land and turn it into a near-paradise.

"It was a colossal undertaking for their small resources. But with great optimism they set about it, piling up rocks and adobe bricks there, to block that infernal wind. Every bit of spare cash the community had went into it.

"We've got to close that gap," they said fretfully to each other year after year, as the wall from the top of the hill began to creep down toward the wall climbing up from the bottom and then stopped, as the funds ran out.

"It became an obsession with them, closing that gap. After six years, they were quite close to success. But then Pancho Villa was defeated.

"Pretty soon after, a government gen-

eral arrived in the village, and after he'd hanged its leaders, he called the rest together and told them that he'd been empowered by the government to improve their lives. What problem worried them most? How could he make them happy?

"The villagers, of course, pointed to the nearly completed wall. 'Finish our wall,' they begged. 'Close the gap.'

"The general went off, took one look at the wall and its gap, and then ordered his soldiers to blow the wall to bits with dynamite. Then, as the general drove away, he commanded that from then on, the main road into the village should always run exactly over the ground where the gap had been."

I sighed, sadly amused.

"That's what the Mexicans call closing a gap by making it bigger," Oscar added. "Nowadays no villager ever frets about the gap. There is no gap. There's only the main road."

"And the cold wind?" I asked. "How about that?"

"That's a given, a fact of Nature. And you can't do anything about a fact of Nature, however distressing. Anyway, the village would now be committing commercial suicide if it blocked off its main road."

"That's cheered me up no end," I said.

"You tell me something cheerful," Oscar challenged.

I thought a second. "I almost forgot. The executive passed a resolution expressing regret at your illness and wishing you an early recovery."

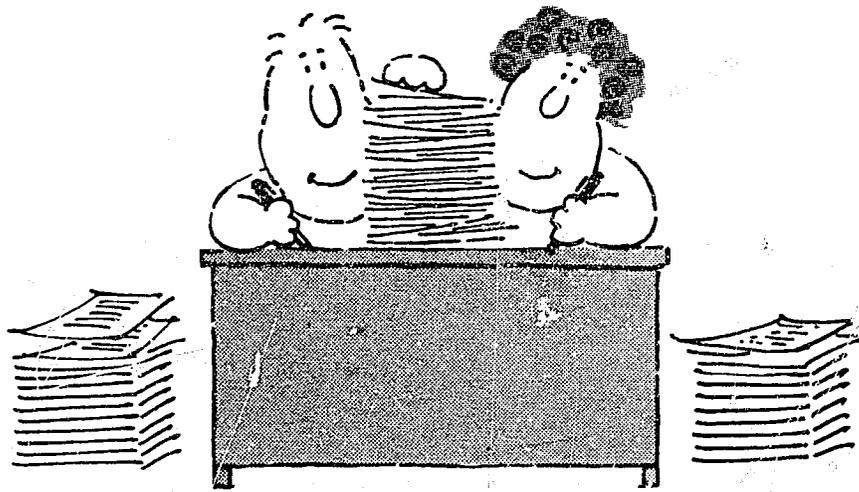
"Is that right?" said Oscar, and he looked at me mischievously.

"That's exactly right," I replied. "Five in favor, three against, and one abstention."

"You betcha!" Oscar declared, roaring with laughter.

Geoff Hargreaves, a teacher at Cowichan Senior Secondary School in Duncan and a member of *The B.C. Teacher* editorial board, writes this column for the magazine.

Why teachers belong with us.



More people belong to VanCity than any other credit union in Canada. Lots of them are teachers. We like to think that the security of our 100% guaranteed deposit insurance isn't the only reason they've chosen us.

We pay competitive interest on savings, term deposits and R.R.S.P's. Grant advantageous loans and mortgages. Offer flexible lines of credit. And administer the Ethical Growth Fund, the investment with a conscience.

Plus daily interest chequing. And the combined convenience of VISA and the Exchange in one card.

As a special service to teachers we offer deferred salary leave plans with several school districts in the lower mainland and throughout B.C.

We're locally owned and operated. So we're responsive to individual needs. If you're a busy teacher, find out all the reasons you belong with us, phone Teleservice at 873-4515 or write any VanCity branch.

You belong with us.



VANCOUVER:

1030 West Broadway 736-9166
 2106 West Broadway 736-3761
 3395 West Broadway 736-7451
 2380 West 41st Avenue 261-5152
 6330 Fraser Street 327-9461
 1675 Commercial 251-1721
 8289 Granville Street 261-2266

2510 East Hastings 255-4381
 3305 Kingsway 430-3171
 4205 Main Street 879-5316
 898 West Pender Street 683-6521
 519 West 10th Avenue 875-3961
 4519 West 10th Avenue 224-1631
 5590 Victoria Drive 327-8301

WEST VANCOUVER:

1548 Marine Drive 926-4311
NORTH VANCOUVER:
 1290 Marine Drive 984-0628
COQUITLAM:
 2991 Lougheed Hwy. 464-8866

BURNABY:

4302 Hastings 294-0211
 3977 North Road 421-1414
 5064 Kingsway 430-5544
DELTA:
 7211-120th Street 594-6400

TeleService: A convenient phone-in service from 8 a.m. to 8 p.m. Monday to Friday 873-4515

VC-2459



FIRST RATE RRSPs LOANS AT PRIME*

Before you purchase your Registered Retirement Savings Plan look into the advantages of TCU's FIRST RATE RRSPs. Invest in a TCU RRSP and move your existing plan to TCU Credit Union with no transfer charge. Rates

will be guaranteed for 30 days from the date the transfer is initiated.

Special loans are



available at Prime* when purchasing a TCU RRSP. You can even arrange payment free summers!

All deposits are fully guaranteed, without limit, by the Credit Union Deposit Insurance Corporation of British Columbia.

TCU offers competitive rates on daily interest and 1-5 year term RRSPs.

Serving Teachers for 45 years.

Phone or visit one of our branches today to arrange your TCU FIRST RATE RRSP.

OAKRIDGE BRANCH
5594 Cambie Street
Vancouver, B.C. V5Z 3Y5
Telephone 324-6655

DUNBAR BRANCH
4445 Dunbar Street
Vancouver, B.C. V6Z 2G4
Telephone 224-2364

VICTORIA BRANCH
1633 Hillside Avenue
Victoria, B.C. V8T 2C4
Telephone 595-5151

SURREY BRANCH
9648-128 Street
Surrey, B.C. V3T 2X9
Telephone 581-9828

BURNABY BRANCH
4162 Norland Avenue
Burnaby, B.C. V5G 3S8
Telephone 294-5106

*TCU's Basic Lending Rate

Toll free 1-800-663-3345.