

# the B.C. Teacher

May/June 1987 Volume 14 Number 3

A  
PROFESSION  
TORN  
APART



**YOU WOULD NOT BUY A CAR  
WITHOUT THINKING YOU HAD  
MADE THE BEST DEAL...**

**NOW YOU CAN BE SURE  
THAT YOU HAVE MADE  
THE BEST DEAL.**

**PROFESSIONAL  
CAR BUYERS SINCE 1969**

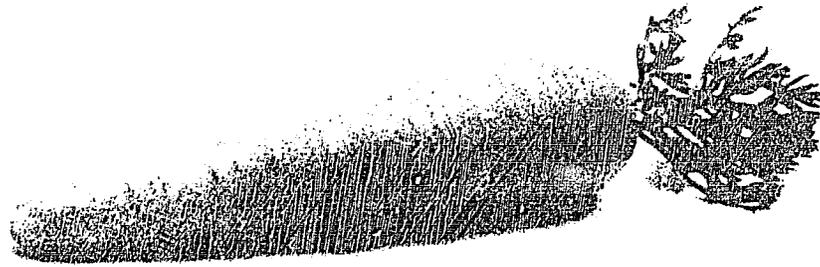


**TRY  
TRIAD**

**Leasing Company**

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

Monday to Friday 9:30 a.m. to 5:30 p.m.



## Have we got a carrot for you!

Sit back, you are about to be tempted.

Tempted by Olivetti's outstanding M19 Personal Computer – a desktop MS-DOS based PC with both the convenience of reduced dimensions and high performance capabilities. Expandable and *fully* compatible. With standard features you'd normally pay extra for on comparable machines in its class. Easy to understand, easy to use.

Sounds tempting, doesn't it?

But here's the *real* temptation!

A special price! For a limited time, you'll receive the M19, two floppy disk drives, 640K memory, keyboard and green screen for only \$1,495. Or receive the M19 with two floppy disk drives, 640K memory, keyboard, and *colour screen* for only \$1,775.

And you can get your Olivetti personal computer serviced across the province of British Columbia.

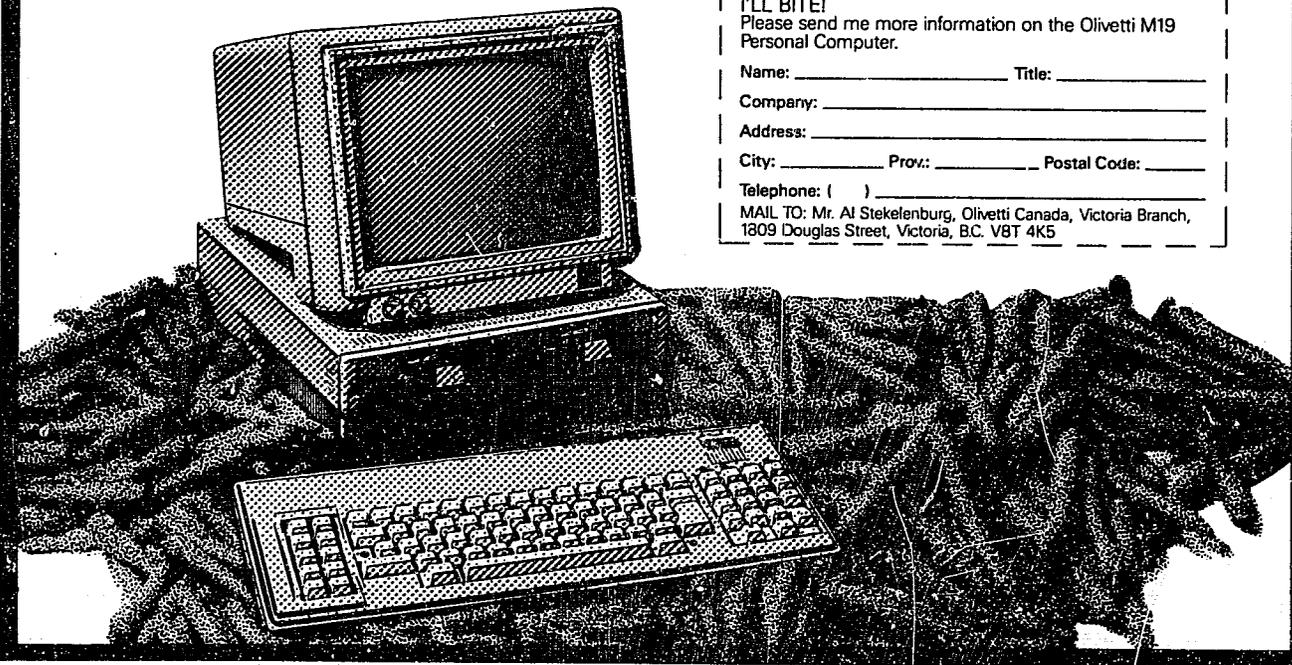
How do you like them carrots?

Olivetti, one of the largest personal computer manufacturers in the world, has always been synonymous with innovation, quality and dependability...and now with carrots too!

For more information on this limited time offer, fill out and mail in the coupon below or call (604) 384-5223. This offer is valid until July 31, 1987, so you'd better hop to it!

**olivetti**  
When you want the best.

## The M19 Personal Computer from \$1,495.



I'LL BITE!

Please send me more information on the Olivetti M19 Personal Computer.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Prov: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Telephone: ( ) \_\_\_\_\_

MAIL TO: Mr. Al Stekelenburg, Olivetti Canada, Victoria Branch,  
1809 Douglas Street, Victoria, B.C. V8T 4K5

---

*We're proud to  
Introduce our new name*

## **CanWest Trust Company**

*Serving Canadians Since 1916*

**T**HE INTRODUCTION of our new name completes the restructuring that commenced a year ago with the purchase of Discovery Trust by CanWest Capital and the subsequent merger with Teachers' Investment and Housing Co-operative.

This change marks the beginning of an exciting new era of growth and development for the Company. Plans are underway to expand the network of CanWest Trust branches across Canada.

The Company's relationship with teachers is a special one and our commitment is reflected in the services we offer to serve their financial requirements.

## **CanWest Trust Company**

*Serving Canadians Since 1916*

1195 West Broadway,  
Vancouver, British Columbia  
Telephone 734-6515

5909 West Boulevard,  
Vancouver, British Columbia  
Telephone 263-2787

595 Howe Street,  
Vancouver, British Columbia  
Opening June 1987

777 Fort Street,  
Victoria, British Columbia  
Telephone 388-5153

Member Canada Deposit Insurance Corporation

**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  
Jim O'Connell  
Don Olds

**Photo Credits:**

BCTF Picture File — cover  
Clive Cocking — pp. 12-13; p. 30  
John Waters — p. 18  
Ruby Jaggernath — p. 20, p. 22  
Daryl Drew — pp. 24-25  
Debra Cullinane — pp. 28-29  
Lynn Popoff — pp. 32-33

**Cartoon**

Jeannie Kamins — pp. 36-37

## Features

- 12 The Canadian Perspective: Bills 19 and 20  
Frank Garrity and Wes Knapp
- 14 Principals as Managers: An Incomplete Educational View  
Ted Aoki
- 15 Into the Classroom — 1990  
Judith Turner
- 16 The Future of Teaching: Bill 20  
Michael Zlotnik
- 18 Profession and Union: B.C. College Faculty Perspective  
John Waters
- 20 Beyond Babysitting: School and Daycare Working Together  
Ruby Jaggernath
- 24 A Teacher Named Fair Wind  
Daryl Drew
- 27 Fair Wind  
Mavis Henry
- 28 Native Indian Education: A Practical Approach That Works  
Debra Cullinane
- 30 Royal Commissions in Review  
John Church
- 32 Primary Schools  
Lynn Popoff
- 34 Canada U.S.A Free Trade Deal: What Effect on Education?  
Wilfred J. Brown
- 36 Living and Learning in Poverty  
Ailsa Craig

## Departments

- 7 Readers Write  
9 Opinion  
35 Teachers: Remembered  
Teachers: Retired
- 38 Resources: Summer Institutes  
40 Poetry  
42 Classified  
44 Hargreaves' Musings

## Editors' Note

*This is our final issue for the 1986-87 school year. We trust it is not our final issue forever. As the major professional publication of teachers for 66 years, The B.C. Teacher is indeed threatened, as are all federation services, by the government's legislation, The Teaching Profession Act. So much of the legislation targets the BCTF, causing us to fear the demise of The B.C. Teacher. However, as Mike Zlotnik's article in this issue points out, there is no legal sense in which the legislation will deny the BCTF the opportunity to pursue professional issues and employment concerns. Consequently, we fully expect to be here, serving as advocates for teachers and defending public education as vigorously as ever.*

*With this issue, we had planned to present an entirely new look for the magazine. We decided this is not the*

*time to introduce changes in The B.C. Teacher, so we're keeping our familiar format but adding some poetry to enhance the magazine.*

*Understandably, an analysis of Bill 20 occupies the centre of attention in this issue. We trust you will find the analysis to be thoughtful and helpful to a fuller understanding of the legislation.*

*We continue to invite your submissions to the magazine. Articles on the new legislation are welcomed, as are other articles on education.*

*As interim editors of The B.C. Teacher this year, we have enjoyed putting out the magazine while Nancy Hinds (Flodin) has been on maternity leave. We called on Nancy for help with this issue, however, because we were totally absorbed in the campaign to resist the new legislation. Nancy's work on this issue was invaluable.*

*Best wishes for a much-deserved summer break.*

**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.

**S**oon, all teachers will be using a computer.

Most of us welcome this because we recognize that computers, like textbooks, filmstrips and videotapes, can be powerful tools when used effectively.

Enlightened we may be, but that doesn't always keep us from feeling a little...nervous about the eventuality of it all.

The good news is that you don't *have* to feel nervous. There are friends you can rely on to answer your questions, who can help you keep pace with today's changing com-

puter technologies. At Strider Computer Centres we understand your concerns, because most of us are teachers too. Let us show you how our new full-service Educator's Purchase

Program can take you, step by step, from nervous trepidation to competent productivity, all on your very own computer. Below are just a few examples from the Program.

## SUMMER '87 EDUCATOR PURCHASE PROGRAM

Complete  
**Apple //e Systems**  
for less than \$1500.00\*

New  
**Macintosh SE Systems**  
from less than \$3500.00\*

Commodore  
**IBM Compatibles**  
from less than \$999.00

**Plus:** C-64 & 128 systems, Apple //gs systems, peripherals and more.

Each System Includes: a comprehensive hands-on seminar • free disks • free software on-going 800 line phone support • coupons

*Financing available*

# STRIDER

#1 - 12760 Bathgate Way, Richmond, B.C. V6V 1Z4

For more details call

**1-800-663-7731**

8am - 5pm Mon to Fri

In Greater Vancouver call 273-4884

Ask for Anthony

\*After Apple Canada rebate

Effective May 25/87 - July 31/87

# Readers Write

## TESTING THWARTS LEARNING

Editor:

Further to Ann Alma's article "Testing! Testing! Testing!" in the March/April issue of *The B.C. Teacher*:

It is not just the media who support testing; it is the vast majority of teachers, who allow testing to continue. We must take responsibility for de-emphasizing or removing it if we believe it is wrong. We are, after all, the experts in the field.

And testing is more than just "not an efficient device to encourage maximum participation from the students" and an ineffective way to "reveal the educators' real capabilities to the community." *Testing has nothing to do with real learning.*

It is not by virtue of testing that a child learns to speak his/her mother tongue before school age. It is not by virtue of testing that a teacher learns to teach.

Testing not only is extrinsic to the process of learning, but it destroys, or at least severely inhibits, the whole context of trust (in the phenomenon of learning itself, in the student, and in the teacher) within which that process takes place.

It is not inconceivable that at a certain few stages in the educational process, testing could have utilitarian value, but to make it the be-all and end-all of education, as it currently is, is, I believe, to make a great mistake.

Peter Nation  
West Vancouver

## B.C. KINDERGARTENS ARE CHANGING

Editor:

Lacking the technology to "conference BCTF," I must react to an article in the March/April edition of *The B.C. Teacher* via my ballpoint pen. The article in question is "Early Schooling in B.C. Needs Reform."

Is it possible that Noel Herron, a principal, is unfamiliar with B.C.'s new Kindergarten curriculum? I suggest that he read thoroughly the curriculum guide, along with some of the resource material reflecting recent research in early childhood education listed in the bibliography beginning on page 307 of the guide. Surely anyone with knowledge of what has been happening in Kindergarten in

B.C. in the last few years would never write a paragraph like the opening paragraph in Herron's article.

Many of the points brought forward are worthy of consideration (e.g., junior kindergartens, transition classes), but to suggest that "Not since 1973 . . . has a single worth-while change in early education taken place in B.C." indicates ignorance on the part of the writer.

Lorna Schley  
Quesnel

Editor:

I was absolutely appalled at the ignorance of the present Kindergarten situation expressed in Noel Herron's article "Early Schooling in B.C. Needs Reform." It is difficult to understand how a principal would have no knowledge of the revised Kindergarten Curriculum Guide and Resource Book, which has been in place since 1985.

The new curriculum, widely praised by early childhood educators, is based on the latest and best research concerning how children learn and develop. Perhaps I can best describe what is typically happening in B.C.'s Kindergartens by describing a few events in my classroom. My class is not exceptional, my children are a diverse group, and the activities I describe are not unusual.

Today a group of children made pictures about spring and Easter. Some of them wrote their own captions such as "The Easter Bunny is hiding Eggs The FLRs R TKING IT IS a NiS DA." Some children dictated sentences for me to print. One child made a picture containing many eggs and wrote "CAN U FiND THE Eggs." He wrote all the words himself except *Eggs*, which he looked up on an egg carton. Another group made Easter and spring cards. They were able to read and print the names of the children they wished to receive their cards. Some wrote their own messages such as "I LiK U U R NiS" as well as the "Happy Spring" and "Happy Easter" I provided. The cards were mailed in our class mailbox. Some children strung beads and recorded their findings (i.e.,  $2 + 6 = 8$ ). Some children worked on illustrating our new big book, "The Duckling and the Chick." They all recalled the story, and some of them accurately

read and pointed to words. Other children made maps for their toy cars on large sheets of paper on the floor. I encouraged them to write their own words on their maps (GO, STOP, GRG, HOS, BRN). By June, many of the children will be writing full-length stories. I am not concerned by the inaccurate spellings the children are currently using; spelling tends to be self-corrected as the children become more familiar with print. The children were fully immersed in language in a meaningful, purposeful way.

I suggest to Mr. Herron that the example he cites of the UBC Child Study Centre Kindergarten's use of emergent reading and writing is also very much evident in public school Kindergartens (and with a ratio much different from two teachers to 20 children). Perhaps Mr. Herron should make himself more familiar with the exciting changes in public school Kindergartens and Kindergarten curriculum before he makes such statements as "Not since 1973 . . . has a single worth-while change in early childhood education taken place in B.C."

Mrs. P. Carrelli  
Prince George

Editor:

Whether or not Junior Kindergarten classes should be provided for four-year-olds in B.C. is a debatable and very controversial subject. What is not debatable is Noel Herron's statement that the 1980 Ministry of Education's assessment of Kindergarten education "continues to gather dust in Victoria." Has Mr. Herron had his head in the sand for the last three years? That needs assessment was the first step in revision of the 1973 Resource Book for Kindergartens. The New Kindergarten Curriculum was published in 1984 and is in use in all Kindergartens in B.C. This new curriculum is an exciting and dynamic document that reflects the most current research and theory in early childhood education. In my opinion, it has been the most thoroughly implemented curriculum in our province in the last decade. I find it difficult to believe that the principal of an elementary school in our province is unaware of these happenings.

Susan MacMillan  
Salmon Arm

## NOEL HERRON RESPONDS

Unfortunately, it appears that there has been a misreading of the central theme of my article.

The primary thrust of my article calls for the introduction of new early childhood structures (not programs) to meet the varied and changing needs of young children.

I have no doubt that many Kindergarten teachers have made and will continue to make "exciting changes in public school Kindergarten classes," but the issuing of a revised provincial Kindergarten and curriculum guide and resource book, welcome though it may be, does not constitute a breakthrough in early childhood structures.

Recently I visited early childhood classes in Montreal schools. One public school I visited (population 300 students) had two (2) pre-Kindergarten classes (for four- to five-year-olds) and a regular Kindergarten class (for six-year-olds), and it was planning to open an all-day Kindergarten class next year.

How many public schools in British Columbia offer preschool programs for culturally disadvantaged or potentially "at risk" pupils? None to my knowledge. How many public schools in British Columbia offer all-day Kindergarten classes for selected (more mature, precocious) pupils? None to my knowledge. How many public schools have K/1 transition classes designed to meet the needs of pupils not yet ready for a formal Grade 1 program? None to my knowledge.

Yes, my statement that "Not since 1973 . . . has a single worth-while (structural) change in early childhood education taken place in B.C." still stands. Don't you think it's time we in British Columbia started planning for the 21st century in early childhood education?

## KAZEPIDES PRAISED

Editor:

The article, "To Train or To Educate," by Professor Tasos Kazepides, published in *The B.C. Teacher*, March/April 1987, is, in my opinion, extremely important. It contains a clearly written, non-judgmental definition of *education*. In doing so, it focusses our concerns as teachers regarding our responsibility in enabling all children to attain their human potential.

If this article could be made available to the general population as well as to our political representatives, I believe we

would all be better able to make informed decisions about the appropriateness of B.C.'s current and proposed educational policies.

Kay Vance  
Victoria

## KAZEPIDES CHALLENGED

Editor:

Tasos Kazepides (*To Train or To Educate*, March/April 1987) indulges in the kind of elitist fantasy that has plagued civilization. For centuries, those with true faith were the world's saviors. They gave us the Crusades and the Inquisition. Later, this noble task was self-entrusted to those who were "of good breeding." They blessed us with "the white man's burden" and the worst of the Industrial Revolution.

Now it's the turn of the truly educated to save civilization from those Kazepides calls "The new barbarians . . . well fed and clothed, superbly trained, highly efficient, and obedient technicians . . . without civilized sensitivities, without care and compassion, and without love."

The old barbarians stomped over Europe in their jackboots, but they were defended by the intelligentsia. Philosophers, physicians, and one teacher in

three in the Third Reich were members of the Nazi party. Louis Bunuel, in his account of the Spanish Civil War (*My Last Sigh*), writes, "I tell myself that all the wealth and culture on the Falangist side ought to have limited the horror. Yet the worst excesses came from them; which is why, alone with my dry martini, I have my doubts about the benefits of money and culture."

Perhaps, before we rush off to save civilization, we educators could brush up on our modesty.

George Fraser  
Vernon

## Canadiana Prints: A Success Story

Travel North America and make excellent money this summer by selling inexpensive matted Canadiana pen and ink prints by Steven A. Carter. A limited number of \$2000 distributorships are now on sale. Complete kit, stand and legal contract. Only serious enquiries to:

CARTER CRAFT LTD.  
#202 - 983 Bernard Ave.  
Kelowna, BC. V1Y 6P7

It's a Great Spare Time Money Maker!

*The  
Ultimate  
Educational  
Adventure!*



 **School voyageurs** and  **Pacific Western**  
present

**OLYMPIC VENUE TOURS**

Bring your students to Calgary for a once in a lifetime educational experience! Reserve now for your first-rate, budget-conscious air and bus excursions to the sites of the Calgary 1988 Olympic Winter Games.

**You've Said It!**

'You are commended on the way you organized our band trip to Expo. It was one of the highlights of my career.'

- High School Band  
Fort Macleod, Alta.

**Call our toll-free number for  
information and reservations:**

**1-800-661-1370**

## Is the Government Competent To Make Education Policy?

WILLIAM BRUNEAU

A home handyman's incompetence is funny — his mistakes can be undone. Intentional incompetence can be funny, too — one thinks of Victor Borge. And it's readily forgiven in the youngest among us — a baby trips; we lovingly help it to try again.

Incompetence in government is quite another matter. The effects of government incompetence live on. The intention behind it does *not* make for much audience laughter. And few British Columbians believe that infantile behavior among ministers of the Crown should be tolerated, let alone forgotten.

Yet the actions of Msrs. Brummet, Hansen, and Vander Zalm on public education have reminded many observers of the handyman, the comic pianist, and the baby. They look just plain incompetent in this area.

It's a serious charge, this. Since it's still early in the game, I'm not entirely sure that the shoe fits.

However, some important questions simply can't wait any longer:

- How *does* one judge the performance of Social Credit (or any government) in this complex business of public education policy? What makes one government competent, and another incompetent?

- If it turned out that Socreds were incompetent policy-makers, what could be done about it?

- What if they're *competent*?

The last question is easy. If the Socreds are competent, we good democrats need only to go on debating their policies. We should go on writing and telephoning our views to the minister responsible, secure in the knowledge that in our democracy, our ideas will shape government actions.

We're not there yet, however. We still need to know what competence *IS*.



charges. Should the school take up the slack? What additional resources should it be given to do that job?

(2) *The economy is changing in B.C.* Business leaders say they need good reasoners and writers. Should we provide what they ask? Whose advice should we seek here?

(3) *B.C.'s population is changing.* Immigration is increasing, and we're all aging. Are we ready for a truly multicultural, somewhat top-heavy world?

(4) *Computing and information technology are changing the world.* How far will it go? And where? Should the schools jump on this bandwagon from K to university? How?

The terms of the Sullivan Commission do not require him to deal with these issues.

**Sullivan Commission**      **????**

Bill 20 actually *distracts* from these issues.

**Bill 20**      **FAIL**

**4. Ability to put the present into historical perspective.** If we want to understand why people and organizations think as they do — we **MUST** know their past.

Think of the BCTF's 70-year history. It was a major and constructive player in the 1925 Commission on Education; its ideas were crucial in the 1945 Cameron Inquiry, and in the Chant Commission (1958-1960).

The Sullivan Commission *may* consult it. And since Mr. Sullivan must know a bit of history, surely that will happen.

Bill 20 was written without consulting the BCTF. Trustees were consulted.

The trustees have in the past 15 years developed a clear stand on public education, conscious of their role in a decentralized and fair system. Bill 20 means centralized state control. Sullivan is, of course, too late to do anything about this.

Even government has a *history*. Gov-

ernment reforms in the 1930s (under Dr. George Weir's ministry) stimulated decades of growth, innovation, and excellence in B.C.'s schools. Weir used his knowledge of history to avoid silly fads, to choose clear goals for education, and to keep his subordinates realistic. It's hard to see how the Sullivan Commission and Bill 20 carry forward that thoughtful tradition.

In fact, Mr. Sullivan says that "... individuals who decide anything ... should come unencumbered by a knowledge of the past" (*Vancouver Sun*, March 18, 1987, p. A-13). This is mind-numbing, really.

**Sullivan Commission, Bill 20**      **FAIL**

**5. Ability to anticipate consequences.** This ability made Mackenzie King a successful prime minister of Canada. Its lack put an end to Jimmy Carter's political hopes.

In proposing Bill 20, government may have anticipated that such an act would demoralize teachers, pupils, and parents in the system — but I doubt it. An outsider can't be sure, since the government won't (can't?) say what it thinks the consequences of the Sullivan Commission and of Bill 20 will be. It's obvious, though, that the evil cycle of "attack-defence-attack" between government, public and teachers, has begun again. They must have known this would happen.

**Bill 20**      **FAIL**

The Sullivan Commission should, on the other hand, be given the benefit of the doubt. It may well fill in some of the yawning gaps in government "policy," and build up public awareness of the importance of public education. Mr. Sullivan is just one man, however, and this task is surely Herculean. Take just one example, enough work for a year: how do we make public education "excellent"? How do we intensify the learning of international history/geography, and

of languages? How do we make critical thinking a central activity of schooling? How do we make B.C. science education the very best in North America?

**Sullivan Commission**      **PASS**

The Socreds fail 3/5 tests on their appointment of Mr. Sullivan, and 4/5 on Bill 20. They are demonstrably incompetent.

Now what could the Socreds do, if they wished to demonstrate *competence*?

It's obvious what *this* set of tests would require. A first-class minister of public education has to be appointed, as must first-class civil servants, and first-class advisors from outside the ministry. The Socreds must extend the life of the Sullivan Commission. They must consult extensively on its mandate. They must reconsider the impact of Bill 20 on education and teaching. It might also be wise, very wise to think through the long-term consequences of their actions since October on public education.

Finally, what do we good democrats do? If our government is incompetent but there's no election around the corner, we've little choice. We must fight for public education. We must kick and scream and yell for competent government. We may not have realized last autumn that we were electing incompetents: but now that we do realize it, we must simply make these men and women better than they are.

William Bruneau is an associate professor in the Faculty of Education, University of British Columbia.

# The Canadian Perspective

## Bills 19 and 20

**An interview between Frank Garritty, president of the Canadian Teachers' Federation, and Wes Knapp, co-editor of *The B.C. Teacher*, conducted prior to the passage of Bill 20.**

**WES KNAPP**

Have teachers anywhere else in Canada faced the type of legislation we face in Bill 20?

**FRANK GARRITTY**

Yes. Teachers in the province of Ontario have faced the college concept as it exists in Bill 20. It was talked about in

the province of Quebec during the mid-70s. In New Brunswick, a modified form of this legislation was put forward. But in each situation, governments have come to recognize that there's no way you can force upon the profession something teachers don't want, something that is going to destroy the fabric of ed-

ucation in the province. It's interesting that ministers who've talked about such things are no longer in power; they are long gone.

**KNAPP**

In other words, opposition from teachers has forced governments to withdraw the legislation?

**GARRITTY**

Yes indeed, along with public opposition to the legislation. By the 1930s, teachers decided that their organizations would represent the exclusive voice of teachers on all matters pertaining to the teaching professions — be they economic matters or professional matters. And as their exclusive voice, their organization would advocate on behalf of teachers, education, and children. The legislation embracing this concept has been copied in every single province and territory. The model is one of unity, which is in sharp contrast to the elitist concept of a college with a hierarchy and a top-down structure.

The basic concept underlying the development of teacher organizations in this country has been compulsory membership, unity of membership, with all in-school people being within one organization: principals, vice-principals, elementary teachers, secondary teachers, Kindergarten teachers. Only in unity and working within one teacher organization are teachers able to have a united voice to bring about the necessary advancement of education and the advancement of the professionalism of teachers. Central to this is the belief that teachers should be in control of their own destiny.



*Frank Garritty*

**KNAPP**

Do you know of any other government that is looking at this legislation right now?

**GARRITTY**

Not directly. Not one of them would admit it. But I'm sure trustees and ministry officials across the country are looking upon this as a neat mechanism to weaken teacher organizations in Canada.

**KNAPP**

Are you convinced that if this legislation goes through in B.C., we'll see other governments in Canada attempting to bring it in?

**GARRITTY**

I think we will see other governments in the country looking at this as a mechanism to destroy the unity and integrity of teacher organizations across the country. It will be a very tempting concept for other governments to look at to temper the authority and the voice of teachers. Teachers have been articulate speakers for themselves, for children, and for education. This legislation is indeed a way to silence teachers as advocates.

**KNAPP**

How will the role of teachers change under Bill 20?

**GARRITTY**

Under Bill 20, the exclusive voice of the teachers' organization will be lessened and possibly broken. Teachers in the classroom will face intimidation by authorities who want to impose their particular will and their view of what education should be. Teachers will not have the same voice in curriculum development, nor will they have the freedom to choose and practise autonomously and select the best learning resources for their classrooms. They will not have the freedom to perform autonomously as professionals or to make decisions that are based upon the needs of children.

There will be a strong tendency for the college, as an agency of government, to impose professional development, as identified by government, and to impose teaching methods. This denies the fact that professional development must be based on the unique needs of the adult learner. You will have a College of Teachers attempting to justify its so-called professionalism by imposing upon teachers professional development that suits neither their needs nor the circumstances of their classrooms.

**KNAPP**

What are you hearing across the country about what is happening here in B.C.?

**GARRITTY**

Teachers across the country are out-

raged that any government would, in our democratic society, contemplate imposing such legislation as Bill 20.

**KNAPP**

Would you say that the anger is stronger around this issue than any other issue we've faced in education in the country?

**GARRITTY**

Yes. That's probably because teachers across the country recognize the implications of the legislation for their teacher organizations and for themselves in their schools and classrooms. They see it for what it is: a tactic to destroy the integrity of teacher organizations. We saw five years ago what kinds of things happened in British Columbia with the funding cuts. They're now completing the cycle across the country. Every teachers' organization in the country is now fighting cuts, freezes, funding losses, lost teaching positions, and the lack of resources to do the job. The cycle has gone five years in British Columbia, and this is a start of a new cycle. Teachers across the country are very concerned; they're shocked to see their colleagues in British Columbia being given such ill treatment by such a mean-spirited government.

**KNAPP**

What is your reading on our tactics in fighting this legislation?

**GARRITTY**

It's very difficult to negotiate with a dictatorial government that's holding a gun to your head, but I think you're undertaking tactics that are reasoned and measured.

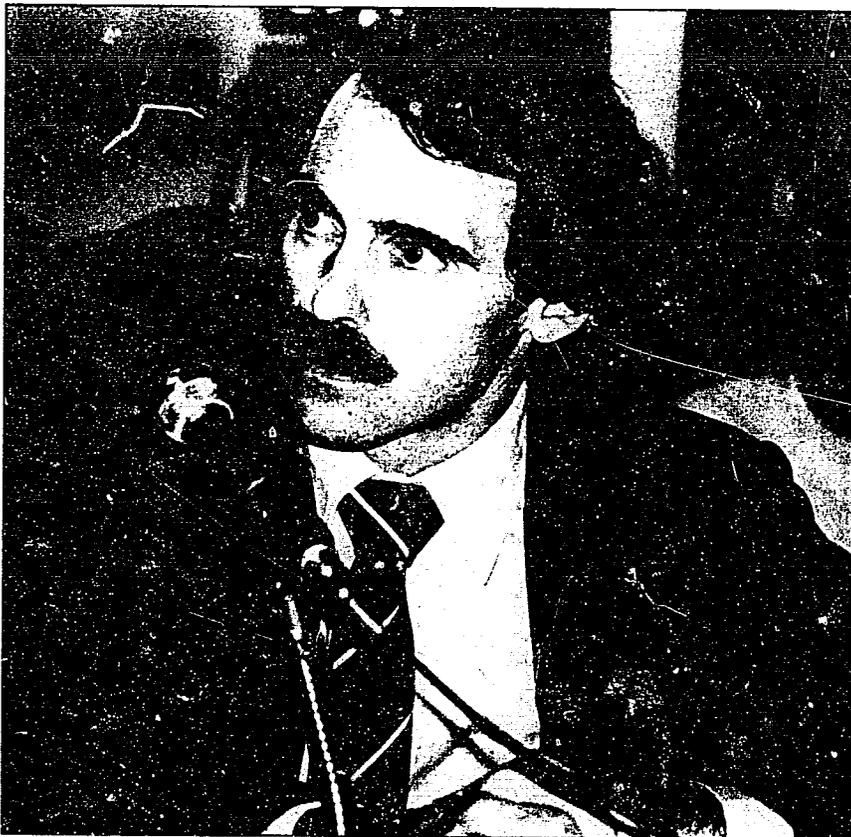
**KNAPP**

What other tactics would you suggest we use in our struggle?

**GARRITTY**

I think teachers have to talk to parents, their neighbors, and their families. Teachers have to recognize that education is the political issue of the '80s and perhaps the '90s. This means that teachers must mobilize public opinion in support of excellence in public education and in our public schools. Teachers must stand firm with their teacher organization in the face of the most monstrous legislation they have faced in the history of education in this country.

Teachers cannot roll over and play dead. If they do, they lose not only credibility but also self-respect — as an organization and as professionals. Not to act would be to act, and if the teachers of this country are unprepared to stand up for themselves, for children, and for education, no one else will. If teachers and their organizations can be broken, people in power will see their way clear to undermine democracy itself.



Wes Knapp

# Principals as Managers

## An Incomplete Educational View

TED AOKI

*Some highlights from a discussion held with the Coldstream Community (Vernon) parents on April 15, 1987, on the occasion of a seminar with them on ways to understand evaluation.*

- To understand *principals as managers* is to understand principals within the metaphor of business/industry. The world of education is likened to the world of business, where the prime interest is in the management and CONTROL to accompany the goals of effectiveness and efficiency. Education does entail, in part, management, and in that sense, education is like a business. Correct. But such a partial understanding is not TRUE to what education is. We need to be mindful when metaphors are borrowed; dangers lurk when one thing is likened to another.
- The word *principal* was at one time understood as *principal teacher* — first or leading teacher. (I was glad to hear a radio announcement sponsored by the Vernon Teachers' Association say "Principals are teachers." I agree, but I would go further: principals are *leading* teachers.) *Principal* was at one time an adjective. How did it become a noun? What happened when the adjective *principal* was separated from *teacher*?
- The separation made it easy for principals to be labelled administrators, usually understood within the business framework as managers. Such an understanding, which might be satisfactory for business (we note some business people seeking out the Japanese understanding of *business management*) is inappropriate for educational ventures. Business deals with materials and people as resources — as *beings that are THINGS* (note, dehumanization). Education deals with people — with *beings that are HUMAN*, making education a venture vastly different from business.
- When we hear "principals are administrators," there is evident forgetfulness of the original meaning of what it is "to administer." The original meaning of *administer* was ["ad" to; "minister" serve] to serve. To serve others, "to be servants," "to minister to the well-being of others" was the original meaning of administration. Somewhere along the line, there occurred a reduction through truncation. We need a recovery of the original meaning if we are to speak of *educational administration*.
- What authorizes a person to be administrator? In the truest sense "authority" does not flow from assignment of position by powered people, nor from receipt of certified pieces of paper. Authority flows from being true to whatever phenomenon claims the person.
- Administrators often talk of leadership. What authorizes a person to be an *educational leader*? What is it to lead? To lead is to follow the authority of the true. A leader in education must lead as he or she follows the essence, the true, of what education is.
- At the heart of education is pedagogy. Fortunately, both *pedagogy* and *education* speak to the meaning of leading. *Pedagogy* means ["agogue" lead; "pedae" young children] *leading the young*. *Education* means ["ex" out of; "ducere" lead] *a leading out*. Leading in education means, essentially, the leading of people from where they are now to new possibilities. To lead in such a way requires that *the leader follow the essentially true of what education is*. (Leading and following is a dialectic.) The principal as leading teacher must be one who leads others to new possibilities by following the essentially true of what education is.
- *Principal as manager* is correct insofar as education is a business, but not true insofar as education is not a business. *Principal as manager*, by itself, misunderstands education. As such, it is dangerous.

Ted Aoki is a professor emeritus at the Faculty of Education, University of Alberta, currently residing in Vancouver.

# Into the Classroom — 1990

JUDITH TURNER

*See Mr. Jones. See Ms. Brown. See the happy staffroom. See the teachers prepare for the day ahead.*

*There is an uncomfortable silence in the room this morning. Negotiations are under way for the 1990-1991 contract, and two of the members of the negotiating team are huddled in the corner over their coffee, planning the evening's bargaining session. The silence is uncomfortable because, although the school is part of a district that voted for union certification, a large number of the staff of this secondary school were opposed to unions and are now unwilling participants in the process. The majority of trustees in this district, although they profess to be interested in the quality of education, are really more interested in satisfying the taxpayers, who are generally post-middle-agers with no children in the school system and fond, selective memories of the old days, when adolescents wore saddle shoes and brush cuts and were unfailingly polite to their elders.*

*The silence is uncomfortable. The trustees are appealing to the professionalism of the teachers, who, after all, are members of the College of Teachers. Professionalism seems to mean not taking job action over issues such as class sizes, which have burgeoned since the administrative officers (AOs) were removed from the association and are now directly accountable to the board. Union supporters haven't been given any choice as to arbitration vs. strike/lock-out under the legislation, although under Bill 19 there is a "menu," "a smorgasbord of choices," in the words of one member of the Ministry of Labour, of solutions available to the commissioner. One of the choices hideously apparent is that a teacher who fails to return to work after being ordered back by Mr. Peck can be suspended or fired. This has happened in a nearby district.*

*The silence is uncomfortable because the AO has come in for an early coffee.*

*The non-union supporters have clustered around him, since they suppose his viewpoint coincides with theirs. The rest of the staff, however, do not want to alienate him, since he is obviously a rising star in this district's firmament. He is part of the new order (and there are both males and females in this order); he's the bright young executive who took an education degree in the '80s, taught two years on a temporary contract, got fed up with the uncertainty of employment as a teacher, took an M.B.A. at an eastern Canadian university, and came back to B.C. as a professional school manager.*

*He is relatively new to this district having left his old one after a flurry of publicity over a board's use of the apprenticeship clause in Bill 19. On that occasion, he supported the teachers' union, which said that claiming new teachers were apprentices and paying them less was unfair labour practice. He got his fingers burned, and although he left voluntarily, the word is that he's interested in advancing his own career and is unprepared to speak out for his employees again.*

*The government's early retirement policy took out 6% of the teachers between 55 and 60 at the end of the '80s. Now the program may be reintroduced to catch the next aging-teacher bulge. The AOs are being encouraged to list potential candidates and to put a little pressure on the rabble-rousers, the activists, not by doing a series of reports, which is seen as too blatant, but by loading up classes beyond reasonable limits — 35 in senior English, 30 in primary, and although 25 is said to be the maximum in Kindergarten, 27 or 28 in Kindergarten.*

*See the unhappy staffroom. See the results of bills 19 and 20.*

*Does all this sound too hypothetical, too exaggerated to be possible? A fantasy without foundation? To many teachers in British Columbia, it sounds entirely possible. There is every potential*

*for that grim silence, that lining up of sides, that abuse and paranoia the scenario above demonstrates.*

*Bill 20, despite the minimal changes made, is law by now. The lack of consultation with the BCTF, the confrontational and philosophically barren educational motivations that prompted it, and the provocative nature of its contents have built the foundation of the massive teacher demonstration against it. Bill 20 sets up a division between administrator and teacher, between union and non-union, between economic welfare and professional concerns.*

*The College of Teachers is a sham. It purports to add a professional tone to the present organization, as if each one of us does not care about the whole reason we trained as teachers and received our teaching credentials in the first place. Surely the process of certification and the ongoing responsibility of professional development need to be strengthened along with the responsibilities of economic welfare, not separated from it. Did anyone who prepared Bill 20 read the Report of the Bargaining and Professional Rights Task Force? Did anyone note that no other province in Canada separates those responsibilities by instituting an expensive, superficially motivated college that somehow makes everything that is wrong with teachers get better?*

*The process of consultation and conciliation, of adaptation and compromise that can make a staffroom a good place for a second cup of morning coffee has been rejected out of hand. By setting up, in the public's mind, a fantasy image of a college of professionals and by ignoring the examples of satisfactory teacher organizations in the rest of Canada, this government has changed the nature of classrooms and staffrooms for years to come.*

*Judith Turner, a secondary school teacher, is currently the president of the Cowichan District Teachers' Association.*

# The Future of Teaching

## Bill 20

**MICHAEL ZLOTNIK**

The Teaching Profession Act (Bill 20) shows a clear intention to strengthen and rationalize the managerial function in education. Teachers are to teach; managers, to supervise and manage the teaching.

David Seeley (August 1985, *Harvard Educational Review*) argues that parents' delegation of authority to the state to educate their children, together with the delegation of authority from elected politicians to senior managers to junior managers to teachers to students, is a perfectly rational way of delivering educational services, but an ineffective way of educating youth. Services are delivered, but many young people are mis-educated. Based on this analysis, the proposed rationalization of educational management by the B.C. government will make education worse, not better.

### **BILL 20: RATIONALIZING POLITICAL/MANAGERIAL CONTROL**

While Bill 20 introduces nothing new in the basic political-managerial control of education, it attempts to rationalize the system in a particular way. School principals have lived in tension between two conflicting role expectations: that of educational leader on a collegial team and that of a member of the management team responsible for administering board and/or government policy at the school site. This dual role has never been easy; it has been particularly stressful and difficult, given the political conflict of the

last five years. Bill 20 is designed to overcome that conflicting role expectation by placing the principal clearly on the management team. The proponents of Bill 20 see the underlying philosophy as the embodiment of rationality.

For example, is there really a problem with the present system of supervision, discipline, and dismissal? If so, why? The present system gives the superintendent, and the rest of the supervisory team, the authority to supervise, to write reports, and to initiate corrective, disciplinary, or dismissal actions. But there are problems. If there is to be due process, the employer would have to show just cause. But this would require objective standards of teaching performance. We do not have these, and Bill 20 does not provide them.

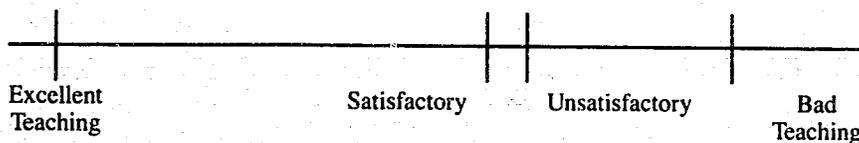
If we picture, for the sake of illustrating this problem, the quality of teaching performance laid out on a line, with excellent teaching on the far left, and utterly and obviously unacceptable performance on the far right, then we can think of a continuum for some sort of global, bottom-line assessment of teaching performance. Any judgment concerning whether a teacher is fit to hold a particular job involves some sense of a point or band along the line marking off satisfactory from unsatisfactory performance. For certification, the judgment is one of qualification to practise the profession — a different judgment from performance at a particular job — but still requiring some scale of qualifications. Whether our concern is certification to practise teaching or a review of

the performance in a particular teaching position, the requirement is for objective criteria and agreed standards. The only way our society can ensure due process for teachers and guarantee that all students will have acceptable teaching services and educational opportunities is through objective standards of teaching performance.

### **GENERATING OBJECTIVE STANDARDS OF TEACHING PERFORMANCE**

Let's explore one future scenario. School boards direct their senior administrative staff and administrative officers to initiate actions against teachers whom they consider to be substandard. The teachers' union provides defense, and the matter goes to arbitration. When the employer argues that the teacher has not followed good practice, has used inappropriate methods, has not understood or applied current theory, the union will challenge the principles, theories, and understandings of good practice on which the employer's case is based. Witnesses will testify that the theories and principles used by the employer are not objective, are matters of contention, are widely ignored, that alternatives are equally effective or plausible. It is my view that there is too little agreement on educational theory, and there are too many basic problems with present approaches to educational research for theory and research to provide a satisfactory resolution of disputes over the adequacy of teaching. Objective standards that develop will be on the far right of the continuum — too far to serve the interests of children and youth.

This will not be in the best interests of teachers. To see why, let's follow through on our scenario. In the absence of a professional consensus on good



practice, school boards will establish their own policies directing teaching methods (Bill 20 expressly forbids collective bargaining on teaching methods) and order teachers to follow those methods and approaches. Boards will be able to remove or discipline teachers more readily — the teacher is guilty of insubordination, refusal to follow orders, or of incompetence, inability to follow the orders.

### THE PRIMARY TEST OF SATISFACTORY TEACHING: FOLLOWING ORDERS?

Under these conditions, created to remove mediocre performers, a new dynamic develops: the primary test of satisfactory teaching becomes the efficient following of orders. Professional responsibility will be sacrificed in the hunt for poor performers. School boards will be able to catch a few substandard minnows. But the bureaucratic nets and snares will drag down the creative teachers. Excellence will be sacrificed to conformity.

Teachers will pay the cost in both professionalism and dollars. Teachers will pay high fees to their unions or associations to represent them in the grievance processes. They will pay for the advocacy research to undermine the board's claim to be initiating discipline or dismissal for just cause. They will pay for witnesses, lawyers, and advocates. The public will pay for the costs on the employer side of this adversarial relation, especially for increased supervisory and administrative staff. And the money the public pays for these purposes will be unavailable for teachers' salaries, benefits, and conditions. Teachers will pay for it all, one way or another.

This is one scenario for the future. At issue is not whether we will see this legalistic, adversarial game, but to what extent managerialism will dominate education. The answer to managerialism lies in a competing force: the professionalization of teaching.

### PURPOSES OF PROFESSIONALIZATION

Professionalization means that teachers exercise a form of collective self-direction that will:

- establish qualifications for entry to continued membership in the profession (certification);
- exercise substantial control over the professional education of teachers;
- determine objective criteria and agreed standards regarding minimum acceptable levels of performance in particular types of teaching positions;

- defend the rights of professionally certified teachers to exercise professional judgment free from arbitrary orders or coercive control;
- provide organizational and administrative support to teachers in improving teaching — helping good teachers to become better, helping poorer teachers to meet satisfactory standards, encouraging persistently poor performers to leave teaching.

Objective standards are required to have just and reasonable bases for removing unsatisfactory performers while protecting satisfactory teachers and fostering excellent practice. But what are the essential minimum standards for satisfactory teaching?

Across British Columbia are pockets of agreement and the potential for eventually developing at least interim substantive answers. The Professional Development Advisory Committee (PDAC) has done a lot of work at a general level, which has resulted in promising policies adopted at the January 1987 Representative Assembly. The Teacher Education Committee, the Teacher Personnel Committee, and other committees and task forces have also contributed to a framework for professional standards. We have made progress in this challenging area.

Excellent teachers have always recognized that teaching is more than a joining of subject knowledge and learning theory. They created an organization, the BCTF, to provide services and programs to share their own understandings of their craft and their calling.

They recognized that authentic teaching is not to be reduced to the technical application of theories or to the mere transmission of knowledge. Teaching is a moral practice in its own right. But the integrity of teaching lies in its capacity to develop empowered, self-reliant, self-directing citizens oriented toward socially responsible participation within a democratic society.

Hence professional development also includes the articulation of professional standards for teaching, establishing structures and processes for the enforcement of those standards, and providing support systems to help teachers in both professional growth and self-governance.

I have served as director of professional development for the BCTF since 1976 and I am deeply appreciative of the contributions of members in fees to support our programs, of the voluntary contributions of PD associates, instructors, provincial specialist associations, local PD committees, and provincial commit-

tee and task force members and staff working on so many professional concerns over so many years. Achievements include teachers teaching teachers, needs-assessment and goal-setting workshops as part of a comprehensive school-based PD program, developing leaders, providing research services on emerging issues and trends, and generally responding to school, local, and specialist association needs. PDAC has shown great leadership articulating a vision for public education and of professional development as a transformative process.

Much remains to be done. Too often, *Pro D* refers to workshops, conferences, or other activities, without a sense of movement toward a new occupational status for teachers, without a sense of taking responsibility for the criteria and standards for teaching, without a sense of defending the rights of autonomous professional practice and without a commitment to democracy and equality. Too often, *crisis* means that economic or resource questions go to the top of the agenda and the fundamental questions of governance, professionalization, criteria, and standards fall to the bottom or off the list for action altogether.

What about the college? There is no legal sense in which the college will deny the BCTF the opportunity to offer PD services or to pursue professionalization as a top priority. The pressures arising from voluntary membership, from new bargaining legislation, and from sharper adversarial relations could all increase demands for resources. Nevertheless, teachers have a choice to tax themselves more or less for various purposes. Just as the provincial government claimed that the economic downturn forced it to cut and then restrain educational expenditures, so some teachers will argue that they have been forced to cut or restrain the resources for professionalization. In both cases, the advocates for cutbacks confuse a real but difficult choice with no choice. Teachers would never stop paying for the failure to professionalize. The best defence teachers have against further bureaucratization and pressures to be rule-following technical functionaries is to commit to professionalization.

Teachers can exercise tremendous influence in determining the future of teaching. Ultimately, professionalization will depend on the vision, imagination, resourcefulness, determination, and courage of teachers.

Dr. Michael Zlotnik is the director of the Professional Development Division of the BCTF.

# Profession and Union

## B.C. College Faculty Perspective



JOHN WATERS

In its current attack on the rights of teachers, the provincial government has raised issues that were long ago settled in the college-institute system in British Columbia. The experience of college faculty over the past 20 years may provide a useful guide to B.C.'s teachers — not only with respect to professional matters but also with respect to collective bargaining.

### GAINING TRADE-UNION CERTIFICATION

Most of the local B.C. college faculty associations originally were formed in the late '60s and early '70s as professional associations.

Either at the outset or shortly thereafter, each association took on the responsibility for negotiating with its college to produce a "faculty handbook." The handbook for each college council set out salaries, benefits, and other terms of employment, including such matters as workloads, vacations, leaves, selection procedures, etc. It was, in effect, a collective agreement.

Faculty associations at that time recognized, however, that without access to statutes, they were vulnerable. Enforcement of the provisions of the faculty handbooks became a serious issue. Particularly after the introduction of the new *Labour Code* in 1973, faculty saw that certification would give their associa-

tions access to a body of law that would significantly enhance faculty's ability to defend professional and economic interests and to deal with employers on a more even footing.

Consequently, in the mid '70s all of the province's college faculty associations separately applied to the Labour Relations Board and received trade-union certification as bargaining agents. Today, the only institutions at which the faculty are not represented by certified trade unions are North Island College, the Open Learning Institute, and the Justice Institute. All three institutions are unlike the 17 other colleges and institutes in the province. North Island and OLI are "distance-education" institutions, while the Justice Institute has been reduced to the status of a small government department.

British Columbia's college and institute faculty, then, had a clear choice. Almost all voted to become trade unions under the *Labour Code*. Moreover, in 1977, they reinforced that choice when the Social Credit government of the day introduced the *College and Provincial Institutes Act*. Part V provided for a Labour Relations Board — supervised representation vote among each institution's professional staff (which included administrators, most of whom by then were no longer in the certified bargaining unit) to decide whether or not to continue the certification of the union. If the union failed to apply to the LRB for such a vote, then the existing union certification was to lapse.

Throughout the province, faculty unions strongly rejected Part V as offensive and unfair. Trade-union organizations outside the college-institute system similarly attacked the provisions. In the end, although the bill itself passed, the government, in the face of strong opposition, never did have the key sections proclaimed, and faculty remained in trade unions as was clearly their choice.

### BARGAINING STRENGTHENED

Faculty had good reasons for originally choosing and then retaining the trade-union model. These reasons fall into two broad but closely related categories: bargaining and professionalism. On the bargaining side, the advantages of trade-union status were and continue to be fairly obvious. Trade-union status has given faculty access to a large body of rights in the *Labour Code* and in arbitral jurisprudence. As unions, faculty associations have been able to bargain all aspects of compensation, benefits, and working conditions within a framework of collective bargaining that includes the right to strike. Although strikes and lockouts have been uncommon for college-faculty unions (four in 20 years), that as a last resort a work stoppage could occur has served as a sobering reality encouraging faculty and their employers to reach reasonable agreements.

Trade-union status has also enabled faculty associations to enforce the provisions of their agreement through recourse to a traditional grievance and arbitration procedure, which is speedier and less costly than recourse to the courts. Moreover the arbitration procedure has given faculty access to guarantees of fair representation and to a broad range of arbitral remedial authority that would not be available to faculty in non-certified associations.

### PROFESSIONALISM WED TO BARGAINING

Union status has benefited not only faculty's bargaining strength but also their professional concerns. Throughout the period when faculty were deciding on certification as trade unions, there was much debate on whether a union member could also be a professional — or whether, as some suggested, the two were incompatible. In the mid '70s fac-

ultly concluded decisively that unionism and professionalism were not only compatible but complementary. Today, that view is even stronger. Most faculty now recognize that, far from impeding or detracting from professionalism, union status and collective bargaining have enabled faculty to protect and promote their professional interests.

College and institute faculty have always regarded their associations as unitary organizations in that they perform both bargaining and professional functions. In fact, many of the activists within faculty unions first became involved and stayed involved because they were concerned with government and employer threats to the professional aspects of their jobs or to the quality of education in their institutions.

Faculty also found that union status in no way prevented their associations from continuing to act on professional matters. Unions continued to pursue professional development, and most college and institute employers continued to regard the faculty union as the legitimate voice for faculty on professional issues. Both faculty and employers found that union status did not prevent them from acting collegially in areas of professional concern. In fact, many of the faculty

collective agreements in the province contained, and still contain, elaborate collegial provisions for faculty involvement in activities such as faculty and administrator selection, faculty orientation, professional development, educational leave, performance evaluation, and removal for incompetence.

Involving professionally qualified and experienced faculty in such decisions is clearly beneficial to both faculty and the institution. Including professional matters in the union's mandate is also healthy in that it allows the union to deal with the employer not only in bargaining and contract administration (areas in which disputes are likely to occur) but also in those professional activities where co-operation is more likely.

#### LESSONS FOR PUBLIC SCHOOL TEACHERS

Today the College-Institute Educators' Association represents faculty at 13 of the 17 colleges and institutes whose faculty are unionized. The evolution of local faculty associations and of the provincial organization itself has rested upon a number of decisions that, in retrospect, seem to have been wise. One is that union status offers faculty the best means of protecting and promoting eco-

nomie and professional interests. Another is that, in the education sector, professionalism is compatible with and even requires union status. Another is that faculty organizations must remain unitary in dealing with both bargaining and professional matters. And another is that to deal with the provincial government, faculty need a strong provincial organization with significant centralized resources.

In light of the experience of B.C.'s college and institute faculty, the province's public school teachers are right to be alarmed by the provincial government's recent legislation affecting teachers and labour. Between them, bills 19 and 20 will, in effect, prevent teachers from acting as unions, will separate the bargaining and professional functions, and will seriously undermine the strength of the teacher's provincial organization. If faculty had not, over the past decade, had the rights that the government is now denying or taking away from teachers, British Columbia's colleges and institutes would have some time ago ceased to be credible educational institutions.

John Waters is president of the College-Institute Educators' Association of B.C.

# Explore The Yukon This Summer.

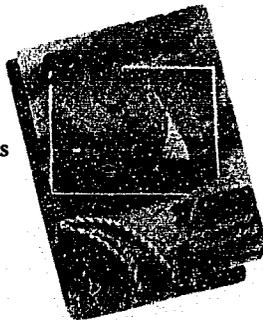
*With Ecosummer Expeditions*

**F**rom the spectacular alpine environments of the Wind and Bonnet Plume Rivers, flanked by glacier studded mountains and open tundra teeming with wolf, dall sheep, and caribou, to the forested valley bottoms and jagged sedimentary mountains of the Big Salmon River: Ecosummer Expeditions will take you to the heart of this true wilderness land. These extraordinary expeditions are for novice through expert canoeists, or choose our exciting Firth River Rafting trip which takes you right to the Arctic ice floes of the Beaufort Sea. Programs begin as early as July 1. Join Expeditions to these and other destinations:



## Send for our Free Brochure!

- **SEA KAYAKING EXPEDITIONS:** Explore the Baja, Tonga, Chile, Antarctica, Belize, The Maldives Islands, Greenland, Ellesmere Island, The Queen Charlotte Islands, and more.
- **PHOTOGRAPHIC BASECAMPS:** Join excursions to the high arctic and Ellesmere Island, Africa with Freeman Patterson, The Queen Charlotte Islands, and more.
- **OTHER EXPEDITIONS:** Climb Mount Logan; Raft the Firth River, Yukon; Climb Kilimanjaro; Hike Kluane Park; Paddle the Nahanni River and more.



**Ecosummer Expeditions**  
1516 Duranleau St, Vancouver B.C.,  
Canada, V6H 3S4 (604) 669-7741

Yes, please send your Yukon Brochure  
 Yes, please send your full brochure of over 42 expeditions

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_  
 Province: \_\_\_\_\_ Code: \_\_\_\_\_



### RUBY JAGGERNATH

From 09:00 to 15:00, his world is Mrs. Sanders' Grade 2 classroom. Before and after school, he joins the neighborhood daycare. Rarely do the two worlds ever meet.

If teachers and childcare workers could better blend their efforts, such children and their families could perhaps see more promising futures. The answers lie in improved communications, joint planning, and a mutual support network.

Children who lack healthy nurturing have trouble in school. Before teachers can *teach*, they must help many children solve personal problems. Teachers are called upon to be disciplinarians, listeners, wardens, and psychologists. They must, from time-to-time, be recreation leaders before and after school, and supervisors at recess and lunchtime. And, incidentally, they are also supposed to instill in those children all the knowledge now available to make their lives and future secure.

That sometimes leaves the classroom teacher with a handful of insoluble problems.

As a classroom teacher, I was overwhelmed with questions and needs, both mine and the students'. What can I do for Marcel, who upsets the class so consistently? Am I really able to be objective? Where is there another experienced, caring professional, currently working with him, who has the skills, training, and time to team with me in working with him and his family?

Last year's teacher can discuss last year's problems, but Marcel has grown since then. The principal doesn't really know him. The counsellor can, at best, spend an hour or two a week with him, as can the social worker, if Marcel is lucky enough — or desperate enough — to get one.

---

# Beyond Babysitting

---

## School and Daycare Working Together

---

And other students. Have Marcel's antics distracted me from another child with a problem who has been busy and quiet all year in the secure, structured, academic classroom? Why does Maria hate recess? Why did Thomas commit suicide when he reached his teens? Where can these children and I turn for help?

Parents are concerned, but certainly not objective, probably not trained, and possibly inexperienced. Quite likely, they had difficulties with school, too, and feel uncomfortable coming to conferences. They may be at their wits' end concerning their child. And they are hard-pressed for time and confused by rapidly changing roles. (The Dick-and-Jane family model applies to less than 11% of Canadian families today. By 1984, 64% of women with school-age children were in the labour force, and that percentage is increasing by about 1.7 per year.)

Small wonder it's so hard to get hold of "that kid's" parents at 15:00.

I try. And keep trying. But suddenly it's June.

I have spent 10 months trying to get to know all of the Marceles and Marias and Thomases, 10 months attempting to fuse the class into one cohesive, caring, supportive, and co-operative learning group. Ten months working to earn their trust and respect, helping them learn self-respect and from that . . . But it's June.

I was just getting started. *They* were just getting started. But now I must pass them along to a new teacher with different ideas. Now we must all start over, despite the fact that troubled children need security, sameness, time to work out their problems. Ten months just isn't enough.

---

### AN INSIDE LOOK AT DAYCARE

---

After eight years of teaching, I took some time out to be with my family, to think things over, to look at the problems from new angles. And I became a daycare supervisor.

To my surprise, I had to do some re-training to qualify for work in daycare. In B.C., a preschool caregiver must have two years of intensive early childhood education, followed by 500 hours of experience before he/she can be certified. Basic training includes child development, working with parents, nutrition and childhood diseases, safety and first aid, and how to set up educational interest centres (science, art, crafts, etc.) for the particular age group the caregiver plans to work with. After-school caregivers and family daycare workers are seeking similar standards.

Because of demand, and lack of supply, many unqualified daycares exist. (In 1984, 20,121 licensed spaces were available in Canada for 2,498,100 six-to-12-year-olds whose mothers were working.)

Daycare kids are different — more worldly, more experienced in social situations, more independent, more challenging in the classroom. Often they come in a group that is hard to integrate into the rest of the class.

The basic difference between school and childcare is that one provides academic training; the other, social, emotional, and physical nurturing. One is predominantly structured and competitive (whether we like it or not); the other, predominantly non-structured and non-competitive. Both recognize the need to work with the whole child. Both want to help the child develop independence, self-respect, respect for peers and adults,

social skills, decision-making, problem-solving, and creativity. All of these are necessary to the adaptability so important to a child's future.

For the child, childcare is basically a place where his/her physical needs are met. It is also an interesting place to play, a place that provides enriching experiences and opportunities for social interactions, with adult guidance when necessary. The caregiver should be an adult . . . outside the family, whom a youngster can trust, talk with, ask advice of — a proxy extended family. In times of family crisis, a good daycare can give the child security and stability.

For a parent, good childcare gives a sense of security about his/her child's well-being. It also provides support, particularly for first-time and/or single parents. It is a place where a parent can learn about children through observation, through contact with other parents, and through contact with a caring, trained professional. It is a comfortable place to be, even for a parent who has experienced trouble at school. The hours make childcare more accessible to working parents than school is. The informal structure makes it less overpowering to parents with lower educational backgrounds. Here, parents should find a listening ear in times of need and some stability during times of family crisis.

---

### THE CHALLENGE

---

Teachers, too, should be able to get support from childcare workers. And teachers can give them support. Professionals in both fields are working with the same child at the same time, but one works with that child in a structured, academic setting; the other, in an open, social setting.



*Good, licensed out-of-school childcare remains a precious commodity in Canada. Caregivers, parents, and teachers must work together to foster the best environments for children's development.*

Unfortunately, poor communication exists between most out-of-school caregivers and the teachers of the children they work with. At best, out-of-school supplements the school system by providing supervision and extra-curricular activities, for those children whose parents can afford it, before school, after school, on professional days, and on school holidays.

Childcare has the potential to offer much more. Properly trained workers could team with teachers in helping problem children. They could give a second opinion on a child, based on continuing observation in an open, unstructured social situation. They could provide a referral system for families in need, support or supplement a teacher's evaluation of a child, and work more directly with hard-to-reach families than schools can. They can also provide more continuity for a child over the years.

In programming, teachers and childcare workers could supplement each other's knowledge and skills. More easily than schools, childcare could extend learning into unstructured situations, and, especially on non-teaching days, into the community. Working together, they could plan field trips for the whole day (from 08:00 to 17:00).

Childcare workers could even give an occasional pat-on-the-shoulder to a teacher.

Quality childcare is not a cure-all for our problems. But it is one possible source of assistance. Right now, childcare workers need support in gaining decent wages (\$17,000 a year, tops, isn't adequate), good standards for quality, and access to childcare for those families that most need it and would gain most from it.

Let's work together for the good of everyone.

Ruby Jaggernath has served for eight years as a public school Kindergarten teacher and four years as a supervisor of an out-of-school daycare centre for five-year-olds.

# Teachers Remembered

In-Service	Died	Last Taught In
Karen L. Bedard (Butler)	March 25, 1987	Armstrong
David K. Davies	February 5, 1987	Gulf Islands
Elaine Knodel	December 31, 1986	Surrey
Vickie Moynahan	March 6, 1987	Peace River
Robert Ward	February 14, 1987	Quesnel
Retired	Died	Last Taught In
Edward Burton	January 3, 1987	Vancouver
S. C. Buttram	December 25, 1986	Port Alberni
Harvey Clive	February 18, 1987	Campbell River
Laura Forsyth (Lemon)	February 1, 1987	Prince George
Olive Garraway (Grant)	February 2, 1987	Kamloops
William Godden	January 20, 1987	Terrace
Betty Holt	February 19, 1987	Courtenay
Rosa Hayward (Trevisan)	March 31, 1987	Qualicum
Marjorie Hiller (Giles)	March 31, 1987	Prince George
Herman Janzen	February 27, 1987	Ft. Neison
John Leuck	January 22, 1987	Lillooet
Malcolm McCallum	February 24, 1987	Prince George
Elva Moreside (Carson)	December 11, 1986	Richmond
Suzie Neufield	March 19, 1987	Cariboo-Chilcotin
Mary Poulton	February 4, 1987	Williams Lake
Douglas Rae	January 7, 1987	Vancouver
Mary Sanders (Carmody)	February 4, 1987	Vancouver
Cyril Shoemaker	January 9, 1987	Vancouver
Alma Shore	March 8, 1987	Vancouver
Isabelle Thomson	December 19, 1986	Vancouver
Victor Thompson	March 6, 1987	North Vancouver
Leonard Timmins	December 30, 1986	Vancouver
Olive Wilson	February 28, 1987	Vancouver

# Teachers Retired

Most of the teachers listed below retired in 1987. A few left teaching earlier but were granted deferred allowances. The federation extends to them all best wishes for the future.

Olivia Backman, Sardis	Jean L. Mowat, Campbell River
Stewart G. Carpinter, Langley	Reginald A. Parker, Vancouver Is. North
Anna M. Chilton, Vancouver	Kenneth J. Raison, West Vancouver
Walter H. Diedricksen, Gr. Victoria	Kathleen J. Rempel, Vancouver
Vera Fancourt, Langley	Andrew E. Solls, Trail
George Gordon, Vancouver	Jerry J. Starr, Surrey
Charles W. Hart, Penticton	June E. Striegler, Cariboo-Chilcotin
John Hemingway, Surrey	Elizabeth Williams, North Vancouver
Richard E. Kirby, Sooke	Sylvia Zwick, Cranbrook

# A TEACHER NAI

**A Saanich elder, Dave Elliott learned to live in two worlds. He was saddened by the changes forced upon his people, and he was a strong defender of aboriginal rights. But he understood the importance of sharing knowledge, and he took his appreciation of heritage into the classroom.**



---

# WIND FAIR WIND



live

by

e  
l

## DARYL DREW

By his own admission, Dave Elliott lived his life with his feet in two worlds. He was born 77 years ago on the Tsartlip Indian reserve in Saanich, at a time when his people were in the midst of a transition in their lifestyle, which began with Captain Cook and the gold rush. In Elliott's lifetime, the Saanich people were catapulted from the age of the canoe into the age of the spaceship.

Dave Elliott died August 5, 1985, but not before he took steps to ensure that his people's history would be recorded. His own life had taken twists and turns. In the 1930s, tuberculosis struck the West Coast Indian villages and killed his 26-year-old wife.

"Consumption, we just called it then," Elliott explained just before his death. "People got a lump on their neck and gradually wasted away. The lump was like a death sentence." The tuberculosis that nearly wiped out the Saanich people followed a smallpox plague that

in the 18<sup>60</sup>s had wiped out many northern villages. Tuberculosis again left no Saanich family untouched. Sometimes whole families vanished, or only one out of eight or nine children survived.

Elliott himself had the telltale lump on his neck, but he somehow survived. He could never explain why. There was a sadness in his eyes when he spoke of the epidemics among his people. He was not bitter about the changes that were forced upon him, he was not bitter toward the people who implemented them, but he was sad at the pattern of North American Indian history since European contact and sad that humankind allowed what Elliott called "our beautiful way of life" to all but disappear.

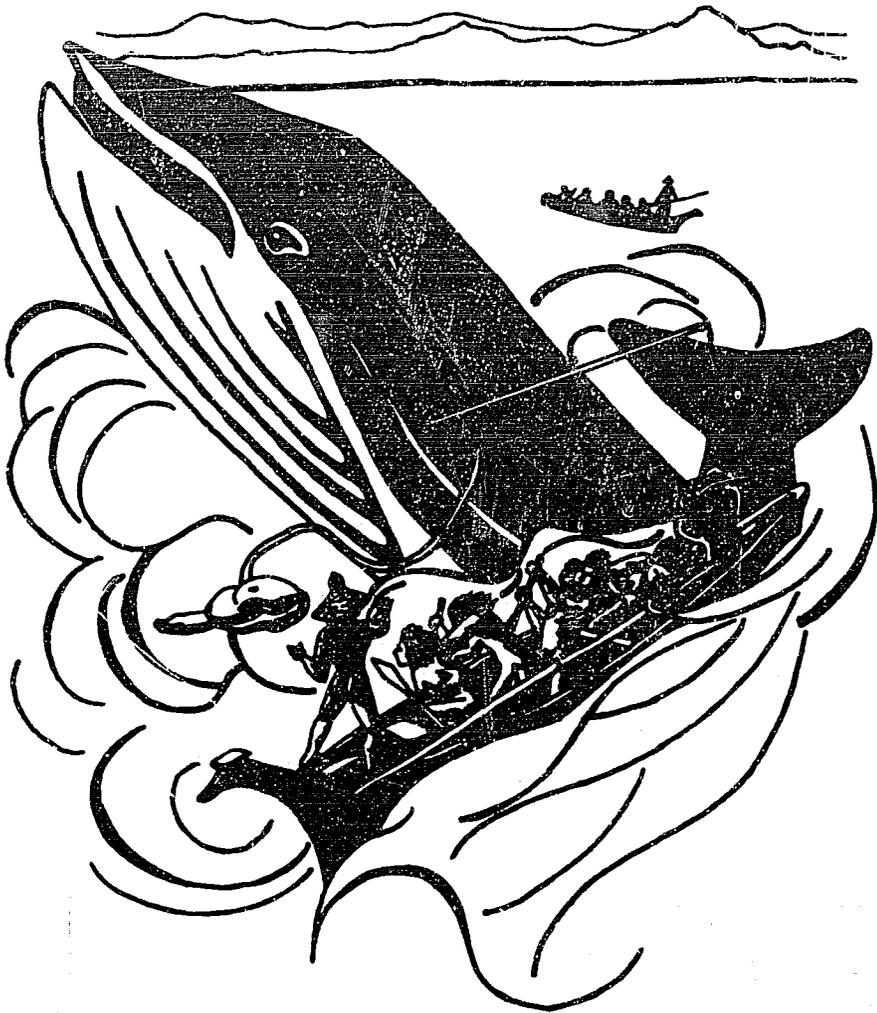
The Saanich people did not write their history, and once the oral history was lost with the passing of the grandparents, it could not be regained. This was a great loss, for, as Elliott said, "We had all that we needed to live happily: the sea, the forest, and the wisdom to use these gifts well." The Saanich people knew the change of the tides as a means of telling time and as a way of travel, and they even gave each tide a name or an identity.

Elliott remembered the days when important pieces of the Saanich people's heritage were carted off to museums, supposedly to protect the so-called relics from loss. Officials explained that the masks, rattles, and blankets were important artifacts and therefore must be preserved. The taking of them helped to break down the Saanich culture. The logic behind saving the bits and pieces made no sense to Elliott, for what was the point in destroying the spirit only to save the shell?

The Saanich people had no major river in their territory, as other west coast tribes enjoyed, so they could not wait for the salmon to spawn to gather food. Instead, they invented a means of fishing from canoes with nets, a technique known as reef-net fishing.

In the early 1900s, the method was outlawed. The Saanich people were told by the government that reef netting did not conserve fish, though their method had worked for centuries — they had always had enough salmon. Elliott could see no justice in a system that allowed commercial interests to exploit the salmon while the Saanich people went hungry. He became a strong advocate of aboriginal rights.

"They promised us the international boundary would always be open to the Saanich people, that we could go to our traditional fishing grounds in the U.S.



Source: BCTF Lesson Aid "Nootka Station Study," by Carol Langford.

San Juan Islands, but they broke that promise like all the others," Elliott explained.

Elliott could remember from his childhood the reef-net fishing from cedar canoes, the smell of wood smoke from cooking fires, and the traditional names for the geographic features of Saanich. The Saanich Indians of those days were people of the sea. Elliott spent most of his life in that tradition, fishing on trollers and skippering his own boat until the damp and cold made the arthritis in his hands too severe to continue the work.

When it was time to give up going to sea, Elliott found a talent in a completely different occupation. Since he remembered or had been told many things about the past, Elliott decided to share that history with the young people of Saanich by teaching Indian history to secondary school students. Elliott was an elder of the Saanich people. Along with his English name, he had the Indian name Penac, which in the Saanich language

means "Fair Wind." The special status of *elder* helped him make the transition from fisherman to teacher. An elder is not just one who has lived a long time; roughly translated, *elder* describes a person who has knowledge worth learning.

Dave Elliott began to teach about the things he remembered, the way things used to be, and the reasons they were that way. His students listened attentively, as did their classroom teachers. What he said carried meaning not only for natives but also for people of all cultures. He taught important values, including the need to respect a person's heritage.

"The Saanich people believed it was our responsibility to share, respect, and care," Elliott told his students. "Selfishness was a disgrace, actually forbidden, and we have no word in our language for *greed*."

Elliott's interest in education had begun in the 1940s, when his eldest daughter was refused permission to attend a

provincial secondary school. It was not outright racism. By the laws of the land, Indians were a federal matter. But education was a provincial responsibility, and there simply wasn't any provision for Indians to attend a provincial school.

At some point in his life, Elliott realized that the key to holding a culture together was its history. In a world where the written word was supreme, a culture without the ability to write was doomed to disappear.

Elliott's solution was to create an alphabet for the quickly vanishing Saanich language. Considering that the language is incredibly complex and Elliott had never had any formal training in phonetics, it was an impressive accomplishment. Over a good many years, as the ideas came to him, he worked out an alphabet and jotted it down on bits and pieces of note paper, transforming the sounds of the Saanich language into written form. In producing a functional alphabet, he gave his people the means to record their history in their own language.

In the seven years before his death, Elliott worked as a resource person and guest speaker in the Saanich Native Studies Program at Stelly's School. He collected the history of the Saanich people and eventually wrote a book. His *Salt Water People* outlined Saanich native history as Elliott remembered it and as other elders had told it to him. The book was edited by Janet Poth, the district native curriculum co-ordinator, layouts were done by the Parkland School graphics class, and publishing was done by the Saanich School District. *Salt Water People* is now used as a textbook that gives students an opportunity to study history from a native point of view.

Dave Elliott was a softspoken man with silver hair and a pencil-line moustache. In the classroom, his voice would change from quiet tones to the style of an orator. In the traditional way, he wove the message into a story. He told his students, "These are the things that I can remember, and I am telling them to you so that you will understand how many of the important things were lost to us."

Now, because of this efforts, at least some of the stories have been written down. Elliott cared about the future and the young people growing up, Indian and non-Indian alike. He wanted young people to understand one another better, and he wanted to prevent the harsh changes that occurred to the Saanich people from ever happening again, to any Canadians.

Daryl Drew is a teacher at Stelly's School in Saanich.

## FAIR WIND

MAVIS HENRY

Light comes, a cormorant hoarsely beckons.  
Ever sad, the loon remembers yesterday.  
The greater swimmer leaps out of the water  
A triumphant challenge to the fisherman.  
Quietly the lone drummer awakens;  
Turning, turning, turning, turning,  
He finds he is surrounded by the morning.  
Hands caress the cool earth;  
Arms reach out to touch the sky.  
The new day is welcomed and is thanked.  
Water has taken away the night fears  
And strengthens the trembling heart.

The circle turns, nears its end, begins again.  
Those within are lost in shadow  
Until the drummer sounds.  
Gratefully, each finds a place within the dance.  
The drumbeat sounds, steady, like the young hearts.  
The dancers merge into the night air  
Alive with spirits freed to dance.  
Entering from the rafter,  
A fair wind joins in.  
It cools each brow in turn.  
Leaving peace behind, it exits through the smoke hole.  
Now secure within the cedar giant dancers rest,  
For soon the next drummer will begin.

Mavis Henry is a teacher at Stelly's School and a member of the Saanich Indian nation. She presented the poem as a memorial to Dave Elliott during a dedication ceremony at Stelly's School.

# Native Indian Education

## A Practical Approach That Works



DEBRA CULLINANE

Teachers in British Columbia are being inundated with information and techniques on how to improve their teaching. Frequently the suggestions from journals and magazines are global, contributing largely to educational theory, but offering little to educational practice.

While working with native Indian children for the past nine years, I have undertaken research on native Indian traditional learning and applied it to current native Indian learning styles. What follows are some teaching techniques I used in native Indian classrooms. The purpose of the following list is to show how past Indian practices and current learning style may be taken into account to enhance teacher effectiveness. The past traditions, in a sense, form the rationale for the present teaching methods.

### TRADITIONAL NATIVE INDIAN ATTITUDES APPLIED IN THE CLASSROOM

1. Read orally at least once a day — fiction, non-fiction, jokes, ghost stories, poetry. Provide frequent opportunities for telling stories in a non-threatening way. This carries on the cultural tradition of storytelling and listening well.
2. Vary the participation structure often. Allow for group work, one-to-one with the teacher or in student

pairs. Move around and make personal contact with students.

3. Teach all the sensory modalities. If children hear, see, and feel something, the multisensory input may increase their chance to learn and remember. Have children do the following:

Write in the air.

Trace letters or words on textured paper or cloth.

Move the body to form a shape.

Act out math story problems and draw them.

Color-code syllables, math problems, capitals, periods, place-value units.

Work jigsaw puzzles.

Write vertically.

You can do the following:

Cluster words on the board as you speak and as a pre-writing activity. Play classical and other relaxing music during non-verbal work times.

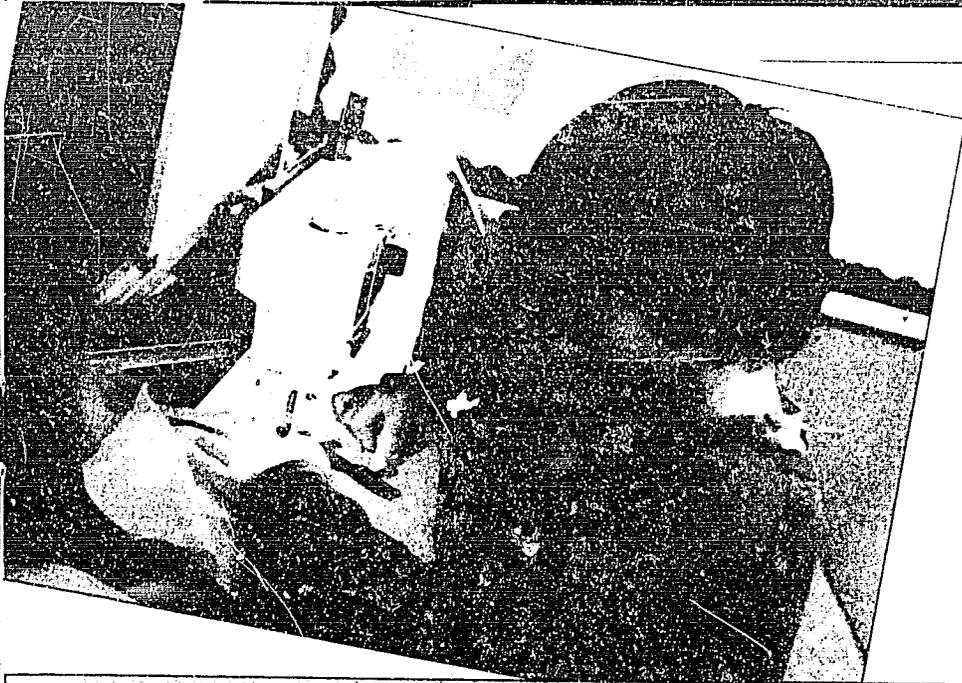
Use the experiences of your students as examples so they can visualize a concept you are teaching.

4. Do guided imagery, visualization exercises, and mental practice as pre-writing, pre-discussion, or pre-art activity so that children may communicate their feelings in the form of written work, art, or discussion.

5. Have public displays and plays, where children may talk if they choose. Do not press students to speak in class; respect their choice to interact or not interact.
6. Do individual and non-competitive sports and use a variety of groupings for class work. Co-operation is an integral part of the native culture, and working in groups without a leader is a valued skill.
7. Take field trips and make local visits as often as funds will allow.
8. Establish a time for cultural activities (craft nights, movie nights, holiday celebrations, dances, pot-luck dinners, writing a book, hockey games, ice skating), and include the community experts. Set aside special time in the week to have community members come in to demonstrate a skill, working with students in small groups.

### NATIVE INDIAN CHILDREARING TRADITIONS APPLIED IN THE CLASSROOM

9. Sing, dance, and do physical exercise daily. Integrate movement into all subjects; for example, have all those who have finished solving the math problem sit on the floor and do 10 leg lifts. Provide many opportunities for independent movement and exploration, as the Indian chil-



By using teaching techniques based on native Indian tradition, Debra Cullinane (shown here) has had considerable success with her native students at Moberly Lake School, Peace River School District.



dren traditionally were/are accustomed to independent, physical activity.

10. Use a multimedia approach to all subjects: films, videos, listening stations, stereo, public library books and records, photos, games. Indian children's desire for exploration and traditional need for careful observation may make providing a variety of approaches a wise teaching strategy. For example, use films and videos as sources of motivation in writing, and as tools for promoting growth of general knowledge. Sequencing the events in a film can be great fun and excellent writing practice. Many studies of Indian children's learning styles indicate difficulty in sequencing.
11. Discipline in a non-judgmental, consistent manner; traditional native parents did not yell or spank.

To overreact to a child's misbehavior only puts him/her in the superior position. (Adlerian psychology reinforces the value of adult ignoring behavior.)

12. Provide a relaxed, caring atmosphere where touching and expression of emotion are encouraged.

#### TRADITIONAL NATIVE INDIAN METHODS OF COMMUNICATION APPLIED IN THE CLASSROOM

13. Write letters and thank-you notes to real people. Use journals, legends, and poems as writing projects. You can spark interest, even in poetry, if the subject is personally relevant.
14. Use language experience constantly to encourage communication through verbal means. If native Indian children hear and use English language they may learn to feel more comfortable with it. In my

classroom (which includes three grades), I have found that after the children had three years of practicing a standard form of English, their speaking and writing improved considerably.

15. Encourage someone from the community to teach the most frequently spoken local Indian language. Even if the teaching is only for a short period in a week, the children and parents realize the school respects their culture, and they experience a renewed pride in their heritage.
16. Integrate culturally relevant materials and activities in all subjects. Count moose instead of apples, write sentences about the rodeo last weekend, as well as making pemmican and moccasins. Such activities allow for continuity between the values of the school and those of the community.
17. Encourage all community members, and visitors from other areas, to visit the school (not necessarily to teach).
18. Involve the parents in everything, and ask for their advice and help. Parents have the right to assist in their children's education.
19. *Above all else*, be human, and show your emotions: laughing, crying, anger, joy, fear, frustration, delight, and total enthusiasm. *Make the children feel proud of themselves* for being whoever they are.

This inexhaustive list cites teaching practices I have found to positively affect native students' classroom performance. By correlating traditional practices and teaching procedures, teachers may acknowledge cultural differences and cognitive preferences, while also satisfying B.C. curriculum requirements. In my years of working with native Indian children, I have found that these teaching strategies have allowed for teaching the B.C. curriculum, while at the same time, acknowledging and respecting traditional native Indian practices and current native Indian learning-style research.

Debra Cullinane is principal/teacher at Moberly Lake School in Peace River South School District.

# Royal Commissions in Review

**It's common in British Columbia for major legislation to emerge after a royal commission has completed its inquiry. The ink was barely dry on the last Royal Commission (1960) when legislation emerged. Now, however, the reverse has happened: major legislation appeared *in advance* of a royal commission. This astonishes many educators. Will this Royal Commission be taken seriously? Isn't the government's mind made up already? In this article, John Church looks at some of the major outcomes of past royal commissions and inquiries into education.**

## JOHN CHURCH

In 116 years, British Columbia has held 15 royal commissions of education and 31 inquiries into various aspects of education. Order in Council No. 446, approved March 14, 1987, appoints Barry Martin Sullivan, Q.C., Coquitlam, "as a commissioner under Part 2 of the Inquiry Act . . . to report on education . . . from kindergarten to grade 12 . . . before April 1, 1988." Thus Sullivan will become the author of the 16th royal commission and increase the total number of inquiries on B.C. education to 47. A royal commission is issued in the name of the Crown under a Great Seal and carries with it powers authorized by a public inquiries act by a special act.

Before I comment on eight of the early 46 investigations, you might well ask why the inquiry procedure has been used. Others have posed the same question. Nineteenth century British Prime Minister W. E. Gladstone had a ready answer: "Inquiries are well-fitted for overloading every question with ten or fifteen times the quantity of matter necessary for its consideration." Glad-



stone's equally articulate long-term opponent, Benjamin Disraeli, entertained a contrary perspective. "Inquiries are pregnant with prudent and sagacious suggestions for the improvement of the administration of affairs." You may want to balance the two foregoing explanations of the value of inquiries as you briefly review eight earlier inquiries.

## March 12, 1875 – January 24, 1876

The first inquiry was a select committee of six MLAs under A. *Rocke Robertson*, member for Esquimalt, "to examine the workings of the 1872 School Act." It was appointed March 12, 1875, and reported January 24, 1876. One recommendation advocated compulsory education throughout the province for all children "for four months in each year, from the age of seven to twelve years, inclusive." Another focussed on complaints that might be made concerning the moral conduct of the school teachers. Trustees were advised that if they were convinced of the truth and seriousness of such charges "to disqualify such teacher from holding his position."

## January 24, 1876

*The Report of the Select Committee on Public Schools Concerning the Cache Creek Boarding School* — another six-MLA committee, this time under the leadership of A. E. B. *Davie*, then member for Cariboo, and later a Premier of the Province — was also received on January 24, 1876.

Many recommendations were included, some of which focussed on issues of morality.

- That it is advisable that boys and girls not be educated in the same establishment;
- That children not be required to perform menial duties;
- That no balls or political meetings be allowed in the school building;
- That one teacher superintend the conducts of the scholars out of school hours;
- That the school for boys be presided over by a Master and Matron, being husband and wife;
- That the school for girls be presided over by a Mistress and, if necessary, a Matron in addition.

Those were the days of piety and perseverance, diligence, dutifulness and decorum.

### February 25, 1910 – June 28, 1910

The next commission to be reviewed was the *R. C. Weldon, Dean of Law, Dalhousie University, inquiry*. It was appointed February 25, 1910, to visit cities and rural districts and select a location for the university. The five-member Weldon Commission reported on June 28, 1910, "that the university not be placed on a site which may in time be completely surrounded by a city; that the most suitable site be Point Grey." It was five years, 1915, before UBC opened, ironically at the time, on the site of the Vancouver General Hospital; that is on a site "completely surrounded by a city." It was another ten years, 1925, before UBC was transferred to the Point Grey campus. The power of the first Weldon recommendation has since been unchallenged. Where are the later two public universities located? The University of Victoria sits on a knoll on an island, and Simon Fraser University adorns a mountaintop. There will be no McGill or Toronto-located universities in B.C.

### 1932

For a short period in the midst of the first great depression of this century, in the year 1932, it appeared that B.C. might lose its university. The five-member *George Kidd Commission* appointed "to investigate the finances of British Columbia" suggested "whether it may not be in the best interests of higher education to close the university and rely on . . . scholarships to furnish the means of attending a university elsewhere in the Dominion." Other cutbacks recom-

mended carry an almost contemporary aura. They included that "teacher salaries be reduced by 25 percent; that free education be provided up to a pupil's fourteenth birthday only." Fees for 14- and 15-year-olds would be 50% and, after age 16, the student would pay 100% of the entire cost of education. Fortunately for those who are now or will soon be senior citizens, calm and sane advisors prevailed, and none of those draconian conservative measures of restriction were implemented.

The other four commissions to which I now turn are very much better known than the four noted so far.

### 1924 – May 30, 1925

*The Putman-Weir Survey of the School System*, appointed in 1924 "to enquire into all matters pertaining to state education," reported on May 30, 1925. Many progressive recommendations were subsequently implemented. School boards were not to charge fees to resident students. Junior secondary schools and home economics and industrial education courses were introduced. Grade 8 external examinations were abolished. An accrediting system in place of Grade 12 external examinations, introduced in 1937, was fully implemented by 1973. However, the commission's intent was negated in 1983-84 with the reintroduction of Grade 12 provincial examinations.

### June 1934 – March 22, 1935

*The H. B. King Commission on School Finance in British Columbia*, appointed in June 1934, reported March 22, 1935. After surveying the whole field of educational financing, King recommended "that the Provincial Government assume almost complete financial responsibility for education." Foreshadowing the Cameron Commission of Inquiry into Educational Finance of a decade later, King also advocated "that administrative reorganization into larger units be carried out."

### October 1945

That is precisely what *The Cameron Report* of October 1945 recommended: the consolidation of over 500 school districts to 74 with discussion encouraged, but implementation "without seeking local approval." Cameron also asked "that there be equalization of standards and equalization of assessments."

The 74 school districts recommended by Cameron have remained to this day with only minor adjustments, consolidation, and new creations.

### December 29, 1960

More than 25 years of momentous change in the social, cultural, and economic lives of British Columbians have elapsed since the *Chant Royal Commission on Education* reported on December 29, 1960. That three-person commission took three years of hearings, investigations and visits before issuing its massive report with its 158 recommendations. The conservative commissioners — Chant was an educator — were not convinced that the whole child did come to school, for they insisted "that the primary or general aim of the educational system . . . be that of promoting the intellectual development of the pupils . . ." Hence the fine arts were relegated to the outer rim, and mathematics and the language arts were firmly ensconced in the inner core. Objective examinations were to be used "more sparingly," the spiral-of-learning principle was to be "abandoned" in favor of mastery of courses of instruction, and students were to spend more time on homework. Most noticeable to students and their parents and teachers was the lengthening of both the instructional day and the school year and the reassignment of Grade 7 to the elementary school.

### March 14, 1987 – April 1, 1988

Now more than 25 years later, after British Columbia has become a multi-ethnic society, a one-man commissioner has been charged to report within one year. The terms of reference spell the enormity of the task. "British Columbia today faces unprecedented challenges as the result of fundamental economic and technological challenge." Therefore "it is timely to clearly evaluate where we are going in education and to select the most appropriate and cost-effective means of meeting our objectives" for "a population well prepared to meet the rapidly changing challenges of everyday life in the 21st century."

What a mammoth challenge faces the sole commissioner of the 47th inquiry into education.

*Two final sad commentaries:* Though 54% of teachers are women and at least 50% of students and parents are female, no commissioner has been female. Furthermore, in increasingly diverse multi-ethnic B.C., no commissioner has come from a minority ethnic group.

John S. Church is a retired teacher and former staff member of the BCTF.



# Primary Schools

In the March/April issue of *The B.C. Teacher*, Noel Herron challenged B.C. educators to restructure primary education in light of new developments and research. Lynn Popoff offers one alternative: primary schools.

## LYNN POPOFF

*Small Is Beautiful* has become a modern cliché, coined by the Schumacher book by the same name. Similarly, to be five, six, seven, eight, or nine years old and lucky enough to attend one of B.C.'s less than 100 *small* primary schools or annexes, is indeed, also *beautiful*. Compared to the alternative — elementary schools — it can be argued that these unique places for the province's youngest students offer richer resources and more appropriate instruction strictly devoted to their academic and social-emotional needs. In short, it may be that they are the best places to learn for young children.

Primary children do have special needs that are unlike learners at any other stage. They are, according to Piaget, in the pre-operational and concrete operational stages, and learn best with concrete experiences. They need educational programs and settings that consider their unique learning styles and their level of development. Children of this age need surroundings that will stimulate and channel their avid curiosity and an atmosphere that will expand their intellect by giving them varied and rich experiences.

The goals for the primary years are reached most readily by instructional and learning activities that will allow pupils to work with real objects, that cause pupils to examine objects, look for similarities and differences, and communicate

their thoughts, observations, and feelings about their experiences. Since children in their primary years develop unevenly, schools must be careful to allow children to develop at their own pace by providing opportunities for exploration and challenge in a non-threatening environment. Through the use of a variety of instructional strategies such as individual instruction, needs grouping, and open-ended tasks, continuous progress is practical and possible at this level.

It has been my experience that young children's unique needs are better met when the focus of the school setting is more specific. Just as it is difficult for entertainers to hold an audience when the age range is from five to thirteen, so it is difficult for one school setting to meet this range of needs. When professional and financial resources are focussed on a narrower range, more can be accomplished.

The important advantage of primary schools is their ability to focus curriculum, professional development, support services, special events, equipment, and financial resources on the needs of primary children.

## CURRICULUM

Integration of curriculum is a natural outcome in such a setting. Primary children experience learning in integrated wholes. A six-year-old fascinated with rocks will weigh, measure, seriate, classify, discuss, explain, and defend with no thought of mathematics, scientific

processes, or communication skills. Thematic approaches or co-operative learning units are complementary methods of making the match between learners and curriculum. Developing themes in a primary setting provides a focus for professionals to share their expertise. A pooling of strategies, ideas, and materials always results in a better experience.

## PROFESSIONAL DEVELOPMENT

Professional development for the staff of primary schools allows for a focus on primary concerns. (Even general topics such as discipline have application different for younger pupils from that for older pupils. Management strategies that are very effective with younger pupils must be applied differently with older pupils. Public praise brings a modelling response from younger pupils, but it may elicit ridicule from older pupils. Praise in private yields more productive results with intermediate pupils.) All professional-development sessions at the school level can have a direct focus rather than the scatter effect necessary to cope with a Kindergarten to Grade 7 staff-development program. Staff meetings can have appropriate agendas. The primary staff members are spared the discussions about school teams, timetables, and letter grades that are necessary in elementary schools. Most of the items on the agenda of elementary schools' staff meetings are directed toward the upper grades.



*In a K-4 primary school or annex, curriculum, instruction, materials, equipment, and professional development can all clearly focus on the needs of young learners.*

#### **SUPPORT SERVICES AND EVENTS**

School facilities can be arranged with the needs of primary pupils in mind. A library filled with picture books and less difficult research material costs less and suits primary children. The research material in elementary libraries necessary for the upper grades is often much more expensive. A primary school library is often better equipped than is the primary collection in elementary schools, since the drain on scarce resources for more expensive, more advanced material is not necessary. Climbing apparatus inside and out in a primary facility is a must. It can be provided, since no basketball apparatus or games equipment need be. For the financial gains to be realized, primary schools need to be of feasible size. Two elementary schools may be more appropriately organized as one primary and one middle-grade school.

Since special events or featured speakers can be incorporated into the school themes, an interested and informed audience is almost assured. School assemblies can be planned to be appropriate in length and content for primary interests.

A non-competitive and non-comparative atmosphere can be encouraged. Since the primary years affect not only pupils' knowledge and learning habits, but also their attitudes, a non-threaten-

ing, accepting environment is imperative to foster a strong concept of self-worth. Evaluation that is less formal, child centred, and a continuous component of the teaching-learning process is most appropriate. A primary school has a less formal atmosphere. It has a strong sense of co-operative endeavor. The oldest pupils in the school rise to the occasion and accept full responsibility for the equipment, the juice program, or litter control, duties often reserved for Grade 6 and 7 pupils in elementary schools. Primary schools are active, busy places, where parents feel particularly needed and welcome. Primary schools make excellent bridges between homes and our larger school systems.

#### **CONCLUSION**

If this rationale for primary schools were to be accepted, it would result in a three-level system rather than the two-level plan now in place. Much has been written and spoken to encourage the articulation between the tiers to provide a smooth transition from the elementary to secondary. The same transition would be necessary between the primary school and the middle school. No plan is without its own set of problems. Would the problems of transition be outweighed by the specific focus for pupils in their critical primary years?

I believe that pupils gain when schools

are better organized to meet their needs. There is a possibility that teachers may lose some important professional attitudes. Primary teachers could lose their view of the larger scheme of things and the satisfaction of seeing many pupils who are slow to start in their primary years come in to their own as learners in the upper grades. Middle-school teachers may miss the moderation and accepting influence characterized by primary teachers. Certainly some children, too, will continue to need a concrete, experimental approach beyond Grade 4.

It is imperative that primary teachers, parents of primary children, and trustees investigate the possibilities of reorganizing our present school system to better meet the needs of our youngest clients. Primary schools may well be worthy of support by child advocates.

Lynn Popoff is an elementary school principal in Kelowna.

# Canada U.S.A. Free Trade Deal

## What Effect on Education?

WILFRED J. BROWN

Throughout our history, international trade has played an important role in Canada's economic growth and development. Our success as a trading nation has undoubtedly had spillover benefits for the growth and development of public education. It follows that the interests of public school systems across Canada, of teachers and of children in the schools are linked indirectly to the successes and failures of Canada's international trading relationships.

### THE ECONOMIC ARGUMENT

The major arguments in favor of the present Canadian initiative to negotiate a comprehensive free trade agreement with the United States are economic: to overcome the current wave of protectionism in the U.S.A.; and to give Canadian firms a greater access to the much larger U.S. markets, thereby hoping to stimulate more rapid growth in the Canadian economy and a net increase in jobs for Canadians. The latter argument is based on the assumption that the inevitable dislocations and losses of employment in firms no longer competitive in the continental marketplace would be more than offset by the growth in investment and employment in firms able to take advantage of the wider access to U.S. markets.

The economic case for a free trade pact with the United States has some serious weaknesses. First, Canada may be tempted to enter an irrevocable trade deal to overcome a transitory problem created by periodic cycles of U.S. protectionism which seem to be inevitable byproducts of the U.S. political system. While a good mechanism for resolving disputes will be a necessary part of any free trade deal, nothing can prevent democratically elected senators and congressmen from protecting the interests of their electors when they feel they are threatened. Second, the benefits of free trade with the United States seem to be

overestimated and the costs underestimated and played down. Even the most influential and thorough studies are based on oversimplified assumptions about the Canadian economy and there is no agreement on which industries will gain or lose under free trade or the extent of expected gains or losses of growth and employment. It really does require a *leap of faith* to believe that Canada will come out a winner.

The adjustment problems involved in any transition to free trade have also been underestimated and deliberately played down. These problems will inevitably be greatest for those in society already most seriously disadvantaged. Women, low-wage unskilled workers and immigrants are likely to be among the hardest hit. A mammoth labour adjustment process will be required to help the casualties of a major free trade pact, but no one seems to be assessing the extent of the task or how it will be funded. Finally, continental rationalization of production could render Canada a low-tech ghetto.

In theory, both Canadian companies and U.S. branch plants in Canada would be able to stay in Canada and export to the U.S., duty free. In practice, both homegrown and U.S. owned firms will be more likely to locate where costs are least, where they will be closer to the vast U.S. market and export back to Canada, duty free.

### OUR CANADIAN IDENTITY THREATENED

While these formidable flaws in the economic case for Canada-U.S. free trade are unsettling enough, it is the political, social and cultural implications which cut closest to the interests of public education, teachers and children in school. Despite growing economic integration with the United States, Canada has pursued a separate destiny for its people and Canadians have tolerated more government intervention and heavier tax burdens to pursue a more equal society than that of our American neigh-

bours. While a free trade deal would not, in itself, impair Canada's formal political sovereignty or our democratic institutions, it would inevitably put further constraints than already exist on political choice within Canada, regardless of what is on or off the bargaining table at this stage of the game.

*The greatest long-term threat to public education from a comprehensive free trade deal with the United States would be pressure to conform to or harmonize with public policy choices in the United States in order to keep the costs of government in Canada competitive with the continental marketplace. This pressure could ultimately affect the goals, structure and operation of Canadian public school systems and the extent to which our schools promote the distinctive goals of Canadians and a Canadian national identity.*

The pressure on education which is likely to intensify following a comprehensive free trade pact with the United States is only one aspect of a general downgrading of social services which would likely emerge from a free trade pact with the United States. The greatest pressure is likely to fall on social services such as medicare, unemployment insurance and social welfare. As well, there will be heightened pressure to bring other policies and practices which are beneficial to Canadians and the Canadian way of life into greater harmony with their inferior American counterparts, including: affirmative action legislation; environmental protection; health and safety legislation; labour laws; and minimum wage laws.

The negotiation of a free trade deal with the United States would create greater pressures than already exist on Canada's beleaguered cultural industries. Book publishing and public broadcasting agencies are already under serious pressure due to the inundation of American-made material and austerity in government funding. For education, for teachers and for children in the class-

room, the most serious implications of free trade in cultural industries would be the reduced availability of distinctively Canadian learning materials and possibly erosion of bilingualism in school systems across the country.

#### CONSEQUENCES FOR TEACHERS AND STUDENTS

For teachers as public sector employees, the major hazard is that continental free trade would tend to increase the pressure for harmonization of labour laws between Canada and the United States to the detriment of Canadian public employees, teachers in particular. *Labour law in the United States is much less sympathetic toward collective bargaining and unions than Canadian law. For example, while all Canadian provinces have collective bargaining legislation for teachers, only 33 states have similar statutes. Canada could be drawn further than at present into the deunionization movement which has reduced organized labour in the United States to 17 per cent of the labour force compared to 39 per cent in Canada.*

While the impact of free trade on education and on teachers is likely to be long term and indirect, consisting of pressures for policy harmonization, the impact on some children in most communities and regions and on all children in certain single industry localities is likely to be more direct during the transition or phase-in period of any free trade agreement. *Depending on whether their parents work in industries, occupations and locales which are winners or losers under free trade, the effects on children may be beneficial or detrimental. The most adverse effects will be for the children whose parents lose their livelihoods and are dislocated as a result of free trade. There is a very real possibility of major disruption and even permanent dislocation of the educational process, security of home life and access to other necessities of life in some cases.*

#### CONCLUSION

Clearly there are some serious uncertainties and hazards associated with the Canadian initiative to conclude a comprehensive free trade agreement with the United States. Even the economic case for such a deal has not been well established. For public education and for teachers, the greatest long-term danger would be the pressure to conform to and harmonize with public policy choices in the United States in order to keep the costs of government competitive in the continental free market. Specifically, social services, including public educa-

tion, and labour law in Canada could be forced to conform more closely to their generally inferior American counterparts. The heightened competition in Canada's beleaguered cultural industries, mainly publishing and broadcasting, could lead to the loss of distinctive Canadian learning materials and erosion of bilingualism.

Finally, for the children of thousands of people working in uncompetitive firms who are likely to be dislocated as a result of free trade, there are likely to be major disruptions in educational progress and other necessities of life. At

a time when protectionist sentiments in the U.S.A. are so high, would Canada not be better advised to focus on restructuring our own economy to meet Canadian needs and to pursue freer trade with all nations, including the United States and countries of the Pacific Rim, through the current round of negotiations under the General Agreement on Tariffs and Trade (GATT)?

Dr. Wilfred J. Brown is the director of economic services for the Canadian Teachers' Federation.

Source: Reprinted from *Link*, Vol. 11, No. 2, January 1987.



## 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.



# Living and Learning in Poverty

AILSA CRAIG

Children from poor families are less likely to experience success in our school system than are children coming from more privileged backgrounds. Such children often have two strikes against them before they even start school. First, they are more likely to have a developmental lag in their physical and/or mental growth. This means they will not as readily master the same skills and concepts as the majority of their age group.

Second, they are more likely to have an experiential lag because of chronic or above-average illness and because of limited access to a variety of enriching cultural experiences. An experiential lag often results in limited vocabulary development which, in turn, hinders subsequent success in reading.

Upon entering school, disadvantaged children whose development is already behind their age group are more likely to suffer from inadequate nutrition. Some of the associated behaviors that we have heard about are physical and mental lethargy, retarded mental growth, depression, hyperactivity. Poorly nourished or hungry children are unable to concentrate, are unable to learn.

Children living below the poverty line are much more likely to come from a family in crisis. The unending stress of having inadequate means to make ends meet results in frustration, despair, and a tense home environment. It contributes to marital breakdown, physical and mental health problems, substance abuse, child abuse. Children from families in crisis bring to school their anger, their frustration, and their pain. They act out, they withdraw, and they more frequently become delinquents. They spend their



time trying to get their emotional needs met. Their behaviors limit their own learning, and they also have a negative influence on the learning of everyone else.

More needs to be said about the learning environment. Government restraint has left Vancouver with the largest elementary class sizes in Canada. Some people would have us believe that class size has relatively little effect on learning. Wrong. I have taught for 19 years. I have taught primary, intermediate, secondary. I have taught in the rich and the poor areas of Vancouver. Class size has a major impact on learning. The more kids you have, the less time you have to plan and, more important, the less time you have to help individual children.



Kamins 87

Large classes are particularly damaging for needy children. In schools like Carleton, where I teach, one out of two children is on welfare; the class sizes are at or above the contractual limit. (I have a Grade 5/6 class, by the way, with 33 children in it.) The disadvantaged children tend to be concentrated in certain schools.

The present staffing formula in our system is based primarily on numbers, not on need. This ensures that the already disadvantaged child is less likely to succeed academically because there are simply more needs to be met with the same limited resources. As Philip Rankin said in his inner-city school project proposal to the board, a class of 25 in an inner-city school is not the same as a class of 25 in another school.

The poor, then, do not have equality of educational opportunity. Restraint has seriously lowered the quality of education for all of the children in this province. Class sizes have increased, invaluable services have been eliminated, programs have been slashed, and funds for just the basic supplies have dried up. An example: Our school ran out of paper midway through last year, and pencils. There aren't enough textbooks to go around. On and on it goes.

*Continued on page 39*

## FUN IN THE SUN!!

RECREATIONAL AND RETIREMENT PROPERTY  
ON THE SHUSWAP LAKE



1/4 to 1/2 acre lots—paved roads, water, power to many lots—well developed area—golf, tennis, fishing, boating. Prices are right. Easy terms. Also some golf course and semi-waterfront lots to choose from.

TEACHERS'  
SPECIAL

ONLY  
\$149  
A MONTH



VIEW LOTS

VACATIONS  
SECOND HOME  
RETIREMENT

LOW DOWN PAYMENTS, 8 3/4% FINANCING  
NOW IS THE RIGHT TIME

*Anglemont Estates*

GOLF & COUNTRY CLUB

ANGLEMONT, BC V0E 1A0

On the north shore, the sunny side of Shuswap Lake  
Call 955-2211 collect for our brochure or send in coupon  
(31w-1, 32-1)

"Country Fresh Living"

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
Prov. \_\_\_\_\_ Code \_\_\_\_\_  
Phone \_\_\_\_\_

## 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	Publication	No. of issues	Reg. Price	YOUR PRICE	New	Re-new
<b>Maezans</b>	52	45.50	35.00	<input type="checkbox"/>	<input type="checkbox"/>	<b>Sports Illustrated</b>	49	59.78	29.98	<input type="checkbox"/>	<input type="checkbox"/>
	104	90.00	45.00	<input type="checkbox"/>	<input type="checkbox"/>	<b>People</b>	24	29.28	14.98	<input type="checkbox"/>	<input type="checkbox"/>
<b>Newsweek</b>	52	46.25	30.50	<input type="checkbox"/>	<input type="checkbox"/>	<b>READER'S DIGEST</b>	12	20.46	11.46	<input type="checkbox"/>	<input type="checkbox"/>
	104	82.15	61.00	<input type="checkbox"/>	<input type="checkbox"/>	<b>chatelaine</b>	24	30.00	25.00	<input type="checkbox"/>	<input type="checkbox"/>
<b>TIME</b>	52	62.00	31.00	<input type="checkbox"/>	<input type="checkbox"/>	<b>Flare</b>	12	16.00	13.00	<input type="checkbox"/>	<input type="checkbox"/>
	26	31.00	15.50	<input type="checkbox"/>	<input type="checkbox"/>	<b>Harrowsmith</b>	6	24.00	15.95	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Business	12	28.00	21.00	<input type="checkbox"/>	<input type="checkbox"/>	<b>Includer(Computers)</b>	12	40.75	40.75	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Geographic	6	18.00	16.00	<input type="checkbox"/>	<input type="checkbox"/>	<b>Instructor</b>	9	32.00	29.00	<input type="checkbox"/>	<input type="checkbox"/>
Can. Shopper (The)	12	15.98	12.95	<input type="checkbox"/>	<input type="checkbox"/>	<b>L'Actualite</b>	12	15.00	13.00	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Workshop	12	21.95	18.95	<input type="checkbox"/>	<input type="checkbox"/>	<b>Learning '86</b>	9	26.25	19.00	<input type="checkbox"/>	<input type="checkbox"/>
Car & Driver	12	36.25	29.00	<input type="checkbox"/>	<input type="checkbox"/>	<b>Owl Magazine</b>	10	16.95	16.95	<input type="checkbox"/>	<input type="checkbox"/>
Chickadee	10	16.95	16.95	<input type="checkbox"/>	<input type="checkbox"/>	<b>Parents</b>	12	23.25	23.25	<input type="checkbox"/>	<input type="checkbox"/>
Compute Magazine	12	43.75	29.75	<input type="checkbox"/>	<input type="checkbox"/>	<b>Psychology Today</b>	12	27.75	16.00	<input type="checkbox"/>	<input type="checkbox"/>
Discover Magazine	12	29.95	21.95	<input type="checkbox"/>	<input type="checkbox"/>	<b>Rolling Stone</b>	26	43.50	37.75	<input type="checkbox"/>	<input type="checkbox"/>
Equinox	6	24.00	17.95	<input type="checkbox"/>	<input type="checkbox"/>	<b>Saturday Night</b>	12	28.00	16.95	<input type="checkbox"/>	<input type="checkbox"/>
Financial Post	52	37.95	19.95	<input type="checkbox"/>	<input type="checkbox"/>						
Financial Times	52	28.00	16.00	<input type="checkbox"/>	<input type="checkbox"/>						

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

Mr.  Miss  
 Mrs.  Ms

Home Address \_\_\_\_\_ Apt No. \_\_\_\_\_  
Please Print clearly

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 Expiry Date \_\_\_\_\_

Bill me later

Card No. \_\_\_\_\_

Signature \_\_\_\_\_

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

4-0-42

# Resources: Summer Institutes

## SIMON FRASER UNIVERSITY

**Summer Institute in Teacher Education (S.I.T.E.)**  
*Contemporary Issues in Secondary Education*  
A series of courses and public lectures on contemporary issues and new developments in Secondary Education. Instructors: Wanda Cassidy, Carolyn Mamchur, Judy Morrison, Tom Schroeder, Marvin Wideen and others. Dates: June 29 to August 7, 1987 (Lecture Schedule TBA).

**Computers, Writing and Telecommunications**  
The course (EDUC 496) will introduce teachers to the concepts of computer-based writing, desktop publishing and telecommunications. Instructor: David Porter. Dates: August 10-14, 1987. Location: SFU Tele-Learning Centre, Kelowna. For further information: David Porter (291-3189) Donna Stevenson (726-7600 Kelowna).

**Summer Institute in Environmental Education**  
The Environmental Education Institute consists of two concurrent courses (EDUC 452 and 462) taught in a total immersion format. Instructors: Milton McClaren and Resource Team. Dates: June 29-July 24, 1987. Location: Simon Fraser University. For further information: 291-3209.

**French Summer Institute**  
A program of three immersion methodology courses (EDUC 422, 474, 481); targeted for teachers who are currently teaching French immersion. Instructors: Lydia James, Cynthia Lewis, Rhoda Taifer. Dates: June 29-July 24, 1987. For further information: Colette Oliver/Francine Frisson-Rickson (291-3628).

**Heritage Language Institute**  
The course (EDUC 497) emphasizes the methodology of teaching heritage language classes; targeted for teachers of heritage language programs. Instructor: Kelleen Toohy. Dates: July 6-14, 1987. For further information: Kelleen Toohy (291-4397).

**For University Admission and Registration Information, contact Registrar's Office (291-3224).**

**Summer Program in Law Related Education**  
Three courses (EDUC 448, 485, 495) are offered to provide teachers with knowledge about law and instructional strategies to better prepare them for teaching the law related component of Social Studies, Language Arts/English, Consumer Education and Law 12. Instructors: Terri Sussel, B.A., L.L.B.; Pat Pitsula, B.A., B.Ed., L.L.B. Dates: June 29-August 7, 1987 (Summer Session). For further information: Wanda Cassidy (291-4484 or 291-570).

**For information about Summer Institutes, contact: Summer Institute Co-ordinator (291-3209) Faculty of Education Simon Fraser University Burnaby, BC V5A 1S6**

## UNIVERSITY OF BRITISH COLUMBIA

**Guidance Issues with Handicapped Infants**  
*Co-sponsored by The Centre of Curriculum and Instruction, (Early Childhood Education), UBC, The Provincial Steering Committee—Infant Development Programs, The Faculty of Education Distance Education Office, UBC.*

This Summer Institute will provide an overview of issues facing families with handicapped infants. Topics to be explored include the use of a family system model for analyzing parent-infant interactions, daily routines for instruction, child behavior

management (discipline), affecting positive sibling interactions, and methods of enhancing self-esteem. The Institute will provide both theoretical overviews and specific methods. Lectures, group discussions, guided readings, videotapes, and simulations will be used as instructional methods. DATES: Monday to Friday, June 29-July 10, 1987 (no class July 1). TIME: 9:00 a.m.-12:30 p.m. each day. LOCATION: Jericho Hill School, 4125 W. 8th Avenue, Vancouver, B.C. CREDIT COURSE: EDYC 438A/93A (1.5 units) (This course may also be taken on a non-credit basis.) FEES: Credit and Non-Credit \$225.00. ACCOMMODATION: Lodging is available at Jericho Hill School for \$10/night. Information on housing will be sent with your registration materials. REGISTRATION DEADLINE: The deadline for registration is June 1, 1987. For students who are new to UBC, the deadline for admission to the University is May 20, 1987. INSTRUCTORS: Rebecca Fewell, Ph.D., and Gene Edgar, Ph.D. Rebecca F. Fewell is Professor of Education in the area of special education at the University of Washington. Her professional research interests include play as a means of assessing cognitive communication, and social skills in infants and young children with handicaps, the impact of a child with handicaps on extended family members, and the relationship of affective and cognitive development in infants and young children with Downs Syndrome. Gene Edgar is Professor of Education in the area of special education at the University of Washington. His professional interests include developing support systems for families of handicapped children, teaching parents how to access social services, interagency collaboration, and follow-up studies of graduates of special education.

**Programming in Special Education: Parent-Teacher Partnerships**  
This Summer Institute will be an intensive workshop focused on parent-teacher partnerships in developing and monitoring individual special education programs.

DATES: Monday to Friday, July 6-10, 1987. TIME: 9:00 a.m.-4:00 p.m. each day. LOCATION: UBC Campus. CREDIT COURSE: SPED 344/97A (1.5 units) (This course may also be taken on a non-credit basis). FEES: Credit and Non-Credit \$159.50.

### Motivation and Leadership for School Personnel

*Co-sponsored by The Department of Counselling Psychology, UBC, The Faculty of Education Distance Education Office, UBC.*

This Summer Institute will be of interest to school administrators, central office personnel, teachers, counsellors, school psychologists, department heads, school trustees, and other educators interested in leadership.

DATES: Monday to Friday, July 27-July 31, 1987. TIME: 9:00 a.m.-4:00 p.m. each day. LOCATION: UBC Campus. CREDIT COURSE: CNFS 506A/97A (1.5 units) (This course may also be taken on a non-credit basis.) FEES: Credit: \$370.50. Non-Credit: \$250.00. INSTRUCTOR: Bob Armstrong, Ph.D.

### The Pacific Rim: Issues in International Education

*Co-sponsored by The Department of Social and Educational Studies, UBC; The Centre for the Study of Curriculum and Instruction, UBC; The Faculty of Education Distance Education Office, UBC.*

This Summer Institute will focus on classroom ap-

plications for elementary and secondary social studies teachers and educators in related areas. Topics to be explored will include: economic development in the Pacific Rim, assessing models of development, the role of the superpowers and Canada in the Pacific, development issues in the Third World, and threats to global peace in the Pacific. The identification and adaptation of resource materials for classroom use will be emphasized.

DATES: Tuesday to Saturday, August 4-8, 1987. TIME: 9:00 a.m.-4:00 p.m. each day. LOCATION: Jericho Hill School, 4125 W. 8th Avenue, Vancouver, B.C. CREDIT COURSE: EDCI 396A/96A (1.5 units) (This course may also be taken on a non-credit basis). FEES: Credit and Non-Credit \$153.50. REGISTRATION DEADLINE: The deadline for registration is July 4, 1987. For students who are new to UBC, the deadline for admission to the University is May 20, 1987. INSTRUCTOR: Mr. Pat Clarke. Mr. Clarke is currently the B.C. co-ordinator of CUSO, Canada's overseas development agency. He is the past President of the BCTF.

### Montessori Teaching Methods for Elementary School Teachers

*Co-sponsored by The Centre for the Study of Curriculum and Instruction, UBC; The Faculty of Education Distance Education Office, UBC.*

This Summer Institute is designed to introduce participants to the development of elementary level Montessori programs.

DATES: Tuesday to Saturday, August 4-8, 1987. TIME: 9:00 a.m.-4:00 p.m. each day. LOCATION: UBC Campus. CREDIT COURSE: EDCI 396A/97B (1.5 units) (This course may also be taken on a non-credit basis). FEES: Credit and Non-Credit \$159.50. REGISTRATION DEADLINE: The deadline for registration is July 4, 1987. For students who are new to UBC, the deadline for admission to the University is May 20, 1987. INSTRUCTOR: Suzanne Krogh, Ph.D.

**For Registration Information contact: Distance Education Office Faculty of Education, UBC 2125 Main Mall Vancouver, BC V6T 1Z5 (228-2019)**

## PACIFIC GROUP

Pacific Group's Popular Economics Summer Institute will be held from July 21-25, 1987. The summer institute provides an intense education in the basics of economics, but in everyday language. Speakers and resource people include Sam Bowles, professor of economics at the University of Massachusetts and author of *Beyond the Wasteland*; Lyuba Zarsky, an economist whose book on American domination of the Pacific Rim, *An American Lake*, will be published in Canada this summer and who has extensively researched the development of the Korean economy; Cliff Andstein, who has taught economics both at university and for trade unionists; Joy McPhail, assistant director of collective bargaining at the B.C. Government Employees' Union and Sharon Yandle, a director of union services.

The institute will provide a lively and clear alternative to pro-business economics, and it will be valuable to unions, women's and minority-group organizations, and other community groups.

The fee of \$400 for the week includes room and board at the Paradise Valley Environment Studies Centre near Squamish. Contact Pacific Group, 104-2005 East 43rd Avenue, Vancouver, BC V5P 3W8, 324-6122.

Continued from page 36

Schools throughout the province have been forced to do fundraising to try to cover this government's shortfall in funding. Once again, kids from the poorer schools have been the hardest hit. Our kids at Carleton worked for three weeks on a fundraiser. They worked hard. They raised \$4,000. A school in a richer area of this city held a casino night and raised \$25,000. Another school, also in an affluent neighborhood, received a \$20,000 donation from a parent.

Many schools rely on parental help to cover the deficit in funding. Kids are asked to bring money: money for field trips, workbooks, camping experiences. In poor schools, this is seldom an option. Inadequate government spending and our present per capita funding formula both ensure inequality of education for the poor. Restraint increased the number of poor in our schools while vastly increasing their plight. Health care and social workers were reduced, and child care and family support workers were eliminated, just when kids with poverty-related problems needed them most.

In many schools, lunches left in cloak-rooms are pilfered. At Christmas time at Carleton, we collected food for the more needy families in our area. A pitifully small amount accumulated under the tree in the front hallway. One night, kids broke into the school and stole the food from under the tree. They took nothing else, just the food.

While hunger is probably the most dramatic aspect of poverty for these kids, there are many other aspects we have to stop and consider. Here are some I have culled from the journal entries of children written in my classroom.

This from an 11-year-old girl: "It is not very fun being on welfare. Some people tease you if they find out. When people find out it hurts inside."

From another 11-year-old: "Poverty is when your clothes get ruined or your runners are too tight, but you can't buy something new. You have to wait till the next cheque comes."

From a 13-year-old: "What I hate about welfare is that the money goes so fast."

Another child wrote about a secondary school friend who didn't have a dress for the school dance. The girl's mother sold a dress of her own so that her daughter could have money for one. My pupil wrote of her friend: "She said the day she got the money she felt so guilty."

This from a 13-year-old boy: "Living on a low income is very tough, because you worry about things such as bills.

Kids worry about that and it's very scary."

From a 13-year-old on welfare: "When we have a party I wish I could bring something, but I can't bring stuff to school."

A 10-year-old: "My friend is so poor she picks gum off the ground and eats it. She steals just for food."

And last, a Monday-morning journal entry from an 11-year-old: "We haven't had any food from Friday. The cheque didn't come."

A friend who works in the downtown east side recently told me of a family

whose children had not been at school for three days. He went to the house to check it out. When he reached the house, the father told him that he felt too ashamed to send his children to school hungry, that he'd rather keep them at home hungry.

Limited possibilities, hunger, guilt, pain, fear. This is what the children feel; this is what it means to be a child in poverty. Let's do something about it.

Ailsa Craig is a teacher at Carleton Elementary School in Vancouver.

## Class Mates



**CX 440** A Deluxe Portable Electronic Typewriter, ideal for students and home use, with built-in carrying case, correction memory and 13.2" carriage.



**ETC 60** A Deluxe Portable with Display, for student and home use, with built-in carrying case, memory with expansion option and 12" carriage.



**CX 880** A compact professional typewriter with built-in parallel interface, correction memory, 15 cps print speed and 15" carriage. Ideal for classrooms.



**ETC 70** A compact professional typewriter with display for classroom use, it comes loaded with a multitude of features including a memory with expansion option, 14 cps print speed, and a 14" carriage.

If only everyone and everything in your class performed as well as these machines. Olivetti's new line of electronic typewriters are designed with the same innovative thinking and attention to detail as each and every product bearing the Olivetti name.

A line of extremely affordable, dependable and hard working typewriters that come with a variety of features guaranteed to ensure perfect attendance in any classroom.

For more information on these or any other Olivetti typing products, fill out and mail in the coupon below, or contact the nearest Olivetti location. And find out why Olivetti is always at the top of the class.

I'd like more information on the following Olivetti typing products:  
(Please indicate preference)

CX 440     ETC 60     CX 880     ETC 70

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Employer: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Prov.: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Tel.: \_\_\_\_\_

Mail to: Olivetti Canada, Central Marketing,  
3190 Steeles Avenue East, Markham, Ontario L3R 1G9

**olivetti**  
When you want the best.

# Poetry

Previously published poetry by B.C. teachers.

## From Chub Lake

Loons dive under her boat  
Surfacing on the other side,  
And under lily pads —  
Upsetting the order of mosquito larvae.

Loons trill annoyance  
At the approaching eagle —  
Low over wind-roughed water —  
Gripping the last muscular spasms  
Of an unidentified rodent.

That day  
it rained.

And then  
there were  
loons in  
her dream.

K.A. Reinsdorf  
Quesnel

## The heroes are dead

the heroes are dead  
and this  
middle age generation  
in shock  
bereft of its embodiment  
of love and peace and hope

not as a cause  
but a way of living

the heroes are dead  
and so i dance  
in the face of this

love and peace and hope  
must never die  
only the heroes are dead

Eagle Walz  
Powell River

## The Angel and the Horse (for Melissa)

We famous clowns and acrobats  
feast at the end of the performance:  
snowmen and stars  
cut from raw shortbread this morning  
buttered with coloured icing in the afternoon  
are now washed down with cold, fresh milk

Our circus horse carries us  
slowly past the cheers of thousands  
on our way into the bathroom  
and once wrestled free of clothes here  
we become immersed in a world  
where ships are jounced against  
porcelain cliffs;  
stranded in bubbles of pack ice:  
There is a search on for two ducks  
and a waterlogged turtle

When our towel dried bodies are  
wriggled into pajamas  
we give our horse delicate  
wet, toothpaste kisses  
while he tucks us safe in beds  
made with the same magic hands  
that nailed this house together

And at the edge of our sleep  
a slab of dim light from the hall  
glows in this warm room  
I tell him that dreams are the things  
I like best about sleep;  
that it's hard when you wake up  
knowing you have to pretend all day

He thinks if you work hard  
your dreams come true

But I mean dreams about  
really being an angel  
with butterfly wings; thinks like that

He says you can draw those dreams;  
write stories about them

That's still just pretending though  
It's got nothing to do with really  
being an angel at all

Allen Smith  
Vernon

## Inflation

He stands precariously on his roof  
drawing a brush through his chimney flue  
with a pole he has made from two by twos  
his face and gardening clothes  
black against the snow on the roof

a lady enroute to church  
stops her lincoln on the road  
her power window hums down  
turning her face up  
towards the man on the roof  
she inquires  
"How much do you charge  
for cleaning chimneys?"

the man smears a bead of sweat  
from the side of his face  
with soot from the back of his hand  
looks at her carefully  
then replies  
"The lady that lives here  
lets me sleep with her."

the lady in the car looks profoundly serious  
snaps her face forward  
guns her motor  
power window humming closed

Allen Smith  
Vernon

## Coexistence

after morning showers  
he places the towel  
on the shower curtain rod  
where it will dry  
he does not like wet towels

after evening showers  
she hangs the towel  
on a hook behind the door  
where it does not dry  
she does not like towels on curtain rods

Allen Smith  
Vernon

## PROVINCE-WIDE PROFESSIONAL DAY October 23, 1987

- B.C. Art Teachers' Association**  
**B.C. Business Education Association**  
October 23 and 24, BCBEA Conference, "Revisions Across Our Curriculum," and computer institute. Contact Ken Kuhn, H: 461-1254, S: 936-7205.
- B.C. Association of Teachers of Classics**  
October 24, "Sharing Teaching Resources," B.C. Teachers' Building, Vancouver.
- B.C. School Counsellors' Association**  
Regional workshops. Contact Lynn Green, S: 261-6391.
- Association Provinciale des Professeurs de l'Immersion et du Programme Cadre**  
The association, by offering its chapters grants, is encouraging them to organize local workshops for October 23.
- B.C. English Teachers' Association**  
B.C. English Teachers' Association conference, UBC graduate student building. Contact Ken Annandale, Prince of Wales Mini School, 4750 Haggart Street, Vancouver, BC V6L 2H8, H: 261-4544, S: 736-0520.
- Teachers of Home Economics Specialist Association**  
**Provincial Intermediate Teachers' Association**  
PITA Conference (Provincial Intermediate Teachers' Association), Vernon.
- B.C. Teacher-Librarians' Association**  
**B.C. Association of Mathematics Teachers**  
**B.C. Association of Teachers of Modern Languages**  
Annual conference and AGM, Richmond Inn. Special guests include Roger Tremblay and Monique Nemni. Contacts: Pietro Calendino, H: 299-3105, S: 594-5491, or Helene Horban, H: 854-3023, S: 596-1596.
- B.C. Music Educators' Association**  
**Learning Assistance Teachers' Association**  
October 22-23, LA Your Way—Food for Thought, a potpourri for learning assistants and classroom teachers, Vanier Secondary School, Courtenay, Vancouver Island. Contact Sharon Adams, 337-5114.
- October 23, Northern Learning Assistance/Special Ed Conference, Chandler Park Middle School, Smithers. Contact John Bataller, Box 113, Telkwa, BC V0J 2X0, H: 846-9125, S: 847-2211, or Charlene Watts, Box 2822, Smithers, BC V0J 2N0, H: 847-5284, S: 847-2688.
- Physical Education Provincial Specialist Association**  
**B.C. Primary Teachers' Association**  
October 23-24, B.C. Primary Teachers' Association Fall Conference, "Horizons," Kelowna. Contact Doreen Young, H: 274-8556, S: 437-4704.
- B.C. Principals and Vice-Principals' Association**  
Countdown conference, Port Alberni. Contact Bob Turner, H: 724-4386, S: 723-7631, or Denis Grisdale, H: 723-6837, S: 723-8151.
- B.C. Science Teachers' Association**  
October 23 and 24, Spectrum Science Conference, UBC. Contact Susan Slater, H: 291-1829, S: 522-0651.
- B.C. Industrial Education Association**  
October 23 and 24, Conference '87, Kamloops. Contact Mike Sofko, 1622 Sheridan Drive, Kamloops, BC V2B 6A9, H: 376-6447, S: 679-3218.
- B.C. Social Studies Teachers' Association**  
**Special Education Association**  
October 22 and 23, LA Your Way—Food for Thought, a potpourri for learning assistants and classroom teachers, Vanier Secondary School, Courtenay, Vancouver Island. Contact Sharon Adams, 337-5114.
- Northern Learning Assistance/Special Ed Conference, Chandler Park Middle School, Smithers. Contact John Bataller, Box 113, Telkwa, BC V0J 2X0, H: 846-9125, S: 847-2211, or Charlene Watts, Box 2822, Smithers, BC V0J 2N0, H: 847-5284, S: 847-2688.
- B.C. Association for Supervision and Curriculum Development**  
**Association of B.C. Drama Educators**  
**Association for Educators of Gifted, Talented, and Creative Children**  
October 23, Association for Educators of Gifted, Talented, and Creative Children in B.C. conference, "Facets of Giftedness—The Leading Edge," Laurel Point Inn, Victoria. Co-sponsored with B.C. TAG (Talented and Gifted). Contact Wendy Smith, 9860 Pinewell Crescent, Richmond, BC V7A 2C9, H: 274-5296, S: 271-8333.
- Hospital/Homebound Provincial Specialist Association**  
**Computer-Using Educators of B.C.**  
October 23 and 24, Computer-Using Educators of B.C. Fall Conference, QFC '87, Student Union Building, UBC. Contact Dr. Mary Westrom, Faculty of Education, UBC, 2125 Main Mall, Vancouver, BC V6T 1Z5.
- Environmental and Outdoor Education Association of B.C.**  
**Rural Teachers' Association**  
**B.C. Teachers for Peace Education**

# Classified

## FOR RENT

**4 bdm. waterfront house.** Silva Bay, Gabriola Island. 2 full bathrooms, fully equipped kitchen, fireplace, carpet and tile throughout. Large sundeck. Available by week/or weekend. May to Oct. Dennis. 277-9836.

**Cariboo log cabin on Bridge Lake.** 2 bdm., electric appliances, carpet and Franklin fireplace. Good swimming & fishing. May to Oct. Contact Carol Vance, Box 966, 100 Mile House, V0K 2E0. 395-3250.

**2 bdm. fully furnished Kelowna house** next to college. Available July 13-27 to N/S. Reasonable rent in exchange for feeding my cat and cutting the grass. Phone 860-5092 or write C. Taylor, 3076 Lowe Court, Kelowna, BC, V1Y 8L4.

**Sunny Okanagan, fully furnished, 3 bdm.** cedar A-frame cabin. Safe sandy Okanagan Lake beach frontage. Sleeps 8-12. May-Sept. \$225/week. Bill Woodward at 545-6334.

**July & August. Furnished 4 bdm. house** with large private, sunny backyard. Close to beach, shopping, bus routes, downtown & 15 min. to UVic. Rent approx. \$700, negotiable. No pets or smokers. Contact John & Kathy, evenings 382-5647.

**2 bdm. furnished cottage** on North Pender Island. Ideal holiday getaway. Elec. & heat incl. \$200/week. Contact: P.R. Barrett, 638 Gardena Dr., Coquitlam, BC, V3J 3W5.

**3-4 bdm. house in Kelowna,** 5 min. from lake, for rent July 1-Aug. 20. \$200/week. Ref. required. 769-2024. Al Richards, 1157 Trevor Dr., Kelowna, BC, V1Z 2K1.

**Very attractive 2 bdm., 2 bath house** in Sidney available June 28-Aug. 16. \$700. Dates negotiable. Tenants need to care for cat & lawn. 30 min. to UVic. Contact: H. Morris at 656-8785.

**During July & Aug. '87 in Salmon Arm.** 4 bdm. furnished home. Beautiful view of Shuswap Lake. Close to downtown in quiet neighborhood. \$500/month incl. util. Write J. Benson, 1451-18th St. NE, Salmon Arm, BC, V1E 2T5 or phone 332-7570.

**3 bdm. fully furnished house** close to beach and Pentlcton, Sept 1987-June 1988. Write S-50, Comp. 15, RR 1, Okanagan Falls, BC, V0H 1R0 or phone 497-8442 after 5 p.m.

**3 bdm. house,** beautiful Qualicum Beach on Vancouver Island. Rent during Aug., 5 min. drive from beach, fully furnished, children welcome, \$250/week includes utilities and cable. Contact P. Lamb, Box 731, Qualicum Beach, BC V0R 2T0 or phone 752-5757.

**3 bdrm. modern family home, completely furnished,** overlooking spectacular Kalamalka Lake in Vernon. House comes with underground sprinkling, TV, stereo, piano and loving cat B.J. to keep you company. Two minute walk to beach and to tennis courts. Family is travelling in Australia. \$650/month. Contact Holly or Jack Smith, 8803 Fitzmaurice Drive, Vernon, BC V1B 1X3. 545-6782.

**Modern comfortable family lakeshore accom-**modation with nice beach on Shuswap. \$450/week, prime. Phone 955-6278 or 492-7070.

**3 bdm. modern family home** in sunny Kelowna. 10 min. to beach, fully furnished—just bring your toothbrush. Avail. July & Aug. \$600/mth. Call

Andy Gfeller. References required & deposit. 765-1571.

**3 brm. family home.** 2 blocks from the water, close to downtown Victoria, 10 mins. from UVic, available July & Aug. \$750/mth. Contact Carl Cohen, 156 Eberts Street, Victoria, BC, V8S 3H7 or phone 386-0292.

**1 bdm. apartment** available July & Aug. Victoria. \$350. Randy Cloke. 385-2272.

**2 bdm. family home in Salmon Arm.** Available July 23-Aug. 31. Cat and tropical fish. Non-smokers only. \$500. Phone 832-9889.

## FOR RENT—LOWER MAINLAND

**Large 3-4 bdm. home.** Fully furnished. Coquitlam, 10 min. from SFU. June 28-Aug. 28. \$900/mth. Split level, living & family rooms, 3 bathrooms, sundeck, parklike private yard. Walk to bus, shops, pools. Non-smokers preferred. References: F. Johnson, Spencer School, New Westminster, BC V3L 1T5. Phone 931-3795.

**Large, bright 2 bdm. apartment.** Fully furnished. 15 min. to UBC and centrally located in Marpole. Available July 1 to Aug. 15. \$500/mth. including utilities. 324-4004.

**2 bdm. furnished house—Kitsilano** near UBC for July & Aug. \$525/mth. plus utilities. Near beach. Friendly neighbourhood. Quiet, N/S. 734-9008.

**2+ bdm. furnished house.** Very convenient location to bus or shopping. 2 blks. from water. Quiet neighbourhood, lots of trees and stream. 10 to 20 min. drive to most Van. locations. July. \$450. 929-8886(H) or 875-6111(W), local 542.

**1 bdm. furnished house on 1/2 acre,** July & Aug. \$300/mth. 7 min. from SFU. Private yard close to parkland, lake, shopping. Pets okay. 524-2406.

**Clean 1 bdm. furnished basement suite** in Kitsilano. On bus line, near UBC and beach. July & Aug. Non-smoker. \$380/mth. util. included. 734-3438.

**2 brm. house for rent July & Aug.** in Kitsilano. Fully furnished and equipped. Nice garden & decks. Quiet street, close to shops, bus, UBC, TV, VCR, stereo, microwave, dishwasher, washer & dryer. \$1200-1500/mth. 734-3390.

**The Four Sisters Housing Co-op,** located in Gastown at 153 Powell St., is establishing a waiting list for 1, 2 and 3 bdm. suites. Open, secure courtyard space, a children's play area, community space for meetings, handicapped suites for the disabled, across the street from CRAB beach, roof gardens with a magnificent view of the city and harbour. Contact the Dera Housing Society at 9 E. Hastings, Vancouver. 669-5499.

**Older, spacious Kerrisdale home.** Sunny garden, partial view. 10 min. from UBC & beach. July 6-Aug. 15. 2-3 adults preferred. Only \$200/wk. as my quiet 18-yr.-old daughter remains. 266-4859.

**3 bdm. Vancouver house, furnished.** Available July & Aug. \$900/month, util. incl., no pets, 10 min. to UBC & downtown. Write: A. Segura, 745 West 26th Ave., Vancouver, BC, V5Z 2E7 or phone 876-4383.

**2 bdm. fully furnished apt.** on UBC campus. To sublet May 1-Sept. 1 or any portion thereof. \$700/mth. negotiable. Phone 859-8831.

**White Rock house.** July & Aug. 2 bdm. and den, l.r., d.r., kit., rec. rm., 1 1/2 baths, deck, fenced yard, fully furnished, 3 blks. from beach. \$650/month. Phone: 536-8647 after 6 p.m.

**3 bdm. house,** North Vancouver, July/August. Excellent view, quiet neighborhood, close to all amenities, rent negotiable. Phone 980-4418.

**2 bdm. apt.** with outdoor swimming pool for rent for summer school. Heather Guillis, 2937 Argo Pl., Burnaby, BC V3J 7G2 421-3754.

**Kitsilano, 1 bdm.** fully furnished apt. for a quiet N/S adult or couple. From Aug. 87-Jul. 88. 1 yr. lease. \$600/month. 731-1262.

**Spacious house, 3 bdm.,** view, garden, study, quiet, 7 appliances, near park, sea, shops. July. \$800. 988-0107.

**House for rent.** July & Aug. 87. 8 min. to SFU. Furnished. 3 bdm. Near park & pool. Large fenced yard & sundeck. \$600/mth. Ref. required. 525-2735.

**Sublet comfortable furnished apt.** in Kits area. Available from early July to end of Aug. \$600 plus util./month. Contact: (604) 736-5368, evenings.

**Sublet convenient furnished apt.** in Granville area. Available from mid-June to mid-Sept. \$400 plus util./month. Contact: (604) 736-5368, evenings.

**Contemporary 3 bdm.** furnished home in Ladner, Delta, July/Aug. or part thereof. Non-smokers. \$500/4 weeks + utilities. 946-9417.

**Fully furnished 2-3 bdm. house.** July & Aug. \$1,200. Cambie area. 15 min. to UBC. Contact Leyanne at 873-6186.

**Fully furnished 1 bdm. apt.** July & Aug. Lougheed Mall area Burnaby. 5 min. walk to mall & buses. Express bus to Vancouver. 10 min. drive to SFU. Ref. please. \$500/month all inclusive. Call 421-7357, evenings or weekends.

**Shared accommodation.** Room to rent in lux. 2 level, 2 bdm. condo. 5 min. to downtown. 12-15 min. to UBC. Beautiful view, all amenities. Avail. May 1. \$150/wk. Suitable for person attending UBC, or person wishing to vacation in Vancouver this summer, or interim accom. for person relocating in Vancouver. Phone: 731-6356.

**Kitsilano area.** 2 bdm. furnished Vancouver house. Avail. July & Aug. 5 min. to UBC & downtown. Suitable for 1 or 2 adults. Non-smokers. No pets. Garden. Sunny patio. All conveniences. \$750/mth. incl. util. 738-7010.

**2 bdm. house & study in Burnaby.** Clean, comfortable on direct bus route to SFU & skytrain link to UBC. Available from June 27 to Aug. 15. \$650. 525-1301.

**House for rent near UBC & bus.** Main floor & upstairs, 3 bdm., 1 1/2 bathroom. July 1 to Aug. 15. \$250/week or \$900/mth., utilities included. No gardening. 732-8445.

**Furnished 3 bdm. & den character home** in New Westminster close to high school, Woodwards. D.W., fireplace, deck, 2 baths. Available Sept. to Apr. \$800/mth. 521-3320.

**3 bdm. fully furnished house** and well equipped kitchen available July & Aug. Beautifully treed and fenced back yard. \$1000/mth. not including utilities. 929-1983.

**Rooms, Burnaby, new clean bedrooms and kitchen facilities by week or month. Contact 424-8818 or 299-6592.**

**2 bdm. furnished home near UBC and beach. July 1-August 31. No smokers or pets. \$875 per month. Phone 222-0786.**

**WANTED TO RENT OR EXCHANGE**  
Wish to exchange or house-sit a home or apartment within driving distance of SFU from July 1 to Aug. 7. I am a responsible, non-smoker and I have a two bedroom apartment in Vernon if anyone is interested in exchanging for a place in the Okanagan during that time. Phone Dave Witt at 1-545-3246.

**Sublet apartment or house-sit** close to SFU or UBC for July. Phone 1-782-9113 (evenings).

**Exchange.** 5 bdm. house in Vernon, for 3 bdm. house near UVic. July 6-Aug 21. Phone: D. Morrison, 1-545-2875.

**Vancouver teachers—accommodation wanted** for visiting Japanese students to Vancouver, ages 10 to 20's, July & Aug. Remuneration on daily rate basis, length of stay varies with group (from 3-21 days). For information and registration write to: Homestay, P.O. Box 58476, Station L, Vancouver, BC V6P 6K2.

**Exchange.** 4 bdm. house close to beach in Oak Bay, Victoria for similar in Penticton for up to ten days, mid-late Aug. Phone: Victoria 598-3715.

**Want to rent in Victoria.** July only. 2 or 3 bdm. home or apt. Reliable, considerate, non-smoking. Call Rose Ellicott: (403) 836-2154 (collect).

**Saskatoon family wishes to rent house** in West Vancouver/Horseshoe Bay area for Aug. Phone: Mrs. Krause (306) 665-0272.

**Apartment wanted.** Former exchange teacher from Nova Scotia wishes to apt.-sit during July & Aug. Excellent ref. Reply to Katherine MacLeod, 85 Byng Ave., Sydney, NS, B1P 5C1.

**House wanted.** Will house-sit for you in Lower Mainland or exchange for a 5 bdm. house near U. of Calgary, N.W. Calgary during July & Aug. Mrs. M. Hollands, 4319 Chippewa Rd., Calgary N.W., Alberta, T2L 1A1. 282-6880.

**Toronto family wishes to house-sit or house-swap** this summer. Vancouver references. Crain, 76 Elm Ave., Toronto, M4W 1N8.

**House-sitters available** for Greater Vancouver. Sept.-Dec. 1987. Mature, responsible couple both teaching in Prince George. On leave '87-88. References available. Write Ann Low and Gordon Ingalls, 156 McDermid, Prince George, BC V2M 4T7 or phone 563-5043.

**Home exchange wanted.** Professional couple wish to exchange a 3 bdm. rancher, 30 min. from downtown Vancouver, for a home in or near Penticton from Aug. 24 to Sept. 4, 1987. Contact Paul and Carol Truelove, 7851 Bridge Street, Richmond, BC V6Y 2S6. Phone 270-3551.

**3 bdm. house in sunny South Burnaby.** All conveniences. Convenient for Simon Fraser, downtown and UBC for July-Aug. One month more or less. Preferably Okanagan near lake. Would consider other area if recreational. 433-2548.

**BED & BREAKFAST**  
**Saturna Island Retreat.** Enjoy the unspoiled quiet of island life in a 12-room historic farmhouse nestled in 28 acres. Private beach. Animals. Singles, doubles, family rooms. \$35-\$45. Breezy Bay Bed & Breakfast. (604) 539-2937.

**Bed and Breakfast—**Moir's homestead situated in quiet peaceful Bridge Lake area. 40 mi. east of 100 Mile House, 1/2 mile off Hwy. 24. Single \$25, Dbl. \$35. Phone 593-4686.

**Interhost Bed and Breakfast** at \$40. Quality accommodation—home or apartment. Box 1206, Delta, BC V4M 3T3. 943-4130.

**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.

**Queens Park, New Westminster.** Enjoy the ambience of a turn of the century home in residential Queens Park. Recently renovated home provides a suite with fireplace, private entrance, heated outdoor pool and gourmet breakfasts. Two blks. to bus routes that connect to SkyTrain. Weekly rates available; discount rates to BCTF members. J. Gilgan, 333 Third Street, New Westminster, BC V3L 2R8, 521-8592.

**Victoria.** Good location, private home, double \$40, single \$30, no smoking or drinking on premises. 1521 Arrow Rd., Victoria, BC V8N 1C3. Phone 477-8378.

**TRAVEL & HOLIDAY**  
**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 U.S. pp/pd. Brochure: *Amante*, P.O. Box 51, Deer Harbour, WA 98243, or call: 206-376-4231.

**REUNION**  
**Sir Alexander Mackenzie School, Bella Coola.** All teachers & students from 1949 to June 1979 are invited to attend the 30-year event on August 1-2, 1987. Tell others; bring mementoes. Write: SAMS Reunion, Box 108, Hagensborg, BC, V0T 1H0 or phone: Merroly (Saugstad) Frostrup—982-2262 or Laurie (Vosburgh) Sissons—982-2401.

**CHARTERS/RENTALS**  
**Ana-Kalena Charters.** "Hoist the Main" Sail out of Vancouver Harbour aboard a 30-foot sailboat. Hourly, daily, weekly rates. 291-7601

**ADVANTAGE MOVING**  
2391 Cousins Avenue  
Courtenay, B.C.

Best prices in B.C.  
on our lease system

**10%** discount for teachers  
BOOK NOW

Highly qualified and  
fully insured



**338-6485**  
Phone collect

**How do the Rich get Richer?**

By putting their tax dollars to work in a Viable Business WITH 5 to 1 LEVERAGE

**521-2347**

Calster-On-Sea Publications  
333, 9632 Cameron Street  
Burnaby, B.C. V3J 7N3



B.C. Teachers' Federation  
LESSON AIDS SERVICE  
2235 Burrard Street  
Vancouver, BC V6J 3H9

**Our Kids Succeed**

A child's first ski lesson is always a memorable event. But for Joshua, a member of The War Amps Child Amputee (CHAMP) Program, it means something extra special. He was born missing his hands and feet.

Your donations to The War Amps Key Tag Service help provide specially designed artificial limbs so child amputees can swim, ski, curl, skate, golf and even play baseball.



CHAMP Sports Consultant Karl Hitzinger coaches 4-year-old child amputee Joshua Black.

**Your support makes it all possible!**  
**The War Amputations of Canada**



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

# Hargreaves' Musings

## All Those Grand Ambitions

GEOFF HARGREAVES

"That kid is a total brat!" Peter was saying over his decaffeinated coffee. "He's always got to be the centre of attention. He'd sooner be punished than ignored. His whole existence is dedicated to making a fuss. And the more outrageous you think him, the more he likes it. You get the picture?"

"I think so," said Deidre, the counselor. "A basically insecure boy who makes a nuisance of himself because he desperately needs to feel *noticed*. Deep down, he hopes to reduce everyone to a circle of mirrors, all reflecting his impish energy."

"That's right. A sort of punk Doug Collins, if you know what I mean."

Deidre looked baffled. "I only handle students with surnames from P to T." Then she added, with professional assurance, "Of course, I think part of the problem is that youngsters these days have very poor job prospects. The future for the vast majority of them looks extremely grim."

"Oh, I could hardly go along with that," said Ed Fee with a complacent smile. Although Ed teaches math, he is such a smug supporter of the status quo that, behind his back, he is known as Consumer Ed.

"Get real, Ed!" growled Peter. "Learn to face the facts." Peter often sounds fierce, but when it comes down to it, he's an almost sentimental pussy-

cat. Naturally, that doesn't stop him from seeing himself as a knowing, tough-minded pro whose acid sense of reality, rock-hard and bone-dry, can pucker the mind of an idealistic student-teacher. His style of teaching biology couldn't be described as easygoing, and it would be idle to deny that there are moments of cheek-bleaching aridity in his classroom. However, the challenging asperity of his manner gets even the less-than-closely-involved to do a bit of work, sometimes.

"Well, I just look at some of my gifted students," retaliated Consumer Ed, unruffled. "They're doing so well. Three are in the hotel business here in town. One's a receptionist, one's a chambermaid, and the other's a short-order cook. My favorite student from last year has a lovely job at that notions and souvenirs store near the highway. She's never without a cheery smile. In fact, it's because of that smile that I always make a point of buying my lottery tickets from her. And her brother, I'm told," his voice dropped to a level of hushed reverence, "does clean-up at Fantasy Gardens."

"You amaze me, Ed," groaned Peter.

"I probably do, Peter," said Ed comfortably. "This valley is full of graduates from my courses, almost all of them with a permanent bubble of cheerfulness in their voices. I'm just so proud to think what education has been able to do for

these children of loggers, miners, and fishermen. We're helping to make them the superhosts of British Columbia."

"I once had fanciful ambitions," said Peter almost to himself.

"You did?" asked Deidre. "An old grouch like you once had fanciful ambitions?"

"Hard to believe, isn't it?" Peter said. "My first ambition at the age of ten was to be an outlaw, a Robin Hood type. Then I wanted to be a kamikaze pilot. That became, in adolescence, a longing to be a martyr, spilling my life's blood for a impossible cause. Then I read Darwin, and I wanted to be a paleontologist, investigating layers of petrified mud for glimpses of primitive life."

"But you became a teacher," smiled Consumer Ed.

Peter finished his coffee. "When I read what's going on in education these days," he said sagely, "it strikes me that by becoming a teacher, I've fulfilled all of those ambitions — outlaw, suicide pilot, martyr — and I won't elaborate on the fourth," he added with a meaningful look at Consumer Ed.

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



*Mardi Masales*  
*ICON Systems Account Manager,*  
*UNISYS*

When UNISYS decided to collaborate on the world's first educational computer - we did the only sensible thing.

**"We'd like to thank our teachers..."** We went back to school. And we asked teachers to describe the features they would value most in a classroom computer.

You wanted a machine powerful enough to be simple, so that youngsters from kindergarten through Senior High could master the basics in half an hour, and then get on with their education.

You wanted a machine that you could control - not the other way around - one that could tutor one on one, or 'network' instantly to facilitate group activities. Because effective learning is a shared experience.

**"Networking is simple and very effective."**

And you wanted programmes that motivate your students, and can be fine-tuned to their needs - and your own. First introduced in 1984, ICON demonstrates how well we've done our homework. More than 16,000 ICON's now serve Canadian school boards, and classroom installations are proliferating from Maryland to New Mexico, Shanghai to New South Wales.

**"ICON learned its lessons well; ICON earned its star."**

Hundreds of curriculum-based programmes from remedial reading to advanced music are challenging young minds the world over. And helping teachers.

In our view, that's only fair, given all they taught us.

**UNISYS**

Are  
you  
ready  
to retire  
at 55?

▶ How to  
maximize  
your pension  
income

▶ Teacher  
Workshops

▶ Personal  
Consulting

CONTACT ROY BENNETT

ROBINSON  
GABLE  
M'CAULLEY  
& COMPANY INC

THE PERSONAL FINANCIAL PLANNERS

1550-1500 West Georgia Street  
Vancouver, B.C. V6G 2Z6  
Telephone (604) 682-5232

Discounts for BCTF Members

# SAILING

• • •

## A WEEK OF FUN

— CRUISE'N LEARN  
(to Charter on your own)

• • •

## A SUMMER OF EXCITEMENT

— BAREBOAT 27' - 40' BOATS

• • •

## MEET NEW FRIENDS

— FULL CLUB FACILITIES  
ON FALSE CREEK

• • •

*"Gulf Islands this summer  
The sunny south next winter. . ."*



THE JIB SET  
SAILING SCHOOL LTD.  
1020 BEACH AVENUE  
VANCOUVER, B.C.  
CANADA V6E 1T7  
(604) 689-1477

LESSONS • RENTALS • CHARTERS

*The people who taught Western Canada to sail*



# BCTF LESSON AIDS

- LA9542 Elementary Science Reference Cards** by David Penner and Gilbert Smith, 13 p. 1987. A guide to be used when planning science lessons. The purpose of the cards is to remind teachers what is meant by the process that is being taught, and how it could be presented to students. Processes are taken from the Ministry of Education *Elementary Science Curriculum Guide*. Each process is defined, key words are listed, and sample questions and activities for the process are listed. . . . \$1.50
- LA9544 Science Is . . .** developed by the Youth Science Foundation, 406 p. 1987. A science activities package in a three-ring binder. The activities are suitable for ages seven to fourteen, but the book is designed so that adults work with children in exploring and discovering together. No special background in science is required. *Science Is . . .* covers 10 subject areas: Science Olympics, Matter and Energy, Humans, Environmental Awareness, Rocks, Plants, Living Creatures, Weather, the Heavens, and Applying Science. The book's three major sections—Quickies, Make Time, and One Leads To Another—contain activities from all of the subject areas. . . . \$20.00
- PD107 Blueprint for Child Abuse Prevention: A Comprehensive Approach** by Valerie Fronczek and Jan Sipple, 86 p. 1986. A handbook for communities taking action to prevent child abuse. The purpose of the book is to provide practical information which will help communities select components for their own particular prevention and to encourage a comprehensive approach to the problem of child abuse. Published by the Society for Children and Youth of B.C. . . . \$7.50
- PD108 Put Some Thinking into Your Classroom** by Susan Wassermann, 159 p. ©1986. A teaching handbook which outlines a program to help teachers become more successful at teaching for thinking. The purpose of this book is to provide specific and practical help in (a) understanding what kinds of materials and teaching strategies promote thinking; (b) examining, from a teaching-for-thinking framework, what it is you are actually doing in your classroom; (c) improving your own skill in teaching for thinking in your classroom. . . . \$12.00
- LA9076 Parts of Speech Through Puppetry** by Teresa Haughn, 1987. This unit includes a teacher's guide, a student activity booklet, and 21 colored slides. This grammar unit has been designed for students in the mid- to upper-intermediate grades. It is a subject-integrated, independent approach to teaching grammar. The author's objective is to acquaint students with the five major parts of speech through hands-on meaningful activities. In this way, the relationship between words and the functions of words will become evident. The unit contains a detailed conceptual framework and a corresponding framework of behavioral objectives, various approaches to teaching the activities outlined in the student booklet, and a reduced replica of the student activity booklet complete with answers and possible responses for most exercises.
  - A. Teacher's guide, 40 p. . . . \$ 5.00
  - B. Student activity booklet, 67 p. . . . \$ 7.50
  - C. Twenty-one colored slides . . . . \$12.60
- LA8086 Primary Library Activities** by J.E. Harper and S.J. Tully, 213 p. 1982. This unit outlines a series of skills in levels of sequential difficulty for locating information. Suggested activities can be adapted and integrated into units of instruction in programs for K to 3. The booklet is compiled under the following headings: library orientation, alphabetizing skills, dictionary skills, encyclopedia skills, research skills, independent reading and literature appreciation. All activities have been prepared from specific primary reference books. . . . \$8.25
- LA2395 It's Your Body** produced by the Western Education Development Group, UBC, 64 p. 1986. This teacher's guide covers peer pressure, ad analysis, effects of drugs on the body and alternatives to drug abuse. Intermediate. . . . \$7.00
- LA2396 Hurray For Me** produced by the Western Education Development Group, UBC. 56 p. 1986. This teacher's guide covers self-concepts and the decision-making model in the area of drug education. Suitable for Grade 6. . . . \$7.00
- LA7067 The Art of Japanese Cooking For All Seasons** by Reiko Takashima and Mary Haji, 106 p. 1986. A collection of recipes organized into groups of monthly menus for the whole year. The recipes are written in both metric and imperial. The book also includes information on Japanese customs, tablesetting, tableware, basic ingredients, basic utensils, and addresses of places where to shop for supplies. Suitable for: Foods 11 and 12. . . . \$9.95
- LA8227 Folk Rhymes: From Kids to Kids** by Jane E. Gibson and Yvonne M. Hébert. This package provides activities and background information to help teachers encourage the development of positive attitudes and interactional abilities in the multicultural classroom. The kit uses a diversity of folk rhymes and other cultural experiences in activities designed to promote intercultural understandings and to help teachers to discourage prejudice and the process of stereotyping. The support instructional materials consist of Picture Study Prints and Student Masters. The pictures are intended to be used as a stimulus for student discussion and research about their own and classmates' folklore and folk rhymes. This package is suitable for Grade 3.
  - A. Teacher's Guide and Student Masters, 104 p. 1986. \$12.00
  - B. Picture Study Prints, 23 four-color picture cards. . \$12.00
- LA9215 Vancouver Harbour Trade Game** produced by the Western Education Development Group, UBC. 1986. This game is a simulation of the trading functions of the Port of Vancouver and its relationships with other ports in the Pacific Circle. Players draw cards to determine cargo and destination; deliver the cargo across the Pacific; and pick up a replacement cargo to carry back to the Port of Vancouver. The game takes approximately 35 minutes to play. It is presented with a flexible, roll-up board in a 10 cm. tube for easy and well protected storage. Grades 4 to 7. . . . \$10.00

TOTAL: \$ \_\_\_\_\_

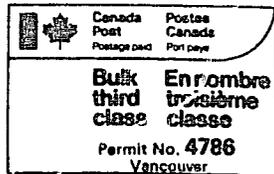
(Prices on this flyer expire August 31, 1987. Orders after this date, add 10% to the total.) Non-BCTF members, please add 20% to total of order.

Please enclose cheque or money order to:

BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, BC V6J 3H9

Name \_\_\_\_\_

Address \_\_\_\_\_



# B.C. TEACHERS CREDIT UNION

You can get... **A SPECIAL BONUS**  
OF UP TO

**1 1/2 %**

**ON DEPOSITS TRANSFERRED TO  
TCU OF \$5,000 OR MORE  
(OFFER ENDS JUNE 30/1987)**

If you transfer \$5,000 or more from another financial institution to a TCU 180 day term deposit, you will receive a 1/2% bonus on our already competitive rates. A 1/4% bonus will be given on 181 day to 1 year term deposits under the same conditions.



*Serving Teachers for 45 years.*

All Deposits are fully guaranteed by The Credit Union Deposit Insurance Corporation of B.C.

Phone ahead to arrange your special rate term deposits today! Use our toll-free number!

<b>BURNABY BRANCH</b> 4162 Norland Burnaby V5G 3S8 294-5106	<b>DUNBAR BRANCH</b> 4445 Dunbar Vancouver V6S 2G4 225-2364	<b>OAKRIDGE BRANCH</b> 5594 Cambie Vancouver V5Z 3Y5 324-6655	<b>SURREY BRANCH</b> 9648-128th Surrey V3T 2X9 581-9828	<b>VICTORIA BRANCH</b> 1633 Hillside Victoria V8T 2C4 595-5151
---	---	---	---	--

**Toll Free for out-of-town numbers  
1-800-663-3345**

Bonuses are restricted to certain term deposit categories. Please ask for details.