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Teacher

Public schools – democracy's choice

by Peter McCue

Advocates for charter schools, voucher systems, or so-called traditional schools use the right to choose as the basis for their calls for private schools within the public system.

It is difficult to disagree with these sentiments in principle. How can we be opposed to choice? Choice is, after all, a key underpinning of a democratic society. But has the language of choice been taken hostage? Is the purpose of a public education in a democratic society being forgotten?

In preparation for the March 4, 1995, BCTF-sponsored conference on public education and the Annual General Meeting theme of defending and promoting public education, Mike Zlotnik, director of the BCTF's Professional Development Division, gave a presentation to the Executive Committee on the structures of school systems and the use of language in this debate.

Zlotnik described three trends in education and society under the headings *bureaucratization*, *democratization*, and *privatization*. He outlined some of the logical outcomes of the application of each trend, and the use of rhetoric related to each. (See tables on page 4.)

Often, governments favor a bureaucratic model because it is controllable, accountable, and tidy. Charter schools fit the private model. Our public schools have been built on a democratic model.

Egerton Ryerson's mandate for Canadian public education in 1844 was twofold and potentially paradoxical: to improve the individual and to help society progress. Those who would place all the emphasis on the individual forget society's needs, ignoring the role of schools in preparing citizens or addressing collective concerns.

The most popular version of the charter school is based on discipline, "testable results," and a back-to-the-basics teaching style. Schools operate as businesses, with the students as their products. Religious groups are out in



force. These schools would match Zlotnik's privatization model.

The talk about choice, parental rights, diversity, traditional values, and competition in this context

does not address democratization. It is self-centred.

Maude Barlow and Heather-jane Robertson point out in *Class Warfare: The Assault on Canada's Schools* that this model is really the "choice" to

abandon children who rely on the public education system. The ideals of democracy are absent. Some students will be winners; others are just

See PUBLIC SCHOOLS page 4

R & R Book:
Recommendation 2(a)
(p.8), 17 (p.17), 59
(p.38), 61 (p.39),
71 (p.44)

BCTF ARCHIVE PHOTOS

President's message



Alice McQuade

Nearly 700 teachers will gather in Vancouver on March 19, giving up 3 or 4 days of their spring break to participate in the 79th Annual General Meeting.

Seventeen years ago as a first-year teacher from Delta, I attended my first AGM. I saw three days of debates, speeches, lobbying, partying, caucusing, sharing, and decision-making. I was overwhelmed. I was also awed. Awed because I saw individual teachers from all parts of the province listening to one another and making collective decisions that would steer the federation and influence the course of public education. I was impressed by the importance of the issues we addressed.

Seventeen years later the AGM will still deal with important issues: defense of public education, provincial bargaining, education change, charter schools, education-business partnerships, roles and responsibilities in schools, and electing our teacher leaders.

Again, we will spend hours in debate; again, we will make decisions in the best interests of teachers and public education. Again, our complex organization will be directed by 700 individual decision makers.

I am still in awe.

Alice

Editor's note

Watch for the AGM symbol on some articles that relate to topics to be debated in full at the Annual General Meeting, March 19-22. Consult your *Reports and Resolutions* book for the complete listing of recommendations and resolutions.



Newsmagazine of the B.C. Teachers' Federation
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Rehab cart before horse

As I read "BCTF Rehabilitation Research Project (Nov./Dec. issue of *Teacher*), I could not help thinking that Mr. Hanson had overlooked a significant consideration. A program whose mandate is to provide the best possible support for teachers already in need is reactive, not proactive.

A proactive approach would ask "Why has the BCTF Salary Indemnity Plan 'experienced a 37% increase in short-term and long-term disability costs,' with the trend expected to continue? Why are experienced, dedicated, conscientious teachers suffering from depression and anxiety in ever-increasing numbers? Why is this a phenomenon of the past four years in particular?"

A proactive approach might involve looking at the education climate for factors relevant to this trend in "teacher burnout."

I often hear teachers express stress and frustration induced by a work environment whose quality is perceived to be eroding in the face of increasing expectations. In a period of rapid change and fiscal restraint teachers are expected to be well-prepared educational innovators with less non-instructional time for planning and assessment as well as for involvement in the whole school, and with larger class sizes comprised of multi-needs students addressed.

Surfing the internet

by Berniece Stuart

Intergalactic terms like *sunserver*, *UNIX*, *unabom*, and *netblazer* have entered our lexicon. The BCTF has become part of the Internet. Refusing to be left in the slow lane on the information superhighway, I asked Diana Broome of our Resources Centre to introduce me to that other world, and I am now "surfing the net."

I dial into the sunserver, attempting to connect to NM230A0E, ...connected!!! (yippee). ...beep, beep, beep: I answer a number of prompts, key in my super secret password, and here I am at Root Gopher Server. I'm not sure why the rodent reference. Maybe it's because gophers pop up as often on the "net" as they did in the pasture behind our barn in Saskatchewan. The RGS lists 15 directories with titles like About the BCTF ONLINE Gopher, Hot Issues in Education, and Curriculum, Assessment, Pedagogy, and Resources. I'll skip those and key in 14—Other Gopher and

ranging from the gifted to the severely learning disabled.

Hanson's program, while laudable, seems to put the cart before the horse.

Tina Hopkins
North Vancouver

Recruit female math & science teachers

I was appalled to read that in B.C. secondary classes in 1991 only about 18% of science teachers and 21% of math teachers were women. Hopefully, with all the money that the government is putting into equity programs, someone will address the issue of hiring practices in secondary math and science. If ever a situation screams out for a serious look at the (in)equity issue, this one does.

Many studies have shown the importance of role models in choosing careers and courses. It is obvious to me that the low enrolment of girls in upper level science courses will only change when we have female teachers of those courses as role models.

Eila George
Terrace

Refiguring Miss Perception

I'm not sure when it happened, but somewhere, someone must have declared women "weenies" when it comes to math and science.

Your federation inside out



Information Servers, finally arriving at Gopher Jewels. Gopher Jewels has, what else, another directory! Here's Personal Development and Recreation—Fun Stuff and Multimedia. Sounds a lot better than Curriculum, Assessment, Pedagogy. Key in 15. *Beverage—Homebrewing Beer*, and another directory. Hmmm, this looks promising—A Collection of Beer Quotes Throughout the Ages.

George Bernard Shaw—"I'm only a beer teetotaler, not a champagne teetotaler." George Borrow would take

So widespread has been this belief that the Ministry of Education and the B.C. School Trustees Association developed an information package for school administrators entitled "Shattering the Glass Ceiling." The document describes young women's subjection to systematic discrimination and, as a result, underprivileged status in math and science courses. The document argues that fewer females than males took science and math courses and that females fared less well than their male counterparts when they took the same course. As a result women were denied access to professions requiring math and science backgrounds. The suggested cure was math and science courses segregated along gender lines to allow women to learn in classes devoid of "aggressive" and "more capable" males.

Data from a recent study of Grade 11 and 12 math and science courses in the Central Okanagan School District contradicted "Shattering the Glass Ceiling." More girls than boys took math and science courses. When girls and boys were enrolled in the same class, such as biology, physics, or chemistry, females were three to five times more likely to receive an A or a B; among the top math and science students in each school, females out-numbered males across the district by two to one.

In September, 769 females enrolled in Kindergarten and began their education in the Central Okanagan. Nearly half

will be on the honor role in secondary school, and many will assume leadership in sports, student government, and extramural programs. These 769 will outscore their male counterparts on every standardized academic achievement test, and will win the majority of school awards at every year-end assembly. A large number of these females will be math and science scholars and will outperform the majority of males in math and science courses in secondary school.

The glass ceiling that limits the achievement of females in our society will be foreign to these 769 students.

Ron Rubadeau
Kelowna

Oops

David Craig has NOT moved! We erred in identifying his local as Peace River North on the front cover of the Jan./Feb. newsmagazine. Craig is from Peace River South. He is a member of the provincial negotiating team. We apologize for the mistake.

Write to us

Letters to "Readers Write" may be edited for reasons of legality, taste, brevity, and clarity. To be considered for publication, they must be not more than 150 to 200 words, signed, and include a home phone number for verification.

prefer the Monty Python-esque directory. Let's all sing along: "Oh, I'm a lumberjack and I'm okay."

I sleep all night and I work all day.

We'll skip the part about wearing women's clothing and hanging around in bars.

If you're a serious Trekkie, you can access scripts from seasons one through seven. Here's a directory for UFOs and Mysterious Abductions. Wow, is there no end to this great stuff?

The Internet isn't all fun and games. You can do your bit for community service as well. Somewhere, I can't quite remember exactly, the FBI is asking for help to solve 14 bombings that have occurred over the past two years and is offering a million-dollar reward for clues leading to a conviction.

There's a lot to this world of Virtual Reality Via Sunsite Gopher Server. Beats a rainy B.C. winter.

Berniece Stuart is an administrative assistant in the BCTF's Organization Support Division.

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

The B.C. Teachers' Federation does not endorse or promote any products or services presented in the advertising sections of the newsmagazine.

All advertisements will be reviewed and approved by the BCTF. They must reflect BCTF policy and be politically, environmentally, and professionally appropriate.

The BCTF's rehabilitation consultant

by Jas Gill

Since the BCTF's rehabilitation pilot project in five school districts began, four rehabilitation consultants from D.B. Hanson & Associates have worked closely with the Salary Indemnity Plan (SIP), the local boards to understand the needs of teachers and to respond to those needs through various initiatives including early intervention, and special program development, i.e., a stress-management program, and an anxiety-management group.

To keep the school administrators and staff representatives up-to-date on the program, the consultants give presentations designed to make those involved more aware of teachers at risk for future disability and to provide ideas on how they can assist teachers in their return to work.

Referrals for a rehabilitation assessment in the five pilot-project districts can be initiated by the teacher, the school board, or the local president. The referral goes to the SIP administrator for approval and is forwarded to

the rehabilitation consultants. Potential candidates for rehabilitation include teachers who:

- have chronic absences related to medical conditions.
- are working, but may be at risk for future disability.
- have disabilities of a prolonged nature with no specific return-to-work date.
- may require job modifications as a result of their medical conditions.
- are disabled from performing teaching duties.

The consultant helps teachers minimize the potential for future disability, maximize their recovery from a disability, and reduce the incidence of recurrence.

To demonstrate the rehabilitation process, we take the case of Mr. X, a teacher who has been off work for six months because of rheumatoid arthritis.

Following the receipt of the referral from SIP, the rehabilitation consultant

arranges to meet with Mr. X in his home. The rehabilitation consultant gathers information about Mr. X's medical, psychological, familial,

financial, and vocational situations.

After receiving Mr. X's consent, the rehabilitation consultant arranges a medical consultation with Mr. X's rheumatologist to further discuss the medical condition, medical treatment, and the Individualized Rehabilitation Plan (IRP) as outlined by the consultant.

Following approval from the specialist and discussion with Mr. X, Mr. X is encouraged to participate in the IRP. The rehabilitation consultant may also liaise with other health professionals such as the physiotherapist and occupational therapist.

Mr. X's IRP, which is goal directed, includes:

- stress management focussing on relaxation training and pacing.
- a regular exercise program directed by the physiotherapist.
- a referral to an occupational therapist to determine the need for any of the following: assistive devices, functional assessment, a job-site analysis, education in joint protection and energy conservation techniques,

and the fabrication of orthotic devices.

- a gradual re-entry to teaching, negotiated with the employer.
- involvement with a therapist to assist in coping with loss or emotional challenges associated with the disease.
- liaison with the rheumatologist regarding medication, side-effects of medication, and pain management.

(Note: No two clients would have the same plan; individual needs vary.)

The plan is monitored in consultation with the professionals involved, and goals and progress are evaluated by the client and the consultant. Every three months, the consultant completes a progress report, and new goals are established until rehabilitation services are no longer necessary.

Jas Gill is a rehabilitation consultant with D.B. Hanson and Associates Inc.



R & R Book: Recommendation 28 (p.24), 33, 34, 35 (p.27), 36 (p.28), 38 (p.29)

Yours for the asking

March is nutrition month

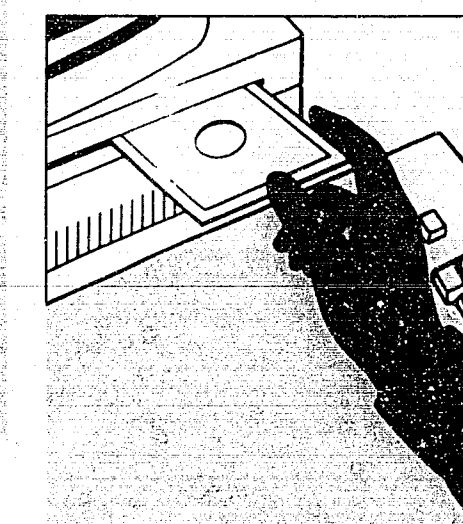
Good taste and healthy eating go hand-in-hand. That's the word the Canadian Dietetic Association is spreading. With the help of the Canadian Federation of Chefs and Cooks, the CDA has made available a *Nutrition Month Resource Package* that includes a resource manual, activity sheets, and a colorful nutrition month poster.

To order your copy send a \$20 cheque payable to Nutrition Month Resource Package, 20 Eglinton Avenue West, Box 2040, Toronto, ON M4R 1K8. For more information call Arlene Phillips at (416) 480-0702, ext. 315.

Canadian content—where is it?

Canadian Content, a new tabloid promoting trade books and education titles published in Canada, is sent free to all Canadian schools via their teacher resource centre. Each issue focusses on a theme, with supporting articles, reviews, and activities. Previous themes have included Healthy Living, First Nations Awareness, and Multiculturalism.

To receive your own copy the subscription rate is \$15 a year. For more information contact Pacific Edge Publishing Ltd., (604) 247-8806 or by fax (604) 247-8299.



New for teacher-librarians

The Association for Teacher-Librarianship in Canada has a disk available that provides teacher-librarians with resources they can use to develop their own advocacy campaigns. The disk also provides a framework for organizing their own resources.

It is available in Microsoft Works for IBM or Mac, and ClarisWorks for Mac. The cost for either format is \$10. Order forms are available from the Association for Teacher-Librarianship in Canada, 782 Warwick St., Woodstock, ON N4S 4R1 or fax (519) 539-3319.

INTERNATIONAL WOMEN'S DAY, MARCH 8

Ask yourself about women

1. What according to Canadian non-governmental organizations, are the three current greatest challenges to women in this country?
(a) Poverty, violence against women, unequal opportunity
(b) Rape and sexual abuse, breast cancer, poverty
(c) Violence against women, treatment of refugees, unequal opportunity.
2. Where will the 1995 United Nations World Conference on Women be held?
(a) Sweden (b) China
(c) Indonesia (d) Israel.
3. Today, what percentage of people worldwide who are HIV positive are women?
(a) 14 (b) 40 (c) 28 (d) 63.

4. In what country did the government recently amend its constitution to require that one-third of the seats in local governments be held by women?
(a) Japan (b) Sweden
(c) Canada (d) India

5. Terry Vyse is the first...
(a) aboriginal woman judge in Canada (b) woman with a disability to get elected to the B.C. Legislature (c) young person in Canada to sit on a Royal Commission.

6. The average proportion of women represented in world parliaments was 12.5% in 1975 and 14.6% in 1988. What was the percentage in 1993?
(a) 18%; (b) 10.1%; (c) 21.3%; (d) 25.8%.

7. Who said, "As a child I used to say to myself, I shall go everywhere I can and see

and do all I can so that I will have plenty to think about when I am old?"

- (a) Evelyn Lau (b) Shani Mootoo (c) Emily Carr.

8. Of the total number of undergraduates in Canadian universities in 1991, approximately 50% were women. What percentage were from an engineering or applied science program?
(a) 8%; (b) 5%; (c) 15%; (d) 22%.

9. The first Canadian woman to win two gold medals in any Olympic games is:
(a) Silken Laumann
(b) Carolyn Waldo (c) Debbie Brill (d) Nancy Greene.

10. The Disabled Action Women's Network Canada (DAWN Canada) was formed in...
(a) 1985 (c) 1943 (b) 1977 (d) 1961.

11. Canada's first woman Governor General and the first woman Speaker of the House of Commons was featured on a commemorative stamp issued by Canada Post Corporation on March 8, 1994. Who was she?
(a) Judy LaMarsh (b) Agnes Macphail (c) Jeanne Sauvé (d) Louise Frechette.

12. Who was the first black person to be appointed to the Senate of Canada?
(a) Ann Cools (b) Rosemary Brown (c) Glenda Simms

13. Who said "It's better to wear out than to rust"?
(a) Dr. Emily Howard Stowe (b) Mary Two-Axe Early (c) Mary Ann Shadd Cary.

Answers on page 15.



R & R Book: Resolutions 125 & 126 (p.37)

International Women's Day
Journée internationale des femmes
UGSÊIGAMU EPITJIG NAGWEG
Día Internacional de la Mujer



CALM 1-94

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CALM

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PUBLIC SCHOOLS from page 1

destined to be losers in this approach.

That student inequalities will be increased is freely admitted by the privatization advocates. John Mason, a supporter of the charter school in Alberta, is quoted in *Class Warfare* as saying, "We're not interested in having academically challenged kids. And we're not going to have behavioral problems. We're taking the cream of the crop."

The democratization of schools, on the other hand, meets the dual mandate Ryerson accepted and sets the conditions for community building and socially responsible teaching.

Tax dollars that pay for public schools belong not to one child or one parent but to the entire community. Having separate systems for special-interest groups at public expense is anti-democratic. It is the socialization of the cost and the privatization of the benefit.

Opportunities to meet various needs of students and communities already exist in public schools. There is room to work with others for improvement, and to celebrate successes.

Real choices must be based on equity of access and funding and on democratic principles. We must look beyond personal gain and choose what is best not just for some children but for all children. AGM delegates will debate a motion that supports options within the public-education system. Delegates will be asked to adopt criteria under which such options exist.

Movements		
Bureaucratization	Democratization	Privatization
Centralizes control, hierarchical accountability	Reconciles collegial, community, and state control and accountability	Privatizes control, no public accountability
Frustrates, stresses teachers	Builds teacher morale	Weakens teachers
Alienates, oppresses students	Motivates students, active learning	Exacerbates student inequalities
Undermines parental confidence	Strengthens home/school co-operation	Serves sectoral interests
Promotes docility	Strengthens citizenship	Weakens citizenship
Promotes dependence	Fosters community, responsible social activism	Promotes market choice
Dominates professionalism	Encourages responsible professionalism	Weakens professionalism, isolates teachers

Rhetorics		
Bureaucracy	Democracy	Privatism
Standards, skills	Equality, freedom	Choice
Control	Participation	Entrepreneurship
Accountability	Responsibility	Parental rights
Rational planning (sometimes, equality)	Empowerment, equalization	Market discipline
Competition (global, national)	Co-operation, solidarity	Competition (individualistic)
Measurement (state planning)	Inquiry, dialogue, integrity	Measurement (market choice)
Competitive advantage	Inclusive community	Traditional values
National, provincial testing	Authentic assessment	Standardized testing
Managerial leadership	Teacher and community activism	Respect diversity as consumer choice

Public education isn't merely about personal choice. It is not a cafeteria model where we pick and choose who gets to participate. It's about building community, learning to live together, and building citizenship. The

democratization model is the only one that serves all of those needs.

Peter McCue is BCTF first vice-president.

Optional SCIDs well used

School-community interaction days are being used for parent-teacher dialogue, in-service education, curriculum implementation, accreditation, reporting, and dealing with other school-based issues.

In 1993 the minister of education changed the school-calendar regulations to provide for two school-community interaction days (SCIDs) in each of the 1993-94, '94-'95, and '95-'96 school years. The days are to provide the opportunity for parents, teachers, and members of the community to participate in discussions and activities related to educational issues. In 1993-94, all schools were required to utilize both SCIDs. In the spring of '94, the regulations were changed to give teachers and parents the option of using or not using the SCIDs.

A BCTF survey of locals found that a significant majority of schools in the province have decided to continue using SCIDs in 1994-95. The survey went to local presidents in November '94. Sixty-seven presidents responded; 47 indicated that 100% of their schools are utilizing the two SCIDs this year, 7 reported that no

schools are using the SCIDs, and 13 indicated that some of their schools are using the days this year. Clearly, most districts find that the SCIDs

With the imminent implementation of the ministry's K-12 plan, teachers will be looking for additional time for in-service education on and discussion of the changes.

serve a valuable purpose. With the imminent implementation of the ministry's K-12 plan, teachers will be looking for additional time for in-service education on and discussion of the changes. SCIDs this year and in 1995-96 are a place to start.

—Mike Lombardi

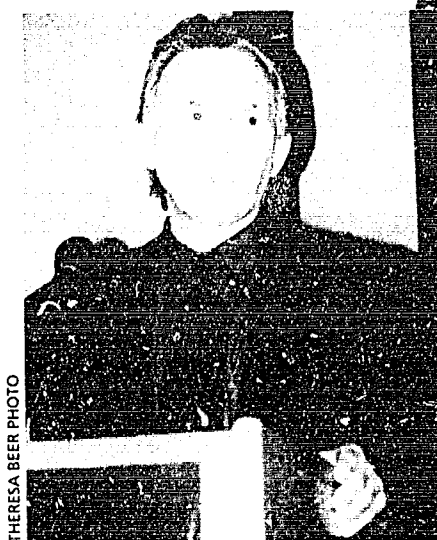
Note: A summary of the BCTF School Calendar Survey was distributed to locals at the January '95 Representative Assembly.



R & R Book: Recommendation 64 (p.41), 46 (p.32)



R & R Book: Recommendations 13 (p.15), 43 (p.30), 51 & 52 (p.34), 53 (p.36)



Bob White

CLC president calls for social solidarity

The labour movement must defend social solidarity in the fight to keep Canada's social programs, Canadian Labour Congress President Bob White told the winter Representative Assembly. White said groups including the CLC and the Canadian Teachers' Federation (CTF) are working on an alternative budget challenging Liberal government proposals to cut social programs. The alternative budget's focus will be job creation.

Canada's debt, when "the economic policies of right-wing governments and the transnational corporations" are really at fault, he said.

White offered Mexico as an example. If any country has implemented an International Monetary Fund agenda (massive deregulation and privatization, lower inflation, huge cuts to social spending, free trade), it is Mexico. Yet what was heralded by economic experts as the Mexican miracle, turned into the Mexican nightmare almost overnight, when currency traders abandoned the peso. White argued that Mexico shows us no security is to be found in a completely deregulated free-market economy. It also shows us, he added, that it is destructive to have both developing and industrial countries in a free-trade agreement.

White offered solutions that will contribute to a healthy economy and a healthy society. He called for international limits on currency speculation, special taxes on foreign investment income, tax reform—especially increases for large corporations—and lower interest rates.

"In this debate, the labour movement, progressive social groups, and our political allies must defend...the idea that we have certain collective responsibilities to each other."

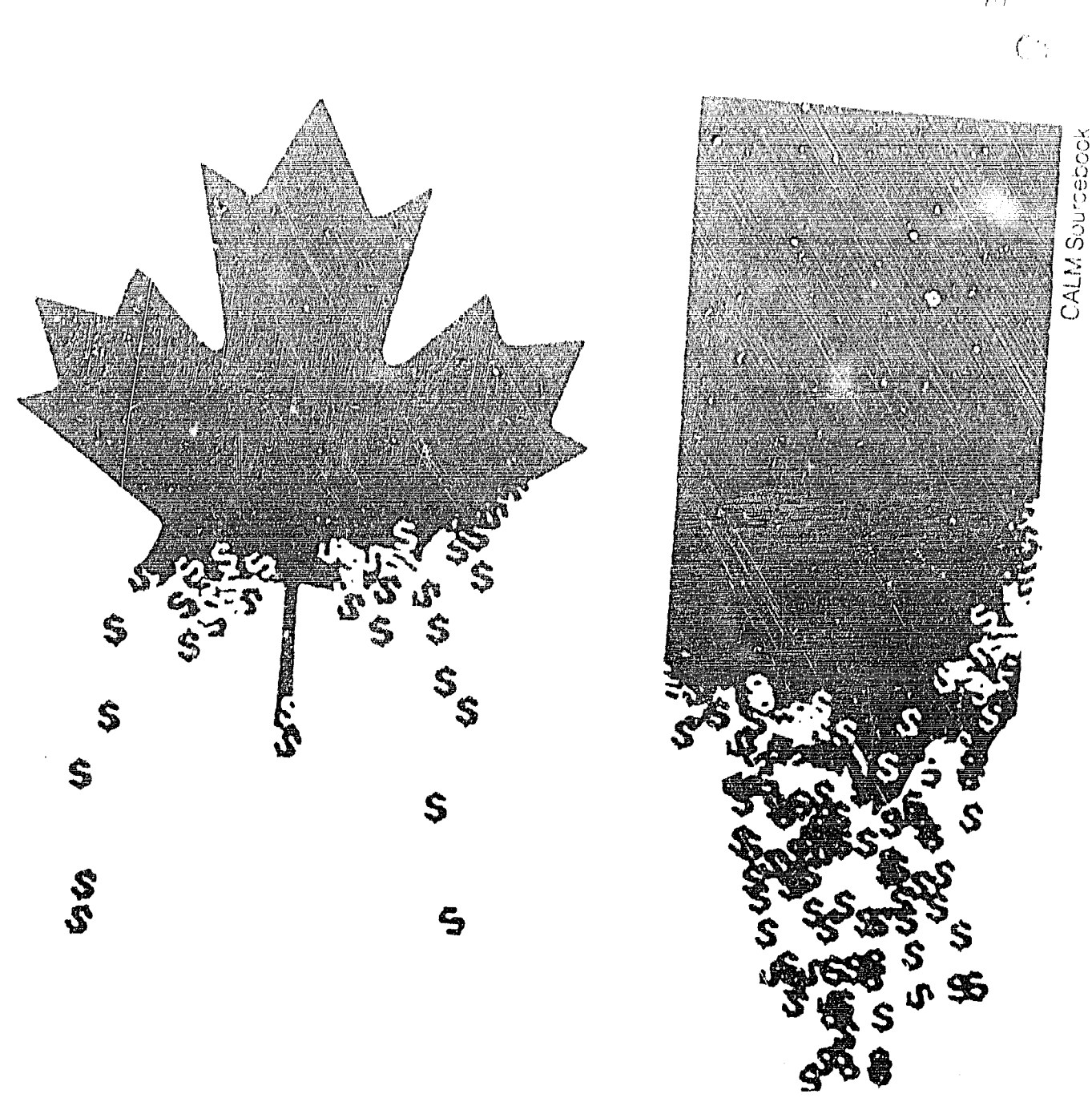
It is time, he said, to argue for an alternative economic and social agenda, and convince Canadians that we don't have to cut social programs to heal our country. We need a vision of the future that values democracy, social justice, and social solidarity. White finished the speech to a standing ovation.

It is time, he said, to argue for an alternative economic and social agenda, and convince Canadians that we don't have to cut social programs to heal our country.

One need only look at the "human reality behind the statistics," said White, "26,000 people waiting to apply for jobs at General Motors in Oshawa, Ontario, jobs that may not even exist. We really have to question very seriously where we are going as a country when an ordinary, decent production job is the stuff of dreams, particularly for the highly educated young people who search in vain for jobs in the so-called new economy."

With mass unemployment, White warned, come escalating inequalities and social tensions.

The government is blaming social programs for creating



RA supports Port Alberni workers

A recommendation to contribute \$1 per member (\$42,129 based on current membership) to support unions taking job action in Port Alberni received overwhelming support at the Representative Assembly.

A recommendation to endorse the B.C. Federation of Labour consumer boycott of MacMillan Bloedel products also passed. The boycott was declared because, after 45 years as a union employer, MacMillan Bloedel has declared an open-shop construction policy. The BCTF and locals will not buy MacMillan Bloedel products.

Items to boycott:

Aspenite sheathing, Cedar Leader lumber and fencing, Classic Coat bevel siding, K3 particleboard, Kingtrim mouldings, Multiply plywood, and newsprint sold under the brand names Electrabrite, Electraheat, and Electratone.

BOOK REVIEW

Class warfare: The assault on Canada's schools

by Maude Barlow and Heather-Jane Robertson, KeyPorterBooks (1994).

Public education is not failing Canadians, according to Maude Barlow and Heather-Jane Robertson in *Class Warfare: The Assault on Canada's Schools*. Business, politicians, and the media report a drop-out rate of 30% and an illiteracy rate of at least 25%. In contrast, a 1989 Statistics Canada survey found that only 6% of those aged 16-24 had limited reading skills, and the drop-out rate is under 20%. Critics say our graduates don't have the skills the workforce needs. Yet a World Competitiveness Report puts Canada among the top five when comparing workers' skills in industrialized countries. Another study found that Canadian students meet or exceed the math performance of students from other countries on international tests.

The authors draw on their experiences fighting the corporate agenda (Barlow is chairperson of the Council of Canadians, and Robertson is with the Canadian Teachers' Federation) in highlighting the right wing's desire to transform schools into pre-employment centres in the service of privilege and profit.

The future is here at Burnaby South Secondary School, a \$34.5-million

venture, with computers and communications technology paid for by a number of business partners including IBM. Corporate presence in the schools elicits the ideological allegiance of young people to a free-market world view while ensuring that the workforce of tomorrow fits the needs of transnational corporations.

B.C. business leaders are reviewers for seven curriculum-development

Until now, public education has served society by balancing the particular needs of the individual with the need for common experience, knowledge, and collective values.

committees. Even boardroom language is creeping into schools, with suggestions that warranties accompany graduates.

It is necessary to recognize the political agenda of education, Barlow and Robertson argue, before such practices can be effectively challenged.

Class Warfare looks at the

problems facing schools in the social context of a down-loading mentality, which scapegoats schools and holds them responsible for things well beyond their reach. The book also delves into the Americanization of our education system through the NAFTA and the global movement toward privatized and elitist education evident in American "voucher" schools. Alberta's experiments with charter schools are a closer-to-home example.

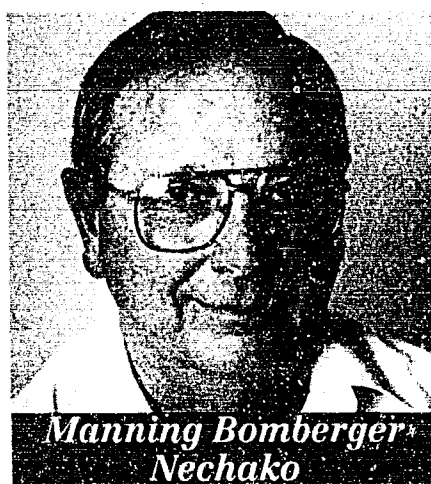
While *Class Warfare* provides a powerful warning that the dismantling of public education in Canada is well under way, it does not offer easy alternatives. The authors advise that to fight these trends, the public must continue to return to the question, whom do schools serve? Until now, public education has served society by balancing the particular needs of the individual with the need for common experience, knowledge, and collective values. If we accept that different types of schools are meant for different types of children or allow some children to succeed on the backs of others, they warn, we, as a society, will have reneged on this fundamental commitment.

—Theresa Beer

R & R Book: Resolutions 106 (p.18), 109 & 110 (p.19), 111 (p.20)

Speaking personally

Technology in our schools—overrated?

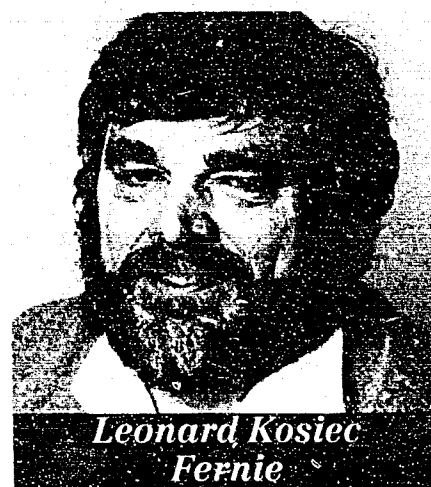


Manning Bomberger, Nechako

Education is already computer reliant. District and school accounts and records are maintained by computer, and the computer has many applications in the classroom. The cost of both hardware and software is decreasing, the availability of good education software is increasing.

To help prepare students to be productive citizens, schools must provide a sound background in computer technology, application in particular fields, and gateways to global communication and information. Teachers are to be commended for their role in helping students use the computer as a tool for both work and play.

Is technology in our schools overrated? If technology includes the computer, and related peripheral equipment and software, then I think not.



Leonard Kosiec, Fernie

Technology is overrated. I think we have become mesmerized by technology itself. We forget it is a tool—nothing more. We, as educators, should be asking if and why we need it...for which students...and how we incorporate it into an overcrowded curriculum.

We should reflect on what the technology does. Is it for job skills and career preparation? Is it to enable students to create their own jobs? Is it for career preparation at all? The

answers are not easy, because in a complex, pluralistic society, the goals of education are not clear.

Maybe we should concentrate on what we do know our students need for the future. Let us teach them about accepting diversity, being flexible, and coping with change and uncertainty. How much technology is necessary to do this should be the question—not if the technology is the best and the latest form.



Patricia Clough, Shuswap

Technology in our school is a necessity. However, modern technology should not be regarded as one of the major solutions to any problem in education. Was there an equivalent "hype"

when pencil and paper replaced the slate, the stylus, and the Hornbook? I was discouraged when some schools used computer education to replace programs to meet the needs of gifted students—to the point of restricting student access to computers and calling regular computer classes the "gifted program."

We cannot allow a glorification of technology in schools to commercialize education. Technology is a tool of learning, not a replacement for learning.



Laurie Lenardon, Chilliwack

When I think of technology in our schools, I think of chronic underfunding, outdated equipment,

inequitable access, and lack of support and training for teachers. When technology includes virtual reality and voice recognition, a weekly trip to the lab to practise keyboarding is hardly relevant or meaningful.

I work in a district where the administration offices have the newest and the fastest equipment. The 100 staff who use this equipment are trained by a district trainer who goes all over North America to learn the latest in school office applications. This happens while the 700 teachers and 10,000 students, with one computer-helping teacher, struggle to make meaningful use of equipment limited not only by its age but by lack of appropriate software. School offices are connected electronically to the board office and to one another. To provide the same real experience for students, teachers must fight an often unwinnable battle to get a phone line and a modem. This is a question not only of underfunding but also of priority.

Technology in our schools overrated? I don't think it rates at all.

Bargaining basics

What do teachers want? And what do teachers need? These questions occupied the Winter Representative Assembly for two days as local representatives and presidents discussed the working and learning conditions teachers need in order to meet the challenges of the ever-changing educational system. Subsequently, the 10-person BCTF negotiating team, the Bargaining Committee (representing 23 zones around the province), and the Bargaining Council (one voting member per local) held meetings throughout February to discuss and rank key bargaining objectives.

"Recognition, resources, and retention—the three Rs of bargaining—summarize what teachers want and need."

"Sifting through the bargaining objectives identified by the locals, we observed strong common themes," said chief negotiator Doug Hogg.

"First, we need recognition of the worth of our contribution to public education, through fair and reasonable terms of employment.

"Second, we need the resources, including time, to allow us to implement mandated educational change properly and professionally.

"And, finally, we need to retain our good contract provisions that govern working and learning conditions. Teachers have worked together for a long time to achieve what we have, sometimes at great personal cost."

BCTF President Alice McQuade agreed.

"Recognition, resources and retention—the three Rs of bargaining—summarize what teachers want and need.

"Teachers need a stable teaching and learning environment," she continued, "because for years we've faced the rapid introduction of changes. Some ideas were good and some—like dual-entry Kindergarten—were predictable disasters. But too many of them were rushed into being without consideration for adequate resources, appropriate timing, and necessary consultation."

Stability doesn't mean stagnation, McQuade emphasized.

"Of course there will always be changes, but changes should meet these criteria: Does it help children learn? Will it extend equity in the system? Is it manageable by teachers?"

"These are central issues at the bargaining table as well, according to Hogg.

"We know that an individual teacher's ability to manage change is directly linked to our

collective ability to control class sizes and class composition. We were never able to do that prior to collective bargaining."

But he cautioned that considerable slippage in the student-educator ratio has taken place over the past five years. In the 1990-91 school year, we actually had more teachers relative to students than we do now. Class sizes overall are creeping up, and educators such as teacher-librarians are being edged out of the system. Getting us back to where we were five years ago requires almost 2,000 additional teachers.

At the same time, Hogg said, major changes in education, like mainstreaming, are intensifying the need for firm class-size numbers and a major say by teachers in controlling the process of integration.

But there's a very strong suggestion that these goals are not shared by the B.C. Public School Employers' Association.

In what McQuade calls "a wish list with no reference to reality," BCPSEA has documented bargaining demands for the wholesale stripping of teacher collective agreements, including an end to class-size limits, the elimination of seniority for postings and transfers, and cutbacks on sick-leave entitlements.

"I sincerely hope that school boards will not support any strategy that tries to strip our contracts of provisions built up through mutual agreement over the years," McQuade added.

"Teachers are firmly committed not only to retaining what we have but also to acquiring the necessary means to meet the challenges we and our students face."

—Sharon Yandle



The Executive Committee named Doug Hogg chief negotiator for the BCTF on the unanimous recommendation of the negotiating team. Hogg is vice-president of the Cranbrook District Teachers' Association.



R & R Book: Recommendation 2(b) (p. 9), Resolution 104 (p. 14), 105 (p. 15), 132 (p. 44)



A touchy subject

by John Kooistra

In our ever-changing society, the subject of teachers' touching students keeps cropping up. In my first five months as Shuswap Teachers' Association president, how to deal with this problem has been a constant concern.

I would very much like to say if a student needs a hug, do so; if a student needs a firm hand on the shoulder, do so; if a student needs to be restrained, do so; but I can't.

It saddens me greatly that we who have such a need for tactile stimulus must refrain from touching. "Ah but," you say, I only have to refrain from certain forms of touching. This, unhappily, is not true; the interpreter of the touch is the recipient, not the giver.

I have just read an arbitration case in which a teacher of 25 years lost his right to teach for touching. What this case rests upon and what makes it so important to teachers is that the students felt uncomfortable. There was nothing really blatant, nothing violent, nothing lewd—just the feeling of discomfort.

According to two members of the arbitration board, this

was enough to deny the teacher his profession. (The third member of the board suggested that a suspension should have been imposed instead.)

What you intend is not important here; the perception of the other person who is the recipient of the touching is.

Teachers, in the eyes of arbitrators, judges, and the public are in a very trusted profession, and this places upon them a responsibility not shared by other workers or professionals. We may believe that this is somewhat unfair but, nevertheless, it is a new reality.

This does not mean that where a situation may prove dangerous or could result in an injury, you should stand by and do nothing. In that case, you would be expected to act as a responsible adult and prevent, or assist in

minimizing, the potential hazard or injurious situation.

The type of touching referred to here is the incidental type; the one all of us do from time to time in the classroom, shop, gym, home ec lab, hallway, or on bus supervision; the type most of us have taken for granted for many, many years in our teaching. What you intend is not important here; the perception of the other person who is the recipient of the touching is.

The following from a Cowichan case: *Those who accept the responsibility of teaching undertake to conduct themselves in accordance with high standards. They violate those standards at the peril of their employment.*

This places a heavy burden on all of us in our interactions with our students on a daily basis.

The primary reason for this article is not to make you a less caring individual but a more informed person working in an environment that carries certain risks.

John Kooistra is president of the Shuswap Teachers' Association.

79th Annual General Meeting Agenda

Sunday, Mar. 19

FIRST SESSION

19:00

Welcome
Preliminaries
a. Adoption of chairpersons, scrutineers, tellers, Resolutions Committee
b. Adoption of agenda
c. Adoption of 1994 AGM minutes

President's Report
Annual General Meeting
Recommendations 3-5 (p.12)
Resolutions 101 (p.12), 102-103 (p.13)
Introduction to Leadership Report
Overview
Media Presentation
Recommendation 1 (p.8)

20:30 Timed item

Greetings from:
B.C. School Trustees' Association,
B.C. Confederation of Parent Advisory Councils,
B.C. Federation of Labour
Continuation of Previous Items

21:30 Timed item

Election Statements: Candidates for Table Officer Positions

22:00

Adjourn

Monday, Mar. 20

SECOND SESSION

09:00

Executive Committee Leadership Report
Defense and Support of Public Education
Recommendations 2 (a) (p.8), 13-17 (p.15-18), 51-53 (p.34-36), 43 (p.30), 71 (p.44)
Resolutions 109-111 (p.19-20)

10:00 Timed item

Guest Speaker (to be confirmed)

10:30

Continuation of Previous Items
Unfinished business

12:30

Lunch

THIRD SESSION

14:00

Education Policy
Recommendations 2 (c) (p.9), 18-19 (p.18)
Resolutions 106-108, 112-115 (p. 18-21)

14:30 Timed item

Executive Director's Address

15:00

Continuation of Previous Items
Post Secondary Education
Recommendation 45 (p.32)
Professional Development
Recommendation 46 (p.32)
Teacher Education
Resolution 127 (p.42)
Teacher Exchange
Recommendation 67 (p.42)

Induction Ceremonies
Recommendation 40 (p.29)
Labour Affairs
Recommendation 41 (p.29)
Leaves of Absence
Recommendation 42 (p.30)
Unfinished Business

16:30

Election Statements: Candidates for Member-at-Large Positions

17:00

Adjourn

Tuesday, Mar. 21

FOURTH SESSION

09:00

Bargaining Update, etc.
Recommendations 2(b) (p.9), 6-11 (p.13-14)
Resolutions 104-105 (p.14-15)

10:30 Timed item

Guest Speaker to be confirmed

11:00

Continuation of Business
Strikes and Job Actions
Recommendation 57 (p.38)
Supervision and Reporting on Teachers
Recommendation 58 (p.38)
Membership
Resolution 117 (p.30)
Boards of School Trustees, School Districts, and BCSTA
Recommendation 12 (p.15)
Health and Welfare
Recommendations 28-39 (p.24-29)
Unfinished business

12:30

Lunch

FIFTH SESSION

14:00

Finance
Adoption of the Financial Statements
Recommendations 20-26 (p.21-23)
Resolution 116 (p.23)
Organization of the BCTF
Recommendations 2 (d) (p.9), 44 (p.31)
Resolutions 119-123 (p.31-32)

Professional Ethics, Rights, and Standards
Recommendations 47-50 (p.32-34)

Teacher Competence
Recommendation 66 (p.42)

Teacher Tenure
Recommendation 69 (p.43)

16:30 Timed item

College of Teachers' Report

16:45

Continuation of Business
Ombudsman
Resolution 118 (p.30)
Unfinished Business

17:25

Final call for Nominations

17:30

Adjourn

NOTE: A Tuesday evening session will be scheduled, if necessary.

Wednesday, Mar. 22

SIXTH SESSION

09:00

Lunch

Report of the Task Force on

Changing Roles and Responsibilities
Recommendations 59-65 (p.38-42)

Teachers on Call

Recommendation 68 (p.42)

Resolutions 128-129 (p.42-43)

Unemployed Teachers

Recommendation 70 (p.43)

Resolutions 130-132 (p.43-44)

Unfinished Business

12:15

Questions on Committee Reports

12:30

Lunch

SEVENTH SESSION

14:00

Public Affairs

Recommendations 54-55 (p.36-37)

14:30 Timed item

Address:

Allan Bacon, President, CTF

Hilroy Award/Other awards

Status of Women

Recommendation 56 (p.37)

Resolutions 125-126 (p.37)

Publications of the BCTF

Resolution 124 (p.37)

Unfinished Business

Late Resolutions

New Resolutions

17:15

Closing courtesy motion

17:30

Adjourn

Notice of Special Resolutions

Notice is also given in respect of the following Special Resolutions which may be considered "with or without amendments" within the scope permitted by the Society Act.

Code of Ethics

Recommendation 47

That the ending of clause 5 of the Code of Ethics (page 98-99) be amended to read: "...appropriate individuals who are able to offer advice and assistance. [See note below.]"

Clause 5 would then read:

The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private, and only then, after informing the colleague of the intent to do so, may direct in confidence the criticism to appropriate individuals who are able to offer advice and assistance. [See note below.]

Salary Indemnity Plan Regulations

Recommendation 28

That regulation 21.1 be amended to read: Benefits shall continue as long as a claimant remains disabled in accordance with the terms of the definition of disability, and shall cease on the earliest of:

(a) the date the claimant recovers

except in cases of approved rehabilitative employment or retraining where the benefits may be extended to the end of the school term in which an approved rehabilitative return to normal employment duties is completed, or three months following completion of an approved retraining program, or

(b) the end of the month in which the claimant attains age 60 or greater, with

(c) 25 years of contributory service with the Superannuation Commission, or

(d) the end of the month in which the claimant's age and contributory service equals "90" with the BC Superannuation Commission, or

(e) the end of the month in which the claimant attains age 65, or

(f) the end of the month in which death occurs.

Recommendation 29

That regulation 1.3 be amended as follows:

A member who has attained age 64, or age 59 or greater with 24 years of contributory service or has reached the factor "89" may voluntarily withdraw from the long term section of the plan. Withdrawal may be made during any school year in which one of the foregoing conditions has been met and upon the completion of the appropriate withdrawal form (obtained from the plan administrator). Withdrawal will be effective, upon approval, in September for applications submitted in that month, and applications submitted later will be effective

the month following approval of the application.

Recommendation 30

That a new regulation 1.6 be added as follows: The plan at its discretion shall have the right, on behalf of claimants, to purchase leaves of absence or to reinstate previously withdrawn service* through the Superannuation Commission, where in the opinion of the Salary Indemnity Plan Committee such a purchase will be cost effective in conjunction with the application of regulation 21.1.

Recommendation 31

That regulation 11.1 (b) be amended to read as follows: "an amount equal to the contribution to the Teachers' Pension Fund or other B.C. Public Sector pension plan required of the claimant by the applicable Pensions Act, which amount shall be paid directly to the Teachers' or Public Sector Pension Fund by the plan on behalf of the claimant."

Recommendation 32

That a new regulation 1.4 be added, with the balance of Section 1 being renumbered: A member who has previously applied for and been granted a pension through the Superannuation Commission, and has subsequently returned to employment as defined in 1.1 is ineligible for Long Term Disability benefits.

Recommendation 33

That a new regulation 6.4 be added that reads: In the event a claimant disputes the decision of the Plan Administrator regarding eligibility for benefits, the claimant shall have six months from the date of the decision being disputed to appeal that decision to the Salary Indemnity Plan Committee. The decision of the committee shall be final and binding.

Recommendation 34

That regulation 18.1 be amended to read as follows: Subject to the other provisions of the plan, a claimant who becomes disabled through injury or illness shall be eligible for benefits immediately following the termination of sick leave and Salary Indemnity Plan Short Term benefits, when no fewer than 120 days of benefits have been paid for that claim.

Recommendation 35

That regulation 23.5 be deleted and replaced with a new 23.5 that reads as follows: Any request by the claimant for a rehabilitative extension of benefits beyond that outlined in regulation 21.1 must be presented to the Salary Indemnity Plan Committee for decision. The Salary Indemnity Plan Committee's decision shall be final and binding.

Recommendation 36

That a new regulation 1.7 be added as follows: Non-compliance with a physician's recommendations related to the disability condition shall result in suspension of benefits until the claimant follows the physician's advice.

Recommendation 38

That regulation 24.3 be amended to read: The claimant shall refer the matter to the medical review committee and shall advise the plan administrator of his/her designated physician within six months of being advised of the decision which is the subject of the dispute. The Plan Administrator shall apply for a doctor to represent the plan within 15 days of the above notification, and advise the claimant of the designated physician as soon as reasonably possible thereafter. If the designated...

Recommendation 39

That the preamble be amended to read: These regulations apply to members whose first date of eligibility to receive benefits occurs on or after September 1, 1995. Members whose first date of eligibility to receive benefits is prior to September 1, 1995 will continue to receive benefits based on the plan in effect at that time.

For President



Alice McQuade

Change has been the word to describe our federation and the education system this past year.

Provincial bargaining has been imposed, sweeping changes to what we teach are under way, and the attacks on public education continue. Internally we have seen division over the need for new structures.

And yet, we are more united than ever. We influenced the government to introduce change in a staggered more manageable way and we are now prepared to bargain provincially.

Our biggest challenge is to defend public education. There are some who would see an end to public education. Bargaining is only one way to achieve our goals. A defense of public education must include building coalitions, influencing public policy and being open to public views.

This year we have worked with the educational partners, sponsored numerous public events and spoken out positively at every opportunity about teachers and the work we do

every day. We have only begun and we have much to do.

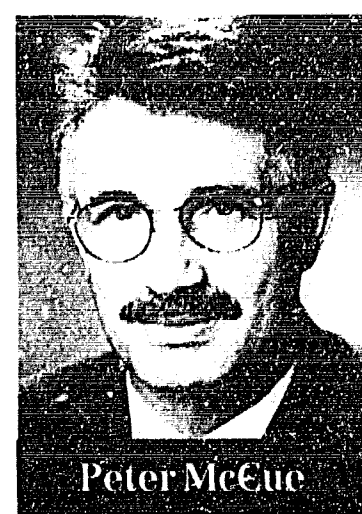
You have taught me that you want a president who listens, speaks as a teacher, is positive, clear, and reasonable, and has integrity.

I am committed to ensuring that the BCTF remains a strong voice for public education and for teachers.

EXPERIENCE: *Provincial:* BCTF President (1 yr.); BCTF First vice-president (1); BCTF Second vice-president (3); Member-at-large.

Executive Committee (1); Staff rep trainer (1); Finance cttee (2); Pensions cttee (6); PD associate (2); Status of women workshop facilitator (6); PSA executive (4); Labour affairs advisory cttee (1); Labour education cttee (2); AGM delegate (13); CTF/AGM delegate (3); Local: Pres., Vice-president, Treasurer, Secretary, Chair: Public relations cttee, and staff rep assembly; Member: WLC cttee., bargaining, French language program cttee., ISA pres. *Teaching:* Secondary teacher 15 yrs., business education, social studies. *Education:* BA and PDP, (SFU); Preparatory work for MBA (SFU).

For First Vice-President



Peter McCue

We need to speak for public education. We must be advocates for the excellent work done in the classrooms of this province. We must be the strong voice for appropriate education change.

Calls for charter schools make it clear that we increase our efforts to build strong links with parents, labour, and others, helping them understand the value of a public education.

Our federation and locals face tremendous pressures as we commence provincial bargaining. By working together we will

preserve and improve our working and learning conditions. At the same time we must provide leadership on social policy objectives. A leadership that can draw us together is critical.

Mainstreaming and integration, school violence, class size, and education change continue to pull us in many directions. Again, strong leadership is needed.

We need to maintain and support teacher leadership through our staff rep and

professional development training. To strengthen and build on our tradition of a membership controlled union we must remain committed to skill development, advocacy, and leadership at the school level.

I pledge to continue working on behalf of the interests of all members as your first vice-president. Together we will continue building a responsive and democratic union.

EXPERIENCE: *Provincial:* BCTF First Vice-president (1 yr.); Member-at-large (5); Prov. curriculum adv. cttee.; Prov. finance & facilities adv. cttee.; ASU &

UTFE/BCTF negotiating team; Education cttee.; CTF AGM delegate (3); AGM delegate (16); LAR (2); Staff rep training facilitator (4); Children's rights cttee. (2); Hilroy selection cttee. (3); PSA Council & Executive (5); B.C. School Counsellors' PSA executive (9, 2 as pres. *Local:* Nanaimo president (3); Bargaining agreements (7); Political action/PR (7); secondary rep on exec. (2); Curriculum (2); Negotiating team (3); District employee assistance (3); Counsellors' ISA exec. (7); Industrial health and safety (3); Education committee rep (5). *Teaching:* 19 yrs. English, social studies, law, counselling, family life, and adolescent development. *Education:* B.Ed. (see.) Uvic; M.Ed. (counselling psychology) UBC.



Cathy McGregor

The voices of teachers through the BCTF have done much to influence and shape discussions about public education. It now is more essential than ever that our federation focus on its defense.

The quality, pluralistic public school system we cherish is under attack by those who demand charter schools, voucher systems, and greater control by business interests. Together, as federation and local activists we must broaden our sphere of influence, building strong and supportive coalitions with other

committed partners.

We have, through difficult and thoughtful debate, created the structures to deal with the complexities of provincial bargaining. As an experienced local bargainer I understand the need to actively involve and inform members, building a strong commitment for decisions and actions. The federation must both listen and lead as we work together to achieve what is best for all.

As a classroom teacher, I know too well the pressures created by

rapid changes to programs and curricula. Manageable response and implementation timelines, appropriate resources, and programs based in the best practice of teachers must guide our efforts to influence ministry directions.

Positive leadership will set the course. I ask for your support.

EXPERIENCE: *Provincial:* Member-at-large, Executive Committee (7 yrs.); LAR (1); AGM delegate (9); Summer leadership facilitator (6); delegate to CTF (3); BCTF associate on campus (3); Staff Pension Cttee. (3); Joint BCTF/ASU

grievance cttee. (2). *Local:* President KITA (3); Local committees: Bargaining, PD, Liaison, Political action. Public relations, Member-at-large, 1st & 2nd Vice-president, UTAC, Scholarship, Curriculum implementation, District primary advisory, Joint policy, Joint grievance resolution, Health and safety, Staff rep., Director, Kamloops Primary Teachers, Currently Grade 1, Lloyd George Elementary School and member-at-large, Community, Director, Kamloops Hospice Assn. (2); Kidney Foundation volunteer (2); Chairperson, BC Lottery Corp. (3). *Teaching:* Teacher on call, Victoria, Sooke (1977); Kamloops 17 yrs. as primary teacher and elementary teacher-librarian. *Education:* B.Ed. Uvic.

For Second Vice-President



Jan Fastman

Our agenda is a full one indeed.

Achieving a fair agreement in this our fourth round is a major priority. This means facing the unknowns of the provincial table and building on what we already have in contract. We have developed clear structures and objectives through member involvement—we know where we are going, and we must get there together.

Change, when well thought out and manageable, is an opportunity teachers welcome. The

ministry's ambitious program is too much, too fast. It must be staged over time to enable questions to be answered, changes understood, in-service provided and success assured.

I am constantly impressed by how much teachers do and how well they do it. Yet the public perception that schools need "fixing" remains. Here, communication will be the key to our success. Effective communication with members and others is critical to building and maintaining a strong organization capable of

influencing the public agenda in support of public education.

The BCTF has a proven record of speaking out for students, teachers, public education, and issues of social responsibility. Now, more than ever, we must raise our collective voice.

With leadership that builds strength and unity, takes action to draw members together, I am confident we can meet the challenges ahead.

EXPERIENCE: *Provincial:* BCTF Second Vice-president (1 yr.); Executive Ctte. (6); Committees: Professional relations

advisors' (2); Teacher personnel (6); Labour liaison (2); Political action task force (1); LAR (1); AGM delegate (14); Facilitator, PQT, Speaking for teachers and political action workshops; Charter challenge plaintiff; CTF director (5); CTF committees: Education development, Economic services and AGM resolutions (1); Nominations (2); AGM (5). *Local:* Delta: President (3); Vice-president (3); Committees: Political action (1); Bargaining (6); IA chairperson (3); Sign-up/certification co-ordinator; Langley: various positions; Kitimat: various positions. *Teaching:* 21 yrs. in secondary, mainly learning disabilities and LA; 2 yrs. SFU faculty associate. *Education:* BA, Diploma of Education (Aust); MA (Ed) SFU.

For Member-at-Large



David Chudnovsky

Through the '80s and early '90s we believed—correctly—that we could make things better for teachers and kids primarily through collective bargaining.

But things have changed. Dramatically. I don't believe that we can, in the coming period, rely simply on collective bargaining to achieve our aims.

Why? Because the environment in which we bargain, teach, and live our lives has been radically changed. The pendulum has swung so far to the right that events we wouldn't

have considered possible, like imposed contract settlements, provincial bargaining, deficit hysteria, charter schools, and "traditional schools" come at us at a speed we can barely deal with.

For the first time I sense that the bargaining climate cannot be improved simply by engaging in another bargaining campaign—no matter how well managed and no matter who manages it.

What's needed is a public dialogue that engages the community on two issues—the reality of what's going on in

schools (the real problems and the real successes), and alternatives to the current economic dogmatism.

We can still make things better for teachers and kids. Active, analytical, engaged, social unionism is required. Do we have the courage to take on the job?

EXPERIENCE: *Provincial:* BCTF Second vice-president (2 yrs.); Member-at-large, Executive Committee (2); LAR (2); Staff rep trainer (3); Substitute Teachers'

Association; BCTF Committee Against Racism; Association for community education member; Adult basic education association; Surrey-Delta Immigrant Services Society (board of directors). *Local:* Surrey Grievance officer (3); Vice-president; Secretary; Chair of anti-racism and bargaining committees; WLC committee and economic welfare committee member; chief negotiator (5); Strike co-ordinator (2). *Teaching:* Nursery school, elementary school, secondary school, and university level in Ontario, England, and B.C. *Education:* BA (honors) York University; B.Ed. U of Toronto.

For Member-at-Large



Garth Holmes

I am an independent, belonging to neither of the parties which control the Executive. I am the only candidate on these pages, if history holds, not nominated and/or supported by *TUF* or *Viewpoint*.

I am a credible enough candidate to garner one-quarter of the votes at the last AGM despite having no campaign organization or workers, as my experience at the local had me working closely with all levels of the BCTF.

My platform is based on a desire to help the federation. The BCTF is politically ineffective, and you can define "political" any way you want. I will, therefore, vote *only* for Executive motions which make effective use of our members' and organization's strengths. I stand by that statement. If by next year you feel that this has not happened, then vote me out for not backing up my words.

I will also continue to try to convince *TUF* and *Viewpoint* to tell us what they stand for and

what their candidates are willing to stand by.

The phone number is (604) 398-8378, and fax is (604) 392-6742. Please contact me if you want more information, can introduce me to the members of your delegation, or can help.

EXPERIENCE: *Provincial:* News-magazine advisory board (2 terms); LAR; Bargaining council member; Local: Staff rep; Strike committee in Montreal; Member-at-large; WLC chair; Economic welfare chair; Bargaining chair for first two contracts in Cariboo-Chilcotin; President of CCTA; Editor of local newsletter; served on a herd of committees over the past 18 years, particularly job action related ones. *Teaching:* 26 yrs. including 2 in Ghana with CUSO, 6 yrs. in Montreal, and 18 in B.C. *Education:* BSc. (McGill), Class 1 teaching diploma (McGill), MA (Gonzaga University).



Margaret Little

Teachers continue to face challenges! The complex issues of provincial bargaining, education change, continual attacks on public education, and my desire to help make a difference for all teachers in B.C., has prompted me to step forward.

My experience locally and provincially gives me confidence that I can represent the interests of all members and will continue to work towards creating the best environment possible for teachers. One of my goals is to

enhance the vital communication link between the membership and the executive. Member involvement, access to information, and above all, participation in decision-making are the keys to a united front. I believe that we must speak with one voice against the challenges which are facing us.

Our goals can only be realized if we listen to each other's concerns and work towards a common understanding. I believe in teamwork and local involvement. I place a high

priority on communication with members and believe that all members, whether activist or not, rookie or veteran, urban or rural, from large locals or small are important.

Together, we can make a difference!

EXPERIENCE: *Provincial:* Local presidents' advisory cttee. (1 yr.); Teachers on call advisory cttee. (2); AGM delegate (2); Support conference delegate (2). *Local:* President, Peace River N. Teachers' Assn. (3); Strike co-ordinator for the longest strike in B.C. ('91); Vice-president (1); Negotiating team (3); Committees: District curriculum development, District music, district language arts, district report card, district parent advisory council, Education director of the Fort St. John & District Chamber of Commerce. *Teaching:* 26 yrs. Primary. *Education:* B. General Studies (SFU).



Kathleen MacKinnon

As a candidate for Executive Committee, I will continue my on-going commitment to strong active locals and a strong active provincial federation.

In 1995, we will be negotiating a new collective agreement, a novel collective agreement for teachers in British Columbia. Teachers, consumed with change and challenges in their schools, need to be confident that their views are being heard at a provincial level and that their hard won rights are vigorously defended there.

Much to our surprise, mandatory provincial bargaining has brought along with it some positive results. We have already seen in the past few meetings more and better debate on the floor of the Representative Assembly and at Bargaining Council meetings. At the moment, there is among teachers a feeling of unity that outside and persistent challenges have finally forged to our advantage. I believe we must continue to move carefully and respectfully through our differences.

As we continue through this year and next, we will need knowledgeable and creative ideas at all levels. Your provincial executive must represent a balance of views of teachers in our locals. I represent an experienced alternate voice, for enhanced collective agreements, strong locals, and a balanced professional provincial federation.

EXPERIENCE: *Provincial:* AGM delegate (8 yrs. including Special AGM); Status of women committee (4); Zone co-ordinator, workshop facilitator and designer, co-chair (2); Alternate LAR (3); Local: President (3); Vice-president (1); Status of women (2); Bargaining/ agreement team 1988, 1992; Bargaining council rep.; Staff rep (2); FWTO (Ontario) PD chair (2); Status of Women chair (2); Staff rep (3); AGM delegate (4). *Teaching:* Toronto (7 yrs.); Terrace (1); Sooke (9); teacher of the deaf & district helping teacher intermediate, International China (1.5); Uganda (summer); Guyana (summer). *Education:* Specialist teacher of the deaf; BA; Diploma-computer systems BCTF.



Ellen Smith

It is not news that there are two major challenges presently facing the BCTF. Educational change is creating unprecedented levels of teacher stress, while provincial bargaining threatens to undo years of effort at local negotiating tables and on local picket lines.

The federation has fought hard to provide teacher input into educational change and the BCTF must continue to champion the public school system. Charter schools and private funding for public education must be

opposed vigorously. Our Union of Professionals must be just that. We must be united to challenge the threat to the fundamental democratic ideal of universal education.

The BCTF must present a strong, unified front at the provincial bargaining table. To this end we must come together to give our collective support to those who are involved in bargaining. The process we have created provides the checks and balances that protect the interests of large and small

locals. Above all, we must have confidence in our negotiating team and move beyond entrenched positions to provide it with the support needed to attain our common goal.

With your support I commit myself to address these challenges with energy, imagination, and integrity.

EXPERIENCE: *Provincial:* Chair, BCTF Bargaining Committee; Member of bargaining council; AGM delegate (7); Alternate LAR (4). *Local:* President (3); Vice-president (1); Member-at-large (3); Negotiating team (1). *Teaching:* 20 yrs. including 6 yrs. elementary/intermediate, 1 yr. primary/intermediate; 1 yr. employee on call, 5 yrs. secondary special education, 1 yr. district resource, 4 yrs. secondary counsellor, 3 yrs. leave as local president. *Education:* BA (U of Alberta); B.Ed. (U of Toronto); Special Education specialist (U of Toronto); M.Ed. (UBC).



Rick Turner

A strong public schools system is vital to the future of British Columbia.

Teachers are leaders in defending public education. We must continue to build bridges with parents, other public sector groups, and government. Strong advocates are needed for a public education system that will meet the needs of a rapidly changing, multiculturally diverse, democratic society.

The current Executive has responded successfully to difficult challenges. We have

established structures to take us through the first round of provincial bargaining. These structures ensure the maintenance of broad-based member involvement. I am proud to be part of an Executive that has led government to reconsider its ambitious agenda for education change. The BCTF Executive must continue to listen carefully to members and communicate teacher concerns to government. Education change must be positive, constructive, adequately

supported, and beneficial to students.

This Executive has provided strong, intelligent leadership that focusses on the priorities of classroom teachers. The educational well being of our students and the professional and economic well being of our members must continue to be our primary goals.

I have enjoyed thoroughly this year as a member-at-large on the Executive Committee and would appreciate your support for a second term.

EXPERIENCE: *Provincial:* Member-at-large BCTF Executive (1 yr.); Shortlisting committee BCTF negotiating team (1); BCTF team ASU negotiations (1); Task force on labour affiliation (1); Prov. Bargaining advisory cttee. (4); Local: President, Kamloops DTA (3); Bargaining chair and bargaining team (3); LAR & AGM delegate several years; numerous committees. Past president, LAR, Bargaining and several other committees; President, Queen Charlotte DTA (1). *Teaching:* 22 yrs. secondary including special education, counselling, English, swimming, TOC Communications, Math, Drama in Masset, Barriere and Kamloops. *Education:* B.Ed. (UBC).



Grace Wilson

Two years as an Executive Committee member has given me a deeper understanding and an appreciation for the major challenges all teachers face and the need to work together to achieve our goals.

First, provincial bargaining has forced the development of new, untested structures which dramatically alter the way we bargain. Member involvement is critical if we are to build the trust which is essential for success.

Second, member concerns relayed through federation

discussions with the ministry have resulted in the extension of timelines for some of the planned curriculum implementation. The federation must continue to provide communication links between teachers and the ministry to ensure that sound educational principles and current best practice are preserved.

Finally, the federation, in the face of charter schools, voucher systems, and calls for education change, must continue to build coalitions in an effort to promote

and defend public education.

I support the changes and initiatives that the federation has begun. I want to continue to be part of an Executive that listens to members, displays tolerance, and builds provincial consensus on divisive matters.

EXPERIENCE: *Provincial:* BCTF Executive (2 yrs.); CTF delegate (2); Local president's advisory committee (2); BCTF rep to ministry's accreditation committee (4); Alternate LAR (3); Local: President (3); Vice-president (1); AGM delegate (8); Bargaining committee & Negotiating team (6); Treasurer (3); PD committee (3); Mainstreaming committee (4). *Teaching:* 17 years Primary Intermediate; TOC (4). *Education:* B.Ed., Music Diploma (UBC).



BCTF FILE PHOTOS

Labour Code Section 104 gets speedy results

by Lynne Sinclair

Justice delayed is justice denied" is true of teacher grievances. Some class-size grievances once slowly made their way through a grievance procedure and reached conclusion at a point when reorganization of a school was an undesirable remedy or after the oversized class was long gone. School boards traded on the likelihood that the delay of the traditional arbitration process negated their obligation to abide by the collective agreement.

As of July 1994, however, a new section of the Labour Code, Section 104, provides for expedited arbitration. Either party may refer a matter to arbitration under the code, providing that the time limits

employers cannot avoid the scrutiny of a third party.

The result for teachers has been highly satisfactory, win, lose, or draw. Many settlements have been reached because both parties face an arbitration and a resolution imposed by a third party. The timelines force a speedy conclusion, which provides certainty and prevents the strain on working relationships that arises when disagreements are unresolved for long periods of time. In addition, remedies for those aggrieved are easier to determine and more effective when the breach of the collective agreement has not been long-standing. Here are a few examples of our successes under the Section 104 provision to date:

Quesnel recess restored

The Quesnel School Board eliminated recess in elementary schools at the beginning of this school year, claiming an inability to pay supervisors. During the last round of negotiations, the teachers had attempted to negotiate reduced supervision. A strike had ensued, and Vince Ready had settled the dispute by issuing binding recommendations, one of which was that the teachers receive a duty-free recess. This had never been the specific objective of the teachers, but both parties had ratified the settlement. When the board eliminated recess, the teachers grieved what they claimed to be a violation of a benefit achieved during bargaining. The BCTF's recommended referral to arbitration under Section 104 was acted upon, and the matter was set down for a hearing on October 19, 1994, before arbitrator Nancy Morrison.

On the eve of that arbitration, the parties reached a settlement whereby

recess was restored, teachers agreed to perform recess duty in exchange for a reduction of overall supervision from 60 to 50 minutes per week, and no teacher's duty was to increase beyond that of the 1993-94 school year. Had teachers not had access to this expedited process, the dispute might have remained unresolved for the entire school year.

The result would have been unsatisfactory—the teachers would have already lost an entire year of recess breaks and performed excess duty. The relationship between the board and the teachers would have suffered under the strain of the parties' failure to resolve the issue. Members of the local would have suffered from the lack of certainty around a major work issue, one that was becoming politicized in the community and was therefore adding stress to their lives. By all accounts, both parties were pleased with the outcome of grievance, particularly that the matter was resolved without intervention by a third party.

Penticton increased supervision halted

The Penticton School Board increased the supervision duties of secondary teachers to include the school's smoking area at the school. The collective agreement states that there shall be no increase to "other supervision duties." The matter was referred to arbitration under the Labour Code and was set for a hearing on November 14, 1994 before arbitrator Ron Keras. However, as in the Quesnel case, the matter was settled before that date. The increased supervision was withdrawn and replaced with the previous supervision schedule, and it was agreed that the schedule would not change unless altered by local or provincial bargaining. The increased supervision already

performed would be taken into account in the schedule for the remainder of the year. Had this been referred to regular arbitration, an answer might not have come until the summertime, thereby defeating the real purpose of the collective agreement, to reduce supervision duty for teachers.

Nisga'a forced transfer reversed

A teacher was force-transferred to another community for this school year in spite of applying for a position in her school for which she was qualified. The union grieved and eventually referred the matter to arbitration under Section 104. The matter was set for a hearing on November 8-10, 1994, before arbitrator Ron Keras, and after one day's hearing, negotiations settled the grievance by rescinding the transfer, placing the grievor in a reduced assignment in her old school in the subject she desired, and giving her priority TOC call-out for the remainder of the assignment. A quick resolution was critical to the grievance since the teacher was being forced to teach in a different community in an assignment that was not her preference. She returned to her community before December in an assignment she wanted, with the opportunity to increase it to full-time.

Kamloops professional autonomy protected

A teacher in a secondary school was ordered to use cross-grade exams as a method of student assessment in spite of educational-change initiatives that promote and utilize criterion-referenced assessment involving portfolios, conferences, and

learning logs or journals. The teacher grieved under the professional-autonomy clause of the collective agreement, and the matter was ultimately referred to expedited arbitration under the Labour Code. A hearing was set for December 6, 1994, before arbitrator Mark Thompson. On the eve of the hearing, a settlement was reached that upholds the grievor's individual professional

In several disputes, settlement officers either mediated a settlement or clarified the issues, thereby enabling the parties to resolve the matter prior to arbitration.

autonomy and right to determine methods of student assessment. Many members of the grievor's department support cross-grade exams, and more important, collegial and consensual decision making. The agreement was reached with the efforts and good will of the members.

In addition to arbitration, the use of settlement officers has helped resolve disputes expeditiously without having a decision imposed on the parties. In several disputes, settlement officers either mediated a settlement or clarified the issues, thereby enabling the parties to resolve the matter prior to arbitration. Section 104 of the Labour Code means results. Teachers no longer have to wait months or years for solutions to problems. It can only mean better contract enforcement and greater understanding. And that's good for everyone—teachers, students, and trustees.

Lynne Sinclair is the BCTF's grievance co-ordinator.

Ideal-teacher syndrome

In our university years, we almost certainly came across professors who were victims of a *mastermind complex*. They had a driven quality about them. It was not enough for them to shed light on some dusty corner of a long-forgotten or never-discovered world. They were chosen, by themselves at least, to illumine the entire universe. To this goal they sacrificed their time and their health, the common courtesies of life and its incidental pleasures, their families, their students, and, in extreme cases, a strict concern for ethics and truth.

Personal pride and professional training may instill in our minds and hearts that we are ideal teachers...

Sadly, a similar complex is likely to afflict members of the teaching profession. Personal pride and professional training may instill in our minds and hearts that we are ideal teachers, able and obligated to teach a certain number of materials and skills to all students under all circumstances, and that, if we fail to do so, we should subject ourselves to self-hate, self-torture, and even self-destructive actions.

The profile of a teacher suffering from Ideal Teacher Syndrome is fairly clear:

1. *Perfect attendance until the first signs of breakdown.*

Driven by the syndrome, these teachers, for years and years, rarely, if ever, miss a single day in the classroom. Despite colds, aching heads, or broken limbs, they struggle into school.

It is not that they wish to teach when they are obviously ill. They need to do so. In spite of their real feelings, in spite of the appropriateness of the situation, in spite of advice from spouses and colleagues, their pride compels themselves to be present in the school.

2. *Unwavering standards.* Just as they are merciless with themselves, they show little mercy to their students. Their exams reflect a syllabus that became obsolete as much as two decades ago. Times have changed, but they refuse to "water down" their courses and to set "Mickey Mouse" exams. They will not yield to "falling standards," kowtow to innovative methods of

instruction, which they see as a menace to "proven traditions," or pander to a new generation gone soft, the latest product of a conspiracy of indulgence.

They have seen many such fads come and go, they assert, while their personal syllabus remains the sole touchstone of true, timeless knowledge. To modify this ideal syllabus and its method of delivery mutilates their pride in themselves and the profession.

3. *Discontent from students and administrators and colleagues.*

A few intelligent, compliant students flourish under their regime, learning at top speed and distinguishing themselves in exams. These sporadic successes seem to justify the Ideal Teacher's stance, if he/she overlooks a host of complaints from other quarters: from regular students who feel they are being driven far harder than their peers in comparable classes, from administrators who look with dismay at the generally low class averages achieved by the Ideal Teacher's students, and from colleagues whose classes are filling up with students

parachuting out of the Ideal Teacher's classroom.

4. *Suddenly failing health and depression.*

Ideal Teachers feel that, regardless of external factors, they must always teach to their ideal standards. Sooner

No longer able to meet their ideal standards, they begin to suffer physically and emotionally, finding themselves in a personal hell...

or later, reality, shifting treacherously like sand, refuses to support them.

No longer able to meet their ideal standards, they begin to

suffer physically and emotionally, finding themselves in a personal hell, in which their real selves are hated, despised, and tortured by their disappointed ideal selves.

They succumb to insomnia, ulcers, high blood pressure, back pains, and a clinical depression. They go onto long-term disability.

Like every other neurosis, Ideal Teacher Syndrome is hard to deal with.

It needs skilled psychotherapeutic assistance. Valium and Prozac simply mask the symptoms. Amateur psychotherapy gets nowhere.

What we must do is be aware of these symptoms in ourselves and our colleagues, respect the genuine pain they cause, and tactfully search out expert assistance. In our professional development programs and the awards for teaching excellence, we can take care that, in fits of over-enthusiasm, we do not trip ourselves and others into this agonizing form of self-torture but spotlight only realistic forms of dedication to achievable goals.

—Anon



The school secretary's secret

Once upon a time, there was a secretary who worked so hard everyone thought she was a machine.

She answered the phone a hundred times a day, she typed letters and memos by the millions, and she remembered to do all those things everyone else left undone because they were too busy.

But while the principal, teachers, and students at her school counted on the secretary to do practically everything, the secretary had a secret.

She was a human being just like everyone else, but nobody knew it, not even the secretary herself. One day, when everyone needed the secretary to do something at the same time, she quietly blew a fuse.

There was no explosion or noise, though a little smoke did come out of her ears. The secretary just sat there with a pleasant smile on her face, doing nothing.

Instantly, the teachers stopped teaching, the kids stopped kidding, the custodian stopped custodizing, and the principal stopped principalizing. The entire school and everything in it had come to a sudden halt.

The entire school and everything in it had come to a sudden halt.

Nervously, everyone gathered around to look at the secretary. They had never seen her sit still before. "Why isn't she moving?" everyone asked at the same time. And the youngest student in the school reached out to touch the secretary with one finger. "She's alive!" the little one exclaimed. "She's a real person, just like us!"

When the teachers and students heard what the youngster said, they were sorry they had made the secretary work so hard. And one by one, they went off in different directions to do themselves what had to be done, except for the youngest student, who remained behind.

"What can I do for you?" the secretary smiled warmly. The little one looked up and said, "My Mummy forgot to give me a hug this morning before I came to school."

Now that you know the secretary's secret, can you guess what she did? Source: OPSEU 330 In Touch, CALM, October 1994.

Curriculum as ILOs

by Ed Harrison

I recently became a member of the fast-tracked Social Studies Revision Committee, whose work was filling a predetermined template of slots and columns with intended learning outcomes. There was no discussion of how teachers envisioned the curriculum document, nor were there requests for curriculum-document improvements contained in the various assessments. Timelines were dictated; our group had been allotted two separate sessions to outline the ILOs with no more than 240 total K-12. If it's not explainable, describable, criticizable, and justifiable, then it doesn't belong.

Curriculum as ILOs goes back, of course, to Bobbitt in the second decade of the

If it's not explainable, describable, criticizable, and justifiable, then it doesn't belong.

century. *Skills Now* is not new. Its more modern proponent was Ralph Tyler, in 1950. Underlying each of their views of curriculum is scientific management and efficiency, the belief that schools should produce students who are good, trained workers. Saul, in his book *Voltaire's Bastards*, points out that bureaucrats—both elected and career—dislike uncertainty and will try to control events whenever they can. ILOs seem to offer

them that certainty, but at what price?

Years ago Charles Eliot, president of Harvard, commented upon the philosophy of increased standardization and productivity in schools: "The inevitable result was the destruction of the interest of the work[er] in his work." Such alienation separates students from their education. Students in the long run become less adaptable to change. Dewey said about ILOs: "Men do not shoot because targets exist, but they set up targets in order that throwing and shooting may be more effective and significant." In other words, organize learning long before you set up the ILOs (the targets). Teachers make educational decisions in terms of other situations: students

they teach, materials available, time available, and so the list goes. To focus upon ILOs ends "the sense of delight in intellectual activity [which is] replaced by a sense of urgency. The thrill of the hunt is converted into an efficient

"Men do not shoot because targets exist, but they set up targets in order that throwing and shooting may be more effective and significant."

kill." (Kliebard 1975) Writing ILOs on the Reforming Committee forced me to address the full

sense of Kliebard's statement: my brain was becoming a slave to the minions of the ministry. I was no longer a professional but a cog in the curricular wheel. Beyond this, my students are viewed by the ministry as little more than objects to be stuffed with measurable ILOs. *Skills Now* begins to emerge as a cover for the destruction of the professionalism of teachers, an attitude of anti-intellectualism and the alienation of students from their learning, surely the antithesis of what the ministry purports is the aim of the curriculum: the development of the educated citizen.

Ed Harrison teaches at Caledonia Senior Secondary School, Terrace.

R & R Book: Resolutions 106 & 108 (p.18)

Celebrated Research

BCTF-supported research projects featuring exemplary practices in mainstreaming and integration were launched at Windsor Secondary School in North Vancouver, and Mackenzie Elementary School in Vancouver. Below, Executive Committee member Linda Watson discusses case-study report with Windsor principal Dave Pearce. Right, Windsor lead researcher Larry Johnson (second from left) celebrates with colleagues.



NORTH-SIDE NEWS PHOTO, MIKE VANDERLID



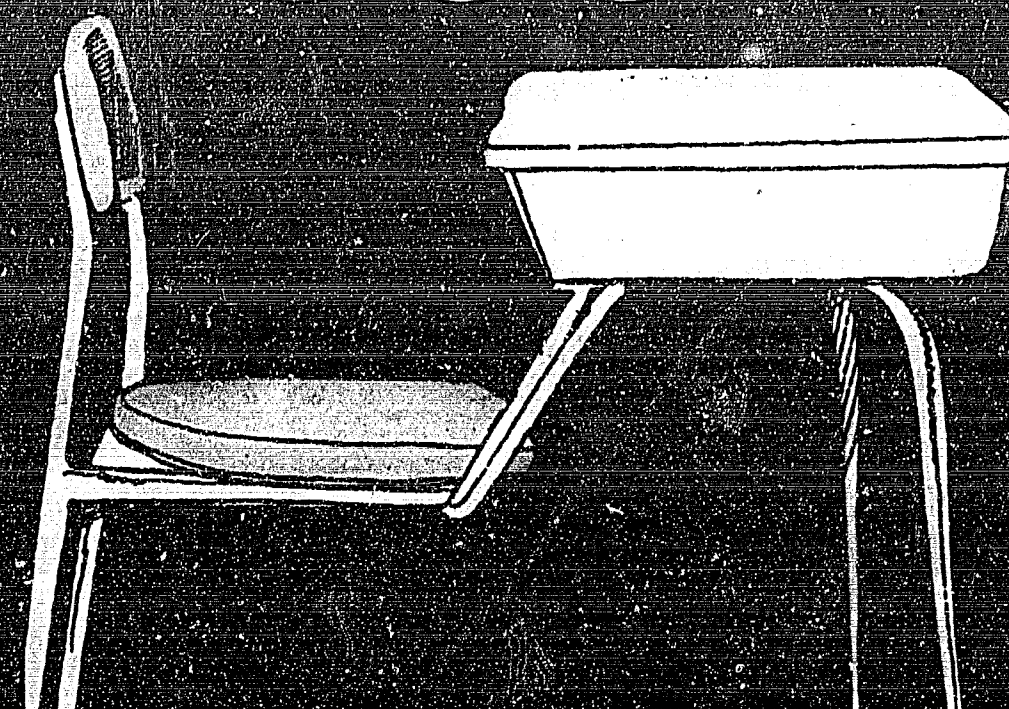
Below, BCTF First Vice-president Peter McCue presents cheque to Mackenzie Principal Roberta Jackman to thank school for its leadership. Left, (seated, left to right) researchers Debbie Burchill, Coquitlam, Maeve Moran, Mackenzie School, Susan Hannett-Schmaltz, Vancouver are honored by teachers, parents, and district staff.



CHARLIE MAYOR PHOTO

R & R Book: Resolution 112 (p.20)

Bienvenue à l'école



by Thierry Ponchet

Peut-être que les enseignants et les parents pourraient apprendre à mieux travailler ensemble. Car après tout, l'un et l'autre ont à cœur l'intérêt de l'enfant. Parents et enseignants partagent de nombreux points : tous deux veulent que l'élève bénéficie des meilleures conditions possibles, tous deux passent beaucoup de temps avec l'élève et chacun est expert dans les connaissances des points forts et faibles de l'enfant. Alors pourquoi ne pas unir nos efforts?

Les enseignants oeuvrant dans les programmes d'immersion et de Cadre de français ont toujours évolué dans un milieu où le poids de l'opinion parentale se fait sentir peut-être plus fortement que du côté anglais. Il ne faut pas oublier que les deux programmes existent grâce aux efforts des parents. Ce sont les parents qui ont lutté face aux autorités des commissions scolaires pour obtenir de nouvelles classes et une certaine quantité de matériel. Ce sont les parents qui continuent à veiller à ce que les décisions prises par les commissions scolaires ne soient pas défavorables au progrès de l'immersion et du Programme cadre. Les parents ont donc énormément contribué à la survie des programmes. Ceci dit, c'est justement cette attention qui est à la source de certains problèmes.

Les parents ne suivent pas que les commissaires d'école. Ils observent aussi les enseignants. Ces derniers ont parfois la sensation d'être scrutés dans leurs moindres faits et gestes et de ne pouvoir travailler tranquillement. Mais il faut dire que de leur côté, les parents ont peur de perdre des acquis toujours menacés. Il n'en reste pas moins vrai que les enseignants doivent

faire face à des pressions diverses : classes à niveaux multiples, important travail de préparation des cours et matériel insuffisant ou inadéquat. Tandis que les enseignants luttent contre ces nombreux problèmes, les parents, eux, réagissent promptement s'ils ne sont pas satisfaits de l'enseignement dispensé à leurs enfants.

Une nouvelle mentalité, moins accommodante et plus persistante et qui dénote une

... l'un et l'autre ont à cœur l'intérêt de l'enfant.

plus grande volonté colore de plus en plus les actions de nos parents d'élèves. Quelle est la réaction des membres du corps enseignant face à ce changement d'attitude? Pour certains, le mot « parent » fait penser aux rencontres qui suivent les bulletins. Pour d'autres, les parents sont des bénévoles qui viennent surveiller les étudiants lors des danses et des excursions. Les rapports parents/enseignants se résument de la façon suivante : les enseignants aiment bien les parents quand ils peuvent leur rendre service, mais sont moins complaisants quand les parents commencent à critiquer la pédagogie.

Les parents suscitent alors chez les enseignants une inquiétude plus ou moins grande. Parfois, ceux-ci se sentent menacés dans leur autonomie professionnelle. Le parent devrait-il avoir le droit d'entrer dans la salle de classe sans prévenir? Le parent a-t-il le droit d'exiger un enseignement différent de celui en vigueur? Doit-on justifier vis-à-vis des parents chaque exercice que l'on donne en classe? Parfois, côté

enseignant, on est appelé à se défendre contre des accusations injustes venant de parents. Il arrive aussi que des conflits de personnalité entre des parents et des enseignants empoisonnent les rapports. (Si vous avez besoin de conseil à ce sujet, adressez-vous à votre syndicat local.)

Pourquoi la communication est-elle parfois difficile? D'abord, le milieu scolaire est souvent fermé face aux non-initiés. La rigidité et la complexité de la bureaucratie scolaire font que les parents ont beaucoup de mal à se faire entendre. Le jargon pédagogique sans cesse en évolution contribue à éloigner les parents. Parfois, les parents ne se sentent pas les bienvenus à l'école. Cette situation n'est pas désirable, car le parent qui ne trouve pas l'enseignant abordable ira sûrement frapper à une autre porte.

Comment les deux groupes peuvent-ils améliorer la coopération? En travaillant ensemble. Les enseignants ont tout à gagner à cultiver des rapports professionnels avec les parents d'élèves. Invitez les parents à participer à la planification des activités de l'année, partagez avec eux les activités et les événements de votre salle de classe et surtout encouragez-les par tous les moyens à vous communiquer ce qu'ils aiment et ce qu'ils n'aiment pas. Le corps enseignant peut aussi reconnaître l'expertise des parents en tant qu'éducateurs. Travailler de près avec des parents réduit l'isolement que nos membres peuvent parfois sentir dans la salle de classe. L'idéal serait de former des équipes parents/enseignants pour définir la culture et la vision de l'école.

En travaillant ensemble, c'est l'élève qui bénéficie.

Thierry Ponchet is the co-ordinator of the BCTF's French Program & Services.

What's up in your local?

Burnaby

In November 1994, the president of the Burnaby Teachers' Association, Rae Thiessen, sent the following information to teachers on call and teachers on contract. These expectations have received the support of both the BTA and the board over time.

General expectations of teachers on call:

1. You should fulfill all the duties and responsibilities of the teacher on contract including instruction and previously scheduled supervision. (The contract permits you to use scheduled NIS/prep time assigned to the teacher you are replacing for work/planning related to the assignment. If you do not need the time, you are expected to ask the administrative officer how your skills can best be used in the school.)
2. Follow the plans left as closely as possible.
3. Leave a detailed list of what was accomplished.
4. Leave a daybook plan for the following day unless the teacher has said that this is unnecessary. (This ensures that there are plans in case another TOC takes over for you!)
5. Mark all work you have assigned (not the long-term assignments you have collected).
6. Put up any necessary board work/overhead information for the following day.
7. Return all keys.
8. Get your payroll card signed.
9. If you have any concerns related to the teacher you are replacing, contact the teacher before expressing concerns elsewhere. This is your responsibility under the Code of Ethics.
10. Leave your name and phone number.

General expectations of teachers on contract who will be absent:

1. Request a teacher on call as early as possible. Leave as much detailed information as needed. You may request a particular TOC. You may not ask the office not to send a particular TOC. This would be a violation of the Code of Ethics.
2. It is a courtesy to call your school and let the office know you will be absent.
3. Leave a completed daybook or set of detailed plans in an obvious place along with materials needed. If you do not require a daybook for the next day, let your TOC know.
4. Leave current seating plans.
5. Leave a few blank class lists.
6. Leave your expectations as to which assignments should be marked and to what standards.
7. Leave a list of students with problems (medical, social) that may require attention and the appropriate action to take should a problem occur.
8. Leave information about students who leave the room for other services (ESL/LAC/etc.) and times that they leave.
9. Leave information about where needed keys can be found and parking space number (if applicable.)
10. If you have any concerns related to the teacher replacing you, contact the teacher before expressing concerns elsewhere. This is your responsibility under the Code of Ethics.

CANCER PREVENTION

You Can Have A Hand In It

The Canadian Cancer Society recommends that you include more vegetables from the cabbage family in your diet. These include brussels sprouts, broccoli and cauliflower. These vegetables may protect you against the risk of cancer.



CANADIAN CANCER SOCIETY SOCIÉTÉ CANADIENNE DU CANCER

Members fined for Code of Ethics breach

Victoria teachers Linda Moyer and Kon Ross were fined \$1,000 each and severely reprimanded for breaching Clause 5 of the Code of Ethics.

A Hearing Panel of the Judicial Council found that they violated the requisites of Clause 5 when they participated with other parents in preparing and sending to district officials a submission highly critical of a school staff. In a document sent to an assistant superintendent, they asked the school board to replace the current (1992-93) staff with "professionals" possessed of certain qualities and commitments, which were listed, implying that the incumbents lacked such characteristics. Although no names of staff members were used, the panel found that the teachers were "clearly identifiable."

The panel found that while the references were "offensive in and of themselves, the breach of Clause 5 comes in the fact that certain requisites therein were not fulfilled." The requisites were listed by the panel:

1. That the criticisms must first be taken privately to the colleague (who is criticized).
 2. That notice of intent must be given if criticisms are to be taken beyond the colleague.
 3. That the criticisms must be taken only to "appropriate officials" as defined.
 4. That the criticisms must be directed (as in No. 3) in confidence.
- Two penalties were imposed on Moyer and Ross. First, a written reprimand was issued emphasizing the gravity of the breach and reminding the two members that "regardless of the capacity in which the professional teacher acts or speaks (as parent in this case), he/she is bound at all times to conduct himself/herself in accordance with the profession's Code of Ethics." The panel pointed out to the members that this principle had been reinforced by the courts in B.C. and Alberta.

Second, as the main penalty, a fine of \$1,000 was imposed on each of the two members, with the proviso that half the fine will be waived in the event that a suitable letter of apology is tendered to the teachers who were on the staff when the incident occurred.

This report is published pursuant to BCTF procedure 31.C.08.

—BCTF Judicial Council

Business partnerships

They've been around for a decade in B.C. in many forms—field trips, teacher job shadowing, CEO/principal exchanges, intergenerational activities, sponsored-breakfast programs, student work-experience opportunities, student community-volunteer programs, free supplementary learning materials. They are loosely defined as education partnerships.

Supporters say partner programs increase understanding of and support

for public education and extend the boundaries of learning outside the classroom. Critics say they are designed to secure ideological allegiance of students to a free-market world view, provide a captive market, and turn schools into training centres.

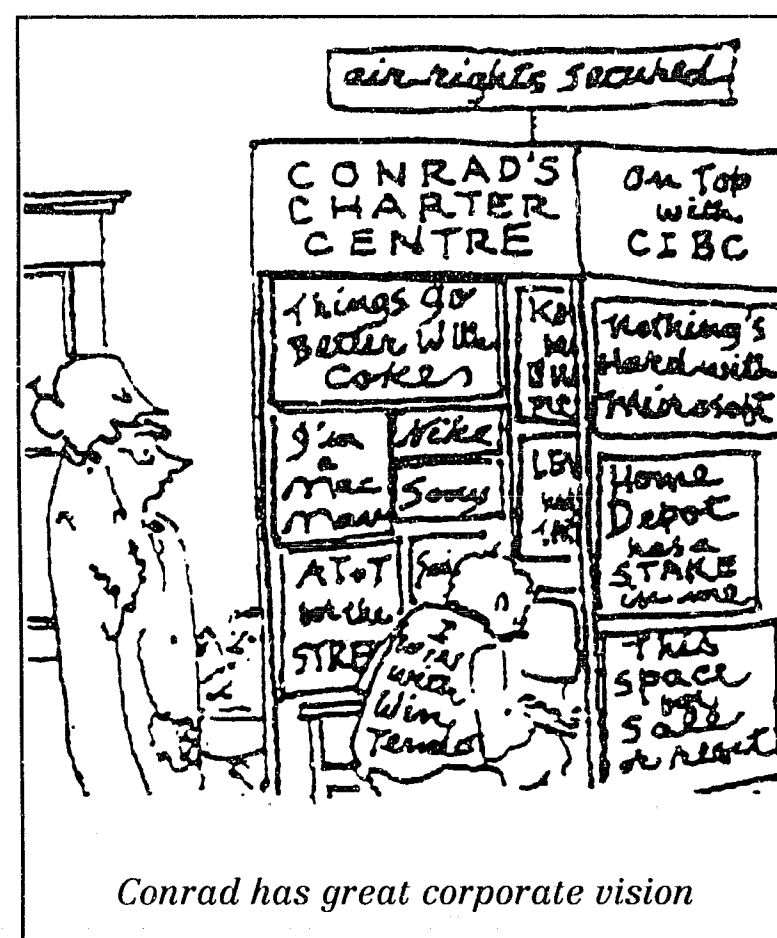
There's pressure to expand school/business partnerships, pressure increased by tight education budgets. There's also pressure to subject partnerships to close scrutiny to protect the public interest in

public schools. Who monitors and evaluates partnerships? Who determines whether they meet educational needs first? Who ensures that materials are not biased? Who protects students from consumerism? A few districts have policy governing partnerships; others say they evaluate each specific situation.

The BCTF Executive Committee is recommending to the AGM the adoption of a set of guidelines on education/business partnerships.

“Using private contractors to improve the management of instructional services will both improve the quality of education and persuade citizens to better support education financially.”

—Denis Doyle, Phi Delta Kappan, October '94



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—Class Warfare, Maude Barlow & Heather-Jane Robertson

R & R Book: Recommendations 14-16 (p.16), Resolution 107 (p.18)

Our education heritage

by Lorna Robb

Preserving our education heritage is an urgent concern of many B.C. teachers. Researchers are shocked by the paucity of historical documents related to education, and collectors are challenged by the scarcity of old teaching equipment and school textbooks.

The B.C. Retired Teachers' Association has established a History of Education Committee with wide representation from groups such as the BCTF, the RTA, the B.C. School Trustees Association, the B.C. Principals' and Vice-Principals' Association, B.C. School Superintendents Association, and the universities. The project funds a part-time curator, at the

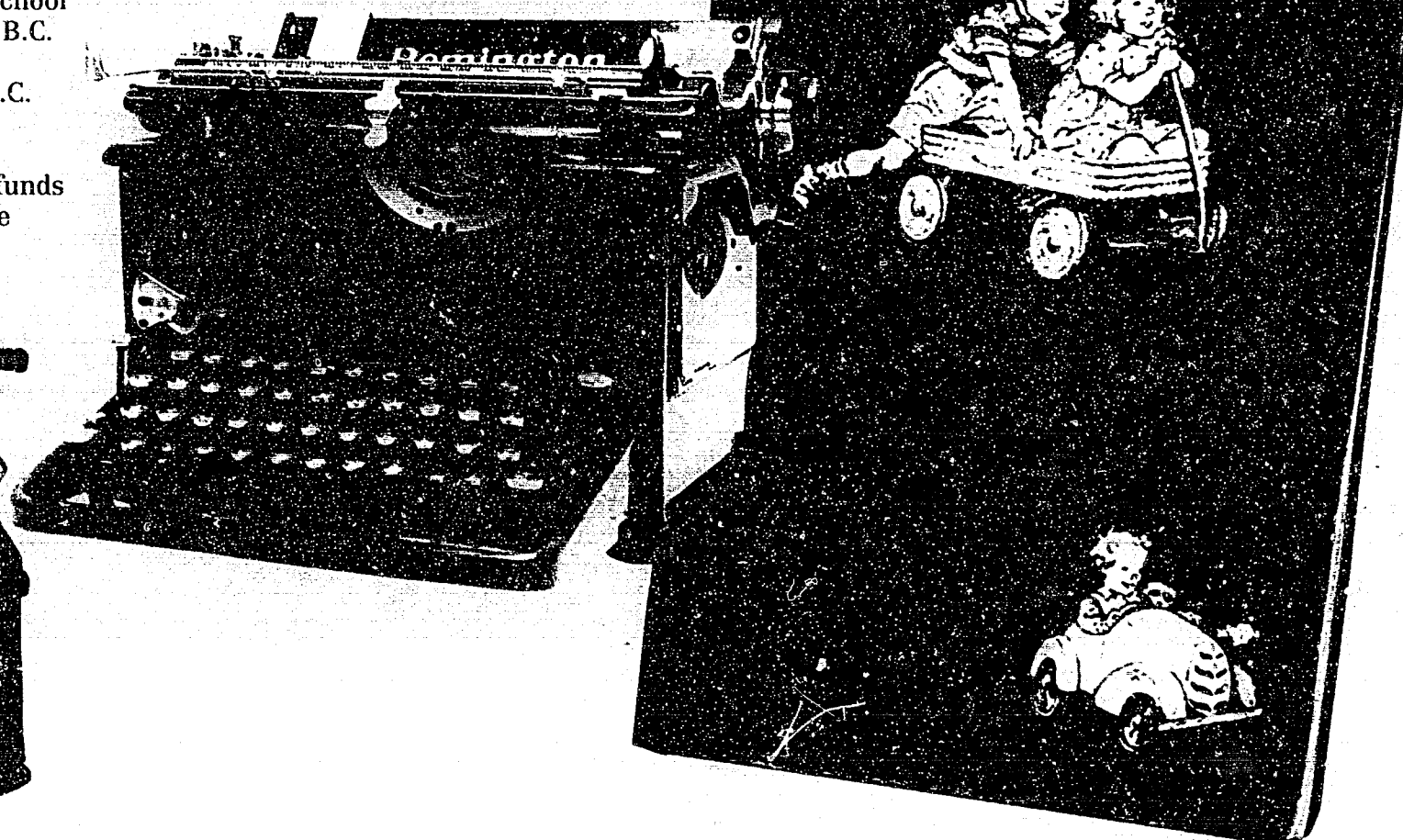
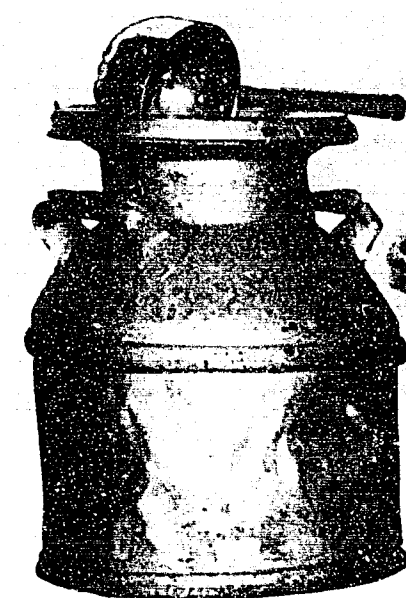
Royal B.C. Museum in Victoria, and a number of other services. The Ministry of Education has also acknowledged the need for this project.

Provincial and district collections are taking form, and many schools also have archives. This is a movement in the right direction, but it will need the support and interest of staff and administrators to remain alive. It will need the application of new techniques to organize records and conserve storage facilities. However, it is a task

worthy of the effort to ensure these treasures are not lost. The B.C. Retired Teachers' Association's Education Heritage Committee is available to assist with advice or education. Committee members are Shirley Cuthbertson (consultant) 387-2486, Royal B.C. Museum; Lorna Robb (chairperson) 278-1641; Mike Linley (superintendents' association) 767-6698; Ray Wunderlich (member)

592-0118, Victoria; Patrick Thomas (member) 738-4627, Vancouver; and June Hickey (member) 734-0572, Vancouver.

Lorna Robb is a retired B.C. teacher.



New pension buy-back rules

by Ken Smith

New rules for buying back pensionable service are among the changes to the Teachers' Pension Plan made last summer.

Buy-backs, properly called reinstatements, apply where the teacher has taken a refund of contributions from the plan or from one of the B.C. family of public-sector pension plans.

The new rules are available only to those people retiring this year. If you are not retiring this year, the new rules become available on January 1, 1996.

What are the rules?

Under the new rules, any refund from the B.C. teachers' pension plan may be repaid to the pension fund to re-establish both pensionable and contributory service. The amount to be repaid will be determined by the Superannuation Commission and will include interest on the refunded money. Under the new rules, interest is charged at the net rate of return earned by the pension fund over the period of time that the refund money was out of the fund. Under the old rules, interest is calculated at a preferred rate (see table of interest rates). Obviously, it is preferable to qualify under the old rules. The interest rate is compounded annually under both the new and old rules.

The old rules permit reinstatement if (a) your break in contributory service did not exceed three years, exclusive of time spent in full-time attendance at university or spent at home raising your own children under the age of seven, and (b) you have returned to contributory service for at least 10 years in any of the B.C. public-sector pension plans. Only one refund is reinstatable.

The new rules allow reinstatement no matter how long you were out of the system, how little time you have been back, or how many refunds you took in the past. There are only three requirements: (a) you are a current pension-plan contributor, (b) you pay interest at the fund earned rate, and (c) you meet the same time limits.

A time limit has been placed on both sets of rules—the reinstatement must be completed by December 31, 2000, or within five years of returning to teaching, whichever comes last.

Some people may qualify to reinstate one refund under the old rules and a second refund (or more) under the new rules.

How much will the reinstatement cost?

Use the table. Find the year in which you took the refund, then find the applicable multiplier. Find the amount to be refunded by multiplying the amount received in refund by the applicable multiplier.

Is the repayment tax deductible?

Yes, in limited amounts over the ensuing years. Each year you may deduct, as a past-service purchase, the difference between \$3,500 and the sum of your normal pension contributions and any RRSP contributions made for the year. While you are still working you will find that you will have little, if any, past-service-deduction room. Once retired, you may continue to deduct any remaining reinstatement costs using the same formula, but with the normal pension contribution now zero, you should have \$3,500 of past-service-deduction room each year. You will need to keep careful records of the amount repaid and the amount deducted each year.

An alternative payment strategy is to transfer money from your RRSP to the pension fund. In this way, you will have made the tax deduction against your salary, rather than, in most cases, against your pension income. A combination of RRSP transfer and cash payment is also possible. In any case, a reinstatement must be made in one lump sum—no monthly repayment plans are available.

Is it worth reinstating previous service?

Yes, if you can afford to do it. Your contributions and interest are linking with the employer's contributions and interest. You will more than double your money.

Next issue:
Buying Leaves
of Absence

R & R Book: Recommendations 30 (p.25), 31 & 32 (p. 26)

Tables of Interest Rates

Year of refund	Preferred Rate		Net Earned Fund Rate	
	Rate	Multiplier	Rate	Multiplier
1994	6.49	1.06	7.32	1.07
1993	5.45	1.12	8.5	1.16
1992	6.0	1.19	8.0	1.26
1991	7.5	1.28	10.3	1.39
1990	8.75	1.39	10.3	1.53
1989	7.0	1.49	10.7	1.7
1988	6.0	1.58	9.9	1.86
1987	6.0	1.67	9.6	2.04
1986	6.0	1.87	10.3	2.25
1985	6.75	1.89	10.8	2.5
1984	6.75	2.02	11.0	2.77
1983	6.0	2.14	10.7	3.07
1982	6.0	2.27	11.6	3.42
1981	6.0	2.4	11.4	3.81
1980	6.0	2.55	9.2	4.17
1979	6.0	2.7	8.9	4.53
1978	6.0	2.87	8.1	4.9
1977	6.0	3.04	7.1	5.25
1976	6.0	3.22	7.7	5.66
1975	6.0	2.41	7.1	6.06
1974	6.0	3.62	6.8	6.47
1973	6.0	3.84	6.5	6.9
1972	6.0	4.07	6.4	7.33
1971	6.0	4.31	6.3	7.79
1970	6.0	4.57	6.1	8.27
1969	6.0	4.84	5.9	8.75
1968	6.0	5.13	5.6	9.24
1967	6.0	5.44	5.3	9.74
1966	6.0	5.77	5.2	10.24
1965	6.0	6.11	5.1	10.76
1964	6.0	6.48	4.9	11.29
1963	6.0	6.87	5.0	11.59
1962	6.0	7.28	4.0	12.34
1961	6.0	7.72	4.5	12.89
1960	6.0	8.18	5.9	13.65
1959	6.0	8.67	5.5	14.39
1958	6.0	9.19	3.9	14.95
1957	6.0	9.74	5.0	15.7
1956	6.0	10.33	4.0	16.33

Answers to International Women's Day quiz from page 3

1. (c) Violence against women, treatment of refugees, and equal opportunity for men and women. (MATCH News, Fall 1993)
2. (b) China. The fourth UN World Conference on Women will be held in Beijing, China, September 4-15. The first was in Mexico City in 1975. Copenhagen hosted in 1980, and the third World Conference was in Nairobi in 1985.
3. (b) 40%. The number is expected to jump to 50% by the year 2000. (MATCH News, Winter 1994)
4. (d) India. The 73rd amendment requires that one-third of the total seats of local governments and one-third of the chairperson seats be held by women. This includes women from all social classes. (MATCH News, Spring 1994)
5. (a) Terry Vyse, of St. Catharines, Ontario, became the first female

aboriginal judge in Canada when she was appointed to the Ontario Court, Provincial Division, in 1991. (Secretary of State, Ottawa IWD package, 1994)

6. (b) 10.1%. The number has continued to decrease since a peak of 14.6% in 1988. In 1993, Canada ranked 14th in the world in terms of representation of women in parliaments. Seychelles is first. Scandinavian countries all rank very high. (Secretary of State, Ottawa IWD package, 1994)

7. (c) Emily Carr (1871-1945) was a West Coast artist and writer. Evelyn Lau is a Chinese-Canadian writer, and Shani Mootoo is an Indo-Trinidadian-Canadian visual artist and writer.

8. (a) 8% of the women who graduated in 1991 earned degrees in applied science and engineering.

(Secretary of State, Ottawa IWD package, 1994)

9. (b) Carolyn Waldo won gold for her single performance in synchronized swimming at the 1988 Olympic Games in Seoul. Silken Laumann won an Olympic medal for rowing. Debbie Brill for track and field, and Nancy Greene for skiing. (Stats Canada Year Book, 1992)

10. (a) In June 1985, women with disabilities from across Canada gathered to form DAWN Canada. Women returned to their communities and developed local and provincial DAWN groups. DAWN recently sponsored a conference on new reproductive technologies and is currently researching disability and suicide. (Canadian Woman Studies, Summer 1993, Volume 13, Number 4)

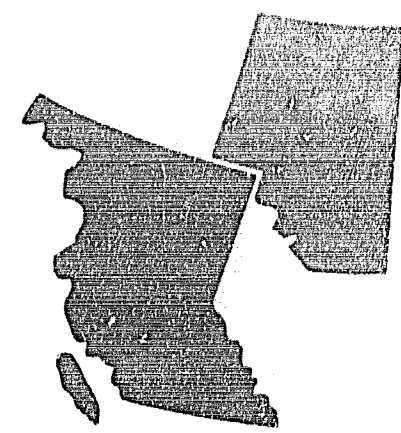
11. (c) The Right Honourable Jeanne Sauvé was the first woman Governor General of Canada (May

14, 1984) and Canada's first female Speaker of the House of Commons (April 14, 1980). The Honourable Judy LaMarsh (M.P. 1960-68) was the first female Cabinet Minister in a Liberal government. Agnes Macphail was Canada's first female Member of Parliament (1921); Louise Frechette was appointed Canada's first female Ambassador to the United Nations in 1991. (Secretary of State, Ottawa IWD package, 1994)

12. (a) Ann Cools was appointed to the Senate in 1984. At the time of her appointment, she was the executive director of Women in Transition, a United Way agency for battered women and children in Toronto. Rosemary Brown was the first black woman elected to a provincial legislature in Canada (B.C.). Glenda Simms is chairperson of the Canadian Advisory Council on

the Status of Women. (Secretary of State, Ottawa IWD package, 1994)

13. (c) Mary Ann Shadd Cary (1823-1893), the first black newspaperwoman in North America, was a human rights advocate who founded the Anti-Slavery Society in Toronto in 1851. At the age of 60, she was the first female law student to attend Howard University in Alabama. Dr. Emily Howard Stowe was the first woman registered as a physician in Canada. Mary Two-Axe Early actively lobbied the Canadian government to restore native rights to aboriginal women who had been disenfranchised through marriage to non-natives. In 1985, she was the first native woman to be re-enfranchised. (Secretary of State, Ottawa IWD package, 1994)



Reciprocal agreement —Alberta

The Alberta Teachers' Retirement Fund (TRF) offered a revised reciprocal transfer agreement, to be effective February 1, 1995. The offer was a modified version of the recently signed agreement between B.C. and Ontario and Quebec.

Investigations showed that the modified agreement actually produced smaller B.C. pensions than the expired agreement for those ex-Alberta teachers now teaching in B.C. This came on top of the knowledge that the expired agreement itself produced small pensions.

The BCTF and the Superannuation Commission put pressure on the Alberta pension board to reconsider its offer in light of the research findings and its obligation to provide for transfers that at least equalled the old agreement.

TRF now proposes that the teacher who left Alberta and is now a contributor in the B.C. plan will continue to be covered by the old agreement.

Teachers who left Alberta on or before January 31, 1995, and have no service in the B.C. plan on or before February 1, 1995, will, if they become B.C. contributors, be subject to the original proposal.

Teachers who leave Alberta for B.C. after January 31, 1995 and become B.C. contributors will have transfer values calculated on their final Alberta salaries. This does not create a significant problem if the teacher starts teaching in B.C. and transfers funds within a few years of leaving Alberta. Alberta insists on calculating values with no adjustment for future increases in salary.

—Ken Smith

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provides the entire script with suggested exercises that could be used during and after viewing the film. A separate section provides definitions and discussion about racism, antiracism and multicultural education, as well as an historical overview of various cultural backgrounds within Canada—\$20.

• 2002 A Look at Free Trade
Jude Coffin, Jeff Keithley, Rob Sandhu, Terry Upton, Anita Van Ginkel, Jill Wight 34 p., 40 min. videocassette 1992
The focus of this package is to create a personal, national and international awareness of the implications of the free trade agreement to Canada. This package includes two video segments, student guide to the videos, glossary of terms, newspaper articles, as well as classroom activities. Grade 11 Social Studies and Economics 12—\$30.

• 2399 Conflict, Control, Power
Dawn Butterworth, Alison Fulmer 63 p. © 1990
This unit is intended as curriculum to teach peaceful conflict resolution to children. Topics include emotion-focused coping skills, listening, problem solving, self-esteem, co-operative learning, gender equity, bibliotherapy, and rights and responsibilities. Steps to take, activities to try and strategies to take are all included. Ages up to 10 years old—\$20.

• 2538 Contemporary Books Reflecting Canada's Cultural Diversity
B.C. Teacher-Librarians' Assn. 120 p. 1992
This is a selected annotated bibliography of recent realistic fiction and information books for Primary to Graduation level students. These books reflect the reality of Canada's racial, religious and cultural diversity today. For the most part, these are Canadian books written by Canadian authors. Includes appendices on Professional References and Publishers. K-12—\$12.

• 2617 Life Without Fear: A Discussion of Racism in British Columbia Schools
Produced by BCTF, 95 p., 21 min. videocassette 1992
This is a video and teacher's guide package. The video, Life Without Fear, was commissioned by the BCTF to offer teachers a resource to spark constructive discussion about racism in schools. Interviews with students, teachers and experts are intercut with the haunting rhythms of the title song by the popular group Bolero Lava. The video deals with a broad range of issues beginning with the significant problem of denial, the hurtful impact of stereotypes, problem of inter-racial dating, and challenges of ESL students ghettoized by the language barrier. The video also deals with some aspects of the history of racism in B.C., with systemic discrimination, racism in the media; and racist jokes and how to confront them. The teacher's guide

and the Seattle Art Museum education staff. This kit is divided into two sections: Art for Everyday Use and Art for Ceremonial Use. It covers mat weaving, baskets, boxes, totem poles, house posts, canoes, grease dishes, masks, button blankets, hats and rattles. Each section begins with an introduction to help orient the teacher to themes of the unit. Handouts and lessons are included—\$49.50

• 9257 A Touch of Japan
Ann Haley-Gilphart, Naomi Wakana 22 p., 20 colored slides and captions © 1982
This kit includes slides with detailed captions and a student workbook. The workbook is for elementary levels, but the slides and captions (which include materials on bonsai, ikebana, bamboo, rice and Japanese gardens) can be used at all levels. All levels—\$40.

• 9522 Science Experiments for Elementary Students
Gordon R. Gore 160 p. © 1993
This is a sourcebook of "hands-on," "minds-on" experiments for young people to do and a resource book of practical ideas for teachers to use. This collection of classroom tested experiments, with a physical science emphasis, uses readily available or inexpensive materials. K-7—\$25.

• EE101 My Earth Book: Puzzles, Projects, Facts and Fun
Linda Schwartz 63 p. © 1991
An illustrated book of earth-friendly pictures, puzzles, and projects created especially for young children. Topics include littering, overpackaging, recycling, pollution, water conservation, endangered animals and other environmental topics. Also includes a true-false card game. Ages 6-9—\$11.

• EE213 The Kids' Wildlife Book
Warner Shedd 160 p. © 1994
Some of the fascinating wildlife topics covered in this book include comparing kitten tracks to those of a lynx, making range maps, learning about wildlife housing and what it is like to grow up in a family of porcupines or weasels. A variety of "thoughtful activities will leave children filled with wonder and respect for the creatures with whom they share this planet. Ages 4-12—\$20.95

• P108 Hands Around the World
Susan Milrod 155 p. © 1992
Activities from around the world are suggested each day for 365 days in this book. Every month has a theme such as weather, native languages, story hour, food, harvest

etc. Scattered throughout the year are celebrations from many cultures. Ideas and instructions are also provided. K-7—\$20.95

• P228 500 Years and Beyond: A Teacher's Resource Guide
CoDevelopment Canada, with assistance from the BCTF WR Long Fund and the BCTF Global Education Project 122 p. © 1992
This guide will help teachers address the issues presented by the 500th anniversary of Columbus' voyage to the Americas. Teachers can use this guide to get students to think about, talk about, or reflect on the 500 years of contact between the indigenous and non-indigenous people of the Americas. It includes information on historical events, primary source documents, student art and writing, and contemporary issues as well as curriculum materials and teaching ideas for primary and intermediate—\$7.

• P3112 Implementing Change: A Co-operative Approach to Initiating, Implementing and Sustaining Library Resource Centre Programs
Liz Austrom, Roberta Kennard, JoAnne Naslund, Patricia Shields. Edited by Dianne Driscoll. A publication of the B.C. Teacher-Librarians' Association. 169 p. 1989
This guide was written to outline a co-operative approach to initiating, implementing and sustaining library resource centre programs. It is a reflection about co-operative planning and teaching and its impact on teacher-librarians as educators. The information and strategies included are designed to assist teacher-librarians in self-assessment, in evaluating situations, in reflecting on options, and finally in designing effective responses and interventions. This book is a self-help book, but it requires that teacher-librarians identify the underlying questions and program concerns that exist, recognize the applicability of the concepts and strategies discussed, and then apply them to those questions. Recommended by the B.C. Ministry of Education—\$25.

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March 6-11
School districts around B.C. are celebrating the people who make their schools work—students, teachers, parents, trustees, administrators—with drama, music, athletics and more.
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March 7. For information kits or
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9-11 Vancouver. TEAL 95 spring
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ditional Language, 177-4664
Lougheed Highway, Burnaby, BC
V5C 5T5, (604) 294-TEAL (8325),
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10 Vancouver. Curriculum In-
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10-13 Victoria. Part 1, Basic In-
tensive Week Training for Certification
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11 Vancouver. Video and discus-
sion of Jim Smikin, Ph.D., B.C.
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nue, Contact Gestalt Training In-
stitute, T/F: (604) 925-2012.
16-17 Vancouver. Special Educa-
tion Association Conference, Cross-
currents, Westin Bayshore Hotel.
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31-April 2 Vancouver. The
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2272. Call (604) 290-9963.

APRIL

6-7 Surrey. Surrey Speech-Lan-
guage Conference: Smart Profiling:
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Club. \$150 before March 17.

6-8 Vancouver. B.C. Business Ed-
ucation Association spring con-
ference, K-12, Waterfront Centre
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5W4, (604) 584-1258, F: (604) 584-
5294, e-mail rshook@eln.ebc.ca.
7-8 Richmond. SFU/UBC/Ministry
of Education sponsored Year-
Round School Conference, Delta
Airport Hotel. Speakers: Ballinger,
Zykowski, Utah
administrators/teachers, Glendale
(BC) group. Fee approx. \$125. Con-
tact Tony Rainbow, SFU (604) 291-
4892.

7 Vancouver. Win/Win Relation-
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Assoc., 18963 118B Avenue, Pitt
Meadows, BC V3Y 212, (604) 465-
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7-8 Burnaby. Grappling with
Guidelines, Youth Employment
Skills Canada, Inc. Rick Bradshaw
and Lorne Prupas on career-devel-
opment program. \$150. Contact
Kathie Carlson, P/F: (604) 893-
5003.

8 Golden. Peernet 95, Peer-
Counselling Conference, Golden
Secondary School. Contact Andrea
Allingham, (604) 344-2201.

8 Richmond. Spring conference of
the Orton Dyslexia Society, B.C.
Branch. The Radisson President
Hotel, featuring Andrew Nikiforuk
and Ken Heikkila on working to-
gether to meet the challenge for ef-
fective education. Contact Allyn
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8-9 Vancouver. Self-Psychology
and Gestalt Therapy with Elaine
Breshgold, Psy.D. Weaver Institute,
3309 Dunbar Street. Contact
Gestalt Training Institute, T/F:
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10-13 Prince George. Adult Basic
Education Assn. of B.C. Annual
Conference and General Meeting.

Depth and Diversity, College of New
Caledonia. Contact Frank Costello
(604) 564-0855, F: (604) 561-3757,
e-mail: ad028@freemint.uncbc.edu,
or Paula Davies (604) 561-5835, F:
(604) 561-5816.

19-20 Vancouver. Pathfinder
Learning Systems Conference, Ed-
ucational Communities in a Global
World, Coast Plaza at Stanley Park.
Contact Kathy Richmond, (604)
521-1664.

20-21 Fernie. Provincial Inter-
mediate Teachers' Association Tar-
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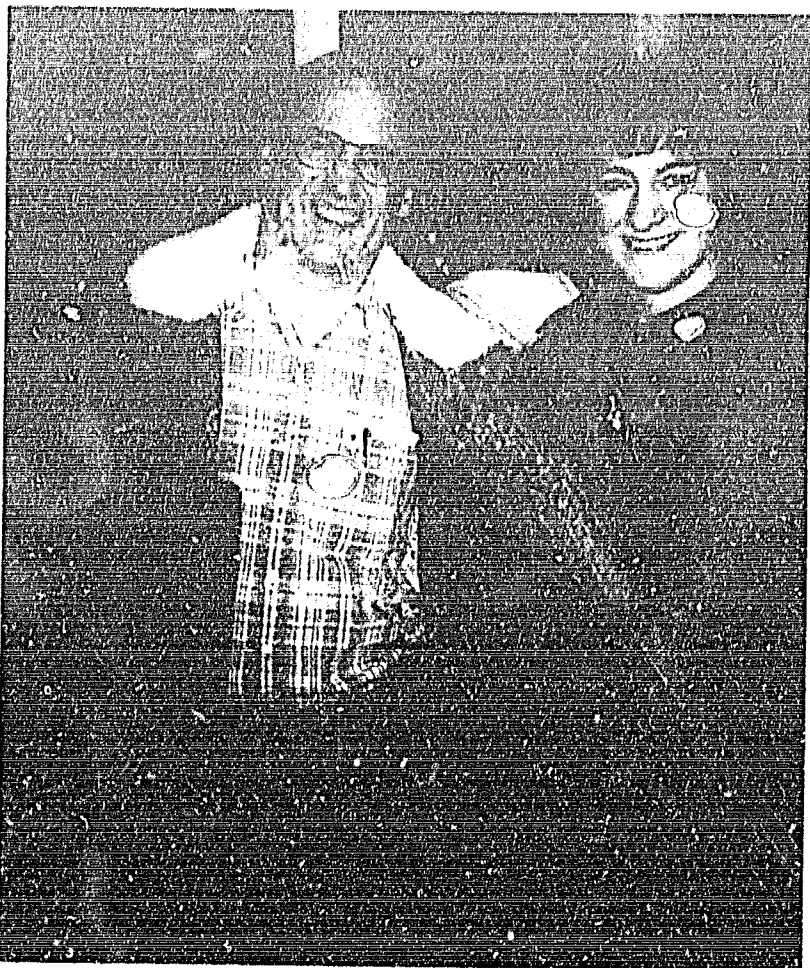
23-26 Victoria. Focus '95: Thriv-
ing in the '90s, A Decade of Pro-
found change, Educational reform,
achieving success with students
with learning and behavioral prob-
lems, and personal growth for
professionals, Victoria Conference
Centre, Contact Barbara Smith &
Associates, 1881 Beach Drive, Vic-
toria, BC V8R 6J4, (604) 598-1039,
F: (604) 598-2358.

23-26 Vancouver. Imagining a
Pacific Community, an interna-
tional and interdisciplinary confer-
ence on raising global awareness
and teaching about life in the Pa-
cific region, sponsored by Pacific
Circle Consortium in conjunction
with Asia-Pacific Educational Stud-
ies, UBC, Contact PCC Conference
1995, Centre for the Study of Cur-
riculum and Instruction, Faculty of
Education, UBC Vancouver, BC V6T
1Z4, F: (604) 822-8234.

26 Vancouver. Lower Mainland
Council of the International Read-
ing Association (IOMCIRA) pre-
sents Alison Proce, Great Expec-
tations, Mixed Messages, and Too
Much To Do? Teaching and Learn-
ing in Trying Times, Hyatt Regency,
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4450, F: (604) 572-5976.

28 Vancouver. Creating High-Per-
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18963 118B Avenue, Pitt Meadows,
BC V3Y 212, (604) 465-8499, F:
(604) 465-2325.

28-29 Kelowna. Physical Educa-
tion Provincial Specialist Associa-
tion conference, Teaching of Physi-
cal Education, Contact Debbie
Keel, (604) 465-5828, or Sandy



(Above left) Author Robert Munsch with Grade 1 teacher Mary-Beth Piggott.
(Above right) Some of the Ray Shepherd Elementary School literati.
(L-R) Lauren Rafuse, Chris Mack, Elise Shaw, and Ashley Chapman

Was it Munsch of a surprise?



story and photos by
Karen Kilbride

Yikes! Mary-Beth Piggott didn't recognize Robert Munsch when he knocked on the door of her Grade 1 class at Ray Shepherd Elementary School in Surrey on January 18, 1995. Munsch had shaved off his beard, so he didn't resemble the photos on

the dust jackets of his books and he hadn't called ahead.

He had, however, received the book Piggott's class had sent to him, and he came to say thanks, to discuss books, to tell stories, and to listen. And life at Ray Shepherd Elementary School will never be the same.

Robert Munsch (he calls himself Bob) gave Mary-Beth

Piggott a copy of the German edition of the *Paper Bag Princess*. He visited with Jo-Anne Beer's Grade 3/4 class and autographed their books. Her young reporters documented the visit for the class newspaper. Teacher-librarian Leslie Speers reports a run on Robert Munsch books in the school library. After a conversation with Matthew

Moss about baseball, Bob Munsch wrote a new story about teamwork and sent Matthew a copy.

Munsch reminded Mary-Beth Piggott, and all of us, that children need guides to introduce them to the world of reading.

Karen Kilbride teaches at Senator Reid Elementary School, Surrey.

A visit from Mr. Munsch

On Jan. 18, 1995 Robert Munsch came to our school. He said that he was 34 when he started to write. Now he is 49. He enjoys playing on the computer, walking and bicycling. His new book is "Where is Gah-Ning?" He loves HOT, HOT chicken wings! Robert Munsch likes the book "Love You For-ever". He lives in Guelph, Ontario. He has a wife and 3 kids. He works in his office in the basement. He told stories so the kids in daycare would shut-up! Robert Munsch's best seller is "Love You For-ever." He said that the longest book to finish was "Millicent and the Wind." We loved having him come.

Thank you, Div. 11

by Shimona Henry and
Tiffany Verkerk

The Munsch surprise

On Wednesday, Jan. 18 the one and only Robert Munsch came to Ray Shepherd School. He came because Mrs. Piggott's grade one class had wrote him a book along with a letter. So, he went to Mrs. Piggott's class first. When he told the class he was Robert Munsch, the kids and the teacher were shocked! He told the class billions of stories. After he had finished telling stories, Mary-Beth Piggott—A.K.A. Mrs. Piggott—suggested to tell stories to Ms. Beer's class. So he did. After signing lots of autographs, Ms. Beer and Mrs. Piggott drove him to Guildford Mall. Kids were glad to meet him!

by Taylor Shaw

Bob Munsch
AUTHOR/PUBLISHER LTD.

January 2, 1995.

Dear Mary-Beth:

Thanks for using my books with your class. The best kid's books in the world still need adults to make them available to kids. Thank you for being one of the "guides" who introduce children to my books and to the world of reading.

Sincerely,

Bob Munsch

Bob Munsch
AUTHOR/PUBLISHER LTD.

January 2, 1995

Grade 1 Kids
c/o Mrs. Piggott
Ray Shepherd Elementary School
1650 - 136th Street
Surrey, B.C.
V4A 4E4

Dear Kids:

Thank you very much for writing. Even though lots of you wrote me letters, I am just sending you one letter back. I get so many letters from schools that I would do nothing but answer letters if I answered each individual kid. Sometimes schools send strange letters. I got one this year that was a huge picture about 2 meters by 5 meters (6 ft. by 16 ft.). Not only was it huge, it was very pretty besides, but I also like getting regular letters.

I always wonder what is happening to my books. My publisher says to me, "Wow! We sold 1,000,000 of Love You Forever"; but that does not tell me what any one person thought of it or where any one person lives who read it. In fact, the publisher does not know that sort of thing at all; but letters tell me what is really happening with my books and that is why I like to get them.

Sometimes letters even lead to books. My last story, *Where is Gah-Ning?* started with a letter that Gah-Ning sent to me. My next story, *Saoussan's Letter*, started with a letter that a 7 year old girl sent me. It contained this line:

I liked your letters and pictures.



I came to Canada one and one-half years ago. I didn't know how to speak English at all. I was just sitting and listening. Children were trying to talk to me, but I was not able to answer them. A lot of funny things happened to me.

I wrote her back and asked, "What funny things happened?" She wrote me another letter and told me about her first Halloween in Canada. It was a riot! I decided to turn it into a book. Since the story is based on her letter [about half the words are hers!] we agreed to be co-authors.

I'm enclosing a list with answers to some of the questions that kids ask me and a poster. I have answered your questions below.

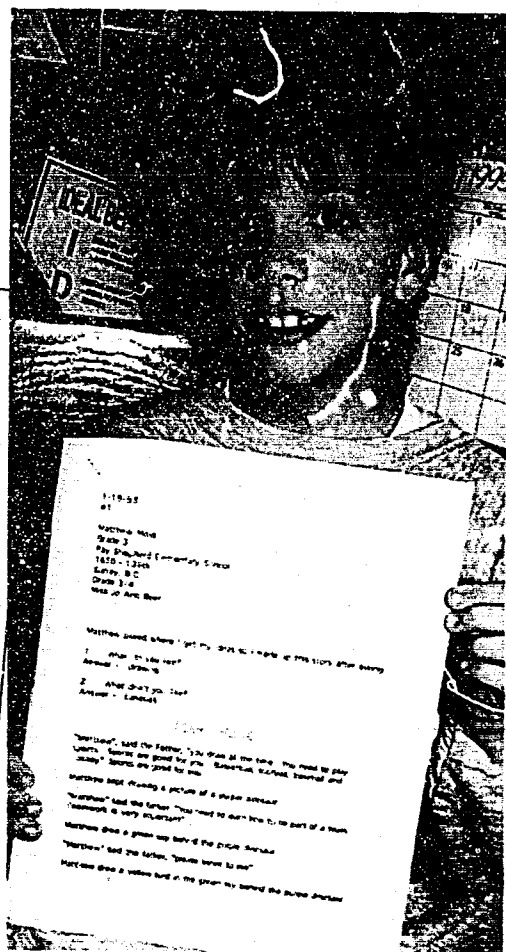
Questions & Answers:

Why do you use the word "Yikes" so much? I like how it sounds. It's one of my favorite words.

Thanks for writing.

Bob Munsch

Bob Munsch



Matthew Moss displays his copy of "Teamwork."