Newsmagazine of the B.C. Teachers' Federation

APRIL 1995 VOLUME 7, NUMBER 6

INSIDE

In the public

interest	3
Resources in wonderland	4
Look for the new red book	5
Many routes to media literacy	6
In-service will support K–12 plan	7
AGM	

Sexualharassment reports and the Code of Ethics 10

The 'food of love' plays on 16

CONTENTS

Snapshots

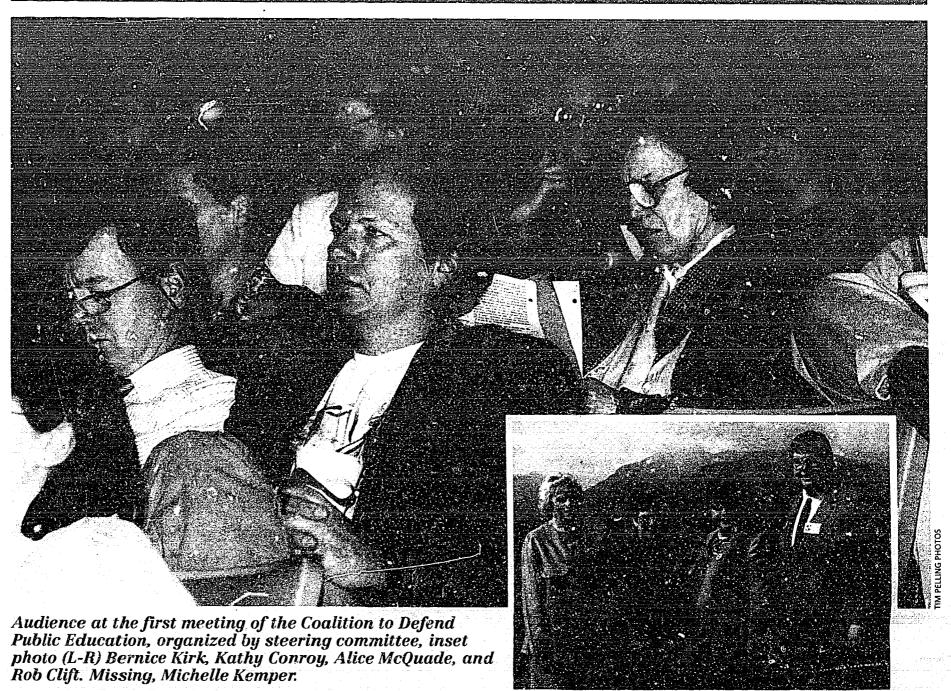
Readers write	2
What's up in your local?	4
Hot tips	5
Yours for the asking	11
Financial	12
Classified	14
PD Calendar	15

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Education advocates

by Kit Krieger

emember actor Peter Finch as the news anchor in Paddy Chayefski's movie Network? Fed up with his network's daily distortion of reality, he takes to the air and tells viewers, "I'm mad as hell, and I'm not going to take it any more."

Education advocates don't control the news media and can't highjack a prime-time news program, but they are as determined as Finch to be heard. Representatives of college instructors, university faculty, school-support staff, students, and teachers held the first meeting of a Coalition for Public Education on April 11, to plan their campaign.

The coalition was born out of member groups' concern that the current criticism of public education goes far beyond constructive efforts to improve a public school system that has served our democracy and our economy for more than a century.

"Advocates of charter schools, vouchers, and other privatizing efforts are not trying to improve public schools. They don't care about the principles of equity, universal access, and shared experience that are fundamental to public education," says B.C. Teachers' Federation President Alice McQuade.

McQuade believes that the coalition can capitalize on a reservoir of goodwill toward public schools. "Canadians support their public schools, a surprising fact when one

"Few Canadians are ready to dismantle public schools in favor of models that will only redistribute educational opportunity from many to a few."

considers what is reported in the media about schools. Few Canadians are ready to dismantle public schools in favor of models that will only redistribute educational opportunity from many to a few."

Shane Simpson, legislative co-ordinator for the Canadian Union of Public Employees, whose membership includes 30,000 public-school employees, says that the threat to public education comes from those preoccupied with the deficit. "There is a need for a strong and rational voice in defence of our public institutions. Those on the right have been better organized. We need to advocate our position."

He says the coalition will articulate its position to the public, forge stronger ties with parents, challenge the assumptions of the Fraser Institute and other advocates of privatization, and communicate with decision makers at all levels.

Robert Clift speaks for the Confederation of University Faculty Associations, which represents faculty of B.C.'s three largest universities. Clift sees the upcoming provincial election as a focus for coalition activities. "It's a matter of political parties' developing a broader understanding of educational issues. We want government to give the same focus to education that it has given to the environment and to health care."

Clift hopes that the Coalition for Public Education will bring some balance to the talk about education. "Groups such as the Fraser Institute want schools to do more job training, more job training, and more job training. There is a need to counterbalance this limited view..."

The coalition must highlight the many social and economic benefits generated by public schools, says Kathy Conroy of the College Institute Educators' Association. "The public system guarantees quality and access not found in private systems... There is no appreciation of the actual costs of privatization."

Conroy has witnessed these costs with the proliferation of 900 private-training institutions in B.C., a figure unmatched in the rest of Canada. "Cost considerations come before quality, and private facilities don't provide the necessary support services to clients." Conroy observes that privatization has been most widespread in

"Groups such as the Fraser Institute want schools to do more job training, more job training, and more job training. There is a need to counterbalance this limited view..."

vocational-skills training and English-as-a-second-language programs, revealing the class bias of such policies.

The Canadian Federation of Students will represent 90,000 B.C. post-secondary students in the coalition. CFS's Michelle Cemper rejects the conservative claim that private institutions only seek to add

See ADVOCATES page 4

President's *INC*ESSXI<u>I</u>ICE



nce again 700 teachers came together at Spring Break to steer the course of the Federation.

There was much debate, disagreement, consensus, and cellegiality. A good time was had by all.

The discussion centered on the need for teachers both as individuals and collectively through the federation to defend and support public education.

There are a number of ways to accomplish that, by reaching out to our partners, parents, trustees, AOs, superintendents, and labour, extending an open hand; by forming coalitions, by establishing principles for education business partnerships, by completing provincial bargaining in a timely fashion, by working with the ministry on supportable aspects of the change agenda and by communicating positively with the public.

This is an incredible agenda given our limited resources. We have made a commitment to maintain the current BCTF fee and the RA will have very difficult and important budget decisions to make.

One of the highlights of the AGM was the speech by Fred vanLeeuven, General Secretary of Education International (the world-wide organization of teachers, with 18 million members). He gave a speech that put into perspective so much of what is happening in B.C. and in Canada. He reminded us "teachers must work to ensure that schools are safe havens for all students."

Newsmagazine of the B.C. Teachers' Federation

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Reports of death exaggerated

Re the item "oops" (Jan./Feb. '95), Image Media continues to provide a video service to the schools. We offer many ministry-recommended titles we have acquired through negotiation with Canadian distributors, a collection of technical vocational titles cleared by the PS ministry for schools, and other titles that are not available from B.C. Learning Connection (e.g., all the TVOntario social studies and senior science programs). The prices on our recommended videos are the same as BCLC. We offer a competitive service using B.C. residents to do the video duplication (BCLC's copies are made by Magic Lantern in Ontario).

We accept that we no longer have the ministry contract but resent the insinuation in all ministry announcements that we no longer market videos.

Image Media is still very much in business. Wayne Groutage

Eye of the

beholder

f you make a hard left off

floor of the BCTF

by a tempting display of

nachos with sour cream and

and a triple-scoop banana

salsa, a taco with guacamole,

split. No, the BCTF has not set

up a fast food counter. This is

us on serious diets, it serves as

a constant reminder that dry

tuna and grapefruit will never

whether in ceramic form, or

agreement with the B.C. Art

halls. Every couple of months.

In 1991, the BCTF made an

tempt anyone's palate,

right out of a lunch bag.

Teachers' Association to

display student art in our

new art is brought in and

Not all the current art

claw protruding from a

displays are food related. A

hatching egg could belong to

seeing the young boy reclining

from a rope below him, makes

uncomplicated days of youth.

expert on art, but what hangs

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I don't pretend to be an

in our halls and rests in

display cases is colorful,

an ostrich or a dragon. And

on a sofa in his tree house,

with an inner-tube hanging

hung or displayed.

one yearn for the

ceramic art, and for those of

the elevator on the third

L building, you are greeted

by Berniece Stuart

Image Media Services

Encore la controverse

READERS WRITE

In Thierry Ponchet's reply to "Le Scandal of False Immersion," (Sept. '94) he says author Carol Milstone did not mention several authorities he named in his article. She didn't mention many other authorities either, such as-Gilles Bibeau, a linguist at the University of Montreal, who in an article in Languages & Society published by the Office of the Commissioner of Official Languages stated that, "pure immersion is de-

Dr. Fred Genesee, who in an overview for the Protestant School Board of Greater Montreal explained the value of early FI in Quebec where daily opportunities arise to practise the language outside of school. In monolingual communities, he believes, later instruction of a second language is more effi-

Otto Weininger, professor of educational theory at the University of Ontario who stated that a disproportionate number of troubled children he sees in a psycho-educational clinic at

Ontario Institute for Studies & Education come from French immersion programs; Studies confirming older students are more successful learning a second language—Thordike & Nash, 1928; Jistman & Nash, 1956; David Stern for UNESCO, 1963; Fatham, 1975—to name a

Beverly Steward

SCIDs—no thanks

I cannot disagree more with Mike Lombardi, "Optional SCIDS well used" (March '95). We are one of the districts that went ahead with the two school-community interaction days this year and have had nothing but negative reactions.

As I understand it, the SCIDS are to bring together teachers, parents, and community to learn about education. We have experienced poor turnout, for good reason. How can parents partake in activities when they either work or have their children home from school?

The parent committee at my school drafted a questionnaire for parents regarding SCIDS

snakes coiling out of the pots

were enticed by the seductive

One watercolor is very sad.

Written inside various symbols

are statements like "my heart

"deep thoughts of depression."

I hope the artist's painting is

There are a number of

paintings that I don't quite

of the artists' messages

understand, but the obscurity

doesn't detract from the talent

displayed for our enjoyment.

Over the years, the BCTF

has received gifts from other

organizations. Some are

some are "not my taste."

the BCTF does frequent

exquisite pieces of art, and

is blue with sadness" and

an effective outlet for her

feelings.

music or were just too darn

and their validity. The response was a resounding "No." The Parent Advisory Council sent these questionnaires and a letter to the school board and Ministry of Education. They want their children back in school. Frankly, so do I. **Debbie Sabourin**

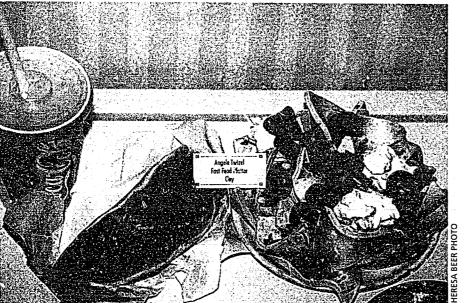
Check shareware

A warning about a shareware

One disk (by BETACORP of Mississauga Ontario) titled "Multimedia Mac Shareware" contains a number of games. One section is Adventure Games, containing a game titled Psychotic. This game is designed to offend. It is based on the premise of a mental patient escaping from an institution and destroying everything in his path. This game is based on violence, drugs, and forced sex, including a graphic rape scene.

Check your disks by BETA-CORP (Mac or IBM) and remove the CD-ROM from circulation. Stephen Fairbairn

Your federation inside out



insightful, and appears to me w no very good.

One Grade 10 student obviously views the seductive grasp of the media as a form of bondage. Her painting depicts a man, bound with cords connected to a television and radio.

A pencil sketch of the Calvin Klein model Kate Moss depicts the dangerously thin image so many young (and not so young) women attempt to emulate; it hangs next to a plate of ceramic fruit. An interesting juxtaposition—the lean next to the inedible.

Down the hall is a colorful painting of three snake charmers playing flutelike instruments in front of two large cauldrons sitting atop a blazing fire. It would be difficult to determine if the

1994-95 Teacher **Advisory Board** Rosemary Bradford Gavin Hainsworth Garth Holmes Jim Lees Patti McLaughlin

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ISSN 0841-9574

1994-95 BCTI

CALM Canadian
Association
of Labour
Media utfe :\@nsletter 1993 PRINTED IN CANADA BY MITCHELL PRESS LIMITED

14

Publication deadlines:

May/June '95 - April 28

September '95 - August 16

e-mail: newsmag@bctf.bc.ca

business presented a beautiful native Indian print at the opening ceremonies of our new building. Cornerwise from that print

is a painting that holds great historical significance for our newsmagazine editor, Elaine Decker. The painting was presented to the BCTF on its 75th anniversary by the Ontario Secondary Teachers' Federation, and it depicts a train pulling into the station at Bala, Ontario. Behind the train is a boat called the Segwun, on which Elaine's parents honeymooned in 1942. We're speculating of course, but very likely they disembarked from that train, boarded the boat, and the twinkle in the eye of that man standing on the deck could very well be Elaine.

Those pieces falling into the category of "not my taste" include a carved figure with something resembling a male sex organ protruding from its midsection, and a wooden wagon with a faded red satin cover, somewhat the worse for wear. But what do I know? Beauty is in the eye of the beholder, and as my Grade 8 art teacher would very likely say, "Berniece, with your talents as an artist, you really should consider a career in sales."

Berniece Stuart is an administrative assistant in the One of the hotels with which 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 wili be reviewed and approved by the BCTF. They must reflect BCTF policy and be politically, environmentally, and professionally appropriate.

MacBlo's view on Port Alberni

Ray Tickson omits some important facts and distorts others in his "Port Alberni-What's at stake?" (Jan./Feb. '95).

1. He fails to point out that members of B.C. Building Trade unions routinely work alongside members of alternate unions (so-called "rat unions"). Eighty-five percent of B.C.'s total construction in the private and public sector—including schools—is bid for and built on an open-shop basis.

In response to escalating construction costs, industrial-sector firms like MacMillan Bloedel (MB) are following suit. The aim is not to exclude building trades unions, but to get a competitive price, while ensuring that successful bidders have a good safety program, do quality work, and pay good wages.

2. No workers for TNL or any other contractor was asked to cross a legal picket line in the dispute in Port Alberni. Nor would MB ask any unionized workers to do so in the future.

3. Tickson says, "Rat unions and open-shop contractors negotiate deals that trade away workers' rights to a safe and healthy work environment." WCB statistics indicate otherwise. TNL Construction is in the top quartile for safety performance of B.C. construction

4. "A local building-trades contractor tendered the lowest bid" on the Nexgen project. This is widely quoted but untrue. No building-trades contractor has been low bidder on any Nexgen contract tendered to date.

The unions currently involved in Nexgen, CISIWU and CLAC, are certified by the B.C. Labour Relations Board. Both unions' members have rejected raiding attempts by building trades. In January 1993, CLAC successfully sued another union for libel because it had alleged CLAC was "employer dominated" and didn't represent its members.

In its recent contract with Fletcher Challenge Canada, the paperworkers' union (CEP) accepted the principle of open shop contracting. MB has now accepted much the same agreement as Fletcher and our mill is

back in operation. I am also pleased to say that both company and union are working hard to restore our previously good working relationship. Gary Johncox

Vice president, Human Resources, MacMillan Bloedel Limited

[Editor's note: Teacher received a letter from Reg Nordman of TNL Construction, raising similar concerns.]

Retired teachers as TOCs questioned

As a teacher on call for threeand-a-half years, I have been in schools where retired teachers have been subbing. I have the highest regard for these individuals, but in a district in which there are a great number of TOCs, many of whom are young and struggling to support families, should not retired teachers be called as a last resort? TOCs do not get benefits, unless they are in a long-term situation, nor do they have a teacher's pension to fall back on. Diane J. Ray Prince George

Cheque was in the mail

Thanks to the BCTF, I feel as it I've just won the lottery! I received a cheque for \$2,400.

The credit for this windfall goes to Ken Smith and the staff who have been representing me in a battle with UIC for the past two-and-a-half years.

In the summer of 1992, the Unemployment Insurance Commission decided not to pay benefits to temporary teachers who were between contracts. Although I had been teaching since 1973 (and had UIC deducted for 19 years), I had changed districts and found myself on a temporary contract. I was dismayed to hear that I was ineligible for UIC benefits. I immediately contacted the

The staff was extremely helpful. Several times a year, I'd receive a huge envelope of legal papers from UIC. Each time, I

was told what, if anything, I needed to do. Ken and the staff handled everything for me

I want to express my gratitude to BCTF staff for all their hard work and help. Lynne Terlinden Vancouver

McCue creates a stir

Peter McCue's article "Public schools—democracy's choice" (March '95) generated a flurry of letters. We have excerpted some, because of space limita-

"Mr. Zlotnik ridicules the discipline of traditional schools. Please observe that violence and immorality is ever escalating among children brought up in public schools." G.V. Allen

Burnaby

"It was refreshing to read Peter McCue's article. As a teacher who strives to ensure that democratic principles are modelled in my classroom, I am pleased that the BCTF is taking a leading role in the debate regarding 'choice' in the public school system. We should continue this fight against those who expect that private schools should be funded by the public purse."

Doug Dorward Burnaby

"Excellence in education is not the prerogative of the public system. Indeed, there is nothing to persuade parents that the public system holds all the aces, or even a majority of them. This has nothing to do with the ability or dedication of individual teachers, but with the system under which those teachers are asked to operate." **David Holmes**

"It is generally recognized that charter schools will be publicly financed, will follow the provincial curriculum, and will be completely secular. Teachers should insist that they accept all applicants as students and be staffed by BCTF members. Undoubtedly, some charter schools will stress 'traditional values,' but others will be extremely progressive and even implement the objectives of the phoned the BCTF office and Year 2000. Competent teachers

have nothing to lose and much to gain from the establishment of charter schools." Alan Child

Vavenby

"What an unfortunate overall impression of our union and its membership is projected by the March newsmagazine! Perhaps you are too close to the hurly burley that often precedes the AGM to anticipate the reaction that I and many others have had to the combined impact of several of the items that display an unprecedented lack of objectivity and fairness. Peter McCue's reflections on Dr. Zlotnik's movements and rhetorics are based on the dubious assumption that the critics of our schools are all either bureaucrats or priva-

Jeff Mellows Vernon

"Gordon Campbell is advocating both charter schools and the voucher system. Do B.C. teachers really want to have a system where they could not strike for better teaching/working conditions for their students; where the number of vouchers determines whether or not your school is an adequate, not a good, one?

If you want this, just sit on your complacent_ don't, get out and become politically active. Glen Pinch

White Rock

"I appreciated Peter McCue's article. He says, 'We must look beyond personal gain and choose what is best not just for some children, but for all children.' I am proud to be a member of an organization that stands for public education and will continue to work on behalf of all children.

Margaret Little Peace River North

Brain sex differences exist

During the last 20 years, work by biologists has demonstrated that brain sex differences do exist. A world leader in this field is Canada's Doreen Kimura.

is not true. Girls are slightly better than boys in several areas of language skills, and boys are significantly better in spatial and mathematical skills. In average children, these differences are not great, but at the extremes, the gap can be wide. Boys are five times more likely than girls to have severe reading problems. Even when boys and girls perform equally well on a specific test, the methods they use are often very differ-

you focus on specific skills, this

In the top 1% of gifted math students, boys outnumber girls 13 to 1. If 21% of the math teachers are women, then obviously not enough gifted male mathematicians are going into teaching. Sergei Rodionoff

Ladysmith

Paper quality offensive Please stop sending me this

magazine. The excessively high quality of the paper is an environmental outrage, especially considering that teachers should be most sensitive to resource depletion and its effect on their students.

I'm so disgusted by the sight of the publication that I dislike reading the contents. I hope you will change to recycled, unbleached paper. Judith Wright

Surge Narrows [Editor's note: The newsmag

is printed on Resolve premium opaque paper, made in Canada by Island Mills. It contains 50% recycled material, 10% postconsumer waste, which meets the Canadian standard and entitles the newsmag to use the recycled logo shown in the masthead.]

Write to us

phone number for verifi-

In a rough overall way, boys

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

In the public 'nterest

by Simon Truelove

n the Public Interest, a conference organized by the BCTF, brought together 300 trustees, superintendents, business people, professors, parents, and teachers to discuss public education. There were stimulating addresses by Maude Barlow and Heather-Jane Robertson, co-authors of Class Warfare: The Assault on Canadian Schools, an address by Surrey MLA Sue Hammel on behalf of the education minister, and responses from **BCTF Executive Committee** member Cathy MacGregor, Judy Rempel, president of the **B.C. Confederation of Parent** Advisory Councils, and Jackie Tegart of the B.C. School Trustees Association. There was also a debate between

Doug Willms of UBC and Peter Coleman of SFU.

For me, the heart of the conference was the discussion in 20 different small groups. We really got down to it. Parents voiced their wish to be more involved in learning. They cited how they wanted to change the system. Teachers spoke about the gap between rights and responsibilities, about the constant attacks on public education. We were agreed on wanting to prepare students for the "grown up" world. We were divided on the exact purpose of schools. To provide the experience of living in diversity? To prepare for jobs? We talked about the importance of self-esteem in learning, how far to go in recognizing uniqueness in each child, how to address safety and sex education, and whether schools ought to

support or challenge the existing social order. One person said schools are failing so badly that any change is worth the risk. Others said that school choice is possible only for the rich. Some cited the choices already available in the public school system. We wondered if a free and equal education for all will one day be lost to us. In spite of increased problems and decreased resources, will teachers still be expected to do

more?

The conference was rich in opportunities to talk with people whose points of view differ. We were all forced to do plenty of thinking. The quality and thoughtfulness of participants' comments was reassuring. The themes that emerged constantly were that public schools are under attack, and they are worth



saving. We should be intensifying our efforts to let the public know what we are doing.

Simon Truelove is a teacher in Surrey and the editor of the STA Bulletin.

Bauni Mackay, president of the Alberta Teachers' Association, outlines to the coalition meeting the devastaling impact of the Klein government on public education in that province.

choice to public education. "They believe that voting with dollars is somehow the essence of democracy. If the public system is replaced by a private one, some people, the rich, will have more choice than others." That 100,000 students participated in a national protest against cutbacks in federal funding to post-secondary education indicates the commitment of students to the coalition's cause, says Kemper.

At the 1995 Annual General Meeting delegates made the defence of public education a major organizational priority for the year ahead. Alice McQuade reminds teachers that defending public education has always been a BCTF priority. "Promotion of public education was one of the three founding goals of the federation nearly 80 years ago. The threat to public schools has never been greater. A coalition of education advocates is timely.'

Kit Krieger teaches at Sentine Elementary Secondary School in West Vancouver and is a member-at-large of the BCTF Executive Committee.

by Nancy Ballard

for us in Windermere.

A language chapter works

the highlights of our summer

similar background willing to

We discuss

problems and

concerns. Our

district had a

discrepancy in

give any necessary support.

holidays. They discover a

group of teachers with a

time allotments at the

elementary level. Some

students arriving in Grade 8

had had much less time than

others for French instruction.

group, and the timetable was

We set out concerns, as a

Vol. 3, No. 2, Winter 1995.

adjusted.

At our September

meeting we

welcome new

teachers to the

district and share

Resources in wonder and

by Willa Walsh

within my district was like

blundering about in Alice's

changed size and shape and

meaning the further I explored

it. Here is what happens to the

money in Richmond—a typical

Richmond is the model of

Almost all money set aside by

the Ministry of Education for

Seven good reasons for a

language chapter

At each meeting,

brings an idea to

each teacher

Participants

We are more

aware of the

to language

money available

programs. We

At Christmas, and

again in June, we

have meetings

that are slightly

more social. In a

depart with several new

teachers.

ideas, all from classroom

make purchases for the

district and organize PD and

have had a language monitor

known about that program if

we hadn't been organized as

small or isolated district, it is

essential that teachers don't

Source: Adapted and reprinted from the B.C. Association of Teachers of Modern Languages Newsletter,

classroom visitations. We

twice in the last two years.

We probably wouldn't have

a language chapter.

feel alone.

the district is distributed to

decentralized budgeting.

Wonderland, everything

scenario, no doubt.

our 40-plus schools and each school decides on how and recent information where to spend its money. The memo from the BCTF process allows great flexibility reported money each for teachers. The total district has left received by the district is unspent in the Ministry of referred to as the block. Very Æducation's Resources Trust few funds in the block are Fund account. My eyes non-interchangeable (must be immediately scanned to spent exclusively on certain Richmond's figure, and I was specified materials or amazed to see approximately services), but none of them \$2 million left untouched. As a can be rolled-over into the teacher-librarian dedicated to next year's budget. spending every nickel on new The amounts specified by resources for the students in the Ministry of Education for my school, I eventually found resources is in the lump sum myself in a mumbo-jumbo given to each school. It is, about where the money really therefore, hidden or was and who could access it. unidentified in the overall pot Pursuing the information and may be accessed

> Very few funds in the block are noninterchangeable (i.e. must be spent exclusively on certain specified materials or services) but none of them can be rouedover into the next year's budget.

differently in each school.

However, the amount is identified as noninterchangeable and can be spent only on "resources." We are encouraged to spend the money on textbooks and recommended resources only.

Districts need to disburse all money by the end of each year. Some districts like to build a

PD money is

becoming scarcer

pay a sub, airfare,

As outlined in the

language chapter

members must be

members of the

constitution, all

each year, and it

doesn't go far to

accommodation, and

we all gain.

someone in our chapter

attends a conference, we

conference registration. When

really get our moneys' worth.

Teachers share the ideas, and

BCATML. It's important that

we support the organization

that supports us. We are

what is happening with

informed and involved. Our

languages in B.C. schools.

Nancy Ballard is a teacher-

librarian at David Thompson

Secondary School, Invermere.

language chapter is a part of

nest egg against unforeseen costs in special circumstances, like new curricula or reconfiguration of secondary schools. There is no method at the present time to store money, except for-you guessed it—the Ministry of Education's Resource Fund That trust account can be and is rolled-over from year to year, serving as a piggy bank for a rainy day. Virtually every district in B.C. has done this to some extent.

The ministry wants an

accounting of how the resource funds are spent in each district. Easy—each school received its share of the resource funds in its schoolbased budget in the first place. When a school's purchases are looked at closely, indeed the school has spent the money on resources. Therefore, it has spent its Ministry of Education Resource funds in case anyone should ask! Just whip it out of that ministry piggy bank at the appropriate time, and replenish the schools' accounts. That \$2 million can be gone tomorrow with the flash of an accountant's pen-

Perhaps this is not such a bad idea—just a little ambiguous and confusing to the average teacher and teacher-librarian. It does, however, leave us wondering it this is what the ministry had in mind. It is time to clear up the portmanteau words of Alice in Wonderland-those with two different meaningsand say what we mean by these Resource Funds and then mean what we say when we come to reporting purchases. The process needs

to be explicit and monitored more closely by teachers.



Richmond intends to clarify its approach to this trust fund. In the future, the Ministry of Education's resource amounts will be clearly communicated, along with the changing conditions for accessing the fund. A school contact resources person will be identified and will receive information and training on how to manage the fund. He/she will relay the information to each school's finance committee. Advice on identifying and reviewing resources beyond the recommended list will also be available to staffs. This will give teachers even greater flexibility in choosing the resources they need for their classrooms. Alice will have emerged from Wonderland!

Willa Walsh is a teacherlibrarian in Richmond and editor of The Bookmark, the B.C. Teacher-Librarians' Association journal.

Look for the new redbook

by Alice McQuade

The school system has been moving toward integration for some time, but the new School Act and the 1989 Ministerial Order on Integration have significantly changed the rules, without adequate preparation.

- Teachers told the BCTF about: lack of access to appropriate in-service training and current information.
- · assignment of students with special needs to classes without countering the extra demand this places on teache.s.
- teaching assistants with inadequate training.
- · problems in working with the new adults in the classroom-teacher assistants, child-care workers, education specialists, sometimes parents.
- need for a changed role for special-education specialists.
- lack of adapted materials appropriate to full integration. no models of success for integration.
- absence of ministry policies and guidelines that reflect the new reality in the classroom.

The list could go on. Probably you have your own favorite problem to contribute. Have we solved these

problems? No, but we have made progress. The "we" is teachers, provincial specialist associations, the BCTF, the ministry, districts, CUPE, and many other groups.

One important element...is the ministry's recognizing, through the new guidelines, a continuum of

services, rather than a single model, to meet the needs of everyone. We will soon see the final version of the new specialeducation policy and guidelines, replacing the Red

Book, last revised in 1985. The new guidelines are the result of more than two years of meetings, discussions, and responses. One important element, effectively advocated by the B.C. Special Education Association, is the ministry's recognizing, through the new guidelines, a continuum of services, rather than a single model, to meet the needs of

allows the education interests of the full class to be considered in placement decisions if the behavior of a particular student is excessively disruptive.

There have been other BCTF activities to support teachers.

- Gains have been made in
- collective bargaining. Teacher-written case
- studies have been produced by the federation, providing models of successful integration.
- Teachers can call the 1-800 Integration Support Line (1-800-876-8542) for timely information.
- Databases of reports and resources, including modified and adapted materials, will be available via computer through BCTF ONLINE, the BCTF's gopher.
- We have worked with CUPE and other unions representing teachers' assistants to develop common understanding of Have we made progress?

Yes. Is there more to do? Certainly. We'll continue to pursue issues faced by members working with students with special needs.

Alice McQuade is BCTF president.

Ilottips

Intercultural families: making their children welcome

Vocabulary

- · Learn and use contemporary language when referring to race, ethnicity, and/or adoption.
- Ask parents of young children what terms they use to describe their child and far ly.
- Remember that a person of any heritage can be Canadian.

Registration procedures

- Develop and use forms that allow students to be interracial, indicating actual heritages.
- · Do not ask parents or students to "check only one" box for race.
- · Remember that families can be intercultural/interracial through marriage. procreation, adoption, and affinity.
- Parent(s) and children, brothers and sisters, may
- be of different races. Do not make assumptions about a child's name or
- home language: - First and/or last names may or may not reflect heritage.
- Home language(s) may be different from the expected.

Curriculum content

· In early childhood programs:

 Include books portraying intercultural families of all

-Select play figures that can be "mixed and matched" to form family units like those of students

- Seek out or make you, own graphic materials showing intercultural families
- Include discussion of intercultural/interracial families, even when they are not covered in texts.
- Include intercultural adoption, both domestic and international. Incorporate "alternate
- family trees" for use (if desired) by children in adoption-built families. • Promote anti-bias
- education for all students Allow students choices on
- assignments related to personal heritage.

Sensitivity issues

about race, heritage, adoption, and intercultural families. Acknowledge that

Reflect on your views

- indiviCuals and families may have more than one racial and ethnic heritage Remember that a single
- family may encompass diverse national origins, language groups, religions, and sexual orientations.
- Consider that parents may have both biological and adopted or foster children.
- Be creative with biology, genealogy projects. Source: Adapted and reprinted with permission from Children's Home Society of Washington,

February '94.

What's up in your local?

Free swimming in Nicola Valley

The Nicola Valley Teachers' Union is sponsoring free swimming at the Aquatic Centre for one hour, one night a month. The response to the program has been very good and the teachers' support to the facility has prompted other local businesses, in-

time for special events and the public relations benefits within

The Nicola Valley teachers are discussing suitable means of supporting the local public library. Working with other sponsors, they are exploring the possibility of setting up an audio-visual area in the library.

Join the club in Victoria

The Greater Victoria Teachers' Association has invited members of the Greater Victoria school community to join a Speakers, Writers and Researchers Club. Club membership is open to School District 61 employees, students, parents, and school trustees. The club will provide a pool of speakers and writers to respond to requests for public speaking engagements or for written articles.

The objectives of the club are to provide learning opportunities for members, to extend public awareness of educational programs and activities, and to have fun. They plan to reach out to other community groups to provide accurate information and to

In response to Workers' Compensation Board (WCB) regulations directed at protecting employees from violence in the workplace, the Vancouver School Board has provided a "violent incident report" form. Members of the Vancouver Teachers' Federation (VESTA and VSTA) participated with the health and safety committee in the development of the form, and the locals have informed their senior staff reps of the process for recording and reporting violent incidents involving VSB employees. For

cluding the Royal Bank and A & W, to also sponsor time. The Aquatic Centre is more accepting of letting schools book

the community have been great.

show pride in their public schools.

For more information, call the GVTA at (604) 595-0181.

Vanccuver's violent incident form

more information, call VESTA 873-8378, or VSTA 873-5570.

Capital gains deduction not much use to teachers

everyone. And the new policy

ata from Revenue Canada reveal that teachers and professors benefited little from the capital gains deduction during the first eight years it was available. As many tax experts had predicted when the deduction was introduced in 1985, this proved to be another tax break devised for well-to-do investors, but of little

ie to middle-income taxpayers.

The proportion of Canadian teachers and professors who claimed the capital gains deduction between 1985 and 1992 averaged 5.6%. The average amount they deducted annually varied from \$1,716 to \$3,445, and the 8-year average was under \$2,500. This suggests that very few teachers or professors would have even come close to fully utilizing the \$100,000 deduction.

By province, the percentage of teachers and professors who claimed the capital gains deduction reached a maximum of about 11% in Prince Edward Island (1990) and Manitoba

(1987); the minimum was 1.5% in Quebec (1990). Not surprising, the amount deducted, in most cases, vively correlated with the of teachers' and professors' salaries.

The widely held and valid perception that wealthy Canadians are not paying their fair share of the country's tax

burden has led to a worsening of the underground economy in recent years. This ultimately prompted Finance Minister Paul Martin to announce that 1994 would be the last tax year for which individuals can claim the capital gains deduction. Source: CTF Economic Service

Notes, January 1995.

SA SUR BAUK & S. 410 MILLION HOUSE MEETING PAY Y BANK SERVICE **STOCKHOLDERS** CHARGE ay bank sz \$ 2BILLION

Public education has been—and will continue to be—the single most powerful invention of capitalist democracies. It is the richest generator of economic wealth in history. It is the foundation of the great economies of the developed world. All those kids in public schools who will soon take their place in business, the professions, politics, the social services they are not a debt, they are our most valuable asset. So whenever anyone asks you what you did today, tell them that you are an investment counsellor. Tell them you were helping them get rich.

Tell them it's your way of

attacking the deficit.

- Stephen Hume writer. The Vancouver Sun

Vany routes to media literacy

by Denis Fafard

The influence of the nedia is inescapable. Witness the voluminous jeans sported by a student sauntering down the hall, the flash of another shiny, hightech car as you channel surf, and images of Coast Guard vessels bobbing off the Grand Banks, Media deeply influence our understanding of ourselves and society. Many teachers in B.C. believe it imperative to help students better understand communication technologies. the messages they transmit. and their impact on society.

Glimpse I

In Steve Powrie's Grade 6/7 classroom, at Aberdeen Elementary School, Kamloops, the news of the death of Byosa's newborn calf is a vital piece of information for an extended unit on whales in captivity.

Through study, discussion, and role play, where students

"Students sense that what they are studying is important and real...

have to argue their position, students use a variety of media sources to explore the topic. Powrie's aim in this and other issues-based units is to have students appreciate various points of view. When he finally takes the students on a field trip to the Vancouver Aquarium, they stand in front of the viewing window, awed by the spectacle of the belugas and passionately discussing their captivity. They have a personal connection to these animals that extends beyond understanding their size and their feeding habits.

According to Powrie, "Students sense that what they are studying is important and real. They feel empowered because they have an opinion, a point of view that they have thought about and can support." For 10 years, he has integrated media education in his classroom through the study of issues. Powrie and his students have examined pit bulls within city limits, the fur industry, female reporters in locker rooms, circuses, and, most recently, Kim Emerson, and the allegations of the premier's conflict of interest.

At Burnaby South Secondary School, television screens come alive each morning with announcements resembling a mini-newscast, thanks to Margaret Scarr's media arts students. For Scarr, media education is not one more component of her program; it is the focus for approximately 200 students in the visual and

performing arts course and a career-preparation program. Media arts combines analysis of media and its production. Students develop their expertise in video, TV. photography, and animation and those in career prepbecome directly involved through work exp Mence in community TV and animation

Scarr observes that media education "is a good way to address and understand social values and how we are influenced by them--violence, racism, gender, or whatever." Creating and responding to images in the media, a component of new visual arts curriculum is emerging in many art programs around B.C. in the form of video and TV production courses. As for students' responses, once Scarr got beyond the surface talk, she discovered that students care deeply about social issues and the role of

...media education "is a good way to address and understand social values and how we are influenced by them ... "

Glimpse III

On any given day, you're likely to find students from Glen Fieber's Grade 9 and 10 English classes, camcorders ready, stalking purposefully around Valleyview Junior Secondary School, in Kamloops, Media education has been part of Fieber's English program since 1964, when he got hold of some 8 mm cameras and handed them over to students. He has integrated elements of film production into his program for one reason; student motivation. "Students hunger

for film study even though there may be some technological hurdles. They want to do a good job, and they work very hard to do it. He further observes that "the students who have done best have often been the kids who were at risk, the ones who lived on the edge."

Glimpse IV

Many students from Chery Douglas's 5/6/7 class at Old Yale Elementary School in Surrey, arrive home after a tough day at school and plunk down to watch TV. That isn't unusual, but were you to engage them in conversation you would discover that they understand that everything on TV is not "truth" but a representation reflecting the values and beliefs of those who created the program or image. Douglas integrates media education primarily through social studies and language arts. In one unit.

students first understand how advertising works and then go on to create ads themselves. Douglas wrestles with the dilemma of content coverage: "Sometimes I feel there's not enough time, with all the other things I have to teach." Yet, since she feels media education, particularly regarding racial and gender stereotypes, is vitally important, she finds the time

Glimpse V

In Dan Blake's Grade 9 English class at North Surrey Secondary School, students have just finished researching images in popular television and film and are now being

He wants students to see media texts as problematic, to realize that nothing "just happens" to be there...

led to draw inferences as to how women and men are portrayed in our culture. Blake wants students to pause and consider an elegantly simple question: "What does this mean to you?"

Blake teaches English 8, 9, and 11, as well as Journalism/ Media Studies 11/12, Like Scarr he focusses on media education in the 11/12 course. but he integrates media education into all his English classes, most often as a liscrete subtopic

For him, it is essential that students become more critical users and producers of media since media shapes values in implicit and explicit ways. He wants students to see media texts as problematic, to realize that nothing "just happens" to be there; every word, every phrase, every image is there because some person decided to place it there. Blake asserts that developing such a critical attitude is essential for participation as informed citizens in a democracy.

While he seeks to develop a critical attitude, Biake does not ignore the pleasures students derive from the media. Part of Blake's work with students is to have them develop an aesthetic appreciation of the highly sophisticated media products around them. He hopes that "at the end of the day, students can step back and, even if there are some aspects they don't like, smile and say, 'That's very clever'."

Common themes

1. Teachers tend to underestimate the abilities of students. Once students are engaged in topics that are under discussion in the world around them, in the media, their motivation increases markedly.

2. Media production is an integral part of any media education course. The aim is to have students not only become critical consumers, but also to take an active role as producers of media.

3. Many students are already savyy about media. Teenagers' avvareness often reflects unquestioned assumptions—that media causes violence, that it's manipulative, etc. This can lead to cynicism and a belief that, while the media may influence others, it has no effect on them,

 4. The teacher can't, and wou't, know everything. In media education, students ö. en have greater background. The challenge for teachers is to work with students' experience. This is equally true when it comes to using unfamiliar technology. Teachers shouldn't be afraid to let students take the lead and teach one another and the teacher how to use technology.

If you are interested in extending your understanding and expertise in media education, in connecting with other teachers in this field, and in obtaining more information and resources, consider enrolling in Simon Fraser's Summer Institute in Media Education.

As well, you may want to contact CAME. (Canadian Association for Media Education, 1363 Fountain Way, Vancouver, BC V6H 3T2, ph: 734-9250, fax: 734-9251.)

Denis Fafard is a faculty associate at Simon Fraser University on leave from the Richmond school district.

Resources available on request

Summer Institute in Media Education

Co-sponsored by the Faculty of Education, Schoolof Communication, SFU & Continuing Studies, SFU

July 4 to August 11, 1995

The institute has three inter-related components:

- two 4-credit undergraduate courses [Education 463/ Communications 4861 will be offered concurrently at the SFU Harbour Centre campus on Tuesdays and Thursdays from 9:30-4:30. Graduate credit may be arranged through a directed readings with either the Faculty of Education or School of Communication.
- a lab component where participants will develop skills in using media technologies.
- a public lecture series and panel discussions of interest to the general public exploring issues such as media ethics, violence and the media racial, class and sexual stereotypes, etc.

To register, or for more information, contact Gina 291-5830 or Pat 291-3808.



The BCTF negotiating team takes a break from a gruelling schedule of meetings. Since March 1, both parties to provincial bargaining have met for 5 days, and have set aside 22 days for talks prior to June 30.

In this photo, the team poses with flowers, gifts and good wishes sent by members. Left to right: Sharon Wood, Brian "Happy Face" Port& Don Briard, Al Cornes, Alice Rees, Doug Hogg, Alice McQuade, Jim Iker, Sharon Yandle, David Craig.

In-service will support K-12 plan

by Mike Lombardi

n February 1995, the Minister of Education announced significant L adjustments to the implementation timetable for the K-12 Education Plan, addressing many of the concerns expressed by teachers and others in the education community. The ministry is now responding to teacher demands for comprehensive in-service to

support implementation. The plan includes the following components:

- Orientation Support (six months to one year)
- Intensive Support (up to two years)
- Ongoing Support (up to one year).

Some of these details were featured in the April '95 Implementation Update Bulletin from the ministry. In 1995-96 orientation and intensive support will be available in: Career and Personal Planning 8-12, Fine Arts 11, Applied Skills 11, French 12, Personal Planning K-7, Science K-7, Mathematics K-7, French 4–11, Science and Technology 11, and First Nations Studies

In-service education will also be available to support implementation in ESL, social equity, language policy, First Nations education, French programs, gender equity, parent education, learning

resources, assessment and reporting, Skills Now, technology, and special education.

In-service delivery mechanisms include teacher facilitators, regional forums, summer itsuittes, schoolbased in-service, consultation services, district institutes,

BCTF representatives on the Implementation Working Group continue to press for additional resources for in-service.

credit courses, grants to PSAs, training conferences, on-line data bases, and workshops.

The federation has secured ministry funding to facilitate some of the teacher in-service. In 1995–96, the BCTF will hire three teachers as coordinators for K-7 mathematics, personal planning, and science. They will co-ordinate and support the work of 75 teacher associates.

The BCTF has also been funded to establish and maintain an on-line database of In-Service Resource Persons on topics related to the K-12 plan and other education

The ministry will distribute grants of \$5,000 to any of the 29 PSAs of the BCTF emphasizing aspects of the K-12 plan at their conferences.

A cadre of facilitators will be available to assist schools and districts with education change.

BCTF representatives on the Implementation Working Group continue to press for additional resources for inservice. The ministry has reallocated \$5 million to this ourpose in the 1995-96 school year. Districts have been allotted \$11.6 million for implementation training in 1995-96. This targeted trust fund replaces the educationchange and special-education training funds of 1994-95. Boards have access to other funds in the block-funding

We have also asked for time for in-service education, implementation, accreditation, and reporting, specifically requesting that School **Community Interaction Days** be available for these

purposes. As teachers, we continue to work to improve the in-service plan and ensure it is based on sound principles of change. Appropriate in-service education should help teachers apply their professional skills to implement the changes that will improve student learning and strengthen public education.

director in the BCTF's Professional Development Division and a member of the working group on implementation.

Mike Lombardi is an assistant

New policy on inderina certificates

Teachers with expired interim certificates must complete all course work before application for reinstatement will be considered by the College of Teachers.

Teachers whose interim certificates expire before August 31, 1996, must complete more than 50% of their outstanding course work to be considered for an extension. Teachers whose interim certificates expire after August 31, 1996, must complete all of their course work to be considered for an extension.

The policy does not affect teachers holding restricted interim certificates. For more information, contact Margaret Ross, BCTF, or the College of Teachers.

Pain is Pain

Question to Steven Speilberg, director of Schindler's List "What about kids who say the Holocaust isn't relevant to their world"?

Answer: "I'll never forget a screening for 400 African-American students at the Apollo Theatre in Harlem. One of them, about 14-years old, said, 'I really liked the movie, but why do I need to see what the Jews went through? It's not my story, it's their story.' Another kid answered very powerfully,

'Pain is pain.' I tell them every drive-by shooting or incident of hatred in the neighborhood or in the classroom is related to the past. Much of the violence today can be traced back to the fact that our generation wasn't educated in the history of hatred from the beginning of time. To understand what's happening today, you have to look back."

Source: NEA Today, November '94.

Mexican teacher day, **May 15**

The trilateral coalition to

defend public education, comprised of unions of education workers in Canada, the United States, and Mexico, will use May 15 as an international day of education about education in Mexico. In Canada, the Canadian Teachers' Federation and the Ontario Secondary School Teachers' Federation will design a joint publication for CTF members. The Centrale de l'enseignement du Quebec (CEC) will report on the mobilization day in its electronic journal. In the United States, the National **Education Association (NEA)** will focus on Mexican education in its national publication.

For more information, contact Larry Kuehn, BCTF.

Glimpse II

Burnaby South Secondary School: Media Arts students Matt Mei (top) and Todd Long.

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Among other things the 1995 AGM... SMUSIOUS

- Set as a priority the support and defence of public education.
- Unanimously opposed vouchers, charter schools, and similar initiatives that privatize public education.
- Adopted guidelines for education/business partnerships.
- Received the report of the task force on roles and responsibilities of teachers.
- Reviewed the conditions for eligibility for the Salary Indemnity Plan.
- Endorsed the B.C. Federation of Labour boycott of the Bay department store.
- Condemned the federal budget and agreed to work in coalition with other groups to defend social programs and public services.
- Heard greetings from Jackie Tegart, president of the B.C. School Trustees Association; Judy Rempel, president of the B.C. **Confederation of Parent** Advisory Councils; and Bernice Kirk, president of the Canadian Union of Public Employees (B.C. Division), speaking for the B.C. Federation of Labour.

- Heard Minister of **Education Art Charbonneau** encourage teachers to make a good publiceducation system even stronger.
- Bestowed the G.A. Fergusson Award for outstanding contribution to education to Don Walmsley of Hope.

(L-R) Teller and Howe Sound delegate Patti McLaughlin, Hilroy winners Kevin Harrison with family, and Trevor McMonagle, Campbell River, G.A. Fergusson Award winner Don Walmsley, Hope, and Berniece Stuart signing the vouchers!

students on the biology of cancer, and to Kevin **Harrison and Trevor** McMonagle, of Campbell River, for an Academic **Enhancement Program that** 1995-96 Executive Committee made academics as

- Heard Education **International General** Secretary Fred van Leeuwen describe the need for international solidarity in addressing educational issues, emphasizing the difficult role of teachers in
- developing countries. Voted to maintain the BCTF fee at 1994-95 levels.

Awarded Hilroy

school culture.

Fellowships to Ron Kimoto, of Coquitlam, for a lab manual/resource book for

important as athletics in the



David Chudnovsky

Rick Turner



Chisamore, Creston. Below, (L-R) Surrey delegate Ralph Sebastian, Hilroy Award winner, Ron Kimoto, Coquitlam, Education International General Secretary Fred van Leeuwen.

Ken Smith (top) gives

pension advice to John

1st Vice-president 2nd Vice-president

Members-at-Large ELECTED-

Grace Wilson

Susan Crowley

Members-at-Large CONTINUING



by Rhonda Philpott

He stood tense, hands jammed in pockets, hair smoothed, presentable, feet shifting, waiting. He glanced anxiously at the agenda clenched in his mother's hands. He was careful not to let his eyes meet hers for fear she'd read the uncertainty, the longing, the shame hidden deep inside. His eyes roamed around the room blurring past the computer, the etchings on his chalkboard, past the note he had scratched to her. He tried not to guess her thoughts, to read her expressions. He tried not to let his body betray him. He did not let her know that he was scared, apprehensive. He quickly snatched a fleeting feeling of hope and pride when he thought she had noticed the white chalk words he had written.

What did it matter now. She had shifted in her chair. The sleeve of her neat, knitted coat dragged over the green slate, smudging the letters. The sounds he had searched for to spell her a message were dismissed.

He noticed the perfect red lacquer punctuating every nail, every finger, gripping against the whiteness of the paper. Had she even noticed the string of words he had pressed into the page? The eraser smudges spoke of labour.

He dared not move, not speak. His sweaty hands fingered bits of lint and playground gravel trapped in the recesses of his pockets. He knew his place. He knew to stand and wait, not to focus too much, but to respond when signalled.

prevent the moisture from

He wondered if maybe she

was misinformed. That she

truly did not know that this

was his night. That he had

practised and prepared. That

he had set all his notebooks in

a neat little pile at the corner

frustrated scribbles off the

Arborite because she was

He stared at his chair

tucked carefully under his

desk. He watched it hoping

that by some magic, it would

slide out and invite him to sit

paralyzed, jacket zipped tight

Her body tensed, the red

nails flicked. The pages in

between her tingers. Short

bursts of air forced through

her nostrils. Her thin, red lips

purse and adjusted the neck

button of her jacket. He knew

squeaky black boots turned to

Behind him three-legged

shone, and the wings of a

turtles danced, brilliant suns

each notebook snapped

crinkled, disapproving,

She rose abruptly. He

waited. She grasped her

this was the signal. Ilis

dissatisfied.

follow.

and relax. He stood there

to ward off winter chills.

of his desk. That he had

scrubbed months of

leaking.

coming.

Her eyes darted across each notebook page, narrowing at any sign of error, disregarding any inkling of effort.

Her eyes darted across each notebook page, narrowing at any sign of error, disregarding any inkling of effort. He wondered if maybe her eyes could not see like others. He thought that maybe she could not see the page correctly. Was it that behind those laden lashes, those perfectly outlined slits, she was blind to the images he portrayed? The dancing three-legged turtles, the brilliant suns, the flutter of bird's wings, the story about a happy place, a perfect day, a

captured memory? million birds fluttered. He searched deeper into the Rhonda Philpott is a pocket stitching, hoping for Vancouver-based teacher distractions, squeezing his eyes quickly, tightly, to writer.

Sexual-harassment reports and the Code of Ethics

by Ralph Sundby

s it a breach of the Code of Ethics to discuss experiences of sexual Lharassment by a colleague? This is a question asked of the BCTF Judicial Council by the Status of Women Committee.

Status of Women representatives told the council that teacher victims of sexual harassment are often afraid to talk to colleagues about their experiences because of Clause 5 of the code. Clause 5 requires that

Victims often need the support and advice of colleagues to muster the courage to fight back.

criticisms of teaching and related work be taken first to the colleague criticized; only after serving notice of intent can one take the criticisms to "appropriate officials." The S/W representatives explained that victims must be able to consult with trusted friends and that it is unreasonable to expect that victims are always capable of confronting perpetrators. Victims often need the support and advice of colleagues to muster the courage to fight back.

While some Judicial Council members agree that immediate and firm rejection of harassing behavior is one of the most effective ways of esponding, they recognize that not all victims have the necessary assertiveness to carry out such a defense.

The Judicial Council advised that while only a Hearing Panel of the Judicial Council can determine whether a particular act breaches the code, neither good-faith

reporting of sexual harassment nor discussion of it with colleagues would result in an ethics charge. The council made four

observations: · There is virtual immunity from charges under Clause 5 in that speaking to others about sexual harassment

does not constitute criticism

of "teaching and related

work."

• Statement 31.B.10 provides a victim of sexual harassment, or any member, with the opportunity to discuss with any federation staff or local officer, such as staff representatives, S/W chairperson, or president, how to proceed on a

• The note at the end of the Code of Ethics provides immunity from a charge when a teacher is reporting sexual harassment *of* students. The Judicial Council views such harassment as a form of child abuse, covered by the

It shall not be considered a breach of Clause 5 of the Code of Ethics to report reasonable ground for suspecting child abuse to proper authorities according to legal provisions and office protocol requirements.

 While no one can prevent the filing of an ethics complaint, only a Screening Panel of the Judicial Council can lay charges under the Code of Ethics. It does so only after carefully examining the basis for the complaint. Members are thus protected from unwarranted charges

Ralph Sundby is an assistant director in the BCTF's Bargaining and Member Services Division.

children and pushed them out

the door to safety. He got shot

community lauded Notree as a

in the wrist. His school and

Board of ed flunks lifesaving

hero, but the Chicago Board of "Clarence Notree barely had time to act when a gunman burst into the elementary school gym," reported the Associated Press. "As the bullets flew, the physical education teacher spread his arms to shield the

Education insisted that he wasn't entitled to workers' compensation benefits. It said that saving children's lives was not part Source: February

BCTF Group RRSP

This group RRSP has been available to members for a year. The plan is...

designed specifically for members

- convenient payroll deduction
- low administration costs

safe

 assets held in individual trust accounts by Royal Trust, member of the Royal Bank Group of Companies, sixth largest trust company in North America, largest in Canada.

provides good returns

- Royal Trust Five Year GICs: 1/2% over market rates
- Phillips Hager and North (@ Feb. 28/95)

Five-year Annual Rate **Fund** Money Market 8.1% 12.7% Bond 7.3% Canadian Equity 10.9% Balanced Pension

Interested? Call your local president. The plan is available only in participating districts.

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For information, call 1-800-661-2633

Teachers remembered

Maple Ridge Abbotsford Jessie Wakefield Alberni Irene Hurley **Dorothy Stapleton** Burnaby Florence Browning Charles Desroches Ray Elliott John Pearson Frederick Pratt **Jean Smith** cariboo-Chilcotin Adam Avigdor Central Okanagan Irene Gill Central Coast Mabel Pedersen Chilliwack John Duchak Courtenay Douglas Wilson Cowichan Lilian Williams Delta Stella Husband **Greater Victoria** Mary Bergbusch Vito Cianci Iris Emery Olive Gillan William McFarlane George Robinson Roy Temple Langley Louisa Brooks Shirley Fisher-Fleming Wanda Murphy

Eunice Baillie Mildred Hawrylak Annaleen Sharpe Mission Charles Starr Nanaimo Sybil Urquhart Nelson Cecil Davis North Vancouver Eleanor Black Peace River North Lydia Hinke Penticton

Hila Bawtinheimer Frank Laird **Powell River** Margaret Halliday Bruce Ramsay **Prince Rupert** Leonard Truscott Queen Charlotte **Brian Sulsbury** Quesnel John Hook

William Murray Richmond Lillian Gaunt Saanich David Breckenridge **Sunshine Coast**

Gladys Laird Surrey Winifred Dunbar Trail **Charles Bailey** Peter Huse Mary Lund

Alec Balano Joanetta Cameron Julia Estey Mary Kucin Fanny Lowe Elaine Maxwell Sylvia Mould Thomas Munro Elsie Szkilnyk Elva Wilson Mary Winter Vernon Gregory Dickson West Vancouver Derek Tye Last district not known Donald Darvill

Mary Dunlop

Alice Estey

Beverley Fyfe

Betty Harritt

Laura Gonzales

Olive Heritage

Belva Murphy

Sydney Pettit

Margaret Smith

Irene Stewart

Njuta Toews

Gladys Tuckey

Onaugh Painter

Marion Wills

Annette Pye

Florence Hastings

Gertrude Langridge

Kathleen Elliott

Vancouver

Richard Armstrong

for Teens, Preteens, and Children, was created for they believe inappropriate. Written and produced by entertainment to which children are exposed, PG-14 offers an objective report of films rated by the Motion 13. Each report has four sections summarizing language, violence, sexual

The various contemporary

Yours for the asking

They make it easy to De Circui



Greenscapes: An Annotated Bibliography of Canadian Children's Literature with Environmental Themes lists 57 Canadian children's books or environmental issues or portraying positive environmental values. Books are rated on their message, character development, and reader appeal.

Prepared by Jacqueline Pearce, who helds a B.A. in English literature and a masters in environmental education, Greenscapes was co-published by the Pacific Earth Education Society and the B.C. Humane Education Society. It is available for \$3 (includes printing and mailing). To order your copy, call the B.C. Humane Education Society at (604)681-

Get straight answers

I Openers, Parents Ask Questions About Sexuality and Children with Developmental Disabilities. As its subtitle suggests, I Openers presents an opportunity for parents of children with disabilities to ask questions about their children's sexuality and to get straight answers. Author David Hingsburger has a positive and practical approach to sexuality.

Whether you are looking at puberty 10 years down the road with your disabled child or you are in the middle of it, the questions and answers in this book offer a framework to address your concerns. It is a valuable starting point.

I Openers can be ordered through the Family Support Institute for \$18.55 (includes GST and postage). Send your payment with your name and address to the Family Support Institute, 300-30 East 6 Ave., Vancouver, BC V5T 4P4.

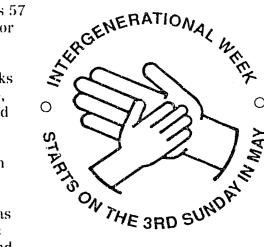
Help for movie

PG-14, Parental Guidance parents who don't wish to be ambushed by things in movies parents and teachers who are concerned about the types of the content of newly released Picture Academy as PG or PGcontent, and suspense in each

social issues that drive the plot of a story are identified, and PG-14 offers a series of discussion points for each movie to help parents open a dialogue with their children on

the issues a film has raised. This monthly publication has a special introductory rate of \$15 (U.S. funds) for one year. Subscriptions can be ordered by calling 1-301-681-7474 or writing PG-14, 803 Dryden Street, Silver Spring MD 20901.

Celebrate the Links



For three years, the B.C. Council for the Family has promoted intergenerational programs in B.C. During Intergenerational Week, May 21–27, organizations are encouraged to plan activities that bring together people of all ages, celebrate programs already in place, and introduce new ones; friendly visiting to older people in care facilities, senior volunteers' working one-to-one with students in need of special attention, oral history projects in which teens interview

seniors, and multi-aged choirs. The resource library of the B.C. Council for the Family boasts a wide variety of written and video resources to help teachers develop intergenerational programs. To receive the *Intergenera* tional Week Bulletin, which to fight. describes successful programs, new resources, and ways to make your intergenerational program a success, contact Maureen Ashfield, Co-ordinator, Intergenerational Week, 204 -2590 Granville Street,

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4813.

Twinning between north/south, developed/underdeveloped countries offers many opportunities to enhance global understanding. Malawi is a small, fascinating country in southeast Africa. Residents believe Canada is Shangri-La, and their understanding of the problems within Canadian society and schools is minimal, as is our understanding of the life of a typical Malawian Twinning brings a global understanding for students and teachers in both countries. It brings a new world to your classroom.

It is not too late in the school year to twin. Both secondary and elementary schools are available for twinning. If you

are interested, contact Jacqui Birchall, Frank Hurt Secondary School, 13940 - 77 Avenue, Surrey BC V3W 5Z4, (604) 590-1311, F: (604) 590-

Herden, and standard forestry

An international forestry

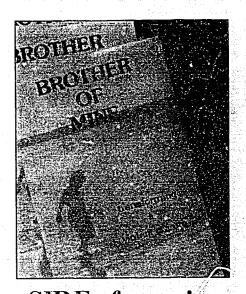
brochure has recently been distributed to secondary schools by the Canadian International Development Agency (CIDA). CIDA supports initiatives by the people of developing countries to practise sustainable forestry, to generate income from forest products, and to preserve fragile forest ecosystems. If you would like a copy, contact CIDA, Forestry and Conservation Policy Branch, 200 Promenade due Portage, Hull, PQ K1A 0G4, F: (819) 953-3348.

Brother of Mine transforminga violent culture

Brother of Mine explores how we have built a culture of violence—how systemic and organic attitudes which not only normalize but glorify violence have created a crisis on our streets, in our homes and, more recently, in our schools. This one-hour documentary takes a comprehensive and farranging look at why younger kids are becoming more

Interviews with educators. police officers, psychologists, and young people, both victims and perpetrators, expose aspects of our world we overlook and call "normal." Programs offering solutions present youth in action who teach us that it's as easy to learn how to get along as it is

Brother of Mine, produced in association with YTV Canada and the Canadian Teachers' Federation, is available from the CTF (\$20 plus GST), 110 Argyle Avenue, Ottawa, ON K2P 1B4, (613) 232-1505, F: (613) 232-1886.



SIP En française

Short-term-disability documents are now available in French. Long-termdisability documents will be available in French in the fall For more information, contact Income Security or Thierry Ponchet, at the BCTF.

-Karen Peterson

VICTORIA

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Purchasing Pension Service

retrieves the original \$8,493 in

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Consider if this is the best

Would you rather have \$7,653

(or more if you have had the

discretionary use in the early

years of retirement, or have a

pension that is \$46 to \$55 per

month greater for the rest of

your life? Which provides the

If the leave occurred prior to

deduct the difference, if any, of

pension contribution. You can

carry the undeducted amount

forward until it is all deducted.

December 31, 1989, the cost

must be debited from unused

transfer to the pension fund.

If the leave ended in 1995

and payment is made before

April 30, 1996, the purchase

normal contributions to form a

pension contribution without

Your application, with proof

of leave, must be made to the

Superannuation Commission,

548 Michigan Street, Victoria,

BC V8V 4R5. Remember, if you

are not retiring in 1995, you

cannot apply until next year.

pension plan administrator in

the BCTF's Income Security

Ken Smith is the teachers'

cost will be added to your

fully tax deductible 1995

reference to your RRSP or

RRSP room.

RRSP room or through a RRSP

bigger "return" for you?

January 1, 1990, you can

\$3,500 minus your annual

If the leave was after

The payment

is tax deductible

way to spend your money.

money invested for the

interim) available for

\$55 per month, the teacher

by Ken Smith

ignificant changes have been made to the Teachers' Pension Plan for the purchase of service for leave of absence. Pensionable and contributory servi o may be purchased to enhance your pension for periods when you were on a leave of absence from a B.C. public school board. Revenue Canada prohibits the purchase of service other than for leaves of absence.

Cost Estimating

Determine the amount of the contributions you made in the year prior to the leave. Double that amount (except for maternity and parental leave), plus interest to approximate the cost of buying a year's leave of absence. If your leave was for part of a year, prorate the annual contribution. Because you pay a lower contribution rate (6%) on salary subject to CPP contributions and a higher rate (7.5%) on salary above the CPP ceiling (\$34,900 in 1995), your estimates will be imprecise.

Once you have a cost estimate, add the accrued interest. Use the Fund Earned Rate multiplier table from the reinstatement article in the March issue of *Teacher* for the year in which your leave started. Otherwise, use your current rate of contribution to get a rough cost estimate.

Is it worth doing?

Any service time that you can purchase by paying only your *normal* contribution amount is worth the trouble. since the employer will also be

ecent pension-plan

changes include a

provision that allows

a teacher who broke

his/her B.C. teaching service to

spend time at home raising

children to obtain up to five

The extra contributory

service is only used in the

calculation of the rule of 90

The rule of 90 is only used

where a teacher is retiring

early, i.e., between ages 55

and 60. A teacher retiring at

age 60 or older has no need of

the rule of 90 and also of the

childrearing credit.

services.

years of deemed contributory

making a more-than-matching contribution.

When you must pay double your normal contribution, the decision is more difficult. You have to weigh the cost of the payment (plus accumulating interest) against the increase in pension. If you plan to retire before age 60, will the increased service reduce the early retirement reduction of 3% per year? If yes, then the purchase has a compound effect of increasing your pension with increased pensionable service and with a smaller early-retirement reduction.

For example, a category 5 teacher who was on leave last year and who retires this June 30, will pay about \$7,653 to purchase the year of leave. After tax deduction, at a 40.4% tax rate, this cost is really about \$4,562. The increase in the pension, after taxes at the same tax rate, for the one year is \$55 per month (non-reduced pension) or \$46 per month (maximum 15% early retirement reduction). At \$55 per month, the teacher retrieves the original \$4,562 in 7 years of pension. At \$46, the

retrieval takes 8.2 years. A category 5 teacher who was on leave during the 1972-73 school year and who retires this June 30, will pay about \$14,250 to purchase the year of leave. After tax deduction, at a 40.4% tax rate, this cost is really about \$8,493. The increase in the pension, after taxes at the same tax rate, for the one year is the same, \$55 per month (non-reduced pension) or \$46 per month (maximum 15% early retirement reduction). At

the teacher has full-time

to 90 and eliminate the 9%

has age plus service total of

Another teacher retiring at

age 56 with 20 years of service

76. An additional 5-year credit

in this case brings the total to

81, which is of no value. The

pension will be reduced by

12% (4 years under age 60

reduction.

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Childrearing drop-out credit

Department.

A teacher retiring at age 57 with 28 years of service has an To apply for the credit, write age plus service total of 85. to the Superannuation This teacher's pension will be Commission, 548 Michigan reduced by 9% (3 years under Street, Victoria, BC, V8V 4R5, age 60 times 3% per year). If stating that you were home full time from (date) to (date) childrearing time of 5 or more and enclose certified copies of years, credit of 5 years could the children's birth be applied to bring the 85 up certificates.

-Ken Smith

Buy-back conditions

	Maternity	Parental	Extended Maternity/ Parental	Discretionary	Personal (all other)
Retro- active to	March 4/81	March 21/91	start of work	current year	start of work
-	18 wks. (24 if med. problems)	12 wks. (either parent)	20 mos.	5 days (see contract)	20 mos. (include dis- cretionary)
Max. purchase per life- time	(see note 1)	(see note 1)	20 mos.	included in personal leave	20 mos. ('nclude discretionary)
Return to work required	nil	nil	20 days	20 days	current plan contributor
Cost (notes 2 & 3)	normal contribution	normal contribution	double nc. mal contribution	(see note 4)	double normal contribution

- 1. A limit is prescribed by Revenue Canada for all leaves, but teachers are unlikely to surpass the limit.
- 2. The cost of the purchase is determined by the Superannuation Commission on application, in writing
- 3. The payment deadline is any time prior to retirement. However, income tax considerations may make early payment and/or RRSP transfers preferable. Details are available from Income Security at the BCTF or on the BCTF Bulletin Board on Internet through the CLN Gopher. Look for BCTF On-Line.
- 4. The cost of discretionary leaves may be your normal contribution, calculated and deducted by the employer, if so governed by the collective agreement. Otherwise, you pay double your normal contribution. If you are paid for a discretionary leave less the cost of the teacher on call, you are purchasing the service loss due to this pay reduction.

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6:30–8:30 pm	32355 Mouat Drive	(h) 859-6690, (w) 859-4891
*CAMPBELL RIVER-May 17	Southgate Secondary School	Lia Grundle
6:30–8:30 pm	740 Holm Road	(h) 923-3748, (w) 923-4353
*KELOWNA-May 26	Central Okanagan SD Board Rm.	Leroy Sloan
6:30–8:30 pm	1940 Haynes Road	(w) 860-8888
*NANAIMO-May 16	Curriculum Resource Room	Elizabeth Pennell
6:30–8:30 pm	420 Selby	(w) 755-2129, (h) 753-2870
*SURREY-May 27	Surrey Conference Centre	Elisa Carlson
9:00–11:00 am	9260-140th Street	(h) 888-3121, (w) 574-3615
*TERRACE-May 23	Caledonia Sr. Secondary School	Bob Peacock
6:30–8:30 pm	3605 Monroe Street	(h) 849-5660, (w) 849-5484
*VICTORIA-May 18	Spectrum Community	Tanis Carlow
6:30–8:30 pm	957 West Burnside Road	(w) 479-8271
*WEST VANCOUVER-May 24	Cedardale Center	Doug Player
6:30-8:30 pm	595 Burley Drive	(w) 981-1031, (h) 985-8589

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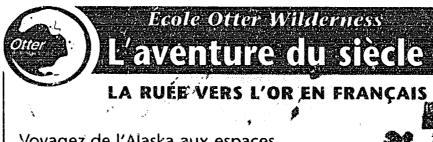
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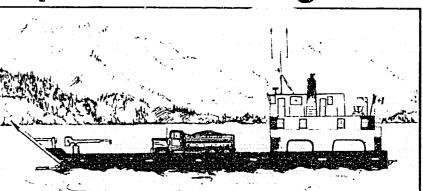
Prince George phone: (604) 563-0427 fax: (604) 564-3989

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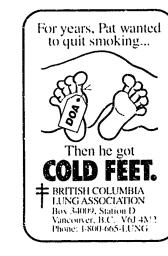
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evenings HOLIDAY (RE)TREAT. 2 bdrm. cottage in a country setting. Weekly rental. For reservation (604) 495-6801, Osoyoos, BC. ESCAPE TO GALIANO ISLAND, Fully furnished contemporary 2 bdrm. home, Deck. E.P. Whirlpool tub. Idyllic serenity. Overlooking golf

course. Couples, \$650/week. 874-

facilities, TV. \$750/wk. Call 946-7154

SUMMERIAND near Kelowna, new 3 bdrm, furnished condo walking distance to shopping center, town, highway, orchards. 30 min. walk to the beach. Sleeps 6, Avail. July and Aug. Call before 8 a.m. or leave message. Positively no smoking. (604) 494-0727, \$875/week. MAUI HAWAII. Privately owned townhouse. Large, 2 baths, Kaanapali: Pool, tennis, landscaped. Near beach, golf, nightlife. Non-smoking. Photos available, 492-6871 EXFERIENCE CZECH CULTURE in this heart of Europe's old country house. Beautiful castles and sight seeing all around with the English speaking guide avail. Family daily rate \$55. One hr. from Vienna, Prague, Berlin. (604) 590-8227. COBBLE HILL/DUNCAN, Bed & Breakfast in a serene forest riverside setting offers sumptuous breakfasts to suit every taste. Indoor pool and spa. 40 min. N of Victoria. 45 mins S of Nanaimo near Duncan, City of Totems. N/S. No children. Brookewood (604) 743-1928. COWICHAN VALLEY. Cottage, riverside forest setting. Complete incl. dishwasher/washing machine.

Fenced yard and playhouse. Kennel run for pets. Sleeps 6. Babysitting available. Between Nanaimo and Victoria 10 min from Duncan and Cowichan Bay \$400/CAN/week Sat to Sat. Avail. July 1 to Sept. 2. Brookewood (604) 743-1928. SAILING VACATION. Imagine eagles, seals, porpoise, fishing, wining,

dining. Sailing lessons. B.C.'s beautiful waters. CYA cruising standards. SailAway charters. (403) 244-0502, (403) 244-3075. Vancouver numeric summer page MT. WASHL/STRATHCONA PARK. Vancouver Island for July & Aug.

Self-contained suite in Chalet, sleeps 6 very comfortably, all kitchen/ laundry amenities, spectacular view of alpine meadows & mountains, \$20 pp. per night, or \$900 per month. Or f interested in skiing before April 17 or after Nov. 15, phone (604) 592-7049 (Victoria)

SHAWNIGAN LAKE RIVERFRONT. Beautiful 4 bdrm. home, excellent swimming, hot tub, gardens nearby horse rentals. Private 1 1/3 acre, 45 north of Victoria. \$690/week. July 2 to Aug. 13, (604) 743-5974. LAKE WINDERMERE, B.C. A-frame cottage, sleeps 6. Private beach, close to 8 golf courses. \$500/week Call (604) 342-2159 after 6 p.m. GIBSONS. Sunshine Coast near beach, bright new house, sleeps 6, furnished w/d. May to July 31. Ly or monthly 263-5667 HERIOT BAY/QUADRA ISLAND. Beautiful, large home with spectacular view, lots of decks and private yard. Overlooking two wharves. Convenient location, all the amenities. Fabulous vacation site. \$1,000/wk. Avail. July/Aug. Phone or

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dations, delectable breakfasts, jacuzzi bath and sauna. At our waterfront you can fish, swim, canoc or kayak. With Island Escapades, venture out ocean kayaking, sailing, mountaineering and climbing. Day & multi-day trips, B&B adventure packages and school group programming, (604) 537-2571 SALT SPRING OCEANFRONT selfcontained 1 bdrm, suite, 21 steps to tidal beach, Full kitchen, Ideal for

OSOYOOS, 2 bdrm/bthrm furn. condo. All appliances. Half block from beach, Sleeps six, \$500/wk.

suite. All appliances, 15 min, to Penticton/5 min. to local beach. street. Sleeps five, \$600/wk. July-Sept. Phone 497-6867 near Butchard Gardens, Mount Baker views, all the comforts of home, 3 bdrm, 3 bthrm, \$1,200 for July, Act now, 652-3175. MILL BAY WATERFRONT, deluxe 3 bdrm. home, sheltered bay, pebbled beach, swimming, boating, 45 min. to UVic. Available weekly July 8-22. \$700/wk. or UVic first summer session July 4-24 for \$1,400 N/S.

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Duncan, BC V9L 3Z6, (604) 748-

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VICTORIA. 1 bdrm. house, Fully furn. June, July, Aug. or July, Aug. utilities. 480-1027. HORNBY ISLAND. House for rent, 335-0667

for rent, 5 weeks July 1 to Aug. 5. Backs on nature trail, 5 min. to beach. Non-smoking, \$1,200. July and Aug. \$45/night. Phone (604)

VICTORIA. Summer 95. Spacious your loving care while we are in Europe, Gardener included. Non-

Avail, for July \$2,000, 926-1237. for July, no smoking, pets of children. 10 min. walk to beach References. 248-6359. \$900. NORTH VANCOUVER, home in parklike setting. Executive 2 or 3 bdrms., 2 1/2 bthrm. Furnished. July 1/95 to Aug. 31/96. \$1,500 to \$1,700/mo.

pier. May to Sept. (604) 937-3095. NORTH VANCOUVER. Furnished room & board in family residence. Ideal for exchange teacher or student, \$650/mo. (604) 986-6040. VANCOUVER. July-Aug. Rent furnished 1 bdrm. apt. in West-End Parking, indoor pool, close to Stanley Park. \$650/mo. Write 302, 1945

WHITE ROCK. 2 bdrm. rancher new stove, new fridge, laundry room, satellite dish, furn/unfurn., nonsmoking, lease preferred,

fenced backyard. Pets allowed. Summer rate of \$550/week. Call Lois

VICTORIA-SECONDMENT? Furn. 3 bdrm. townhouse avail. July 95 through Aug. 96. \$1,100/mo. (604) SALMON ARM. Teacher going on

leave. Furn. 3 bdrm. house July 95 to Aug. 96. \$850/mo. 832-9884. BURNABY. Central Park 1 bdrm. condo with all amenities avail. July & Aug. 2 blks. to skytrain, 3 blks. to Metrotown, 1/2 hr. to UBC & SFU. Single or couple, no children, no smoking, references. \$700/mo. (604) 432-9090 VANCOUVER. New 3 bdrm. house.

Call 738-3264 if interested.

VICTORIA, Country setting near the sea and university. Charming area for walking, Furn. 4 bdrm., 4 bath. For rent July and part of Aug. Rent negotiable, (604) 721-3078, VICTORIA, 4 bdrm, 2 1/2 bthrm. home, July & Aug. No smoking, no pets. References please, \$1,200/mo. 20 min, to UVic, 656-6781 (H). VICTORIA. Near beach, parks, UVic, 3 bdrm, furn, house for rent to teacher avail. July 2 to July 30/95. \$225/week, (604) 721-3618. References & damage deposit

VANCOUVER, Luxury, 2 bdrm., 2 baths, 2 blks. to Robson St. Gardenlike quiet street. Sunny location. Stroll to English Bay, Stanley Park. July/Aug. \$1,000/mo. (604) 687-VICTORIA. Cozy cottage by the sea.

Spectacular views of Strait and Olympics, Lovely 1 bdrm, furn. house in Oak Bay, 10 mins. downtown or UVic. July & Aug. \$950/mo. 598-5885. CLOSE TO COURTENAY, Secluded beach cabin on 1000 ft. of private oceanfront, Fully furn, Avail, July-Aug. \$375/wk. 334-4159. VICTORIA, Near UVic, Oak Bay rancher. Whole summer or part. \$900/mo. 595-1594. VANCOUVER, Sublet 2 bdrm. townhouse at UBC, July 1 to Aug. 20.

\$1,800. Call 224-1831. NORTH VANCOUVER, Furn. 3 bdrm. main floor. July/Aug \$1,350. 988-NANAIMO, 2 bdrm. townhouse, fully furn. May/June/July/Aug. No smok-

ing, no pets, must be 45 yrs, or older, \$400/wk. or \$1,400/mo. utilities incl. (604) 754-4231. VICTORIA. July-Aug/95, Bright 2

bdrm., 1 1/2 bath furn, main flr. character house in Fairfield, w/d n/s, n/p. \$800/mo. incl. 385-9486 TSAWWASSEN. Spacious family home avail. during July & Aug. 5

min. from ferry and beaches, 35 min. from UBC for summer courses. N/S. 948-1562. VANCOUVER. 1 bdrm. sublet July/ Aug. Yaletown access to Vancouver's pulse from the new library to the

Yale, 687-4043. VICTORIA PENTHOUSE, Furn. 2 bdrm. in deluxe building. Spectacular views of harbour, Olympics, and waterfront. Private sunbathing on huge deck/garden. Includes use of Mac LCIII and laser printer. Secure parking for 2 vehicles. \$500/wk: July/Aug. or \$2,500 for 6 wks. (604)

385-5994 evenings.
PARKSVILLE. 3 bdrm. home, sleeps 5 comfortably. Close to beaches and shopping. Perfect central location to enjoy and explore beautiful Vancouver Island. 4-5 wks. approx. July3-Aug.4. \$1,100. Non-smokers without pets preferred. Deposit and references required. Please call

Eileen (604) 752-9212 (days) Fax (604) 752-2960. ABBOTSFORD, 3-4 bdrm. furn. house, avail. July/Aug. Near Western Canada Summer Games site, only 4 min. to Vancouver. Non-smoker. \$750/mo. (604) 853-8890. VANCOUVER. English Bay, Stanley Park, Cosy 1 bdrm. apt. July 1-Aug. 15 (approx.) Quiet non-smoker. No pets. \$800/mo. (604) 688-6920. RICHMOND. Furn. townhouse, 2 bdrm., 5 appliances, 1 1/2 baths, large deck, 2 levels near dike,

95 to Aug. 96. \$850/mo. (604) 277-VANCOUVER. Sublet English Bay furn. 1 bdrm. apt. Close to beach, Stanley Park, Approx. July 10-Aug.20. Responsible, non-smoker. \$665/ma (604) 669-9132 VANCOUVER/SURREY. 1 bdrm., nice

yard, fireplace, July & Aug. no pets,

Steveston, non-smoker, no pets. Aug.

quiet adults only \$190/wk. (504) 590-8227. VANCOUVER. 1 bdrm. condo 5 min. from Granville Island. Tastefully furn., fully equipped secured parking. Util. incl. Avail July/Aug. \$950/mo. Ph: 751-3706, 756-6454. GRTR. VICTORIA. 3 bdrm. modern, non-smoking, house. 6 wks. July 7/8-Aug. 23/24. 30 min. to UVic, 25 to city centre. Beaches/parks/shopping

nearby. References. No pets. 474-4264, eves.\$1,500. VICTORIA. Character 2 bdrm., sun room, lovely garden near Beacon Hill Park and ocean. Avail. July-mid Aug. n.s. no pets. \$1,200/mo. 386-2336 Andrea.

TRAIL. 3 bdrm. house. Lovely treed semi-private yard bordering Trail Creek. Minutes from Rossland. Aug. 7-Sept. 15. \$175/wk. 364-2440, VANCOUVER. 1 bdrm. condo West

End close to downtown Stanley Park Easy bus to UBC, SFU. No children/ pets. \$900/mo. includes util. July/ Aug./1/2 Sept. only. 682-2769 VANCOUVER. 1 bdrm. apt. avail.

July/Aug. 95. Beautiful view of city, water, 5 min. to beach, 1 min. to 4th Ave. Non-smoker, no pets. \$800/mo.

VICTORIA, Fairfield area, Eura, character home avail, July 26-Aug. 18, 4 bdrms, all appliances, utilities incl. One blk, to ocean, 15 min, to UVic, non-smoking, no pets. \$1,000. Call 386-0292 for details. WESTSIDE VANCOUVER, Sept. 1/95 to July 1/96, \$1,400/mo, Furn. house, 2 bdrm, one study, renovated kitchen and bthrm., sunken living -rm., gas firepl., dining-rm, garden Suitable responsible couple. No company new in Canada. (604) 432smoking, no pets. Street parking. Bsmt, suite rented to quiet combe Rent incl. cleaner and lawn-care bimonthly, Util. extra. 732-1251. VANCOUVER, Furn. 4/5 bdrm, 2 bath house, nice area near Oak & King Edward with excellent schools. Amenities incl. d/w, w/d, f/p, and piano, Avail, Sept. 1/95-Aug. 31/96 with some flexibility, \$1,500 + util.Robin or Bob 874-1985. RICHMOND. Townhouse for single or

couple, July 8-Aug. 23, \$900. Garden setting, outdoor pool, close to dike, Steveston Village, very comfortable, (604) 277-5770. NÖRTH VANCOUVER. Share 2 bdrm. view apt. Approx. July 3-Aug.20. Quiet, residential. Close to shopping bus. 20 min. to UBC/SFU. Nonsmoker, \$475/mo, 985-4430. VANCOUVER. Beautiful two-level condo, ideally located in Kitsilano. 2

bdrms. 2 baths, deck with barbecue, insuite laundry, fully furnished. July/Aug. \$1,200/mo. (604) 732-CRANBROOK EXCHANGE, 3 hrs. to Banff, 2.5 hrs. to Glacier-Waterton National Park, 2.5 hrs. to Nelson, 1.5

hrs. to Radium-Fairmont Hot Springs, Furnished 4 bdrm, house in exchange for house or condo in Vancouver or Victoria area. Aug. 2 to 3 weeks, (604) 426-4460. CORNWALL, ENGLAND EXCHANGE house and car exchange Aug. 95. 4 bdrm, house near Penzance. Details:

ONTARIO EXCHANGE. Looking to exchange a house in Victoria for a house in Elora. Preferably Aug. (519) 846-2705 (11) HOUSE SIT. Vancouver/North/West/ White Rock. Mid-July to mid-Aug.

Sallv 946-9987

95. Ellen 562-7039.

WANTED TO RENT VICTORIA. Reliable non-smoking couples with child require accommodation from July 1 to Aug. 30, preferably near UVic. Willing to look after cats, dogs and/or plants. House guaranteed to be as clean upon your return as you leave it. References are available. Phone (604) 787-0417 during day or collect (604) 787-2624 after 6 p.m.

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MISCELEANEOUS

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Armstrong, Vernon. Elem. level. I'm experienced and enthusiastic speciality areas: math, science, socials, PE, PSA memberships: Co-op Educ., Primary Educ., Native Educ. and Environmental Educ. Presently on #89's sub list. Herb Latchko, RR 2

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INSIGHT MEDITATION RETREATS. Learn to meditate at the spectacular Krishnamurti Study Centre near Victoria, Aug. 4-13, Sept. 22- Oct. 1, Piease call (604) 474-1488 facilitator James Fairbanks. BUSINESS, Looking for motivated individuals for excellent home-based business opportunity with successful

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having a 25 yr. reunion, June 30 to July 2, Call 432-3777 Box 9015 for further info. TEACHER EXCHANGE, Swiss

-teacher (PE high school) with family

(2 children 15, 18) would like to do an exchange for 1 yr. (95/96 or 96/97). If you are interested, please contact Teachers Exchange Program, 8213 Lochside Dr., Saanich ton, BC VSM 1C9 or Angelo Federspiel, Ruchenbergstr. 31, 7000 Chur. Switzerland, Phone 011-41-81-273-584, Fax 011-41-81-243-380. For more information about Switzerland call Ben Dolf, 3034 Westdowne Rd. Victoria, BC 370-2712. STUDY BATS AT THE SHUSWAP. Yuma and little brown bats. Stay at

the Squilax Caboose Hostel, Group rates avail. Educational activities and materials avail. Phone/fax (604) 675-2977. JOB SHARE, Vernon, Secondary PE∕keyboarding teacher seeks

exchange in Lower Mainland for 95/96 school year. Trade homes? 5 min. to school, 20 min. to fantastic skiing and 20 min, to lake. For more info, pleased contact David Jackson at (604) 549-2799. TUTOR. Graduate student available garduate or graduate programs.

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97, Fax (604) 435-3049. **SECOND STEP** violence prevention 3-day trainer trainings. Committee for Children, nonprofit developer of Second Step: A Violence Prevention Curriculum for preschool-grade 8 classrooms, will conduct regional Second Step trainer trainings throughout the summer. Trainings are scheduled in Seattle, Wash. and

formed in 1983), 4969 Portland St.,

Burnaby, BC V5J 2P7. (604) 435-

Vancouver, B.C. on July 19-21; and in Seattle on July 26-28, Aug. 9-11 and Aug. 16-18. Another Vancouver training is slated for Sept. 20-22. Fee for the 3-day training is \$295 US. Call Client Support Services (800) 634-4449 for information THAILAND. Opportunity for student teacher exchange program at one of Thailand's foremost high schools, Montfort College. Visit Chiang Mai. Jewel of Northern Thailand. Contact Wayne Taylor, 1186 North End Road

Salt Spring Island, BC V8K 1M1 (604) 537-9568. WINNIPEG Elem. Teacher exchange with B.C. teacher for 95-96. Call Gerrie (204) 668-1515 (H) or F: 668-

9417 (W).

MANY.

12–14 Vancouver, Youth for Global Awareness Conference— Stop the Nightmare; Live the Dream-for secondary students, UBC. \$150 before March 31. Contact Helene Minishka, c/o 42 West 62nd Avenue, Vancouver, BC V5X 2E1, P/F: (604) 321-1351.

13 Nanaimo, Primary Science Forum, Contact Ken Gillies (604) 756-1623.

17-18 North Vancouver, Fast Forward 95 Educational Media Showcase, Capilano College Sportsplex. Contact Susan Weber (604) 323-

27 Vernon, Primary Science Forum, Contact Janet Townsend (604) 545-7822.

JUND

2-3 Burnaby. Grappling with Guidelines, Youth Employment Skills Canada, Inc. Rick Bradshaw and Lorne Prupas on career-development program, \$150. Contact Kathie Carlson, P/F: (604) 893-5003.

22–25 Lac La Biche, Fifth Canadian Chef Educators Convention, Alberta Vocational College, \$175 Contact Lorna Graham, 7509 Pandora Drive, Burnaby, BC V5A 3W1, (604) 291-6306, F: (604) 291-6044.

JULY

3 extstyle -7 Victoria. Third Annual Advanced Placement Institute for New and Experienced AP Teachers, Camosun College. Contact Jim Sexton, Camosun College, 3100 Foul Bay Road, Victoria, BC V8P 5J2, (604) 370-3352, F: (604) 370-3662, 37-03689.

3-7 Victoria. Multi Media Computer Training sponsored by B.C. Tel Discovery Learning Services and Greater Victoria SD, Marigold Elementary School, \$150 adult, \$100 student. Contact Mery Campbell, (604) 384-8157, or Elizabeth Kilby (604) 388-8991, F: (604) 388-

10–21 Vancouver. Intensive training in the Orton-Gillingham multisensory phonetic approach to remediating reading, writing, and spelling. Contact Greg Hall, (604) 526-6664.

19 Vancouver. Architecture in Education, with Rolaine Copeland, Room 1400, SFU at Harbour Centre. \$75. Contact Susan Recksiedler (604) 291-5079, F: (604) 291-5098.

AUGUST

7–11 or 14–18 Kelowna. Okanagan Chautauqua 95, reflection, study, and fellowship in preparation for the new school year, sponsored by COTA and SD 23, Bellevue Creek Elementary School, Contact Marg Boake, (604) 764-4170, F: (604) 764-3292.

23-25 Parksville. All Kinds of Minds, with Mel Levine-attention, learning, and behavior difficulties. Contact Aleeta Raynor, (604) 248-4241, F: (604) 248-5767. 30-September 15 Bejing. Fourth World Conference on Women, NGO forum and UN Conference. Contact Executive Director, NGO Forum on Women Beijing 95, 211 East 43rd Street-Room 1500, New York, NY 10017, (212) 922-9267, F: (212) 922-9269, or Lorrie Williams, (604) 525-4468, H: (604) 521-3416, F: (604) 525-

OCTOBER

19–21 Vancouver. B.C. Association of Teachers of Modern Langauges annual conference. Contact Susan Rowlands-Shrimpton, F: (604) 938-4908.

19–21 Computer-Using Educators of B.C. Conference, Horizons 95. Details to come.

19-21 Aldergrove. Technology Education Conference 95, on implementing the TE curriculum, K-12, hosted by Langley teachers. Contact Ken Wolgram, (604) 534-

4171, Phil Crawford, (604) 534-9285, or Lindsay Langill, (604) 856-2521.

20 New Westminster, Physical **Education Provincial Specialist** Association Conference, Douglas College, Contact Debbie Keel, c/o 11941 Harris Road, Pitt Meadows,

BC V 2N 1Z2, H: (604) 465-9847, S:

(604) 465-5828, F; (604) 465-8632, 20 Vancouver, B.C. Social Studies Teachers' Association conference, Citizenship and Multiculturalism...An Oxymoron?, David Thomspon Secondary School, Contact Rob Sandhu, 5930 Granville Street, Vancouver, BC V6M 3E1. (604) 263-9108, S: (604) 321-6741, F: (604) 322-5681.

 $20\,$ Vancouver, Criterion Referencing, The Learning Assistance Teachers' Role, a one-day workshop with Faye Brownlie and Susan Close, Contact Pat Porter, 2777 West 8th Ave., Vancouver, BC V6K 2B7, F: (604) 733-9444.

20–21 Vancouver, Joint conference of Teachers of English as an Additional Language (TEAL) and the English as a Second Language PSA—Literacy and Communication in our Multicultural Community. Read Today: Lead Tomorrow!--John Oliver Secondary School. Contact Gloria Tang, (604) 822-5234, Joy Wild, (604) 731-4167, or Lanny Young, (604) 266-8376, F: (604) 266-8274.

20-21 Victoria. Learning Assistance Teachers' Association conference with Judy Wood, Adapting Instruction for Mainstream and At-Risk Students, McPherson Playhouse, \$130 (\$140 after October 1). Contact Ann Brydon, c/o 941 Kings Street, Victoria, BC V8F 1W7, (604) 386-9511, F: (604) 388-

20–21 Burnaby, B.C. Association of Mathematics Teachers Conference, Technology Linking Curriculum, Burnaby South Secondary School. Contact Ivan Johnson, (604) 664-8560, F: (604) 664-

20-21 Victoria. Provincial Intermediate Teachers' Association Conference, Celebrating the Effective Educator, Victoria Conference Centre. Contact Paul Wood, Box 255, Grand Forks, BC VOH 1HO, (604) 442-0280, F: (604) 442-0159. 20-21 Prince George. B.C. Teacher-Librarians' Association Conference, Roots and Wings. Contact Barb Hall, 6405 Cornell Place, Prince George, BC V2N 2N7, H: (604) 964-6810, S: (604) 561-

6806, F: (604) 561-6801. 20-21 Kelowna, B.C. Primary **Teachers' Association Fall Confer**ence, Reaching for the Stars, Grand Okanagan Lakefront. Roberta Bondar, Jane Healey, Lou Yaniw, Frank Smith, and many more speakers. Conference focus: Setting Goals...Multiple Intelligences. Conference phone/fax

(604) 855-3511. 20-21 Vancouver. B.C. Association of Teachers of Modern Languages conference, Sheraton andmark Hotel. Details to come.

NOVEMBER.

5-7 Vancouver. Ninth Annual HIV/AIDS Conference, Focus on Drug Users, Westin Bayshore Hotel. Contact UBC Continuing Education, (604) 822-4965, F: (604) 822-4835.



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No smoking, no pets. \$675 including sleeps 6. July and Aug. Phone (604) QUALICUM BEACH. 4 bdrm. house

References. (604) 752-3316. ABBOTSFORD. Bed & breakfast for family home with cat near VUic need

smokers, no pets. \$1200.mo. Phone (604) 598-5760 WEST VANCOUVER. 4 bdrm. furnished house across from water on large treed lot in W. Vancouver. NANAIMO. 2 bdrm. apartment for July. References. \$900. 741-1273. PARKSVILLE. 2 bdrm. townhouse

929-3078 OKANAGAN. 2 bdrm. Okanagan Lakeshore home, large sundeck and

Barclay St., Vancouver, BC V6G 1L2,

\$1,000/mo. neg. Aug. 95, 538-6279 Fax 538-4131 SUNNY OKANAGAN. Executive panoramic lakeview home. Indoor pool, fruit trees. Rent this July 497-6906. QUALICUM BEACH. Aug. 14 to Sept. 4/95. Very comfortable 3 bdrm. house. Sleeps 6 to 8. Near beach and town. All utilities, appliances, linens, dishes etc. Great for families. Nice

June 29 to July 27. \$900. Stuart Smith 251-6459.

by Theresa Beer

7 ith the sounds of Willie and the Wassaillers and the drum beats of Ache Brasil still echoing in the halls, it was a rare opportunity indeed to have three music educators in a quiet setting. The teachers took a break from the annual B.C. Music Educators' Association conference to share their passion for music and for teaching.

"Music is so personal," says Shelley Wilkins, music specialist for K-5 at Forest Park and Uplands Park elementary schools, in Nanaimo. Her school programs are based on

Music and creative movement turn them into active participants in touch with their bodies.

singing, and she finds "music an integral part of building self-esteem at (students') own speed."

For Jackie Herman, Nicola Canford Elementary School, Merritt, the joy comes from seeing discovery. "It's the excitement of watching music take root in the body," she says. With the popularity of passive entertainment such as television, she finds children don't have the physical coordination they used to. Music and creative movement turn

If music be the food of love, play on; Give me excess of it, that, surfeiting. The appetite may sicken, and so die.

> - William Shakespeare, Twelfth-Night

them into active participants in touch with their bodies. "It's never mundane or routine, she says.

It's about giving students a "musical offering," says Len-Kay, a 17-year veteran in music at Steveston Senior Secondary School, Richmond. This means being exposed to as many types of music as possible. In the long term, students may become

Music can be approached as a metaphor for life...

professional musicians, but more often they remain amateurs who love music and incorporate it into their lives.

They become adults who appreciate and support the arts.

There are many creative career spin-offs from music, Kay adds. Students have gone on to play in orchestras, perform in Tokyo, study with a famous tabla drummer in India, and make albums and CDs. Others have turned up backstage at music telethons, as an assistant stage manager at Vancouver's Queen Elizabeth Theatre, and as music teachers. Some choose music journalism or work as sound engineers. "I always encourage them to keep the doors open, to

Kay supports Howard Gardner's theory of music as one of seven intelligences. Gardner says schools have long emphasized a limited version of intelligence, what might be called linguistic and logical-mathematical intelligences, to the neglect of the spatial, kinesthetic, musical, interpersonal, and intrapersonal

follow their bliss," he says.

intelligences. We must recognize the agility of the mind when playing music, especially in improvisation, says Kay. Students acquire "knowledge, skills, and discipline through music."

Music also adds to crosscultural understanding. "Music is naturally multicultural," says Jackie Herman. It may be flamenco music and dance, or learning world traditions through the experiences of ESL students. Len Kay notes that ESL students at his school are equally keen to learn Canadian practices such as choral dimension.

A school that embraces music encourages students. At Herman's school, the principal plays the piano at assemblies. At Kay's, teachers bring musical instruments to class, and one saxophone-playing teacher even started a school ensemble.

The music teachers' major

concern is that music is

competition for resources,

of music, Shelley

Kay.

Wilkins would encourage parents to go beyond just attending year-end recitals. She wants them to come to classrooms to see the process of learning.

With the rapid pace of curriculum changes, the hope is for balance among subjects. "Every child deserves a wellbalanced equal education that includes music," concludes Wilkins.

Another concern is leaving music education to generalist teachers. It's like teaching a language they don't know, says Herman. "The dream is to have a music specialist in every school."

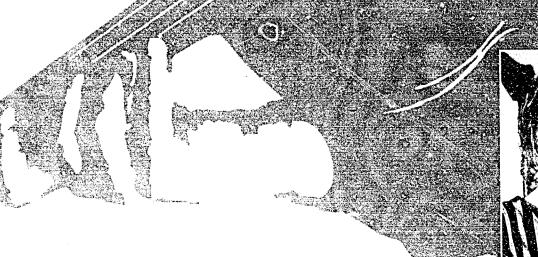
At the elementary level, time allotment restrictions may mean students will have less music. In Nanaimo, Wilkins used to see students three times a week; now she sees

Fine Arts 11 a mandatory course in September, Kay's fear is for those already taking fine arts courses. They may not be able to fit in all the individual arts courses they want. And because Fine Arts 11 includes any combination of dance, drama, music, and visual arts, all subjects could be watered down.

Despite these concerns, all agreed that teaching music brings much joy. Music can be approached as a metaphor for life, and Kay's advice remains poignant "Don't get so locked up in the sound that you miss the music."

Theresa Beer is a writer in the BCTF's Organization Support Division.





(L-R) Music specialists Shelley Wilkins, Nanaimo, Jackie Herman, Merritt, and Len Kay, Richmond.



