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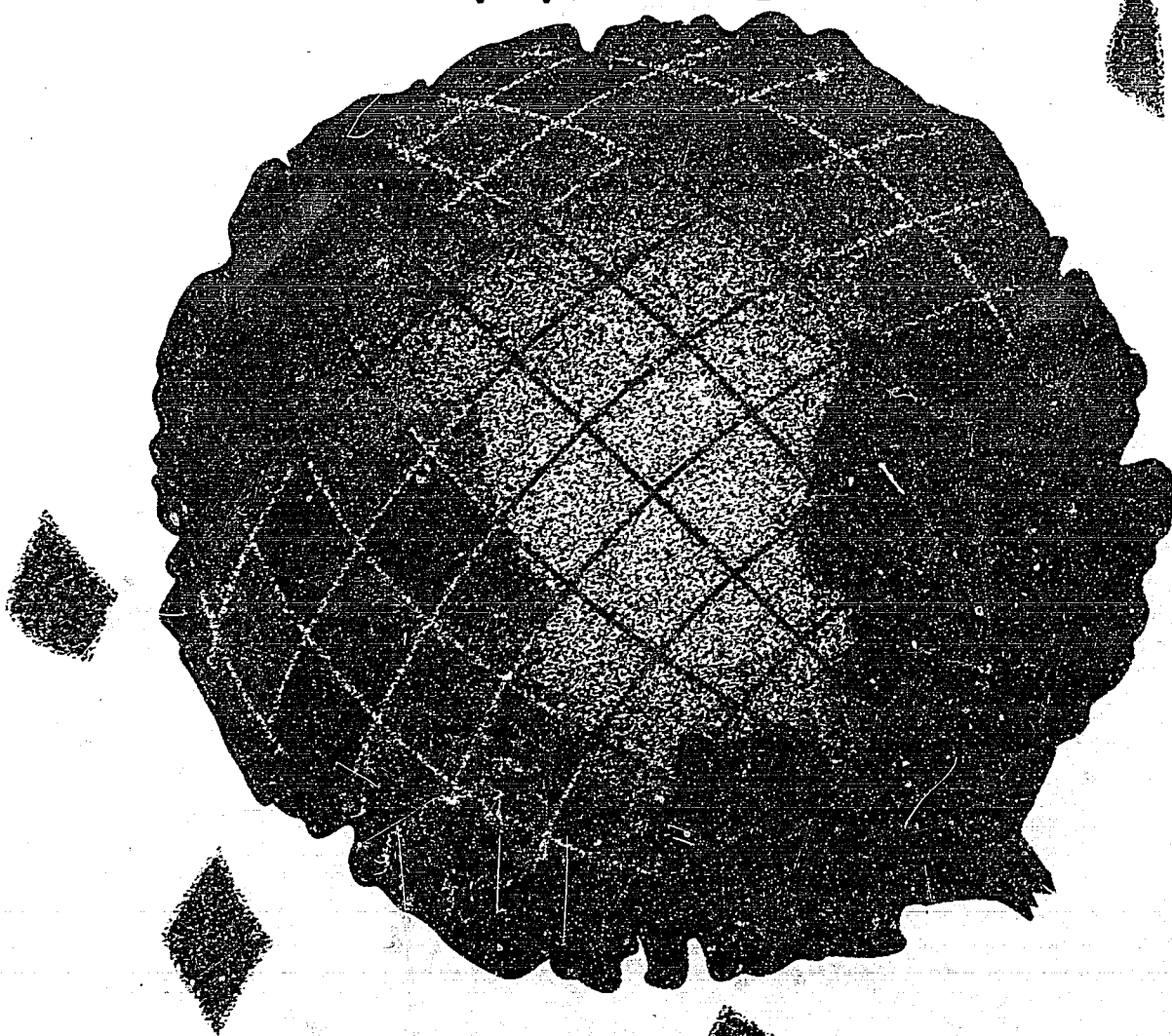
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Teacher

Global awareness? Who cares?



by Patrick Clarke

Last month was trying. I learned that the ozone layer over southern Canada is the thinnest ever recorded; that the World Wildlife Fund gave all Canadian provinces, with the notable exception of British Columbia, failing grades for wildlife-habitat protection; that an international conference on greenhouse gasses and global warming failed to reach consensus on action; that up to 2,000 people in a Rwandan village were slaughtered because they were in the wrong place at the wrong time; and that because an international convention on child labour remains unenforced, children in Pakistan, Peru, and other southern countries continue to work in slavish conditions making carpets and blue jeans for northern markets. And I heard Maurice Strong, the planner of the 1993 U.N. conference on sustainability, say, "we are a species out of control."

Then at month's end, I received a terse note from the Canadian International Development Agency. "A decision has been taken at the ministerial level to terminate the Global Education Program... Therefore in British Columbia your project will end on August 31, 1995."

Do not adjust your set

Since 1989, we have had a small but effective program in global education. More than

7,000 B.C. teachers and pre-service teachers have taken advantage of our program as part of a growing awareness that this generation of teachers

"A decision has been taken at the ministerial level to terminate the Global Education Program..."

has a formidable challenge our predecessors did not. The children and youth we teach now will either come to terms with the current economic, political, and environmental crises or set themselves and their children on a path too dreadful to describe. And this program has been chopped.

In the six years I have coordinated the project, I never encountered anyone—teacher, parent, trustee, ministry official—who did not agree instinctively that global education is the *core curriculum*, and that co-operation, empathy, conflict management, forecasting, and creative problem solving are *skills now*. The move from lip service to action has been more complicated. Teaching these skills is not part of our pre-service experience. These are

not easily found in any curriculum document, nor are they examinable. I am sure university admissions officers are only dimly aware of them. These 21st-century skills remain on the margin of our children's formal education experience. The Global Education Project was one of the very few concrete resources teachers could draw on to make those skills elements of the learning experience.

The project's workshop program featured cross-disciplinary integration, brought global education to the primary classroom, lesson plans remodeling for teaching issues such as food supply and child labour in home economics classrooms and teaching controversial issues and media literacy in a global context.

The project also produced a global issues resource guide, which was available in every school. Materials and lesson aids on diverse topics and a video collection available without charge covering global issues from the perspective of developing countries formed part of a resource base to help teachers prepare a more globally aware generation.

The Global Education Project was enthusiastically endorsed, well subscribed, timely, and necessary.

In light of the needs and the evident success of the project, CIDA's decision to terminate

funding is puzzling. The work was not finished. We had a comprehensive proposal for four more years of programming, including the development of a mechanism to make global education an ongoing element of professional development and curriculum revision after the end of the next phase, in 2000. With the loss of the CIDA core funding, this will be difficult, and we face the grim prospect of global education as yet another fad assigned to the graveyard of dead education elephants.

If global education, global awareness, and the notion of global citizenship are indeed ephemeral and the work managed by the Global Education Project of only marginal interest, then what is important? Jobs now? A balanced budget? A financially tidy house? How long will any financial reconstruction last if the foundation is not built on a principle of sustainability? And where do our students learn about this concept other than through the classroom application of global education?

The disappearance of the Global Education Project will not deter thousands who do see themselves as *global teachers*. Global education is too important to be shunted into oblivion. The real issue is why will hardly anyone help? We are resourceful, but we are not wizards. These are confusing times we teach in. More than at any other time, we need genuine community support to help a generation come to terms with

The Global Education Project was enthusiastically endorsed, well subscribed, timely, and necessary.

its future. The conclusion we could draw is that this is another disturbing example of our capacity as a society to know the price of everything and the value of nothing.

The abandonment of the Global Education Project by its primary funder says that in the bottom line '90s, public favour is more likely engendered by ruthlessness than by concern for our common future. Global awareness? Who cares?

Patrick Clarke is the co-ordinator the BCIT's Global Education Project.

President's message



Alice McQuade

"An aspect of wellness?"

Marcel Miro described homosexuality as an "aspect of wellness," (Sept. '94) and urged B.C. teachers to mentor students into this lifestyle.

Even for those who do not see this as a moral issue, studies such as the 1991 Family Research Institute study, Washington, D.C., have shown homosexuality to be an unhealthy lifestyle both physically and mentally.

How could any teacher, in good conscience, mentor a student into such a lifestyle?

Helen Close
North Vancouver

Layoff notices

In March, I received a layoff notice. School District 1 (Fernie) has laid off 34 teachers in the hopes of reducing the teaching staff by 13. This is the third year in a row that the board has attempted to reduce the number of teachers. I suspect that this year, as in previous years, they'll find that their projected numbers of students in September and their "anticipated budget deficit" will be wrong.

Why does the government allow boards to overspend on administration (and other support services) at the expense of the children? Why does the Minister of Education allow administrators to "teach" by supervising hallways and buses, while teachers teach only when they are in front of rooms full of students?

As a teacher, I've always enjoyed the month of June. The end-of-year marking and clean up are balanced by the social activities honouring colleagues, saying good-bye to friends, having students come by to chat, and feeling a sense of accomplishment.

From the office of the BCTF, I see the same beautiful spring weather as I would from my classroom, but the sense of completion isn't the same.

We have accomplished a great deal this year. We have begun the recovery from an intense and difficult internal split over bargaining. We convinced the ministry to agree to a more realistic implementation schedule for new curriculum. We have done an incredible amount of work preparing for provincial bargaining, and we have started a campaign to defend public education.

I am most proud of our outreach campaign. We have gained the respect of our partners—trustees, parents, AOs, and senior administrators—because of the activities we've sponsored, our coalition-building efforts, and our proactive behaviour.

We have not achieved all our goals. We can't close our mark books and write the final report cards just yet.

But...there is always next year. Have an exciting, relaxing summer.

We deserve it.

Alice

When is the BCTF going to get tough, and force the minister to do some real fiscal-frame-work repairs and corrections that will prevent the abuses of education funding. It is time money earmarked for education actually went into the classrooms.

Stephen Fairbairn
Elkford

Global ed dead?

As president of the Environmental Educators' Provincial Specialist Association (EEPSA), I must express my concerns about the cancellation of the federal funding for the Global Education Project.

The project is unique for many reasons, not the least of which is that it employs a full-time co-ordinator. B.C. has no other paid humanitarian or environmental-education co-ordinators. The loss of this one position will shift all responsibilities for initiating, developing, implementing, and maintaining any future global education projects onto the associations of teacher volunteers, like PSAs.

Imagine yourself after a typical school day returning home to find your mailbox stuffed with memos, budget statements, agenda, minutes, and unsolicited inquiries. You rip the mail open as your answering machine blurs out urgent requests to provide information, review a video, or answer some professor's educational survey. In other words, imagine yourself as the president of a

PSA. Then, remember the stack of essays you brought home.

Why do already overworked teachers devote the last of their waking hours to a PSA? The answers will surely vary as widely as the 29 existing PSAs, but one common response must be, because we believe in the professional advancement of curriculum. The Ministry of Education and the BCTF agree and increasingly look to PSAs for expertise and advice, especially as the new provincial integrated resource packages come on stream. Not all PSAs are born equal, and for the smaller ones, an increase in professional recognition simply translates into more demands on a few active members.

Displacing the Global Education Project will undermine hopes for an effective and co-ordinated approach to the integration of global and environmental curricula. Making these changes will require identifying suitable resources, training teachers, and rethinking traditional learning objectives. Sadly, small PSAs cannot possibly continue to shoulder these increasing responsibilities.

Cutting the project is like chopping off a hand to lose weight. Can we afford so desperate a measure? Imagine yourself seeking help to integrate global or environmental issues into your newly revised provincial curriculum, and then ask yourself, how? Who do I call?

Stephen Lott
President, EEPSA

Teacher newsmagazine a double winner

Congratulations to *Teacher newsmagazine* for winning two Educational Press Awards. The March 1994 issue of *Teacher* won the award for overall design. It was a pre-AGM issue with a special insert on mainstreaming and integration. The centre-spread story was called "First class actions." From the May/June issue, the article "Start the wellness habit" won for its design.

The editor for those issues was Nancy Hinds, and the design consultant was Betty Somerville. The EdPress says that for design, "we gave awards to the few who climbed inside their editorial matter and, finding the most significant aspect, dragged it out for their readers to see effortlessly and interestingly."

More than 2,000 education periodicals are members of the EdPress, including such large organizations as the National Education Association. The awards have been running for 32 years.

Write to us

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

Your federation inside out

Aromatic agendas

by Berniece Stuart

Extensive research (mine) has proven that food lovers are trustworthy, creative, hardworking, and lots of fun. A research project at the University of California at Santa Barbara, which asked the question "Have you ever been so busy at your desk that you forgot to eat your lunch?" clearly showed that the cognitive learning skills of those who answered in the affirmative went in counter-concentric circles. I don't know what any of that means, but I've never forgotten to eat my lunch, so it certainly doesn't apply to me. I, personally, would not feel comfortable knowing my working affairs were in the hands of someone who needs a recipe to cook Kraft Dinner.

You will be heartened to know that your staff, by and large, loves food. On any given day, wandering near the PD Division, you will

just as easily inhale the aroma of spicy chicken wings as that of smelly farts. PD needs little excuse to plan a dessert day, an hors d'oeuvre day, or a full-blown appetizer, casserole, and cheesecake day. The aromas emanating from the PD meeting room, from which all other divisions are specifically excluded, should be grounds for a grievance.

Not to be outdone, the Bargaining Division challenged each department to a Shrove Tuesday pancake cook-off. Divisions were instructed to bring to the staff room their best batter, electric fry pan, and most creative toppings. Independent judges would declare a winner. No consensus was reached on the winner, but the chefs at IHOP should have been there to take notes.

I'm waiting for the breadmaker challenge. We'd all bring in our breadmakers and our favourite ingredients, set the timers, and at afternoon coffee, determine who has made the lightest, most fragrant loaf of bread. The building is probably wired for the additional voltage required.

Administrative Staff Union meetings seem to go out of their way to plan aromatic agendas. No cold salad and sandwiches for them. Sometimes it's Chinese, sometimes it's lasagna and garlic bread, and last time it was Greek. Of course, the support staff are tossed the leftovers, and we're not too proud to scramble for them. I personally keep a bagful of plastic forks in my file cabinet for just such eventualities.

The vending machine in the staffroom dispenses microwaveable popcorn. At around 15:30, just about when lunch has worn off but dinner is still some time away, we are subjected to the aroma of freshly popped corn. Microwaveable popcorn can be tricky, and the Maintenance Department has issued a warning that burning popcorn could set off the sprinkler system.

So, dear members, in addition to the love of our work—planning those workshops, developing that clause language, processing those fees, balancing the books, organizing that RA—we also love cheesecake, and samosas, and pizza, and... But that only proves we are trustworthy, creative, hardworking, and lots and lots of fun.

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

"Wolves in sheep's clothing..."

by Don Briard

These words are less charitable than the ones I used in the article originally written for this space. However, times and perceptions change during any journey, and our journey into provincial bargaining is no exception.

Last spring, with the stroke of a pen, Mike Harcourt and friends forced us to abandon familiar routes and move into new territory with only the sketchiest of maps.

Representatives from B.C. Public Sector Employers' Association (BCPSEA) reinforced that sense of newness when they invited us to participate in a different approach to bargaining, an approach "...whose time has come." We were assured by a trustee "...that the public has no sympathy for the confrontational approaches of the past." Through new processes we would find the route to an Eldorado of mutual problem solving. Unfortunately, BCPSEA's actions fall far short of their rhetoric.

The approach taken by the trustee organization on a seemingly minor procedural matter—leave of absence for

provincial bargaining—is not "new process."

Schedule 2 of Bill 52 sets out that "the school board shall grant a leave of absence without pay to an employee designated by the Provincial union for the purpose of participating in collective bargaining activities on behalf of the Provincial union." The BCTF recognizes that for members of the negotiating team this strips from local

Bargaining Council, the Bargaining Committee, some Representative Assembly meetings and "...any other meeting that is called to consider any aspect of provincial bargaining"—a net so Spanish in its inclusiveness that one district has billed full cost for a member's participation at a provincial professional development event!

The cost of these leaves takes us into new territory as well. While we all have contract provisions establishing daily-rate deductions for personal unpaid leave, virtually none of us include in those deductions "...the proportionate cost of both non-statutory and statutory benefits, including life insurance, MSP, EHB, Dental, Pension, CPP and UIC

for the period of the leave." BCPSEA clearly intends to extract every penny it can from our organization and, in the process, turn a tidy profit on the differential between TOC salaries and teachers' daily rates.

There is nothing new in the BCPSEA style; it is depressingly similar to the punitive, single-minded style displayed by a handful of boards in the last bargaining round. This time, that strategy may be played out in a wider arena, an arena in which BCPSEA sees local boards dominated by iron-fisted central control. Trustee spokesperson Ken Halliday has made it clear that he "owns" the local table—no board can agree to anything or refer anything to the provincial table without central approval. He has also made it clear he is looking for solutions to problems in public education "...some of which arise from collective agreement language."

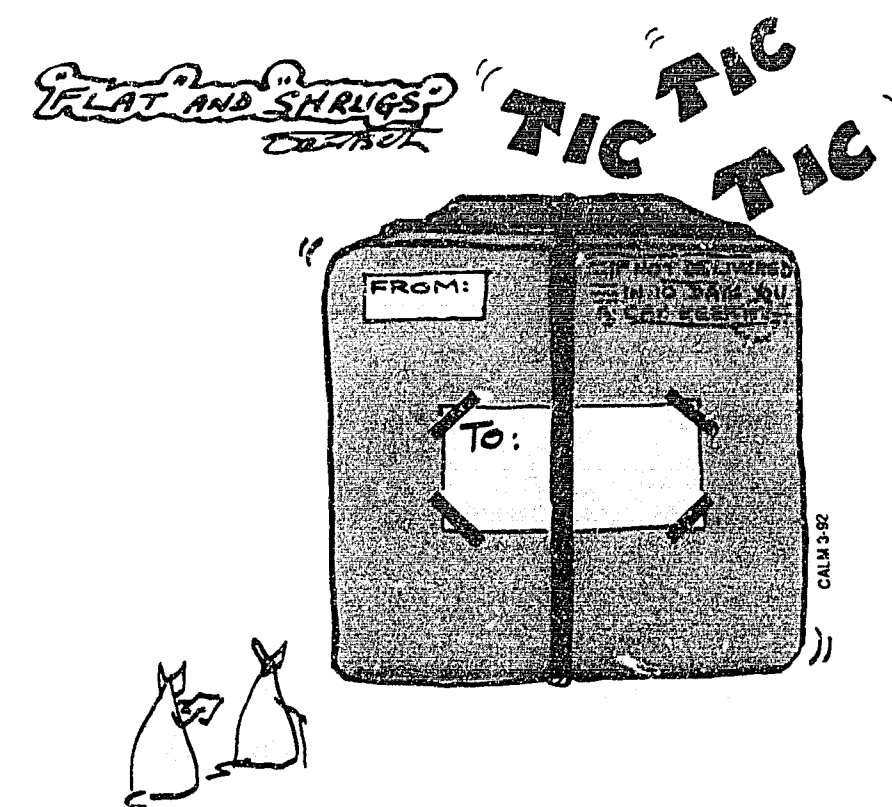
We are into new territory, but some of the landmarks are painfully familiar. And one thing is definite: These sure aren't sheep!

Don Briard is a member of the BCTF's Negotiating Team.

Trustee spokesperson Ken Halliday has made it clear that he "owns" the local table

contracts the "at the cost of a TOC" leave provision for union business and requires the Federation to pay full cost of release time. However, BCPSEA's directors have aggressively stretched the envelope of the statute's interpretation in terms of both scope and cost.

The scope has been expanded to include leave granted to locally designated representatives to the



Speaking personally:

Can you speak bureaucratese?

the issue of...

"Can anyone not live with this?"
"Thank you for sharing your concerns."

Judy Birch
Chilliwack

Sometimes, somewhere, in a perfect world, at a perfect school, an AO might say...

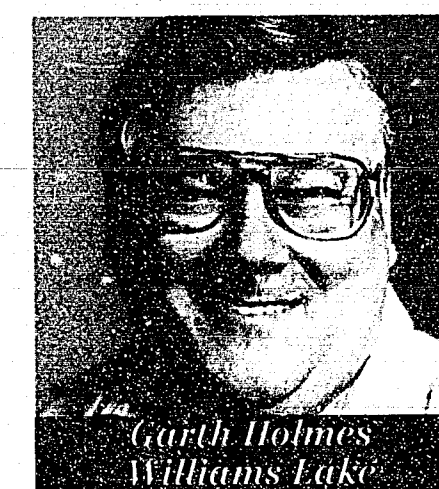
"I sure appreciate all the extra time you've been putting in. You make such a difference for the kids." or "Your suggestions about reducing administrative costs were right on! If we cut back on expense vouchers, we'll be able to provide extra services for 'at risk' kids."

And several times a year, they might ask: "Can I cover your class for a few hours? You must need some extra time to read those ministry documents and I'd like to get your feedback on them!"

Back to the real world! "I'm sorry to announce we've just lost our drug and alcohol prevention worker. Now to the business at hand, how are we doing to reduce our dropout rate?"

"I'm out for lunch to liaise with business people who are vital to our success."

I've got a problem around

Garth Holmes
Williams Lake

On a typical day at a junior-secondary school congenial collegial interaction, the following socializations were realized.

The committee to promote xenophilia had been placed in a state of co-operative interpersonality because a monitored interpersonal alternative competition had been scheduled at the same time. The administrative officer had to interface in a celerate manner with an education system client, who had been the victim of a doct who had allegedly demonstrated insensitivity. The AO dealt with it by a schedule modification. The client's next responsive incremental evaluation was going to note positive aspects of his behaviour.

A Grade 8 doct had caused an organized interruption of covert personal communication. This stifling of client creativity had been specially designed to cut down student resourcefulness. This was particularly true during the holiday interruptus, when the students had not yet been given time to recover from the stress release of the weekend.

The emerging alternative organizational paradigm was proceeding within parameters, assisted by an innovative systemic policy projection that the democratic representatives of the taxpayers had brought into being. There had been a bureaucratic delay, but a state of violence short of war had been averted when the AO said, "No problem. I'll look into it."

Ken Garfunkel
Richmond

On the eve of my first BCTF AGM, I felt ready to face decision making and goal setting. I had read my Reports

and Resolutions booklet, referenced it to the Members' Guide, made notes for debate, attended Richmond's pre-AGM caucus meeting, felt familiar with Robert's Rules of Order, and had just received my new reading glasses.

On Sunday, at 19:00, I walked into the Hyatt Ba"room where we began adopting. We adopted chairpersons; we adopted scrutineers; we adopted tellers. We tried to adopt the agenda, and adoptions were quickly overtaken by amendments.

With adoptions completed, we heard reports. Based on a point of personal privilege, the chair was challenged on an amendment to an amendment to a resolution. There was a motion to sustain the chair, but when defeated, the amendment to the amendment stood, and the discussion on the amendment to the resolution began. Those speaking on the resolution were at mikes 2, 5, 3, and 2, but they had to step back so that those speaking on the amendment could step back so that those on the amendment to the amendment could speak at mikes 3, 4, 2, and 4. Just so you don't feel this democratic process takes a great amount of time, once speakers have spoken on both sides of an issue, someone whose turn it is at the mike (hopefully someone has kept

accurate records) may then call the question.

In the middle of all this, there is the infamous "point of clarification." This is very helpful for those who might be confused about what they are to vote upon or what the mover might mean by his or her motion.

Is that clear?

Stefan Gieslik
Southern Okanagan

Ours is a lighthouse district, say our bureaucrats. We decided to implement IPs right away, not bothering with a trial year; our high schools are on the Quarter System; our district in the forefront with Professional Growth Plans. They'd like to be spearheading Year-round Schools. The union slows them down, they say, by forcing people to back-pedal, rethink, and re-evaluate the wisdom of our plans and actions.

"We'll get back to you on this..."



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You asked about Canada's social programs

Q If our social programs work, why do we still have so many poor?

A Our social programs do work. If we didn't have these programs, twice as many Canadians would be poor.

The fact is, Canada doesn't spend as much on social programs as most industrialized countries do. Out of the top 15 nations, Canada ranks 12th in social spending.

The best social program is a secure, well-paid job.

Q With the deficit so high, don't we have to cut back on social spending?

A Social spending did not create the debt. We are spending no more of our national income on social programs than we were a generation ago.

The debt mostly comes from high interest rates, free trade, and unemployment.

Job creation would cut the cost of social programs in a positive way, by putting people back to work.

Q Why don't we cut back on some programs, and create a really good program to combat child poverty?

A Poor children live in poor families. Their parents are poor because they can't find a job or they work for poverty-level wages.

It doesn't make sense to take money away from parents on UI or welfare and put it into a child benefit; the family will still be poor. Shell games don't work.

Q Government and business say UI premiums are killing jobs. Why not reduce the premiums to create more jobs?

A Employers' UI premiums amount to only 3% of the wage of the average worker. Canada's payroll taxes are lower than other countries including the United States. The impact on jobs is tiny.

UI transfers money from employers and employed workers to the unemployed. The benefits are spent in the economy creating jobs! Cutting UI will hurt the unemployed, and do nothing to create jobs.

Q Why shouldn't people on welfare or UI work to help their communities?

A All people should be treated with dignity. It's not fair to cast people on welfare as outcasts who need to be forced to work. In fact, for many, work is not a realistic option: 40% are children, 20% have disabilities, 15% are single parents without access to childcare.

Mandatory work for welfare turns what could be well-paid jobs into work performed under duress for below minimum wage. This undermines all workers.

Let's not blame the victim. Let's provide real employment, not forced labour.

Q Why shouldn't people who go on UI over and over again get lower benefits than those who rarely use it?

A The issue is not repeat claims; it's repeat layoffs! Why should the worker who is repeatedly laid off be penalized—especially when the real culprit could be the company's mismanagement of its business, or the government's mismanagement of the economy? Remember, people who quit or are fired with cause can't get UI.

Q UI costs \$19 billion a year. How can we keep on affording that?

A It's time to put this myth to bed for good. UI does not cost the general public one red cent. It is entirely self-financing.

Workers and employers pay UI premiums to buy insurance against the devastation of job loss.

Even when the government loans money to the UI account during recessions, the loan is paid back with interest through premiums.

Q For Canada to compete internationally, don't we have to spend more on training and basic education and less on income support?

A Knowledge, skills, and training are very important. But there needs to be something to train for.

It's not a question of either/or. Those in training programs need social supports, and the knowledge that their efforts will lead to a secure, well-paid job.

Source: Canadian Labour Congress, 2841 Riverside Drive, Ottawa, ON K1V 8X7, (613) 521-3400.

*R. E. Hargreaves
Matsami Primary School*

Letter from Namibia

I cannot explain and describe your [BCTF Staff Rep trainer Don Reader] and Susan's [Tuckson] contribution to the newly learned skills we have acquired during the training. It was marvellous and praiseworthy. Keep on the good work!

At the homefront things are moving at a slow pace. The fact that we are so remote from NANTU head office makes matters worse. Information does not reach us regularly.

During March we had a regional consultative meeting and I was once again re-elected as the local school committee chairperson.

Your BCTF's newsmagazine, *Teacher*, is very informative. Please send me the latest volume each time it is published.

On page 14 of *Teacher* I have read about some useful teaching aids: *Working with ESL Students*, *Suggestions for Supporting Learning*, *A Guide for Parents*, and *Integrating Language and Content*. A Planning Guide. Please try by all means at your disposal to donate these books to our local NANTU school committee.

*R. E. Hargreaves
Matsami Primary School*

And, lo, the trustees were sore displeased

by Geoff Hargreaves

And Elisha went up from thence unto Bethel; and as he was going up by the way, there came forth little children out of the city, and mocked him, and said unto him, Go up, thou bald head; go up, thou bald head. And he turned back, and looked on them, and cursed them in the name of the Lord. And there came forth two she-bears out of the wood, and tare forty and two children of them.

—II Kings, 2:23-24

Hedekiah, Principal, Brook of Kidron Elementary School, Jucah.

Dear Hedekiah:

Since you'll probably be reading in the next issue of the Bible an update on yesterday's Grade 6 field trip to Bethel, I thought I'd get my two shekels' worth in first.

Our day had an excellent start. Admittedly, three school chariots do have a job accommodating 43 students and a teacher, but what with the Lord God afflicting us with a national deficit because we bowed down before the idols of Mammon, and the Moabites forever whining about government-subsidized soft lumber from the cedars of Lebanon, I do recognize that we can't have our manna and eat it.

Still, we managed to cram everyone aboard, and off we galloped, bright and early, through the wilderness.

By midday we had arrived at

Bethel and the local guide showed the class the stone that Jacob used as a pillow, when he dreamed a dream that God would make him the progenitor of our mighty stiff-necked people.

Lunch was a bit of a disaster. The source of the trouble was little Ahinadab, son of Adde. Now, I realize that King Jehosaphat had the best intentions when he mainstreamed difficult kids, but little Ahinadab is the limit, especially in a class of 43. But what can one expect from a child whose father comes home night after night, his hair smelling of myrrh and spikenard, claiming he's been wrestling with an angel? Anyway, little Ahinadab

picked a quarrel, and within minutes a general food fight broke out, till this Promised Land of ours was literally flowing with milk and honey. In an effort to quell the disorder, I got the children to sing along with Psalm CIX and a couple more of King David's golden oldies. But even though the fighting ceased, the mood of the class retained elements of hostility.

"The first student to knock out anybody's eye," I warned them, "gets his eye knocked out by me. That goes for teeth as well." A sullen silence was their response.

And then along came this shepherd. Now I'd hardly claim he was an apple tree in the wild woodland, with shade

and cool to rest under and fruit sweet to taste, but he was pretty neat all the same. And he seemed to like me too. He paid me a number of compliments, conventional enough but pleasing nonetheless, to the effect that my hair was as dazzling as a goat's, my bosom fairly reminiscent of two fawns out on the hills of Bethel, my belly analogous to etc., etc. You know the routine. He then made an impulsive attempt to cling to me as closely as tuft of cypress clings to the vine-clad rocks of Engedi.

It was during the lengthy process of disengaging myself from him that things went badly wrong for Grade 6.

You remember old Elisha?

He used to be assistant to Elijah, until Elijah flew off into the clouds in a chariot of fire drawn by flaming horses, in scandalous contravention of local statutes governing vehicle safety, burning permits, and the treatment of quadrupeds. Now Elisha has assumed Elijah's mantle and has some pretty fancy ideas about his own value. He'd just worked a miracle for Jericho's water supply and was on his way home, no doubt feeling cocky about the whole thing, when little Ahinadab spotted him.

Unfortunately, for all his miraculous powers, Elisha has been able to do nothing much about reseedling his enormous bald head. There it came, up the hillside, gleaming like brass.

Trust little Ahinadab to lead his classmates in calling Elisha rude names. There was a scribe in the vicinity, and he wrote down, to spare the blushes of his readers, his version of what little Ahinadab and his cronies called out, "Go up, thou bald head." But knowing Grade 6, you needn't be told that what they actually said was a lot fruitier than "Go up."

Well, to cut a long story short, Elisha saw red, muttered something I'll not repeat, and two she-bears shot out from behind a tree and slaughtered 42 members of Grade 6. Only little Ahinadab escaped.

I shall, of course, fill out the official accident report form on my return to school, once I've assembled all the scattered body-parts. In the meantime, I should like to apply for a transfer to Tophet Middle School.

Shalom,
Judith

Geoff Hargreaves teaches at Frances Kelsey Secondary School, Cowichan.



Whatever mischief ye beget, I forbid mocking any school board member... or, I will have to quit my day job!

Put it in writing

by Percy Austin

Delegates at the 1995 AGM made two significant changes to Clause 5 of the Code of Ethics.

Clause 5 sets out the requirement that must be observed in carrying forward criticisms of a colleague's teaching and related work. With the amendments (underlined), the clause now reads:

The teacher directs any criticism of the teaching performance and related work of a colleague to that

colleague in private and only then, after informing the colleague in writing of the intent to do so, may direct in confidence the criticism to appropriate individuals who are in a position to offer advice and assistance.

The requirement that criticisms must be taken first to the colleague remains the same. Previously, it was sufficient to provide such notice orally. The change (adding "in writing") was apparently motivated by concern about cases where there was a dispute between members over whether notice had been given and/or what

was the substance of the oral notice.

The other change was substituting the word *individuals* for *officials*. The stated purpose was to broaden the range of persons to which a matter could be appropriately referred. While administrative officers would still be "appropriate individuals," others (a helping teacher, a local president, or a mentor teacher) might be more fitting recipients of an initial referral. Examination of procedure 31.B.10 (also altered by the AGM) makes the impetus of this word change more clear.

31.B.10—Advice on how to proceed with a concern respecting a colleague's teaching and related work may be sought from Federation staff or local officers in good faith. Such discussion will not constitute a breach of Clause 5.

"Appropriate individuals" in Clause 5 of the Code of Ethics shall mean those persons who are able to offer advice and assistance on questions of teaching practices and their effect on students. The first emphasis should at all times be on exploring means of assisting, rehabilitating, and correcting.

Clause 4 establishes further context by requiring members to discuss willingly the way they are teaching and performing other aspects of their jobs. Procedure 31.B.10 prescribes the constructive tone in which concerns must be taken up.

Taking up a concern with a colleague is difficult, but this is what teachers must do if they are to act professionally. The undertaking is easier if teachers approach it as they themselves would want to be approached.

Percy Austin is chairperson of the BCTF's Judicial Council.

Festival of Forestry field trip

by Libby Breukels

The public generally has a negative view of B.C.'s forest industry. Images of devastated landscapes, loss of habitat for wild animals, soil erosion, and pollution are vivid and

One surprise for many teachers was the complexity of the industry.

convincing. The forest companies are blamed for their insensitive and money-hungry ways. Is this fair? Perhaps. Perhaps not. Seven Lower Mainland teachers, inexperienced in forestry, attended a four-day tour looking for clear and honest answers to questions about B.C.'s forests.

One surprise for many teachers was the complexity of the industry. Lumberjacks no longer trudge into forests and fell trees with hand-held saws and axes. The teachers saw a high-tech business full of computers, educated planners, and powerful if not frightening machinery.

The teachers also heard the opinions of those affected by the forest industry. Chief Gordon Antoine, from the Nicola Valley Institute of Technology in Merritt, was

steadfast in his opinion that First Nations peoples must be educated in order to manage their own forests. Guy Rosa, owner-operator of the nearby Quilchena Cattle Ranch, shared his stories about cattle ranchers and foresters battling for use of crown lands.

The teachers were impressed by the hospitality of Tolko Industries in Merritt, Weyerhaeuser Canada in Kamloops, and Riverside Forest Products in Armstrong. They appreciated their hosts' openness and frankness. These people care. We often forget that behind the big-name companies are men, women, and children who rely on the industry for their livelihood.

But what of the large companies? What motivates them? Money, public pressure, and government regulations play a big role. But the teachers learned that they are seeking a balance between meeting environmental requirements and keeping the industry going. If they did not look after the forests, how could they remain in business?

The teachers discovered that the forest companies are making a concerted effort to protect the environment. They are improving forest practices. They are limiting clearcuts and improving their look. They are replanting trees and reducing pollutants in pulp mills. But what will be the

outcome? Is the industry sustainable? Will jobs be preserved? Will the products still be affordable for the consumer or competitive internationally?

The teachers came away with questions. But questions keep the discussion alive. The interests of all those affected by the forest industry can be best explored by honest

Is the industry sustainable? Will jobs be preserved? Will the products still be affordable for the consumer or competitive internationally?

communication. The Festival of Forestry is a non-profit organization dedicated to presenting "all views related to the management and conservation of forests throughout the world." The tour is an excellent opportunity for teachers.

Libby Breukels teaches at Wescot Elementary School, West Vancouver.



Gary Clarke, manager, Kalamalka Research Station, Vernon, points out genetically superior Douglas Fir trees to Libby Breukels.



A clear-cut outside Merritt. Safety-vested teachers, L-R: Libby Breukels, West Vancouver; Meriel Abrahamson, Delta; Eric Simonson, Richmond; Ryan Ford, Coquitlam; Keith Brock, Richmond; and forester Bill Aspinall.

4 x 5 = 9

Wrong answers can help

Accuracy is always important. But sometimes, the wrong answer can help parents and children pinpoint the things kids may not understand.

Here are some suggestions if your child has given a wrong answer to a math problem.

1. *Be patient.* Learning takes time. Help your child be patient, too. Say, "Math is something anyone can learn. Keep at it. I know you'll be successful."
2. *Look for the real problem.* Sometimes, kids give wrong answers because they think the question is something else. That's why a child may think that $4 \times 5 = 9$. To pinpoint the problem:
- Ask your child to tell you how he/she solved the

problem. As the child tells you, he/she may say, "Oh, I added instead of multiplied."

- If he/she doesn't recognize the reason for the mistake, you can listen to see if he/she needs to review number facts, to spend more time learning long division, or to determine what the problem asks him/her to do.
- 3. *Encourage your child to take risks.* Remind him/her that he/she is learning every time he/she writes down an answer. Sometimes, taking risks is a great way to learn.

Source: Patsy Kanter, *Helping Your Child Learn Math*, 1992. Reprinted with permission from Parents Make a Difference.

What's up in your local?

Howe Sound

In a time of apparent discontent with public education, Howe Sound teachers wanted to speak up, which we did in a *What's PD?* brochure.

Our PR committee used brochures from Richmond and Delta as prototypes. The information and format were taken from them, but the graphics and layout came from our committee.

The brochure was sent out the day before the district ProD day. The ProD chair used local radio to answer questions about ProD and inform the public about the brochure and about the upcoming ProD day.

The project took a month from start to finish. Activity was rather hectic as the deadline approached.

Here are suggestions for anyone wanting to undertake a similar project:

1. Plan early; allow time for objective reflection and any problems that may arise.
2. Include people who have experience or expertise in editing and publishing.
3. A committee of four works well; you can always enlist others as the process develops.
4. Run your final draft by people with strong English and editing skills. Our secondary school English and business ed teachers provided valuable suggestions and involved their students in proofreading.
5. Talk about the project at your executive level, at your general meeting, at your school staff meetings, at the various committee meetings, and at LSA meetings to generate support and enthusiasm from your teachers and district staff.

One of our trustees personally acknowledged our efforts. Teachers were very positive. But the biggest compliment came from the special ed teachers, who copied the process and product to publicize a workshop.

Shuswap

Patricia Clough, of School District 89 (Shuswap) is this year's winner of the Hazel Davy Award. The award, sponsored by the B.C. Special Education Association, recognizes an educator who has made outstanding contributions to special education programs.

Clough teaches half time at South Canoe Elementary School, and is co-ordinator of her district's gifted program. She has been responsible for enrichment and gifted programming, and has developed a five-year plan for identification and support of gifted students, and parent advocacy.

She is also president of the Association for Educators of Gifted, Talented, and Creative Children of B.C. Active in her local association, she is an executive member and a local representative.

Prevent violence— take action

by Larry Hope

Why devote an entire community interaction day to violence

prevention? Because the best defence is a good offence. Preventing problems before they arise is easier than correcting them.

Prince Rupert has no organized-gang violence, and few teachers or students have ever been confronted with the violent incidents depicted on TV. In interviewing a number of teachers with more than 10 years' experience in the district I found none who had been assaulted or had an

In B.C., the number one worry of young women in their early years of teaching is how to handle violence.

incident in a class that resulted in a student's needing medical care.

In B.C., the number one worry of young women in their early years of teaching is how to handle violence, says BCTF Member-at-Large Susan Crowley. Crowley, past-president of the Prince Rupert District Teachers' Union, says helping teachers, especially women, learn how to handle violence is the reason behind the series of five workshops being offered throughout the province this year. Each workshop is tailored to the local areas. The one in the Northwest was primarily to teach teachers how to intervene and how to use peer mediation.

Three major workshops were offered: Youth Violence Prevention—Networking and Programs for Your Community; Interventions Strategies—What Can Teachers and Schools Do?; Bullying—Take Effective

Action. Each was co-chaired by a local teacher and an outside expert. The anti-violence youth group 841-KOZ (eight for one cause) performed a series of plays and workshops for both students and community members.

"It was definitely a good idea," said Prince Rupert secondary science teacher Brenda Trotter. "I got several good ideas from the workshops and found it very useful to hear how teachers in other districts are handling problems of violence. I would like to see addressed the so-called Grade 8 initiations, where younger students are ripped off or shoved around." After the conference, Trotter cited an issue that could be immediately addressed: how to help lunch-time monitors, often local mothers, handle students' aggressive behaviour and verbal abuse.

Hazing and bullying are most mentioned by Northern teachers. Gabriel Bureau, at Charles Hayes Secondary School, said he was amazed at how accurate the bully profile is. He said that as workshop co-ordinator Rod Giles described different types of bullies, names and faces popped into his head. Bureau said he would have liked more help in handling the problem.

That Northwest schools have so far been missed by major violence, is no reason to be complacent. In today's high-speed-communication universe, students anywhere in the province could pick up undesirable attitudes and behaviours and import them to their school. Being prepared to prevent problems was a theme through the day of workshops.

Charles Hayes teacher Kathy Offutt said at the Youth Violence—Networking and Programs for Your Communities workshop, they were warned that with Los Angeles gang colours moving north, school dress codes should be addressed.

Vern Lieb, Prince Rupert Senior Secondary physical education teacher, said that the workshops reaffirmed what he felt: "There has been a decline in student courtesy and respect for property. You do see aggressive behaviour in the gym, and it needs to be dealt with rapidly."

Being prepared to prevent problems was a theme through the day of workshops.

James Woolacott called for direct access to the office and to backup help in case of a violent incident. Without the ability to call quickly for help, an incident could get out of control.

Many students attended presentations by a touring group sponsored by the Attorney General's office, 841-KOZ. This group of recently graduated students perform plays and workshops on avoiding teen violence.

The group exposed a number of student audiences to the 1-800-Gang hotline that only a handful of Northern students had ever heard of, let alone used. Students thought the plays and advice useful. Grade 9 student Heidi Jantz said the message of one play, that the majority of young people are non-violent but a very small minority rules the rest, rang true. Morgan Sundin, another Grade 9, said she appreciated the advice of giving up a possession without a fight when confronted with a potentially violent situation.

At the end of the day, the majority of the 200 plus people who attended felt satisfied at a good start.

Larry Hope teaches at Prince Rupert Secondary School, Prince Rupert.



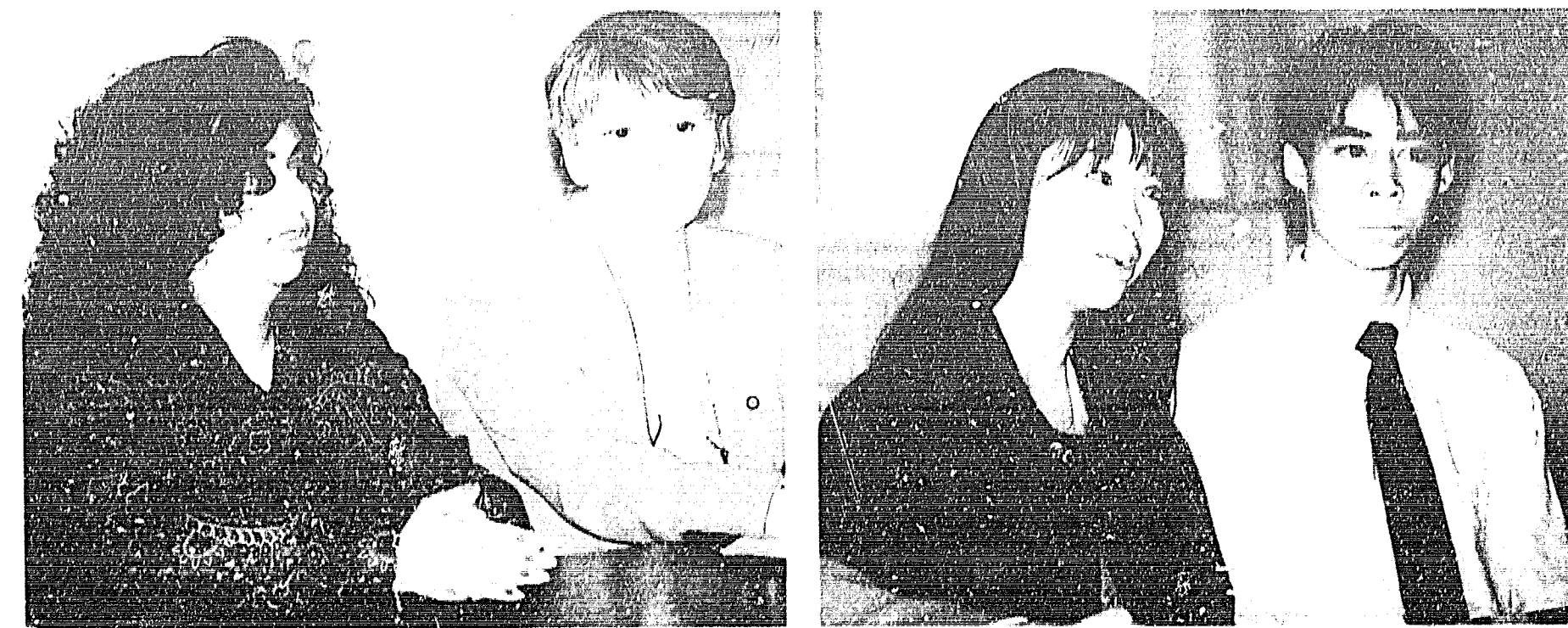
KOZ 841 demonstrating non-violent hallway confrontations at Charles Hayes Secondary School workshop. This group can be contacted through the Attorney General's office, phone (604) 660-2605, or fax (604) 775-2674.

A new STEP in teacher education

by Jeanette Scott

Since January, 19 teachers at Britannia Secondary School in Vancouver have joined 11 student teachers and their advisor from UBC in a different kind of teacher education.

The Britannia Student Teaching Education Program (STEP) intends to foster a continuum of teacher education. Both student



Group meeting at Britannia Senior Secondary School, Vancouver. L to R: Student teacher Zahra Kanji, Faculty Advisor Jeanette Scott, Students, Wing Chee Wong and Nathan Do.

The secondary school students spoke about the importance of having teachers and student teachers interested in them as people.

teachers and practising teachers work as a community of learners in interdisciplinary professional development. Britannia STEP includes a resident faculty advisor and a regular program of PD seminars.

At a recent seminar, the topic was "Teacher education—what is it and what should it be?" A panel of speakers, including secondary school students, sponsoring teachers, student teachers, and a faculty advisor, presented views on the subject before entering into a discussion with colleagues and

members of the administrative staff. Not surprisingly, a number of different perspectives and expectations were expressed.

Student teachers focussed on the practical issues of relating their studies at the university to the everyday realities of the classroom. The secondary school students spoke about the importance of having teachers and student teachers interested in them as people. The students explained that, while they want teachers who can help them gain what is agreed upon as the required knowledge, they truly appreciate seeing their teachers supporting and participating in the activities of the school. This view was echoed by both the teachers and the administrators.

Student teachers wanted more opportunities for guided observation of teaching before beginning to teach. They also

The practicum should be a time for those who want to teach to take some risks...

suggested that the preparation given to student teachers prior to their teaching practice should be different from that given prior to their actual classroom teaching experience. Student teachers said that they need to have opportunities to explore their beliefs and values, to reflect

on their personalities and on the type of teachers they might become. They suggested that educational issues, such as the current shift in emphasis to job training in the schools, should be addressed in pre-service education.

The fundamental challenge of teaching, Britannia teacher Harvie Walker said, is "to do what is best for kids." Student teachers need to know that "teachers can make a difference" if they make the right curricular decisions. A teacher-education program should help student teachers move from being the ones who take to being the ones who give, he explained. Walker also suggested that in addition to learning how to deal with the isolation of the classroom, student teachers need to learn

how to avoid taking the blame when things beyond their control go wrong.

The teachers agreed that student teachers need to become more knowledgeable about the school curricula; they need to develop flexibility in dealing with its content, and they need to find effective ways of adjusting the work to meet the diverse needs of students. The practicum should be a time for those who want to teach to take some risks, to experiment, to try out different strategies, and to begin to discover their styles of teaching.

Jeanette Scott is a faculty advisor for the teacher education program at UBC.

Parents as real partners

by Janet Amsden

When I attended the BCTF forum on public education, waves of guilt and insight washed over me.

The guilt was triggered by parent comments. Judy Rempel, president of B.C.'s parent advisory councils, said parents want meaningful involvement in schools; they want to do more than count hot dogs. She said that having one parent on a committee is tokenism. Another Parent Advisory Council (PAC) leader confessed that, when she entered school as an adult, the building's odors took her right back to being 12 years old, and she felt small in relation to the teachers.

These remarks hit me, because I am one of those teachers who rarely attends PAC meetings, who pays lip service to the intent of community interaction days, and is usually too busy to chat up parents in the staffroom.

For the first time, I really thought about parents in the school. I thought about parents like Marnie, Pat, and Sharon at Golden Ears, and

then the insight followed. These are the parents who take the pulse of the neighbourhood. They are unofficial block moms and dads, who make sure that "latchkey kids" are invited over for after-school cookies, have a chance to enrol in Little League, and even get hand-me-down baseball mitts. Lonely or frightened children come to know they are there if needed.

The benefit will extend beyond the immediate families of those volunteer parents and will increase the social capital of the entire school.

They are the foundation of the community support network that was so much healthier in years past and still thrives in small towns.

The involvement of these parents in the school is a bonus. In addition to

fundraising and driving, they support the school by word of mouth and become the informal communication link with the neighbourhood the school serves.

I now understand that I must be much more responsive to parents who are brave enough to cross the school threshold if I want the community to flourish. The benefit will extend beyond the immediate families of those volunteer parents and will increase the social capital of the entire school.

As a result of this insight, I am much more supportive of the intent of community interaction days. I do, however, admit to a selfish motive. If parents within the local communities become more connected to one another and to the school, perhaps I will be able to do less substitute parenting and get on with teaching.

Janet Amsden is full-time bargaining chairperson, Maple Ridge Teachers' Association.

Source: *Maple Ridge Teachers' Association Bulletin*, Mar. 15, '95.

The reading teacher's lament

I tried teaching my students sequencing skills, but I couldn't keep them in order.
I tried teaching word configuration, but my lesson never took shape.
I tried teaching my students a lesson using the kinesthetic approach, but they wouldn't touch it.
I tried a strong phonics approach, but I found that wasn't too sound.
I wanted to teach my students vocabulary, but I never found the words to do it.
I tried using a semantic approach to comprehension, but my students never caught my meaning.
I did well in teaching palindromes because I knew them backwards and forwards.
You wouldn't believe my unit on fantasy.
I tried teaching about vowels, but my students never got the long nor the short of it.
I tried to teach about syllables, but they broke up the lesson.
I tried working on predicting outcomes, but they only guessed at the answers.
I tried teaching auditory discrimination, but they wouldn't hear of it.
So I became a mathematics teacher and my problems have really multiplied.

—George E. Coon
Rochester Hills, Michigan
Reprinted with permission

Vocabulary of privatization

by Nancy Knickerbocker

Planning for Surrey Traditional School began in 1994 at a Ricky's restaurant. Seated over beef and lemon meringue pie were John Pippus, Liz Robertson, and Heather Stilwell, Surrey parents fed up with unionized teachers, the Year 2000, and the public-school system in general.

B.C. Minister of Education Art Charbonneau firmly opposes charter schools, which he calls the first step toward privatization of the public-school system.

"Nowadays the feeling is let's cut the crap and get our kids a good solid education," said Pippus. "The mood is one of real frustration."

What emerged was their desire for a "no-nonsense, back-to-the-basics kind of school," and they agreed to work together to get one started.

Under a pro-choice banner—usually the vocabulary of the left—these enthusiastic right-wingers submitted a proposal to the school board on April 14, 1994. Besides being ungrammatical and ill-defined, it was not the sort of document that normally inspires expeditious handling from government because it lacked certain fundamentals, such as the bottom line. Nonetheless, within two weeks, Surrey trustees approved the idea in principle.

Administrators and teachers were astounded.

In a detailed memorandum, the superintendent of schools recommended against it, saying, "It will be necessary to revisit the operating budget in order to find the necessary funds." The estimated cost for salaries and equipment exceeded half a million dollars. The actual cost exceeded \$650,000.

The Surrey Teachers' Association also vigorously opposed the proposal. STA President Kelly Shields pointed out that there was already choice within the public system. As well, the union expressed concerns about instructional methods, budget cutbacks, contract compliance, access, and equity. Shields said teachers felt insulted by the proposal, because it implied that basic literacy and numeracy are not already being taught in all classrooms. Furthermore, she said, the basics of the '90s go far beyond the three Rs. They include technical skills, creative thinking, problem solving, public speaking, and consensus building.

Despite the protests, six weeks after first submitting their proposal, parents had the go-ahead and a designated site at the old Newton Junior School.

In September '94, Surrey Traditional School opened with one class in each grade from Kindergarten to Grade 7.

Principal Cathie Paton says that from the beginning there have been serious misconceptions about the school. Contrary to predictions that the school would become an elitist whites-only enclave, the student body is a typical Lower Mainland melange—mostly Caucasian, but lots of

children of Chinese and South Asian origin. Out of the 211 students, 39 require ESL instruction. "I believe in integration," she said. "We open our doors to everyone."

She emphasizes, "We are not a back-to-basics school. Basics are taught in every school. The difference between Surrey Traditional and other public schools is a 'consistently traditional' method of instruction, she said. Classrooms are teacher-centred rather than child-centred, and subjects such as phonics, spelling, and composition are taught separately and sequentially.

"The difference between Surrey Traditional and other public schools is a 'consistently traditional' method of instruction..."

rather than with the integrated approach of whole-language instruction.

The other key difference is the high degree of parent involvement. Nancy Britain, treasurer of the Surrey Traditional parent council, is practically a full-time volunteer. "I love this school," she said, because the children are getting the benefits of private school without the cost.

Conspicuous by their absence from Surrey Traditional are the Pippus children. Pressed to explain why his kids attend their neighborhood school after

all he put into founding the traditional school, Pippus said, "My wife didn't like the idea of uniforms, and there were religious overtones to it."

In November, the school made headlines when Stilwell and others attempted to remove library books dealing with Native spirituality, Wicca, and Hallowe'en. "It's the right of every parent to question any book used in school," said Paton, adding that even though the books were returned to the shelves, the incident got blown out of proportion "because somebody called every media person in town." Besides Stilwell, there's at least one other strong spokesperson for the new Christian right in Grade 5 teacher Gloria Kieler, an evangelical Christian active in trying to bring an all-Christian TV channel to B.C.

In *Class Warfare: The Assault on Canada's Schools*, authors Maude Barlow and Heather-Jane Robertson take a critical look at "retooling the politics of choice." They state, "First and foremost, the battle over school choice is... about ideology, not education. Under the pretense of improving test scores or better serving the disadvantaged, big business and the religious right are attempting to hijack public education."

The charter-school movement is at the vanguard of this fundamentally undemocratic process.

Charter schools are publicly funded, but they operate as private schools. Instead of answering to an elected

school board, they are governed by an appointed board of trustees.

Proponents insist that charter schools offer a superior product because they must compete for students. This market-driven approach was pioneered in Britain under Margaret Thatcher, whose 1988 Education Reform Act opened the door for "grant-maintained schools" and "school-based management."

In Alberta, one advocate is Dr. Joe Freedman, a radiologist whose work on

Charter schools are publicly funded, but they operate as private schools. Instead of answering to an elected school board, they are governed by an appointed board of trustees.

charter schools won him an award from the Fraser Institute, B.C.'s right-wing think tank. Freedman proposes a "free education zone," where a school could be run free from interference by government, teachers' unions, or self-interested parents. Barlow and Robertson suggest it would be "a kind of educational Maquiladora."

Alberta Premier Ralph Klein enacted charter-school legislation and announced that 15 charter schools will open in September 1995. Much to his

Many B.C. teachers are galled by the name Teachers for Excellence—as if all other teachers are for mediocrity.

embarrassment, so far not one school district has come up with the minimum required number of families—not even in Freedman's home city of Red Deer.

Dr. Gordon Thomas, of the Alberta Teachers' Association, said despite "the pretense of equal access," the charter school movement is nothing more than "an effort to create elite schools using the public purse." The B.C. Teachers' Federation shares these concerns. "Charter schools operate in their own interests, but education is a public interest," said BCTF President Alice McQuade at the 1995 AGM.

B.C. Minister of Education Art Charbonneau firmly opposes charter schools, which he calls the first step toward privatization of the public-school system. But that is precisely what some British Columbians are campaigning for.

Neil Godin, a Port Moody adult educator and head of a group called the Canadian Association for Change in Education, says schools "operate under a monopoly system in which no one is held accountable for results." It's time to bust this "blackboard monopoly" and allow schools to function outside the purview of school boards and teachers' unions, he says.

Godin and Pippus, who often share the stage at public events, have garnered extensive media

attention, in part because Pippus is a part-time editor in the newsrooms of both BCTV and CBC. An unsuccessful candidate for Surrey school board, Pippus is now a paid parent co-ordinator for Teachers for Excellence in Education, a "non-profit organization dedicated to improving performance in the school system."

Many B.C. teachers are galled by the name Teachers for Excellence—as if all other teachers are for mediocrity.

TFE, actively anti-union, has launched a court challenge against mandatory membership in the BCTF. It claims to represent 1,000 teachers, and Pippus says he has access to more than 3,000 parents through a computer network.

TFE is partly funded by the Donner Canadian Foundation, established in 1950 by an American Steel magnate with an interest in Canada-U.S. relations. Controlling the \$98 million endowment is Foundation President Devon Cross, who aims to build a national network of neo-conservatives, according to a recent *Globe and Mail* report. Donner Canadian's 1994 grant of \$114,000 was augmented by the Vancouver Foundation, which recently gave TFE \$24,000.

TFE is based in Kelowna, home of its executive director and former teacher, Helen Raham.

Hoping to ride the neo-conservative wave into power, the B.C. Liberals have come out in support of traditional and charter schools. The party also says its government would declare education an essential service.

Education advocates are ready to defend the public system from assertions of an unfettered right to choice in schooling. No one pretends that public schools are perfect. Parents do have legitimate complaints, and educators do need to listen. But more than any other social institutions, public schools have a role to play in preparing kids for citizenship in a democratic society.

Nancy Knickerbocker is a Vancouver freelance writer.

Research

New, improved timetables

by Gordon Gore

When a hockey team is in trouble, management fires the coach and/or trades a few key players. When a school is in trouble, management changes the timetable.

In the '70s and '80s, many schools changed from the traditional full-year timetable to a semester system. The full-credit semester timetable was supposed to allow more flexibility in course offerings and selection. With longer and more concentrated teaching periods, teachers would use a greater variety of teaching techniques. Pupils would develop better work and study habits, and their achievement would be greater.

Many mathematics teachers were concerned about semestering their subject. They were aware that studies done on the semester system were flawed in many respects, one flaw being that they lacked comparisons with schools on full-year timetables.

With longer and more concentrated teaching periods, teachers would use a greater variety of teaching techniques. Pupils would develop better work and study habits...

A thorough investigation was undertaken in 1986, during the Second International Mathematics Study, by Dennis Raphael, M.W. Wahlstrom, and L.D. McLean, of the Ontario Institute for Studies in Education. The researchers concluded:

"There may be many reasons for choosing a semester organization for a school, but educational advantage in terms of student attitudes and achievement does not appear to be one of them—at least not in mathematics classes. Instead of the more positive attitudes predicted, students in semester classes had either less positive or similar attitudes. Mathematics achievement was, however, clearly greater in year-long classes."

David J. Bateson, of UBC, followed up the mathematics study with a comparison of full-year and semester students in Science 10 in B.C., using the 1986 Provincial Learning Assessment in science.

Bateson's study reported, "It was found that, contrary to reported teacher perceptions of semester vs. full-year courses, students in

all-year courses consistently outperformed both first- and second-semester students in the cognitive domains tested, and there were no significant differences in the affective domains. The finding that second-semester students outperformed the first-semester students casts doubt on the reported teacher perception that knowledge retention is of little concern under a semester system."

One important indicator of the success of a timetable system is how well students do when they go on to post-secondary institutions. Dr. George Bluman, of the UBC Mathematics Department, has been tracking how well students from schools using various timetables do in first-year mathematics at UBC. Bluman reported that graduating classes from full-year schools performed much better in Mathematics 100 and 101 than did students from single-semestered schools. The failure rate in these UBC courses was 50% higher for students from single-semestered schools. Bluman has continued to track students since the 1976 study, and still finds that full-year students perform best in first-year mathematics at UBC.

The semester system was abandoned by many schools, but it is being reincarnated in many places, as schools wrestle with the problem of offering new courses required by the Ministry of Education in the "Kinda-like-Year 2000" school reorganization.

The quarter system has been imported from the U.S.A. Students take only two subjects a day, and complete the two courses in 10 weeks. Many of the claims made for the semester system are resurfacing.

One rarely sees comparisons with schools using other timetable systems. Administrators of quarter-system schools will claim that "research shows the quarter system is superior." They can usually only claim better

One rarely sees comparisons with schools using other timetable systems.

results for their own schools, because the measures they are using are in-school examinations (before going on the quarter system and after). One must ask, "Do these measurements mean anything?" If students are writing tests every few days (as they must, given the accelerated pace of the course, should they not be expected to make higher scores? Only short-term memory is required. Are these marks artificially high? Is an A student from the quarter system as good a student as an A student from a full-year

course? One cannot say this for sure.

If one looks at how students on different timetables do on a common examination like the provincial examinations in Grade 12 courses, one does not learn a great deal. The average government examination mark (1993-94) for full-year students was slightly better in some subjects. Regular semester students did slightly better in some. Quarter-system students slightly better in others.

It is difficult to draw conclusions from the summary of marks, because

The finding that second-semester students outperformed the first-semester students casts doubt on the reported teacher perception that knowledge retention is of little concern under a semester system.

in some subjects the number of students, particularly those on the quarter system, is relatively small. Factors enter the picture, such as teacher strength, number of students rewriting to get a better grade, and whether students who are likely to fail withdraw from the course before the examination is written. Examinations in the Grade 12 science courses do not test laboratory work, so teachers on the quarter and semester systems, if they find they are short of time, simply leave out experiments. Their students will do just as well as or better than full-year students on the provincial examination. Does it really mean anything in terms of long-term learning?

Dr. Bluman's informal '93 and '94 surveys strongly suggest that serious, detailed, objective studies should be done to see whether the quarter system is adversely affecting the learning and retention of mathematics and other subjects.

In the meantime, schools that are on full-year timetables should stay the way they are, and let the proponents of "new, improved timetables" prove beyond a doubt that they are as good as they say they are.

Gordon Gore, a retired teacher from Kamloops district, is a science methods instructor at University College of the Cariboo.

Full text of this paper is available on BCTF Online or by phoning Anne Field, at 871-2251.

*References available on request.



Emotions affect learning

by Robert Sylwester

Although the educational applications of emotion research are still quite tentative, several general themes are emerging.

1. Emotions simply exist; we can't learn them as we learn telephone numbers, and we can't easily change them. But we should not ignore them. Students can learn how and when to use rational processes to override their emotions or to hold them in check. We should seek to develop forms of self-control among students and staff that encourage non-judgmental, non-disruptive (and perhaps even inefficient) venting of emotion that generally must occur before reason can take over. We all can recall incidents that still anger us because we were not allowed to freely express feelings before a decision was imposed on us.

Integrating emotional expression in classroom life is not difficult. Try drawing a class into a tension-releasing circle (after a playground fight, for example) and playing a game of circle tag before talking out the problem. Once the students' collective limbic systems have had their say, rational cortical processes can settle the issue. If that doesn't work, sing a song. (As British

playwright William Congreve suggested, "Music hath charms to soothe a savage breast.") In other words, when trying to solve a problem, continue the dialogue with continuous emotional input.

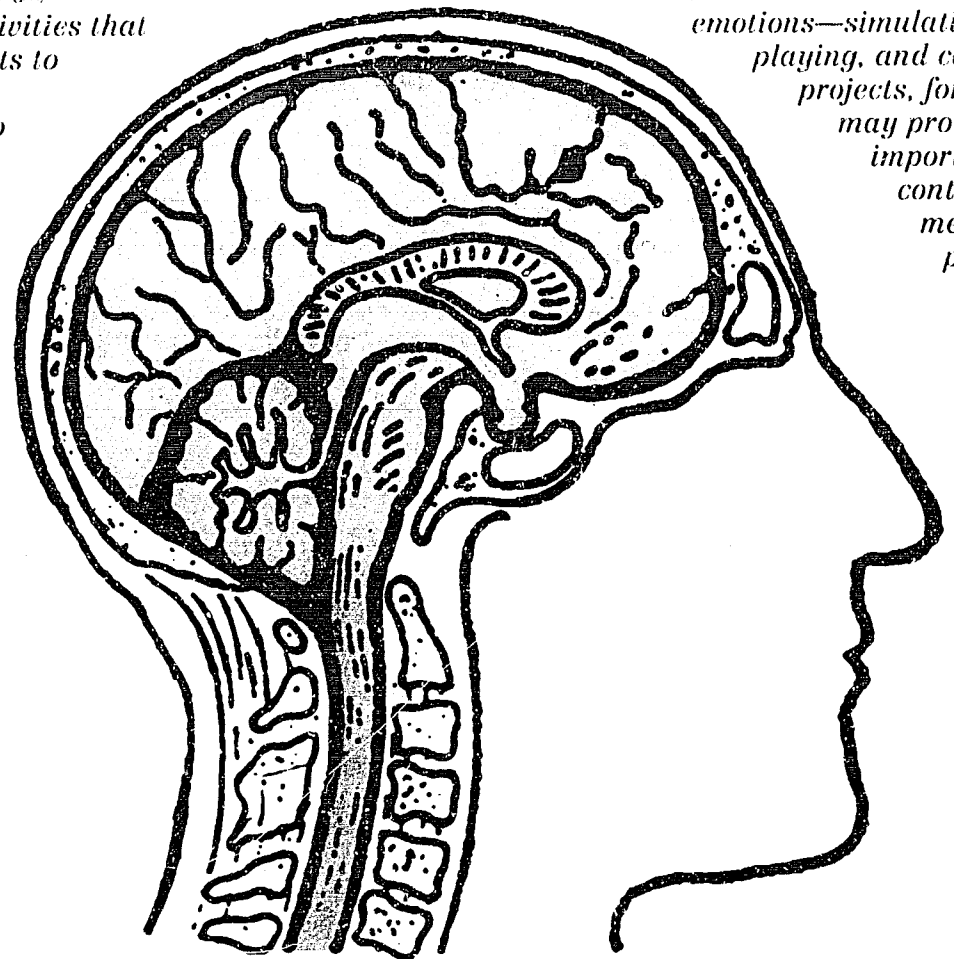
2. Most students already know quite a bit about the complexity of emotions and the ways they and others experience them (Saarni and Harris, 1991), although they may not be able to articulate what they know. *Schools should focus more on metacognitive activities that encourage students to talk about their emotions, listen to their classmates' feelings, and think about the*

motivations of people who enter their curricular world. For example, the simple use of *why* in a question turns the discussion away from bare facts and toward motivations and emotions. *Why* did the pioneers settle where the two rivers came together? is a much more emotionally loaded question than *Where* did the pioneers settle?

3. *Activities that emphasize social interaction and engage the entire body provide the*

most emotional support. Games, discussions, field trips, interactive projects, co-operative learning, physical education, and the arts are examples. Although we've long known that such activities enhance student learning, we tend to think of them as special rewards, and so withdraw them when students misbehave, or when budgets are tight, eliminate them altogether.

4. Memories are contextual. *School activities that draw out emotions—simulations, role playing, and co-operative projects, for example—may provide important contextual memory prompts that will help*



Year-round schools

Do year-round schools save money and increase student achievement as proponents claim? Here is a summary of two BCTF research papers.

Costs

In some American districts, costs have decreased; in others, they have increased. Only multi-track systems have the potential to save money; no cost savings are associated with single-track systems (Weiss, 1993).

Certain factors must exist to maximize cost effectiveness (Kreitzer 1990): making year-round schooling mandatory for students, and changing teacher and support-staff contracts to reduce costs. In B.C., any implementation of year-round schooling that included such factors might be troublesome for parents, teachers, and support staff.

Hough *et al.* (1990) discussed three sets of year-round school costs: to school districts, to the state/province, and to taxpayers. In some cases, savings for one may mean increases for another. In B.C., if district operating expenses went up and provincial capital expenses went down, there could be an off-loading of costs from the

province to the districts.

The B.C. school districts participating in pilot schemes want assurance that savings at the provincial level will flow to them to pay for higher operating costs.

In a year-round system, the costs of itinerant staff such as ESL and resource teachers for special needs are likely to increase. If the province has a policy of maximum integration, then services such as those provided by itinerant staff must also be provided

Certain factors must exist to maximize cost effectiveness: making year-round schooling mandatory for students, and changing teacher and support-staff contracts to reduce costs.

year-round. White (1990) estimated that such costs increased by 33%.

The condition of buildings where year-round schooling is being planned also affects

cost-effectiveness. Smith (1992) stated that year-round schooling in older school buildings may be troublesome because heating and air conditioning needs may affect operating costs.

From pilot projects it appears unlikely that cost savings will occur and that many more schools in any given district would need to be year-round before economies of scale are significant.

Educational achievement

The case for improved educational achievement caused by the implementation of year-round calendars is not proven and should be treated with some skepticism.

1. Many of the studies that show increased educational achievement for students are published by the National Association for Year-Round Education (NAYRE). This organization is evangelical in its promotion of the concept, and some of the research it publishes appears both unbalanced and methodologically suspect.

2. A substantial number of studies conducted by independent researchers report no significant

difference in achievement between students in year-round and students in traditional-calendar schools: Zykowski (1991), Carriedo (1989), Harp (1993), and Kreitzer/Glass (1990).

3. One of the methodological problems with many of the

If educational achievement is improved, why are year-round schools not mandated for all communities, and not just for those which are economically deprived?

studies, whatever their conclusions, is the difficulty of isolating the variable of school calendar in relation to student achievement (Utah State Office of Education, 1989).

4. Of the studies concluding that students in year-round schools do achieve at a higher level, the differences in achievement are rarely

students recall the information during closely related events in the real world. This is why we tend to practise fire drills in an unannounced, emotionally charged setting: in the event of a real fire, students will have to perform in that kind of setting.

5. *Emotionally stressful school environments are counterproductive because they can reduce students' ability to learn.* Self-esteem and a sense of control over one's environment are important in managing stress. Highly evaluative and authoritarian schools may promote institutional economy, efficiency, and accountability, but also heighten non-productive stress in students and staff.

In short, we need to think of students as more than mere brain tissue and bodies.

Robert Sylwester is a professor of education, University of Oregon.

Source: Excerpted from "How Emotions Affect Learning," *Educational Leadership*, Oct. '94. Reprinted with permission of the Association for Supervision and Curriculum Development, and the author. Copyright 1994 by ASCD. All rights reserved. In June '95, ASCD will publish Sylwester's book, *A Celebration of Neurons: An Educator's Guide to the Human Brain*.

significant. Winters (1994) reported only 4 of 19 studies that found significant differences (of student achievement) in favour of year-round schools.

5. Issues of educational equity are rarely addressed, but they may be significant in terms of educational achievement. Year-round schools are predominantly in disadvantaged communities in many American districts. Is the goal really one of raising educational achievement in such communities, or is it one of limiting spending through reduced capital expenditure? If educational achievement is improved, why are year-round schools not mandated for all communities, and not just for those which are economically deprived? Why do such a minuscule number of private schools (0.0015%) initiate year-round calendars, and why are most of them Catholic schools in poor areas?

—Charlie Naylor

Full text of this paper is available on BCTF On-Line or by phoning Anne Field, at 871-2251.

Grievetalk

by Lynne Sinclair

Class-size limits upheld

A significant class-size victory has been won in Quesnel. Arbitrator Colin Taylor found that the school board violated the class-size limits it had agreed to and did not meet the exception test of "external budgetary constraints." Taylor found that "external budgetary constraints were intended to refer to some externally imposed extraordinary circumstance." This award is the latest of many that prove that class-size limits may be exceeded only in the narrowest of circumstances.

...class-size limits may be exceeded only in the narrowest of circumstances.

Court upholds seniority

B.C.'s top court recently upheld a key aspect of teachers' seniority rights. The Court of Appeal upheld an arbitration ruling that an AO who has never taught in a district cannot claim seniority under the teachers' collective agreement. In Vancouver Island West, the employer awarded a posted position to an AO who had resigned after working two years in the district, over a teacher who had taught for two years in the district. Arbitrator Don Munroe overturned the employer's decision and awarded the position to the teacher, based on the seniority provisions in the collective agreement and the School Act.

The school board appealed Munroe's decision. The appeal judges unanimously rejected the appeal. Local President Linda Willis commented, "It's been a long fight, but the highest court has given us

"...teachers are entitled to protection of their seniority rights against administrators' parachuting into our bargaining unit."

confirmation that teachers are entitled to protection of their seniority rights against administrators' parachuting into our bargaining unit."

These grievance settlements have secured teachers' rights, and will assist the bargaining team in protecting and enhancing teachers' rights in the new provincial agreement.

No flex factor with integration

Sooke teachers were victorious in claiming that their collective agreement was violated when the school board used the flex factor for classes that had students with special needs. The board argued that the union had given tacit agreement to the practice since the practice had gone on for a number of years without complaint. The union said it was not aware of the practice in spite of taking reasonable steps to determine if such was occurring.

Forced transfer overturned

A Burnaby teacher was force-transferred from his full-time teacher-librarian position, which was then given to a teacher who had held a half-time teacher-librarian position in the school. The half-time job was being eliminated because of budget cuts. Arbitrator Colin Taylor upheld the transfer grievance, finding that the transfer was unfair, unreasonable, and in violation of the terms of the collective agreement preventing involuntary transfers for arbitrary reasons. The arbitrator also found that the manner in which the decision was made was unfair and unreasonable, that the grievor had been the driving force in the creation of the half-time position and had a legitimate expectation of remaining in his full-time position. The grievor was reinstated in his full-time position.

Arbitrator David McPhillips found that classes containing students with special needs could not exceed the class-size limits and that students identified as having special needs were all included for the purposes of the article (the school board had sought to exclude some students). He ordered the school board to cease its breach of the collective agreement and to provide financial remedies to the teachers affected. This grievance illustrates how important it is for a local to enforce its collective agreement, to ensure that individual members abide by its terms and conditions in order not to prejudice inadvertently all teachers' rights.

Severance pay awarded

Five teachers who received notice of layoff in Mission are now in receipt of severance pay as a result of Arbitrator Bryan Williams' decision. The collective agreement provides for the election of severance pay at the time of layoff notice. The school board issued layoff notices to more than 100 teachers, including some with a great deal of seniority, in order to lay off fewer than 10 teachers. When some of the senior teachers elected severance pay instead of recall, the school board tried to rescind the layoff notices.

...once a teacher elects severance upon receipt of a layoff notice, the school board is bound by that decision.

The grievances were upheld, Williams finding that once a teacher elects severance upon receipt of a layoff notice, the school board is bound by that decision. He also found that the school board can rescind the notices before the teachers elect severance and thereby avoid payment. This decision should provide a powerful disincentive to the school board to issue more layoff notices than are really necessary.

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



"She's very well trained... she only growls at significant contract violations."

Yours for the asking

Choices

Suicide is the second leading cause of death for youth in Canada.

The Vancouver Crisis Centre released a video, *Choices*, giving students and teachers insight into suicide and its prevention. It brings to life the experiences of four young adults who overcome their suicidal feelings, and it examines the experiences of one family who's 14-year-old son did commit suicide.

Choices is valuable for the teenage audience, helping them understand youth suicide and identify and respond to signals in both themselves and their peers. It was awarded the Gold Medal at the Annual International Television and Video Association Canada Awards for "achieving the best communication objectives while demonstrating the highest standards of creativity, production values, and technical qualities."

Choices is available for purchase or one-time rental. The package includes lesson plans, background information, and take-away material. For more information contact Darien Simons, Vancouver Crisis Centre, 604-872-1811.

Children of Peru

See Peru through the eyes of its children. *Children of Peru* gives Grade 6 and 7 social studies students contemporary perspectives on Peru. With the broad objective of developing global awareness, the content and activities promote an understanding of how we live in a world of connections—economic, social, political, and cultural. The unit also promotes the idea of perspective—how others see the world, and how some human experiences are universal and some are unique.

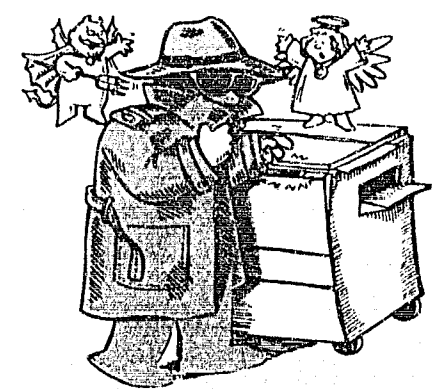
Children of Peru covers current issues—the rainforest's destruction, street children, the cocaine industry, Peru's guerrilla movement—and provides information on the Inca and other cultures of the past and their link with the present-day Peruvians. This 180-page unit is available from CoDevelopment Canada (604) 739-8425 for \$16.75 (\$13 plus \$3.75 postage and handling).

KIDestrians

KIDestrians, Practising Traffic Safety with Kids is a national program that teaches children ways to stay safe in various traffic situations. The free, 24-page booklet teaches traffic safety using a series of 13 exercises, each with a specific safety message. *KIDestrians* booklets are available at all Canadian Tire Associate Stores, or from the Canadian Tire Child Protection Foundation, 1-800-748-8903.

The Canadian Tire Child Protection Foundation, a not-for-profit organization

dedicated to the health, safety, and welfare of Canadian children, supports three other national programs: Stay Alert...Stay Safe, a streetproofing program, Cycle Safe, a bicycle safety and helmet-awareness program, and Learn Not To Burn, a fire prevention program.



To copy or not to copy

What Is Copyright? written and produced in 1994 by Art Kilgour, Canadian Association of Labour Media, tells you "all you need to know about copying stuff."

Copying without permission is theft, and from a legal point of view, it's not much different from shoplifting. There is a growing awareness of copyright and the related concept of *intellectual property*. Artists, writers, and publishers are more aggressive about hunting down violators and getting paid for damages.

What Is Copyright? is meant to sound the alarm and give a basic understanding of rights and responsibilities under Canada's copyright law.

To order this booklet at \$5, contact the Canadian Association of Labour Media, 2841 Riverside Drive, Ottawa, ON K1V 8X7, (613) 521-3400, F: (613) 521-0423

Law and social studies teachers

Are you looking for different issues/materials for student projects and classroom discussion? The B.C. Civil Liberties Association has papers and articles on civil liberties and public policy that might be just what you're looking for. Privacy, freedom of speech, patients' rights, police conduct, drug testing, and minority rights are some of the concerns the association has addressed. Papers of from four to thirty pages are available at ten cents per page.

BCCLA staff persons and volunteers are available to visit classes in the Lower Mainland. The BCCLA can put you in touch with civil libertarians in other B.C. communities who will do the same thing. For a list of BCCLA papers or more information, contact the B.C. Civil Liberties Assn., 425-815 West Hastings St., Vancouver, BC V6C 1B4, (604) 687-2919, F: (604) 687-3045.

—Karen Peterson

UI and you

Teachers whose term contracts expire, or continuing teachers who are laid off and not recalled before June 30, are eligible to apply for Unemployment Insurance benefits for July and August.

Teachers going on leave of absence or quitting will likely be ruled ineligible to receive benefits unless they demonstrate "just cause" for leaving their employment. Apply no later than July 3 to ensure that no weeks of UI benefits are lost because of late application. There is a two-week waiting period prior to benefits' being paid.

To qualify for UI benefits

Apply for unemployment insurance benefits as soon as you become unemployed—that is, as soon as you are without a teaching contract. The waiting period begins the day your application is received.

To remain on claim, you must be available for work and be seeking work. This means you must actively seek non-teaching employment daily, even if the chances of finding employment are slim. Keep a detailed record of the employers you visit, the dates of the visit, and any other employment seeking activities.

If you have young children, arrange for their care during working hours so that you will be able to accept a job when you find one.

Arrange for transportation to and from prospective jobs.

What not to do

- Do not restrict your search for work to one local area.
- Do not restrict your search to teaching.
- Do not restrict the hours of work that you will accept.
- Do not restrict the wage or salary you will accept. (If asked, say, "I will accept the prevailing rate of pay for the job.")
- Do not allow your search

for work to become too narrow. You should be prepared to accept any work that is suitable and that you are able to perform, especially after a long period of unemployment.

- Do not confine yourself to one method of job search. Make telephone calls, answer newspaper ads, contact personnel offices, and check with friends.
- Do not avoid a UI request to submit to an interview to find out whether you are available for and looking for work. You are not required to sign any statement.
- Do not sign any statement presented by a UI interviewer unless you understand and agree with everything it says.
- Do not be led into making any statements that indicate you are placing restrictions on your chances of obtaining employment.

What to do

- Keep a diary, and make notes of talks with UI Commission people.
- Request a copy of any interview form prepared by the UI officer before you leave the UI office, and check it for accuracy.
- Keep a detailed record of all work and pay throughout the year.

What to do if benefits are denied

You have the right to appeal any decision of an insurance officer within 30 days of being disqualified or disentitled.

Your appeal will be heard by a three-person board of referees. You should attend the hearing if possible, and/or request the Income Security Department of the BCTF to assist you.

If you want advice on the advisability of appealing, contact Income Security.

Seminars hit record numbers

Retirement-planning seminars attracted more than 2,000 people this spring, a 50% increase over last year.

Changes to the pension plan, the increasing age of the workforce, and increasing pressures on teachers are the main reasons for the jump in attendance.

The seminars, which deal primarily with the pension plan, also touch on health, estate planning, fundamentals for financial planning, and the use of time in retirement.

Responses from attendees are positive and constructive. Many people come back two or three times prior to their retirement.

The seminars are run by the B.C. Retired Teachers' Association and the BCTF, with major funding from the pension plan via the Superannuation Commission.

Pension fund improves

The triennial actuarial report on the Teachers' Pension Fund has been released, and the news is good. The review, performed by Jack Levy, of Eckler Partners (Vancouver), looked at the fund as of December 31, 1993.

The valuation showed a decrease in the unfunded actuarial liability of \$161 million dollars from the previous valuation in 1990. The unfunded liability is still large—\$1.718 billion—but the funded level has risen from 74% at the end of 1990 to 80% at the end of 1993. This means that there is enough money in the fund to pay 80% of all past, present, and future pension promises. The unfundedness would become a

problem only if the plan were to terminate and accept no more contributions.

The actual fund, compared with the assumed future actuarial fund, stood at \$3.93 billion December 31, 1993, with accrued liabilities of \$5.71 billion. This equates to a funded ratio of 69%, up from 59% in 1990. In other words, the fund has the ability to pay 69% of all pensions accrued to December 31, 1993, excluding any future contributions, interest, or additional pensionable service.

Against either measure, the fund can only be described as healthy.

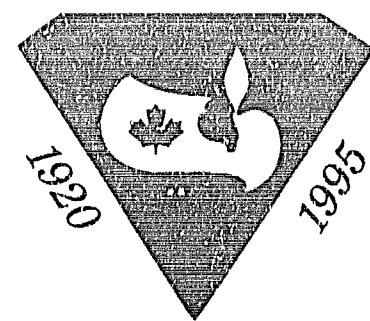
Contributing to this strong improvement were excellent investment returns (more income), low wage increases (smaller than expected rise in the cost of future pensions), and an increase in the projected interest earnings from fund diversification (more income). Opposing these gains were interest losses on the unfunded liability, the costs of benefit improvements, and the increasing longevity of teachers.

Pension info online

BCTF Online, an electronic bulletin board, now contains a number of pertinent articles about the teachers' pension plan. Most schools can access the bulletin board through the CLN or EDNET.

On CLN's main menu, select 8 (internet services), 2 (access to CLN Gopher), 5 (other B.C.-based Educational Partners and Resources), and 5 (BCTF Gopher). You will get the BCTF Online main menu. Select item 10 for a sub-menu.

—Ken Smith and Karen Harper



Canadian unity

At its last meeting, the Canadian Teachers' Federation Board of Directors reaffirmed the eight principles on Canadian national unity, which it had adopted at a special meeting in December 1991.

1. Provision should be made for a sovereign, united Canada with a strong federal system.

2. Quebec should be recognized as a distinct society within Canada, with the right as well as the legislative authority to promote and protect its historic roots, language, and culture.

3. The constitution should be amended, with the consent of aboriginal peoples, to include the inherent right of aboriginal self-government.

4. The constitution should be amended to include a social charter affirming the right to social benefits including education, health and social services, and social assistance.

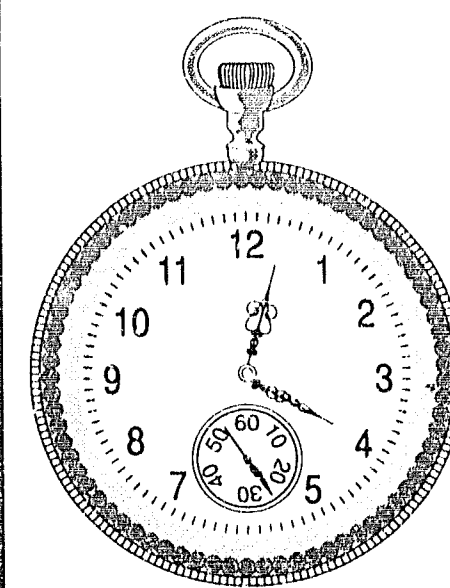
5. The constitution should contain provision for the affirmation, protection, and promotion of the minority official language rights.

6. The constitution should recognize the multicultural nature of Canadian society.

7. Property rights should not be entrenched in the constitution.

8. Economic union provisions should not be entrenched in the constitution.

Source: CTF Link, Vol. 19, No. 1, Winter 1995.



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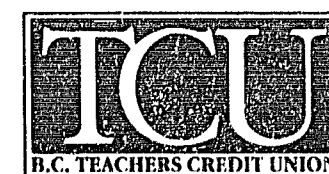
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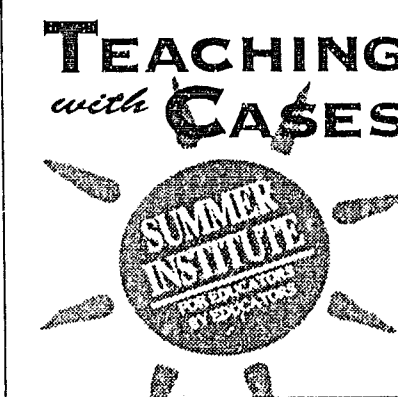
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The occupational therapist's role

by Linda Kalbun

Under the rehabilitation services provided by the BCTF's Salary Indemnity Plan, an occupational therapist (OT) may be consulted. Through education, adaptive aids, and environmental modifications, an occupational therapist maximizes the individual's functioning.

The most frequent request of the therapist has been the job-site analysis, indicated when a teacher is experiencing physical problems in the workplace.

The occupational therapist visits the class and observes the teacher during his/her work. The teacher teaches as usual and does not attempt to modify his/her normal biomechanical approach to "be good." Afterward, the OT reviews observations with the teacher and recommends

changes. The teacher has the opportunity to comment on the recommendations and ask for clarification.

What is the occupational

*Through education,
adaptive aids, and
environmental
modifications, an
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therapist maximizes
the individual's
functioning.*

therapist looking for, and what kind of recommendations are made? The therapist looks at body mechanics. In the case of a Kindergarten teacher having low-back pain, the OT would note bending to Kindergarten-height students and

equipment. Using good body mechanics means bending at the knees and not at the waist when assisting the students. Kneeling and crouching are better than bending.

The therapist examines the placement of equipment and materials in the classroom to determine if they are causing unnecessary biomechanical stress. A box sitting beneath a blackboard prevents close access to the board and causes the teacher to reach forward to write on the board. The low sink heights in Kindergarten classes require that a person bend at the waist. Removing or opening the sink door allows the teacher to put a foot into the cupboard under the sink and bend a knee. This action takes stress off the low-back muscles.

The therapist examines equipment in the room and how the teacher uses the equipment. Many classrooms

have large newsprint pad holders with no back support to the paper, making writing very difficult. Removing the pad from the holder and putting it against a wall

*Every work situation
is unique, and so are
the solutions.*

provides a supportive surface for writing.

Some equipment may be heavy or ungainly for lifting (for example, the wooden lid for sand tables). Permanent removal of the lid eliminates the potential for re-injury.

The therapist examines the chair or chairs the teacher uses and, in some cases, recommends purchase of an ergonomic chair. Such a chair provides good support for the spine, is height adjustable, and

is excellent for people with back problems.

The solutions to problems—often very simple—involve implementing a few basic biomechanical principles. Recommendations may include using good, supportive footwear, having massage therapy or physiotherapy, using a footstool underneath a desk, or using trolleys to decrease lifting and carrying loads.

After the job-site analysis, the therapist revisits the teacher some weeks after the assessment to see how the teacher is able to incorporate the recommendations. Every work situation is unique, and so are the solutions.

Linda Kalbun is a rehabilitation consultant/occupational therapist formerly with D.B. Hanson and Associates Inc.

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SALMON ARM BED & BREAKFAST. New home with lakeview. Large bdrm. with a sitting room and private entrance. Jacuzzi tub, short drive to beach and downtown, close to walking trail, tennis courts and golf courses. Daily and weekly rates. (604) 832-9299.

MOLOKAI, HAWAII. Oceanfront privately owned 1 or 2 bdrm. condo, fully equipped. Great rates. (604) 339-6653.

KIHEI, MAUI. Large selection of fully equipped condos. Low rates April 15 - Dec. 12/95. Great beaches. Call All 291-1751.

SALT SPRING ISLAND. Self-contained, fully equipped 1 bdrm. cottage on waterfront property overlooking Fulford Harbour, quiet beach, nonsmoking, adult oriented. Call (604) 592-4232.

BED & BREAKFAST. Sea Tangles on the Beach. Year around bed & breakfast, 583 Island Highway, Campbell River, BC V9W 2B9. Phone (604) 286-6886.

NORTHERN FRANCE. Calais-Paris. Village. Furnished house for rent. Sept. 95 to June 96. \$550/month. (604) 474-3929.

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SHAWNIGAN LAKE RIVERFRONT. Beautiful 4 bdrm. home, excellent swimming, hot tub, gardens nearby horse rentals. Private 1 1/3 acre, 45 north of Victoria. \$600/week. July 2 to Aug. 13. (604) 743-5174.

LAKESIDE BED & BREAKFAST and Island Escapes Adventures invite you to escape to beautiful Salt Spring Island. Enjoy luxurious accommodations, delectable breakfasts, jacuzzi bath and sauna. At our waterfront you can fish, swim, canoe or kayak. With Island Escapes, venture out ocean kayaking, sailing, mountaineering and climbing. Day & multi-day trips. B&B adventure packages and school group programming. (604) 537-2571.

HAWAII THE BIG ISLAND. Comfortable cottage sleeps 4. Ocean side 30 miles north of Kona. Great snorkeling and diving at your front door. White sand beaches nearby. Self contained studio cottage on property sleeps two. Not rented separately. Cottage and studio \$1,100 US per week. Cottage only \$800. Further information (604) 764-4182. John Hindle, 4254 Hobson Rd., Kelowna, BC V1W 1Y3.

HORNBY ISLAND. Sandpiper. New 2 bdrm. home offers all amenities: full kitchen, laundry, 3 min. to beach. Avail. June, July, Aug. weekly. Phone or write (604) 929-3856, 2076 Panaramia, N. Van.

GABRIOLA WATERFRONT. 3 bdrm. home on a sheltered bay. Swim at your doorstep. Enjoy golf, tennis, hiking and cycling and try kayaking or diving. All amenities are close by. Avail. July 1-wk. July 9-16; July 29-Aug. 5. \$550/wk. Phone evenings (604) 743-2829.

SUN, GOLF, SWIM, VACATION. Osoyoos, BC New executive home overlooking golf course, 4 bdrm., 3 bath, den, playrm., Bar-B-Q, 2 decks, fully equipped. Avail July & Aug. For more info, call Wendy or Stan 495-2630. Don't delay, will go fast.

USA DE MARGARITA Venezuela. Bed & Breakfast, hotel penthouse. \$150USD/night; \$250USD/for 2 sharing double bed; \$350USD for queen size bed with private ensuite and private deck with ocean and mountain view. Wash & dry facilities incl. Hotel pool and restaurant. Ocean and mountain views. One blk. from beach. Gordon Alger & Olive Leham, Fax 005895630820, Postnet 1112.

WATERFRONT RENTAL KEATS IS. 3 bdrm. wrap-around view, min. from Eastbourne deck, \$105/night, \$700/wk. Please call Lorna/Gerd 931-4355.

WHISTLER. 1 bdrm. condo (Whistler Creek) sleeps 4, fireplace, hot-tub, swimming pool & sauna. Great place for a summer vacation. Book early: Spring, Summer, & fall rate of \$60/night. Phone Jan or John (604) 530-0995.

SUNNY MAYNE IS. 2 bdrm., all amenities. Close to beaches, cycling, hiking. Children welcome. July, Aug., Sept. \$325/wk. Deposit required. Phone (604) 758-6953.

WHISTLER CREEK. 2 bdrm. condo, sleeps 4, fully equipped, close to golf, tennis, hiking, lakes. 2 night min. 988-1433.

TENADA ISLAND. Gillies Bay. Want a relaxing holiday? Try out oceanfront cottage, dry elec, stove, fridge, washer, dryer. Sleeps four. Store, nature trail, boat launch and excellent swimming at Shelter Point Park, only min. away. \$350/wk. Phone (604) 487-9111 Powell River for info.

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VERNON. OKANAGAN SUMMER HOLIDAY. 3 bdrm. family home, quiet setting, close to lakes and a provincial park. We'll rent it very reasonably - \$175/wk. if you'll feed our cat! Two week minimum, avail. most of July & Aug. (604) 542-1775.

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CRUISE THE NORTHWEST COAST. Join a husband/wife sailing on their 29' sloop (single or couple). Experience the pristine wilderness - fish, crab, sail, explore. Meander Tours, 1317 7th Ave. E., Prince Rupert, BC V8J 4N1. (604) 627-4035.

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SUNSHINE COAST SECLUSION. Private island, Sechart Inlet, water sports, hiking, diving or simply getaway. Self contained cottage. Sleeps 4-6, boat rental avail. Call Lynn or Ash. 734-0200.

SALT SPRING ISLAND. Self-contained cottage sleeps 4. Five acres of gardens, forest, creek. Short walk to beach and Fulford village. Hot tub, above ground pool. Cozy, pleasant, children and pets welcome. July-Aug. only. Book now. 653-4984. Fulford Ferry pickup. \$80/night double.

DENMAN ISLAND. Bed & Breakfast. Beautiful ocean & mountain view. Comfortable and very roomy with private entrance, patio and ensuite - adult oriented, nonsmoking. For reservation call 335-0432, fax 335-0430.

WHISTLER CABIN sleeps 8-10, dishwasher, 1 & 1/2 bthrm., sauna, decks, tennis, lake swimming. \$500/wk., \$300/midwk. (4 nights), \$175/weekend. (604) 936-3346.

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SUNSHINE COAST. Powell River. Apple Tree Cottage. Low bank oceanfront. 20 steps to sandy beach. Spectacular views of Brow Bay and Texada Is. Self-cont. 1 bdrm. full kitchen & bath. Sleep 4. July to Sept. Wkly. rate to Sat. \$350 inclusive. Bar 485-5418 after 7 pm.

HIKE IN SWISS ALPS. Experience life in the Alps—cheesemaking, cowbells, alpine this summer. Rustic mountain hostel on popular hiking route. Reasonable rates. Hosts Al & Barb Klopstein (teacher, Kalamalka Soc., Vernon) Call 545-8805 or Adisholm, Switz. 033-73716.

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COSTA RICA. Green Season B & B start at \$20/day US. (604) 980-0839 info, or Fax: Sharon 011-506-454-4252.

OKANAGAN. 2 bdrm. Okanagan lakeshore home, large sundeck and pier. May to Sept. (604) 397-3095.

WHISTLER. Cozy 2 bdrm. and loft chalet. Close to pool, rink, fitness centre, tennis courts and cycling/walking paths. 541-4131.

FOR RENT/EXCHANGE

SUMMER IN VANCOUVER! 2 bdrm. furn. condo, suitable for adults, July 1 to Aug. 12/95. 876-9955 evenings.

VICTORIA AREA. Trade garden & cat care for minimal rent of comfortable home near Sidney. July or 13 to Aug. 8. 656-2705 after 5 pm.

KITSILANO. Great deal! 3 bdrm. house, 6 or 8 weeks July/Aug. \$1200/mo. Non-smoking, no pets (604) 734-3155.

VICTORIA. 1 bdrm. house. Fully furn. June, July, Aug. & July. Aug. No smoking, no pets. \$675 including utilities. 480-1027.

VANCOUVER. July-Aug. Rent furnished 1 bdrm. apt. in West-End. Parking, indoor pool, close to Stanley Park. \$650/mo. \$175/wk. Write 302, 1945 Barclay St., Vancouver. BC V6G 1L2. 684-7357.

VICTORIA-SECONDMENT? Furn. 3 bdrm. townhouse avail. July 95 through Aug. 96. \$1,100/mo. (604) 744-3656.

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 (U).

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 required.

VANCOUVER. Luxury 2 bdrm., 2 baths, 2 blks. to Robson St. Garden-like quiet street. Sunny location. Stroll to English Bay, Stanley Park. July/Aug. \$1,000/mo. (604) 687-3200.

CLOSE TO COURTNEY. 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. 1 bdrm. sublet July/Aug. Yaletown access to Vancouver's pulse from the new library to the Yalc. 687-4043.

VANCOUVER/SURREY. 1 bdrm., nice yard, fireplace. July & Aug. no pets, quiet adults only \$190/wk. (604) 590-8227.

TRAIL. 3 bdrm. house. Lovely treed semi-private yard bordering Trail Creek. Minutes from Rossland. Aug. 7-Sept. 15. \$175/wk. 364-2440, 7 a.m. N.S.

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. Call 738-3264 if interested.

VICTORIA. Fairfield area. Furn. 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.

SLOCAN LAKE. Spectacular pebble beach frontage, 3 bdrm. fully furn. home, 1/2 acre yard, nonsmokers. July 21-Aug. 11. \$700/wk. Marlon/ Mike Lesnik, phone 358-7175, fax 358-2533.

SUNNY OKANAGAN. 3 bdrm. home, 5 min. drive to waterlides, lakes, golf, shops. Nonsmokers without pets. References please. \$300/wk. 12 wks. \$500/Weeks avail. July 29-Aug. 4, Aug. 5-11, Aug. 12-18, B & J Laurie, Westbank, BC, (604) 768-0310.

PENTITION. 2 bdrm. townhome avail. mid-July to mid-Aug. Pool, 1 blk. from lake & park. Come for BC Games! 493-8220 (eve.)

VICTORIA. Large 4 bdrm. house, furn. close to UVic, schools, parks, quiet area. Avail. July 95-June 96. Contact Mike/July 721-3562, Mike 721-7220.

NORTH QUALICUM. 3 bdrm., 2 bthrm. fully furn. north Qualicum level waterfront home. Perfect for families, sleeps 10, close to great golf, fishing, skiing and outdoor adventures. Avail. per week or weekends. Rates: Spring \$500/wk., Summer \$700/wk. 929-2188. Also avail. for next school year.

VICTORIA. Bright, 1 bdrm. apt. fully furn. Short walk to downtown and ocean, easy bus or bike to UVic, n/s, n/p, \$550/mo. July &/or Aug. 383-0747.

HOUSE SHARE. Queen's Park, New Westminster, very central, nice neighbourhood, home, garden, view, \$450. Tammy (H) 525-0541, (w) 327-8341, local 22.

KITSILANO, VANCOUVER. Large 1 bdrm. furn., top floor character house, beach, bus, and UBC, July 1 - Aug. 31, n/s, c/s OK. \$750/mo inclusive. 731-6521.

HOUSE SHARE. Nonsmoking female to share house in West End Vancouver for July. \$500 inc. util. Will consider extending through Aug. (604) 666-7499.

ARE YOU STUDYING IN VANCOUVER this summer? Willing to rent 1 bdrm. condo, contemporarily furn. Large south facing private garden patio. Very quiet building. In the heart of Kitsilano near major bus routes. July & part of Aug., dates negotiable. 733-0865 (eve.).

NORTH VANCOUVER. Fully furn. 2 bdrm. apt. River walk to beach. 3 min. drive to Lions Gate Bridge. Swimming pool, gardens. Avail. July & Aug. \$900/mo. 926-7346.

VANCOUVER. 1 bdrm. apt. centrally located. Nonsmokers. No pets. July 1 - Aug. 26. \$800/mo. or \$1500. 732-3423.

NEW WESTMINSTER. Shared accommodation July/Aug. Beautiful 1200 sq.ft. condo at New West. Quiet. Private b/c. Close to skytrain & buses. Female preferred. No smoking. Call 522-9902.

SUBLET. July-Aug. 1 bdrm. with loft, balconies, city view, w/d, d/w, shops. \$685/mo. 255-9000.

VANCOUVER SUBLET. Furn. 1 bdrm. apt. 1 blk. from Kits beach. Close to UBC, buses, Granville Island, downtown, and shopping area. n/s, n/p. Starting July '95 for up to 1 yr. (604) 738-857.

WHITE ROCK SUBLET. 2 bdrm. furn. house, small but cozy for July & Aug. w/d, Crescent Park area. \$800/mo. o.b.o. \$41-9491.

NANAIMO. 2 bdrm. apt. on seawall, nonsmoking, ocean view from all windows. Avail. Sept. '95. Phone 741-8242.

WANTED TO RENT VANCOUVER. For Sept. '95, mature female, nonsmoking, will share home or housesit, will consider trading a room in my Nanaimo apt. for one in yours. Phone 741-8242.

LANGLEY. 2 bdrm. family home. Easy access to city/country. From July 7 - Aug. 25. Phone 533-0458.

FOR RENT JULY/AUG. 35 min. to SFU, West Coast home, 3 bdrm, den, playroom, hot tub on 2 acres, creek, lawn, gardens, \$1200/mo. Neg. for yard care (604) 856-1977.

SALT SPRING. House swap Sept. or Oct. '95 to June '96. Waterfront bungalow, 3 or 4 bdrm. 653-9536.

HOUSE SWAP. July & Aug. '95. Our Ottawa home for your home - Lower Mainland or the Islands. Bill 1-613-731-8807.

108 MILE RANCH. Home exchange with someone in Victoria. Preferably near university. July 1 - pet. Call 701-5676.

VICTORIA. WANTED TO RENT furn. apt. or small house near UVic July 3-15 approx. Call Marilisa (604) 562-5871.

VANCOUVER. Very attractive 2 bdrm. apt. avail. July 17 - Sept. 1. Commercial Dr. area. Awesome view of Vancouver. Adult only. Nonsmoker. Must care for two cats in exchange for reasonable rent. \$800/mo. for entire month. 253-6331.

VANCOUVER KITSILANO. Female sublet to share comfortable, full furn. 2 bdrm. suite. July/Aug. \$425/mo. (604) 736-9767.

DENMAN ISLAND. Home for rent by the night or week, July/Aug./Sept. Ocean view, walk-on

waterfront, sandy beach, tranquil setting, 3 bdrm., 2 bthrm. spacious, fully furn. Call 338-2790.

VANCOUVER. House for July. 2 bdrms., 2 bthrms. view. Convenient to SFU, downtown, bus to UBC. \$850, 291-8184.

KELOWNA. Spacious 4 bdrm. lakeside home for rent July 23-Aug. 19. Canoe, tennis court avail. Must be cat lover. 762-0079.

VERNON. 4 bdrm. family home on Okanagan Lake. Avail. Aug. on weekly basis \$1000/wk. Pets welcome. 542-7830 after 5 pm.

OLIVER. Fully furn. 2 bdrm. house, July 1 - Aug. 25 \$400/wk. Excellent summer vacation spot. 498-3163 evenings.

FOR EXCHANGE. Rural Kelowna home with a view and beach access for home on Van. Island or Gulf Islands. 1 to 2 wks in July or Aug. Phone 766-3392.

WEST VANCOUVER. Cottage by the sea, furn. 3 bdrm., 2 bthrm. large deck with hot tub overlooking private, treed back garden. 1 yr. lease from Aug 1, '95 (neg.) \$1750/mo. 926-6261.

SHAWNIGAN BEACH. Romantic lakefront 1 bdrm. condo, 1/2 hr. N of Victoria. Magical southern exposure, elegant decor, fireplace, fully equipped, tennis, golf, moorage, indoor pool. Wkly/mthly rental, strictly non-smoking. (604) 658-1331.

TSAMWASSEN. 4 bdrm. home, July '95 for 1 yr. \$1500/mo. 948-0065 (9 am) 948-0066.

VANCOUVER. 1 bdrm. apt. Marpole. July/Aug. \$600/mo. neg. 264-8761.

HOUSE SIT. Okanagan teacher wishes to housesit or caretake in Victoria July/Aug. Experienced gardener. 547-6788.

HOUSE SIT. Older couple will housesit in July in Vancouver area, nonsmoking, no children. (604) 372-2081 after 5.

HOUSE SIT. Mature, reliable, nonsmoking, professional English woman avail. to look after your home, garden and pets. Short or long term. Vancouver area preferred. Ref. avail. Call Wendy at 875-0989 (leave message).

HOUSE SIT. Going on vacation? Teacher looking for place to housesit for part or all of Aug. Will do gardening, water plants, feed pets. Reliable. Call 338-2790.

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MISCELLANEOUS

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HORNBY ISLAND. BC Artists Studio Workshops July 8-12. Creativity, drawing, papermaking, puppetry, feltmaking, weaving, watercolour, woodcarving, willow basketmaking, pottery, candlemaking, stained glass, jewellery, spinning. Brochures: Alena Schofield. (604) 335-0667.

INSIGHT MEDITATION RETREATS. Learn to meditate at the spectacular Krishnamurti Study Centre near Victoria. Aug. 4-13, Sept. 22- Oct. 1. Please call (604) 474-1488 facilitator James Fairbanks.

TEACHER EXCHANGE. Swiss teacher (PE high school) with family (high school 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., Saanichton, BC V8M 1C9 or Angelo Federspiel, Ruchenbergrstr. 31, 7000 Chur, Switzerland. Phone

011-41-81-273-584. Fax 011-41-81-242-380. For more information about Switzerland, call Ben Dolf, 3034 Switowander Rd. Victoria, BC 370-2712.

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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 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.

DRAMAWORKS '95. Bring drama into your classroom. Theatre Alberta presents Dramaworks July 3-16 in Edmonton. Dramaworks offers 5-day workshops in junior and senior high curriculum intended for the first-time drama teacher or the seasoned instructor looking for fresh approaches. Other workshops include Acting, Directing, Improvisation, Mime, Stagefighting, Dance, Design. For info, phone (403) 422-8162; fax (403) 422-2663. Theatre Alberta, 3rd flr., 11759 Grand Rd., Edmonton, AB T5M 3K6.

EDITING SERVICES. Need an essay, major paper, thesis, or dissertation edited? Recently retired education professor will edit and critique for a fixed nominal fee. Will also tutor research design. Phone 925-1251.

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WRITERS IN ELECTRONIC RESISTANCE (WIER) is a national educational program linking students from K-12 grade levels with Canadian writers via the information highway! WIER is accepting applications for the fall '95 term (deadline, June 30/95). For an application form and more information about participation fees, please contact April Hall (416) 504-4490.

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RETIRED ANDY BURT. All friends and colleagues are invited to attend a Strawberry Tea and social on Wed. June 21, 16:00-20:00, William Bridge Elem. School. Contact Sandy Ching 668-6236 or Marilou Long 668-6282.

TEACHER EXCHANGE. Halifax jr. high resource teacher to exchange with Okanagan or Victoria teacher for 1995-97. Contact J. Keeney (902) 443-5239 or 1111 Shanslieve Dr., Halifax, NS B3M 3N3 or e-mail jkeening@linden.msu.ca.

CLASSIFIED ADS will be accepted on or before deadline date as space permits. Ad cost is 60¢ per word plus 7% GST for 1995-96. Ads must be received in writing and prepaid. Send to Kathleen Koisneke, BCTF.

JULY

3-7 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 School District, Marigold Elementary School, Merv Campbell, (604) 384-8157, or Elizabeth Kilby, (604) 388-8991, F: (604) 388-8889.

4-21 Vancouver. UBC Summer Institute: New Scholarship in the Humanities and Social Sciences, with Peter Seixas and Alexander Globe, Contact Peter Seixas, 822-5277.

10-21 Vancouver. Intensive training in the Orton-Gillingham multisensory phonetic approach to remediating reading, writing, and spelling, Contact Greg Hall, (604) 256-6664.

19 Vancouver. Architecture in Education, with Rolaine Copeland, Room 1400, SFU at Harbour Centre, 875. Contact Susan Rock-siedler, (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.

14-18 Campbell River. Solutions '95 Developing Schools as Learning Organizations. A summer institute for school and district leaders. Presented by an international group of educational experts. For information contact Byron Dart (604) 286-0651, F: (604) 286-9801. Sponsored by SD #72 & Ministry of Ed.

21-23 Whistler. Tourism on the Move: A Changing World for Educators, Fifth Annual Tourism Educators Workshop. Launch of the new Tourism 11 and 12 instructor's resource guide. Contact Nancy Petersen, Continuing Studies, SFU at Harbour Centre, 515 West Hastings Street, Vancouver, BC V6S 5K3, (604) 291-5076, F: (604) 291-5098, e-mail Nancy.Petersen@sfu.ca.

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.

24-25 Vancouver. Celebrations: Children's Literature of the 90s, a two-day symposium sponsored by the UBC School of Library, Archival, and Information Studies, University Golf Club. Presenters include Monica Hughes and Tim Wynne-Jones. Contact (604) 822-2404, F: (604) 822-6006.

OCTOBER

13-22 B.C.'s 7th Annual Science and Technology Week. Invest in Your Future! Discover... Contact Danielle Ackerman (604) 387-1628, F: (604) 356-0021, e-mail dackerrma@evic3.ci.gov.bc.ca.

October 20, 1995

Province-wide PSA Day

19-21 Prince George. Roots and Wings, B.C. Teacher-Librarians' Association annual conference, UNBC. Brochure to schools in May. Details to come.

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

19-21 Computer-Using Educators of B.C. Conference, Horizons

95. Put the U back into GUE, Johnstone Heights. Contact David Brear P/E: (604) 436-1267; dbrearc@ehc.ebc.ca.

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

by Theresa Beer

William Deverell, author of the bestseller *Kill All the Lawyers*, was "astonished by the amount of talent." He predicted that five students in his group could become published authors, and he said that one is "cursed with talent." He would like to see the Ministry of Education fund writers' conferences throughout B.C., because they

"Writing is hard, mysterious work. Of course."

— Peter Elbow, *Writing with Power*

are creative, students love them, and they help writers.

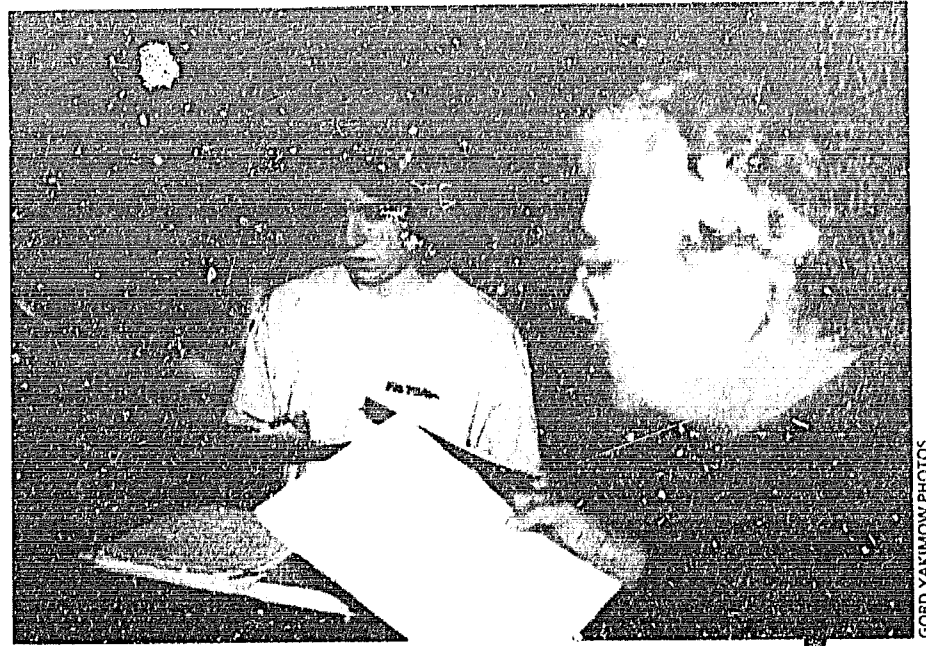
Deverell was one of the Canadian authors facilitating the annual Young Writers' Conference organized by the English Department of Chilliwack Senior Secondary School. Forty-five secondary students participated in the workshops, and the library overflowed during the authors' readings.

Poet Linda Rogers helped Chilliwack Senior's Tara Cummings re-evaluate her poetry and focus on details. Cummings said, "It'll let me flow freely when I write new poetry," poetry she hopes to turn into music. Rogers told the young poets that "the challenge is to find the metaphors that colour your observations." She complimented them for avoiding clichés and excessive language.

Lisa Karoway, from Chilliwack Junior, appreciated the peer feedback and concluded, "I feel like I could go and write anything." Equally enthusiastic was Sardis Senior Secondary's Bryan Thiessen, who dreams of having a book published but believes writing is "not something I could depend on to feed me."

Gord Yakimow has organized writers' conferences for 16 years, in the Yukon and Chilliwack. Students have worked with W.O. Mitchell, George Bowering, and Al Purdy. In times of government cutbacks, Yakimow said Chilliwack was fortunate to have the local Rotary Club as a main patron.

Special guests aren't the only inspiration for student writers. A letter accompanying an award from the Columbia Scholastic Press Association, described Port Hardy Secondary School English



GORD YAKIMOW PHOTOS

Hard, mysterious work

teacher Norm Prince as a "model of excellence as teacher and publication advisor." Prince is advisor for *The Wailer*, student newspaper of PHSS, and winner of a Columbia award for the third year in a row.

One judge wrote, "*The Wailer* is a fine newspaper! It is courageous and bold, ...an outstanding editorial page, a series of strong columns, and a page of warm, human photos. The spirit of the writers comes through to the reader." That spirit included an editorial critical of a school-board decision to censor AIDS information.

The Columbia adjudication process examines all aspects of the paper's writing, coverage, and design. In 1992-93, *The Wailer* scored

"There is nothing to writing. All you do is sit down at a typewriter and open a vein."

— the late sportswriter Red Smith

966 points out of 1,000 to become a medallist.

Student journalists continue their writing after graduation. Working on *The Wailer* led Alike Marinakis to choose Malaspina College because of its journalism program and the opportunity to work on the Malaspina paper, *The Navigator*. Fellow *Wailer* grad Deena Coburn is also at Malaspina, continuing to write but "just for fun. I might



NORM PRINCE PHOTO

B.C. student writers perfect their craft. (Top L to R) at Chilliwack Writers' Festival Tara Cummings listens to poet Linda Rogers; Jesse Battis gets feedback from author William Deverell. (Center) Port Hardy Secondary School Wailer staffers Gina Pickton and Devin Elderkin prepare copy; (Below) Vancouver elementary students check the results of a workshop on editorial writing.

continue with it in the future as a sideline, not as a career." Norm Prince wants to talk to other newspaper and yearbook sponsors about the possibility of creating a Canadian student journalism award.

"Young Voices—Big Issues," a writers' conference sponsored by the Vancouver

"We write to taste life twice, in the moment, and in retrospection."

— Anais Nin, *The Diary of Anais Nin*, Volume 5

School Board, focussed on younger students. This year, they tried editorial writing. Issues of the day for these journalists included pogs, pollution, global issues, ice-cream truck music, whales in captivity, and the disbanding of the Canadian Airborne Regiment. They created mock newspaper pages, including illustrations, editorials, and political cartoons. Imram Khan, from Norquay School, editorialized on how the high cost of medicine was particularly unfair for older people, while Franklin

School's Laurie Mark wrote that if you believe strongly in an issue, you should write a letter to the editor.

Students separated fact from opinion and talked about audience, wordiness, and persuasive writing. Guest speakers from the newspaper industry discussed editorial writing. To understand the co-operative decision-making of editorial boards, students worked on a group tower-building exercise.

Organizer Vi Hughes said all participants are respected as writers. We "just provide the venue" for their creativity.

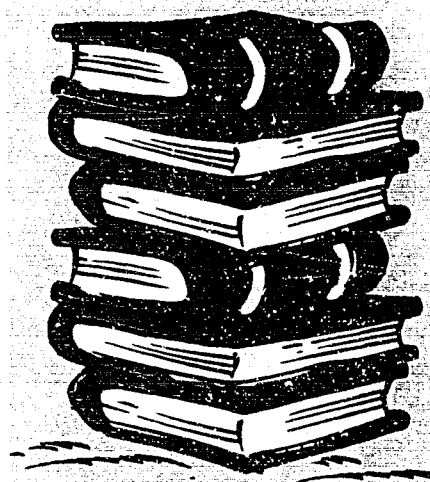
Throughout B.C., students are webbing, free writing, peer editing, editing on-line,

keeping journals, writing and producing plays, and waxing poetic. Many teachers are using whole-language approaches, which, according to University of Victoria professor Terry Johnson, affirm that "activities related to reading should not be a series of ambushes to trap the unwary. Rather they should be a series of maps and signposts to guide the novice through unfamiliar territory." Evidence shows that the writing territory is increasingly familiar to B.C.'s young writers.

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

Bookish B.C.

Student writers are fortunate to be in a book-loving province. B.C. has more bookstores per capita than any other province, and we use libraries twice as much as other North Americans. On a typical day, 87,000 people visit a public library, and librarians answer 14,000 questions.



THERESA BEER PHOTO