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# Teacher

## Community spirit blooms in Grandview garden



*Grandview/ʔUuqinak'uuh Elementary School, Vancouver, transformed a bleak inner-city school grounds into a beautiful garden of hope. The combined efforts of teachers, students, parents, and community members created an environment to help feed body and soul.*

by Nancy Knickerbocker

With the SkyTrain tracks to the south and heavy truck traffic along Clark Drive to the west, the gravel field south of Grandview/ʔUuqinak'uuh Elementary School, Vancouver, was a bleak place frequented by drug dealers and pimps who attempted to recruit students into the sex trade.

But all that is changing this fall, as teachers, students, parents, and community members celebrate the total transformation of that unhealthy, grey expanse.

Grandview, an inner-city school in one of East Vancouver's neediest neighbourhoods, is launching an ambitious project to create a community garden. As well as the individual plots for families to plant their own fruits and vegetables, it will include an outdoor classroom in the style of a Coast Salish longhouse, an indigenous garden, a

butterfly garden, a mini-forest featuring many species of maples, a wildflower mound, and more. It's all tied together with an integrated life sciences curriculum.

*"Starting a garden is like planting seeds of hope for future generations to have better lives..."*

The auditorium was decorated with children's posters, painted in vibrant spring colours, bearing slogans such as: "Each of us is a flower growing in life's garden," and "Food feeds the body, but flowers feed the soul."

Teacher Sam Fillipoff opened the celebration by telling the children how he grew up in a beautiful valley near a river. His family was poor, he said, but the

children never knew it because their parents always grew an abundant vegetable garden.

"Starting a garden is like planting seeds of hope for future generations to have better lives," Fillipoff said. "Our school grounds are going to be transformed into something fertile and fruitful."

The Grandview community has a high proportion of First Nations children, and their rich cultural heritage is reflected throughout the school including its native name, ʔUuqinak'uuh (pronounced U-quin-ah-cue). "Our roots go back a long way," Fillipoff said. "The Aboriginal people have been here since time immemorial." To mark the sod-turning, First Nations elders sang a song to greet the day, and they spoke of how the beat of the drum connects us all to the heartbeat, to the life force, and to the garden.

Principal Jock McLaughlin spoke of the garden as an

important step in the ongoing battle against family poverty. "We hope the members of our community will be able to begin growing some of their own food and gaining useful skills," he said.

UBC graduate students Illène Pevic and Tracey Penner designed the garden, and architect Bruce Carscadden designed the outdoor classroom in the Coast Salish tradition.

Local MP Libby Davies summed it up for everyone when she said: "I really believe that the heart of every neighbourhood and every community is the public school. It is at school where we come together from different cultures and speaking different languages, and this school is really a model. Hats off to all those who have put their hearts and souls into this wonderful project."

*Nancy Knickerbocker is the BCTF's media relations officer.*

## President's message



David Chudnovsky

ate in August, almost 500 BCTF members met at our annual Summer Conference. They were local presidents, professional development activists, TOCs, bargainers, Aboriginal teacher leaders, and other local officers sacrificing their vacation time to serve their colleagues. This year a strand of the conference was devoted to new leaders—those with fewer than five years teaching experience.

Everyone was talking about our upcoming round of negotiations. We will devote much of our attention and energy to bargaining in the coming year. But one thing we know before we begin: *unity*, based on the participation, support, and strength of our members, will be the single most important factor in obtaining a fair contract.

And there is good news when it comes to the unity of the BCTF.

The "Say No to Accreditation" campaign, for example, has won the support of thousands of our members across the province. It reflects teachers' rejection of the ministry's wasteful and ineffective accreditation process. But it is also a symbol of our increasing frustration with endless increases in workload. In some important ways, the accreditation campaign has become the opening salvo of our bargaining.

Delegates to the summer conference also reflected what I heard from you in staffrooms and at local meetings across B.C. last year. Our members need and deserve a significant salary increase, and we ought not to be timid about saying so. Zero, zero, and something won't be acceptable this time. With a nation-wide shortage of teachers looming, with private-sector settlements on the rise, and with the provincial economy rebounding, we can and will present a cogent and convincing salary case.

This round of bargaining will depend on each member, on every local, on our thousands of teacher leaders across B.C. I invite you to speak with your colleagues about the vital issues we face, express your concerns, and offer your suggestions. With your participation and unity, we will achieve our goals.

David

## A fine article on one-room schools

I wanted to tell you how much I enjoyed the article "One-room schoolhouses," by Verena Foxx (May/June 2000). It was not only interesting and informative but also inspiring. If I have the opportunity to teach again some day, I would love to have the chance to teach in a one-room school. For three years, I taught my five children at home, while our family was living on the Queen Charlotte Islands, and it is very interesting to me to see the positive similarities between the home-school situation and the one-room classroom. The comments made by Heather Johnson, Dodie Eyer, and Cathy Erikson were similar to my experiences as a home-school teacher. I also completely agree with Dorte Davison's vision. It seems a shame that some districts are trying hard to close down the few remaining one-room schools. I believe it is very important to have a wide variety of alternative learning situations within the public school system. Thank you again for the fine article. It truly deserved to be on the front page.

Norma Hill  
Keremeos

## Proud that BCTF is challenging TWU

I disagree with the previous letters from my colleagues in Nanaimo. I am proud that my union, the BCTF, is challenging the Trinity Western University. The TWU is like many others (a sheep in wolf's clothing) institutions in our society. They are opposed to homosexuality and believe it is a grave sin. They also espouse the family as they perceive it, which is the family unit of father, mother and child. Three-quarters of our society does not reflect that family unit any more. That of course means that TWU grads could not be objective when dealing with the issues that children bring with them to school.

Christianity is no basis for any school facilities any more. One has only to look at recent court discussions on Christian schools that abused their students or at other religious institutions that hide behind beliefs to bolster personal agendas.

I wholeheartedly endorse the BCTF for fighting against this type of institutionalized homophobia and discrimination, as I am sure the majority of my teacher colleagues do.

Cheryl Sosnowski  
Nanaimo

## Thanks for Teacher

As president of our Parent Advisory Council, I just want to express my appreciation for receiving a copy of the *Teacher* newsmagazine. It is informative, enlightening, and educational. Thank you for including us in your mailing list.

Cynthia Feldmann  
Penticton

## Real audiences for student books

I was pleased to see Andy Pfeiffer's detailed article on providing a real audience for high school students (May/June 2000). It is a great idea. I began using a similar approach in 1983 on my teaching practicum at Point Grey Senior Secondary School, in Vancouver. I refined the process in 1987 while teaching remedial Grade 10s in Australia. We chose Grade 3s for our audience. All the students enjoyed the process, and for the book launch I baked a huge chocolate cake in the shape of some large Australian animal that I can't recall now. The principal and head of the English Department attended, and there were short speeches and photos-like a "real" book launch.

Joan Buchanan  
Salt Spring Island

## Take back the NIDs

Thanks to the PD staff for their insightful article "Everything you always wanted to know about PD days" (March 2000). If you value PD and your personal time, that article is worth reading as it highlights a number of problems plaguing the five days that have been set aside for teacher professional development (PD).

In 1972, British Columbia teachers gave up part of their summer holidays (without monetary compensation) so that schools could be closed during the school year for more group-based PD. As the value of the group-based PD sessions is questionable, we should consider deleting the days from the school year and returning them to the summer holidays. This means school would be dismissed a week earlier than it is now.

While there has been some good PD, we have frequently suffered through unproductive school-based sessions that have made us wonder why we were not in the classroom that day. It is becoming increasingly common for the PD days to be used for activities that are not considered to be PD (accreditation, first aid, school planning, and curriculum development).

Think of the possibilities if we had this personal week back and school let out no later than June 23 instead of June 30. Following is an incomplete list of such possibilities:

1. Our employer would save money by early closure.
2. Overworked and stressed out staff would have more time to recover
3. The public would stop being critical about our NID closures.
4. Parents wouldn't have to scramble for sitters.
5. Senior students heading to university could increase their summer income by 10%.
6. Senior students wouldn't be working their summer jobs while taking provincial exams during the last week of June.
7. Summer sessions wouldn't be such a mad scramble. Teachers

would have a few days between the last day of school and the first day of summer session.

8. Families could more easily manage their vacation plans.

9. Students would still have the same number of days in session with fewer disruptions.

10. We would still be paid the same.

It is time to consider taking back our personal time for a longer summer break. We will still have PD, and it could very well be more valuable than what we have now.

Tim Wolders  
Anne Marie Mol  
Haida Gwaii/Queen Charlotte

## Annotated collections work

I hope you can pass along my appreciation to a colleague for a teaching idea he gave me. In *Teacher*, Vol. 11, No. 1, September 1998, you published a letter from Wayne Thom in Sooke, suggesting that an annotated collection be assigned to students instead of a research essay. This would give them experience with research from various sources, but avoid the problems of plagiarism. I decided to use this idea with the History 12 students I teach using a computer managed system.

Following the suggestions in the letter, I gave my students this assignment, and found it worked beautifully. During the subsequent semesters, I have adjusted the instructions, my evaluation, and so on, and find the project works well with different levels of students. I'm not sure how difficult it would be to have a whole classful of these research projects to evaluate, but for the few students I have each term, it is ideal.

Please pass my thanks on to Wayne Thom for sharing his ideas.

Linda Costain  
Masset

## Primary teachers feedback sought

The B.C. Primary Teachers' Association is currently rewriting the *BCPTA Evaluation Techniques and Resources Handbook II*, published in 1992. If you have used this document and have any suggestions or feedback on how we can improve and update this document, please contact:

Marianne McTavish (604) 922-7267 (phone/fax) or Carol Johns (250) 526-5338, F: (250)426-0191.

In addition, we are looking for sample, suggestions, and ideas of assessment, evaluation, and reporting practices. Many teachers have taken ideas from previous evaluation binders and adapted them for their own needs. We would be happy to accept contributions of ideas, formats, strategies, blackline masters, etc. for consideration.

*BCPTA Evaluation Technique and Resources Handbook II* is still currently available from Sharron Cooke (604) 271-2429.

Marianne McTavish  
BCPTA PD Co-ordinator

## Teacher wins Canadian Ed Press awards

**T**eacher newsmagazine received Canadian Education Press Association awards in June. Pat Clarke won a Golden Leaf Award for his article "Smoking Salmon for Social Justice." Pat's story was about a school and community in Nanaimo using a Social Justice grant to help develop a better understanding of the different cultures by building a facility for smoking salmon.

Nancy Knickerbocker won a Golden Leaf Award for writing "Squamish Culture Comes Alive," a report on a students' camp run by the Squamish Nation.

- Peter Owens

## BCTF Winter holiday closure

The BCTF building will be closed from December 27 to December 29, 2000 as per the June Executive Committee decision, following consultations with the UTFE/IWA Local 1-3567 and the ASU.

## Our Schools, Our Selves

**T**his unique Canadian publication for education activists is being published again, through the Canadian Centre for Policy Alternatives.

*Our Schools* provides commentary on education issues throughout Canada, with a particular focus on issues of social justice. It also monitors the role of the private sector in public education.

Annual subscriptions are \$48. School libraries are particularly encouraged to subscribe to provide this Canadian resource for teachers. Subscriptions should be sent to CCPA, 410-75 rue Albert Street, Ottawa, Ontario K1P 5E7.



## 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.



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

## Yours for the asking

### Workshop series

Flowers, butterflies, and vegetable gardens at school? Evergreen is offering a planning and planting workshop series to help you transform your local school grounds into a healthy and dynamic learning environment. Evening workshops are available in communities throughout the Lower Mainland, from October until the end of March. Phone Evergreen at (604) 689-0766 for complete listings.

### That Body Image Thing: Young Women Speak Out

The Canadian Research Institute for the Advancement of Women (CRIAOW) has published a collection of essays written by young women across Canada. The essays describe young women's struggles to discipline their bodies so as to conform to images imposed on them by the media and their peer group. In young vulnerable voices, the young women tell how they were ensnared by images of anorexic women portrayed as perfect and then slowly found the courage and determination to love their bodies and themselves. These voices are a poignant reminder of the difficulties of growing up female in a society that continues to profit by the exploitation of women's bodies and sexuality. Includes young women's artwork and a resource section.

Available in English and French, the collection costs \$13.95 (postage included).

For more information contact [mcote@criaw-icref.ca](mailto:mcote@criaw-icref.ca) or to download an order form, visit: [www.criaw-icref.ca](http://www.criaw-icref.ca).

### Stop sweatshops

The Maquila Solidarity Network presents an education/action kit for teachers, students, and union members wishing to Stop Sweatshops. \$12.50 per kit (includes postage and handling). Bulk rates available.

Maquila Solidarity Network, 606 Shaw Street, Toronto, ON M6G 3L6, (416) 532-8584, F: (416) 532-7688, [perg@web.net](mailto:perg@web.net), [www.web.net/~msn](http://www.web.net/~msn)

### Space for species

A space-trekking, species tracking program for Canadian students. Space for Species is a unique Web-based educational program that enables students to monitor migratory species and their habitats from beyond the Earth's atmosphere. This adventure includes a teacher's guide and a dedicated Web site where students will explore the role of satellite telemetry, remote sensing, and weather satellites in wildlife conservation.

For more information contact the Canadian Wildlife Federation 1-800-563-WILD, [info@cwf-fcf.org](mailto:info@cwf-fcf.org), or download a registration form at [www.wildeducation.org](http://www.wildeducation.org).

## LOOKING BACK

Janet Amsden  
Fairview Elementary School  
Maple Ridge

### 70 years ago

*Smaller classes.* Just now there is a tendency in certain quarters to increase the size of classes. Many teachers are so situated that although they fully understand the evil results of too large classes they do not feel free to protest. They do not like to seem to oppose the school board or try to get out of work which is expected of them.

—BC Teacher, November 1930

### 50 years ago

*Staff rep flight.* Saturday, October 14, promptly at 11:00, the clouds opened up and the sun shone. A TCA North Star took off with 40 Vancouver elementary teachers. Call it bribery or a publicity stunt, the first 40 staff reps to be named by their staffs this year, were off on a courtesy flight provided gratis by Trans-Canada Airlines. And from everybody's point of view the 45 minute trip was extremely pleasurable.

TCA are, under special circumstances, using courtesy flights as a means of advertising. They consider actual flying experience a better booster than other advertising media. And they did a mighty fine job for the Vancouver elementary staff reps.

—BC Teacher, November 1950

### 30 years ago

A new jargon will shortly cross the border. Its forerunner is accountability, its followers are performance contracting, educational engineering, management support group, and independent auditing. Even if in fact these exact phrases do not travel from their birthplace, the USA, their intents and some of their implications certainly will.

—BC Teacher, September/October 1970

### 10 years ago

Across B.C., teachers are integrating students with varying special needs into their regular neighbourhood classrooms. In one corner of Vancouver, McKechnie Elementary School has been taking a new approach that is meeting the needs of these challenged learners.

That all encompassing I word *integration* triggers a multitude of emotions for each of us in education. That I word touches on the philosophical essence of education. That I word requires a shift, in your perspective in the educational process. That I word creeps into every nook and cranny of your school, from the boiler room, to the bathrooms, from the playground to the principal's desk. That I word philosophically requires *the most appropriate placement* without any explanation as to how to accomplish it.

—Teacher Newsmagazine, Sept. 1990

## Top 10 BCTF lesson aids

**1 Canada, Map Book 1—Grades 2-3.** George Quinn, 41p. 2000. Introduces students to Canada and helps develop basic map skills. Includes 34 student-based activities, 42cm x 46cm map of Canada, quiz and answer guide. Grades 2-3. LA 8236—\$14.95

**2 Canada Map Book 2—Grades 3-4.** George Quinn, 42p. 2000. Introduces students to Canada and helps develop basic map skills. Includes 34 student-based activities, 42cm x 46cm map of Canada, quiz and answer guide. Grades 3-4. LA 8237—\$14.95

**3 Nunavut: Land and People—Grades 4-6.** Bill MacDonald, 42p. 2000. Introduces students to the land and people of Nunavut. Includes 32 self-directed student activity sheets, an outline map of Nunavut and a multiple choice quiz and answer sheet. Grades 4-6. LA 9299—\$14.95

**4 Novel Projects for Social Studies 10.** Judith Coffin, Phyllis Simon and Ramona Sousa, 11p. 2000. Includes a list of 71 novels relating to Immigration to Canada, First Nations Peoples, Early Canadian History and the Opening of the West, an annotated bibliography of each novel and two handouts outlining projects. Grade 10. LA 2094—\$1.50

**5 Novel Projects for Social Studies 11.** Judith Coffin, Phyllis Simon and Ramona Sousa, 11p. 2000. Includes a list of 70 novels relating to WW I, WW II, the Depression, the Twenties, Japanese Internment, and the Holocaust, an annotated bibliography of each novel and two handouts outlining projects. Grade 11. LA 2095—\$1.50

**6 Behaviour Problems and Early Intervention.** Teacher Research Reports from the Maple Ridge Special Ed Review. 120p. 2000. Resource book contains five reports from teachers and other educators providing details of strategies for individual teachers, and for the whole school staff; encouraging positive behaviour; prevention techniques, appropriate consequences; code of conduct description; early intervention research and recommended strategies from two schools; roles for classroom and resource teachers; description of six Lower Mainland care facilities for youth at high risk; incident report, IEP and other forms that can be copied and used. Elementary. LA 9902—\$12

**7 Learning by Doing—Northwest Coast Native Indian Art.** Karin Clark, Jim Gilbert, 160p. ©1993. Art of the Kwakwaka'wakw natives of Northern Vancouver Island is featured in this book. Use in art classes, First Nations studies, or alternative education. Universal skills such as drawing, painting, and carving are taught in traditional and modern ways. The book touches on Nuu Chah Nulth (Nootka), Salish and Kwagiulth (Kwakiutl) art. Fifteen different concepts presented. Recommended by the B.C. Ministry of Education. Grades 4-12. LA 3201—\$26.

**8 Experimenting with Simple Machines.** Gordon R. Gore, 44p. ©1999. Student resource for use by students who wish to experiment with simple machines. Illustrated with drawings, photographs and cartoons. Includes levers, pulleys, wheels and axles, screws, inclined planes,

hydraulic lifts, and gears. Grades 4-7. LA 9548—\$11.

**9 Experimenting with Forces.** Gordon R. Gore, 32p. ©1999. Illustrated student resource for students who wish to experiment with forces. Experiments include gravity, friction, inertia, acceleration, action-reaction force pairs, water drops and soap bubbles. Grades 4-7. LA 9550—\$10.

**10 Learning Together in Multi-Level Classrooms.** Prepared for the Saskatchewan PD Unit, 55p. 1997. Examines moving from a paradigm of "single class-room/single grade" and recognizing the many levels within every classroom. Brings theory, practical ideas and the voices of multi-level teachers together. First four sections define multi-level class-rooms, discuss the keys to success, address the opportunities and challenges, and look at the classroom as a community of learners and the last sections focus on curriculum and instruction, timetabling and assessment. LA PD137—\$26.

For a complete listing of over 900 BCTF Lesson Aids, consult the catalogue in your school library or the Lesson Aids online catalogue. [www.bctf.bc.ca/LessonAids](http://www.bctf.bc.ca/LessonAids)

To order any of the above lesson aids enclose a cheque payable to the BCTF or authorized purchase order to BCTF Lesson Aids Service 100-550 West 6th Avenue, Vancouver BC V5Z 4P2. GST and postage/handling are included in the prices. Orders are sent by return mail.

## Beginning teachers

### Others who help

#### • Mentor

Many districts have formal mentoring, where beginning teachers are matched with experienced teachers for help and understanding throughout the school year.

If you don't have a formal process, develop your own network of mentors by tapping into the knowledge and expertise of experienced teachers in your school or in your district. Meet with other beginning teachers, and develop another support system.

#### • School administrator

The principal and the vice-principal are important parts of your support network. Don't wait for them to ask how things are going—let them know. When it's comfortable for you, invite the administrators into your classroom. Show an interest in their work so that you can gain a broader understanding of school operations.

#### • Resource/special needs teacher

Many schools assign a teacher to work with other teachers who have children with special needs in their classrooms. The resource teacher can help you design appropriate activities. In some cases, the resource teachers also operate programs that may take children with special needs out of their

regular classrooms for part of the day or week. A resource teacher can be an important part of your support system. Find an early opportunity to meet to discuss how you can work together.

#### • Teacher-librarian

A teacher-librarian does more than look after the collection of library materials. He/she can assist you in co-operative planning and help you design research-based projects and information-retrieval programs. Familiarize yourself with policies about using the resource centre, but also take advantage of the teacher-librarian's ability to help you develop resource-based learning strategies to enhance instruction. Your teacher-librarian may also assist you in ordering student and teacher resource materials.

#### • School counsellor

Your school counsellor can help you overcome many obstacles. Find out if there are any ongoing concerns in your class from previous years. The counsellor can be invaluable when meeting with parents, and he/she is often a good source for strategies when dealing with difficult students. Your students are your responsibility, and the counsellor is there as a support, not a disciplinarian. Obtain information concerning procedures for referrals and who makes them.

#### • Custodial staff

A good working relationship with the school custodian will make life much easier for you. Ask the principal about the caretaker's responsibilities. Introduce yourself, and discuss ways you can work together to keep your classroom a pleasant place for you and your students.

#### • School secretary

The school secretary is an important link between you and the administration, and he/she is often the first contact parents have with the school. Learn about the secretary's responsibilities and what services might be available to you. Requests made of you by the school secretary are frequently for information required by the principal. Respond promptly.

#### • Educational psychologists, speech therapists, and itinerant teachers

Your school district may employ or have access to educational psychologists, speech therapists, and itinerant teachers. You will need to know about students with whom they have been working and about referral procedures. See your local contract for specific information.

Excerpts from the *Beginning Teachers' Handbook*. To obtain a copy, contact the BCTF PD Division, or check our web site: [www.bctf.bc.ca/beginning/handbook](http://www.bctf.bc.ca/beginning/handbook).

## Update on accreditation

by Anita Chapman

The Federation's "Say No to Accreditation" campaign continues this fall after a successful start in the spring. An overwhelming majority of the schools slated for accreditation have said "no" to accreditation activities, and members at other schools, locals, and the Federation will continue to support them in their firm stand. Many schools have requested a one-year postponement. In addition, some school districts have requested that the ministry postpone accreditation for one year.

Over the summer, the ministry revised the School Act Regulation on Accreditation to bring it in line with the Interim Accreditation Policy released in May.

The BCTF is communicating the continuation of the accreditation campaign, "Say No to Accreditation" to school boards, schools, members, and the public. All members will receive a school-opening letter from BCTF President David

Chudnovsky outlining the Federation's priorities for the year, including the continuation of this important campaign.

The Federation has renewed its call with the minister of education for a one-year moratorium on accreditation and further discussion.

Early in the school year, the Federation will hold zonal meetings with local presidents, local representatives, and one representative from each of the 252 accreditation schools to discuss school experiences and strategies in pursuing the accreditation campaign.

Any member who is directed to undertake accreditation activities is advised to contact his/her local president immediately. The local president should contact his/her Organizational Field Support (OFS) staff person for legal and strategic advice that is specific to the local situation.

Anita Chapman is acting director in the BCTF's Professional Development Division.

## Size does matter

by Ray Worley

Size does matter, as any teacher will confirm, when it applies to the number of students in a classroom. The three-year provincial Memorandum of Agreement (1998-2001) on K-3 Primary Class Size includes improved numbers in each year of the agreement. This fall, the final reductions came into force, with the following maximum class-size numbers:

Kindergarten	20
Grade 1	22
Grade 2	22
Grade 3	22

The provisions remain in place to eliminate "fudge factors" and govern the size of combined classes that include any K-3 students. Primary teachers have welcomed the improvements in teaching and learning conditions represented by the new maximums and attendant provisions.

### Research findings support smaller classes.

Teachers of intermediate and secondary classes have noted the improvements and voiced a refrain often used by local bargainers in the past: Why not here? Of course their point is valid. In some districts, where class-size limits are 30 and there is a "fudge factor" of two or three, an intermediate class may have as many as 33 students, while down the hall, a primary class will have 11 fewer students. Some secondary teachers have more than 200 students in their assignments.

The achievements of the last round of bargaining were only a beginning. Class-size maximums in higher grades need reductions as well. Most of the current numbers in local agreements have been unchanged for nearly a decade—a decade that saw increasing pressures and complexities in an already demanding occupation.

Research findings support smaller classes. The benefits identified include more physical space for movement, fewer discipline problems, more time spent on instruction, greater access to the teacher, easier

access to after-hours consultation for both teachers and parents, more individualized attention, and greater student share of overall education resources.

It's obvious to all classroom teachers that current class-size maximums must be maintained and improved. There are other less obvious but equally important areas where maximum student contacts must be reduced, or numbers established where no contractual limitations currently exist. Teachers in distance education have no formal maximums for the "classes" they instruct. As this service-delivery model increases, more and more members are seeking to have workload provisions addressing their conditions. Counsellors, speech and language pathologists, and other non-enrolling teachers and associated professionals generally have no provisions designating maximum student contacts or caseloads. The need for clearer delineations of their workload must be recognized.

Of course size matters; but, as every teacher knows, it's not all that matters. Teachers' workloads and their ability to provide quality instruction to all students are dramatically affected by class composition and the pressures of paperwork, meetings, report cards, standardized testing, and assorted district and ministry initiatives.

For many teachers, the refusal to jump through the accreditation hoops is an immediate way to impose limits on an ever-increasing workload, to concentrate time and energy on direct service to students. Like the reductions in primary class size, it is a beginning.

This fall, teachers will begin setting objectives for the next round of bargaining, to commence in the spring of 2001. Involvement of all members in that process will ensure that size continues to matter, that the momentum of the primary reductions is continued to other grades and positions, and that other important workload issues get to the bargaining table.

Ray Worley is an assistant director in the BCTF's Bargaining Division.

## Trustees and administrators lead the way out of public-sector wage freeze

by Garry Litke

Double-digit salary increases among bureaucrats and administrators are signalling an end to the wage freeze that controlled the public sector in B.C. for much of the last decade.

The Public Sector Employer's Council (PSEC), as the wage watchdog, has enforced the freeze by using its authority to approve or reject all wage increases in the public sector. PSEC was largely responsible for the 0-0-2 in the last round of public-sector negotiations.

Recently, however, senior administrators in Kamloops were awarded raises ranging from 7.4% to 23% effective July 1, 1999. The \$100,000 price tag for the increases was approved by the board at an "in camera" meeting in February of 1999 and did not become public knowledge until a reporter from *Kamloops Daily News* uncovered the story in the spring of 2000. Eldon Cameron, Kamloops Thompson president, called the raises "disgusting" and wrote to MLAs and ministry officials asking how the board had avoided the Public Sector Employers' Council (PSEC) and the wage guidelines, but he did not get an answer. Meanwhile, the board was making budget cuts to address a \$500,000 deficit.

Then, in February 2000, 42 government bureaucrats,

including deputy ministers, were awarded wage increases as high as 38% to make the salaries for their jobs more competitive in the industry and bring them into line with private-sector remuneration.

In June 2000, 15 top executives at ICBC used the same argument to get raises ranging from 24.8% to 80.2%. In addition, 323 middle managers got an 8% hike. None of the increases was approved by the PSEC wage watchdog. Paul Ramsay, the minister responsible, said there would be an

### College graduates are finding better pay in other industries while a teacher shortage looms.

investigation but the increases would not be rolled back. Meanwhile unionized ICBC workers were trying to negotiate a contract in the face of the 0-0-2 wage freeze.

Ignoring the freeze were school trustees. In Surrey, they voted a 25% increase for themselves while making cuts to student services. Their arguments were familiar: parity with others and compensation for increased workload. In Coquitlam, trustee wage in-

creases topped 20%.

Finally, B.C. Public School Employers' Association (BCPSEA), the school boards' bargaining agent, is collecting up to 40% more in fees from school boards this year so that it can pay employees up to 20% more.

After more than a decade of losing purchasing power to inflation and falling behind the private sector, teachers now have reason to be optimistic about a significant salary increase in the next round of bargaining. A trend is emerging, with significant salary increases paving the way. The arguments used to support the raises for bureaucrats apply to teachers as well: increased workload, parity with private sector, and a need to recruit and retain good teachers. College graduates are finding better pay in other industries while a teacher shortage looms.

### What about government controls?

Some public-sector employees have figured a way around PSEC and the wage controls:

- Don't ask for approval.
- Ignore the guidelines.

Sounds like an idea whose time has come.

Garry Litke is an assistant director in the BCTF's Bargaining Division.



Co-Chief Negotiators Irene Lanzinger and Al Crawford discuss timelines to prepare for the next round of negotiations. The process of setting local objectives will begin this fall at meetings to be held throughout B.C. These discussions will culminate in the provincial bargaining conference to be held in February 2001.

## Home page for teachers on call

by Darryl Smolik

The TOC home page on the BCTF web site, [www.bctf.bc.ca/career/toc](http://www.bctf.bc.ca/career/toc) is a vital source of information for all teachers on call throughout B.C. Specific issues relating to teachers on call are presented in an easy-to-read, up-to-date format.

### TOCs and the BCTF

The Teacher on Call Advisory Committee (TOCAC) provides advice to the Executive Committee on strategies and activities that locals and the Federation can employ to improve communication and professional development for TOCs, and on other TOC issues such as bargaining matters. You can find out more about the TOCAC and who its members are by following the link to the Teacher on Call Advisory Committee.

Another important section for TOCs is teacher-on-call policies and procedures contained in Section 49 of the *Members' Guide to the BCTF*. All teachers on call should be aware of their rights in the collective agreement.

### TOC meeting notices

The Teachers on Call Meeting Calendar provides information about upcoming meetings and/or important messages. The calendar is a great supplement to our *TOC Talk Newsletter*. It is important that we reach all our members, and as our TOC list changes, so does our mailing list. The calendar affords us the opportunity to reach everyone online.

### Publications

Several publications can be accessed online. The revised *Teachers on Call Handbook* is a helpful resource for all teachers on call in B.C. It provides information on classroom-management skills as well as job-search tips and strategies. *Teachers on call in British Columbia: A BCTF Research Survey* takes a provocative look at results of a survey conducted in the spring of 1999. Nine hundred active TOCs were surveyed, and the results of the entire survey can be found in the web document. Other publications include: *Who Are the Teachers of British Columbia? Teacher Demographics, 1997-98*, and the *Beginning*

*Teachers' Handbook*. The handbook is another practical resource for beginning teachers on call to access via the TOC home page.

### Employment and economic issues

Teachers on call can also link to locations where they can familiarize themselves with job prospects, job-search links, and career information. Each link provides valuable information for the teacher on call who is interested in seeking employment around the province, across Canada, or around the world.

The BCTF web site has proven to be an interesting and useful resource for teachers across the province. It is because of this importance that the BCTF designed and created the TOC home page. Specific issues that affect teachers on call are presented not only to inform but also to acknowledge all teachers on call as a significant group of teachers and valuable members of the B.C. Teachers' Federation.

Darryl Smolik is a teacher on call, Central Okanagan.



## New BCTF health and safety training program ready to go

by Lynne Sinclair

Ten experienced BCTF members of health and safety committees were trained this summer during a four-day session in August. WCB and CUPE provided some of the training during what was a long, gruelling, but fun-filled and informative retreat.

The Federation has now developed five modules that complete the WCB Worksafe "Basic Committee Training" curriculum. The modules are Occupational Health and Safety Program Overview, Health and Safety Committees and Worker Representatives, Safety Inspections, Accident/Incident Investigations, and Refusal of Unsafe Work. Each workshop is specially adapted for schools and teachers as workers. Health and safety committee members who complete the training will receive a BCTF/Worksafe certificate.

All health and safety committee members are entitled to an annual educational leave of eight hours under Section 135 of the Workers Compensation Act. Local presidents and/or district health and safety committee members will be arranging with school boards to offer the BCTF training in each district. The training is also open to CUPE and administrative officers. For more information, contact your local president.

As a back-to-school exercise,

see how you do on the following test. (See answers below.)

1. The number of B.C. teacher workdays lost from 1995 to 1999 because of work-related injuries and illness is:

- a. 10,156
- b. 29,650
- c. 15,701
- d. 21,400

2. The financial cost of work-related absences by B.C. teachers from 1995 to 1999 is:

- a. \$3,517,800
- b. \$4,111,516
- c. \$5,234,549
- d. \$6,224,629

3. The most commonly accepted WCB claim of teachers is:

- a. stress
- b. overexertion
- c. falling, same level
- d. falling, from elevation

4. Which person is not a worker under WCB?

- a. teacher
- b. CUPE member
- c. student teacher
- d. student on work experience
- e. parent

5. Which of the following are not covered by WCB?

- a. chicken pox
- b. measles
- c. headaches
- d. post traumatic stress syndrome

6. Who requires WHMIS (Workplace Hazardous Materials Information System) training?

- a. science teachers
- b. kindergarten teachers

- c. art teachers
- d. all teachers

7. Which information must the school board provide to teachers?

- a. copies of all WCB orders and penalties
- b. record of all reported violent incidents
- c. names of students who pose a risk of violence
- d. copies and results of testing for indoor air quality

8. Which health and safety committee composition is illegal?

- a. two teachers, one support staff, one administrative officer
- b. two administrative officers, one teacher, one support staff
- c. two support staff, one teacher, one administrative officer
- d. one teacher, one CUPE, three administrative officers

9. Health and safety committee members must be granted paid release time for which of the following duties and functions?

- a. committee meetings
- b. safety inspections
- c. accident/incident investigations
- d. preparing for committee meetings

10. Who is responsible for ensuring the health and safety of teachers?

- a. administrative officers
- b. individual school trustees
- c. ministry of education
- d. suppliers

11. What information must be posted in the school?

- a. health and safety committee reports
- b. names and work locations of committee members
- c. WCB orders and penalties
- d. all of the above

ANSWERS: 1. (b) However, this represents only the reported and accepted claims and therefore is significantly lower than actual injuries and illnesses. 2. (d) Again, the actual cost of work-related absences is much greater, but much is coming out of sick leave (educational budget and the BCTF SIP) instead of WCB.

3. (c) Although some stress claims are accepted, many are not filed, and most are still rejected because WCB still fails to recognize stress unless it is attached to a critical incident.

4. (e). 5. All are covered if they arise out of the course of employment. Many teachers are unaware that communicable diseases contracted at work are covered. 6. (d) All teachers must receive WHMIS training appropriate to their assignment because they are exposed to a range of hazardous materials from felt pens, whiteout, and wood dust, to cleaning supplies and paint. They need to know not to bring hazardous materials into the workplace or materials that, if mixed with others, become hazardous.

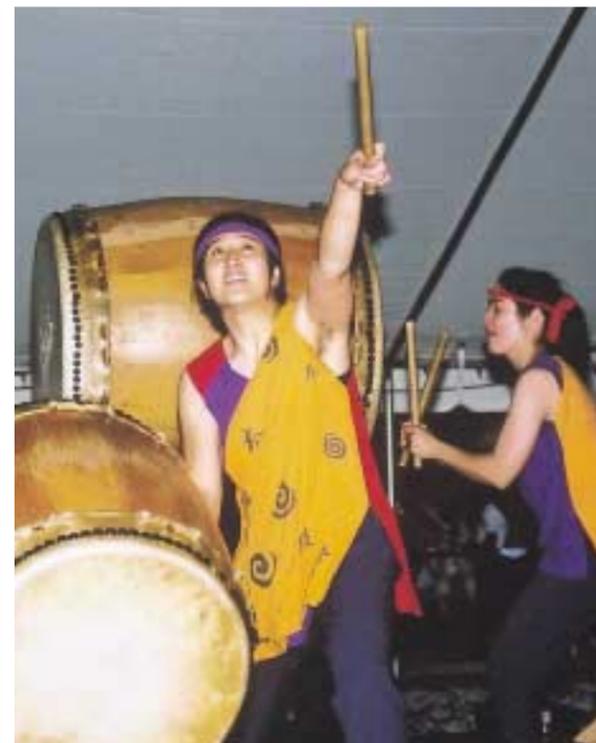
7. All, under the Freedom of Information Act and the Workers Compensation Act (Section 136). 8. (d) At least half

of the health and safety committee must be worker representatives. Management must never outnumber workers, but there may be more workers than management. 9. All. Section 134 of the Workers Compensation Act entitles committee members to "time off from work" for all items listed. 10. All. The Workers Compensation Amendment Act includes anyone who controls and supports financially the operations of a workplace. Officers of a corporation (school trustees) (Section 121) and suppliers (of materials and machinery) (Section 120) may now be prosecuted by WCB, as may individual administrative officers who are supervisors of workers (Section 117). 11. (d) pursuant to Section 138 of the Act.

Finally, if you have never seen the blue WCB books that encompass excerpts of the Workers Compensation Act and the Occupational Health and Safety Regulation, ask your health and safety rep or the principal for a copy; the books must be made available by the employer. Good luck and good health to all of you during this next school year. Together, we will all make schools safer, not only for us but also for our students and colleagues.

Lynne Sinclair is an assistant director in the BCTF's Organization Support Division, assigned to health and safety.

## Summer Conference 2000



The powerful rhythms of the Japanese-Canadian drum troupe, Katari Taiko, thrilled young and old alike after the BCTF annual salmon barbeque at the Museum of Anthropology. With almost 500 delegates participating in five different strands of training, this year's summer conference was the largest and most comprehensive ever. In preparation for the upcoming round of collective bargaining, the conference theme was "Leadership, Unity, Mobilization."

## Affiliation with organized labour

### OPINION

The 2000 Annual General Meeting decided that the BCTF should renew a process that has the goal of eventual affiliation with organized labour. *Teacher* will carry members' views on the subject to encourage members to explore the advantages and disadvantages of affiliation.



PETER OWENS PHOTO

Carole Gillis  
Kamloops

When I became a teacher and joined the BCTF I was excited to become part of a progressive and respected union, but I also felt a sense of loss that I would no longer be an affiliated member of the broader labour movement. I had worked as a grocery cashier for years, and as such had been a member, shop steward, and picket captain of the United Food and Commercial Workers' Union Local 1518. I was also a delegate to and member-at-large of my local labour council. But, since the BCTF is not affiliated with the provincial or national labour organizations, the B.C. Federation of Labour and the Canadian Labour Congress, I would no longer be an active, voting member of the labour council.

The loss to the BCTF members is greater than my personal loss of voting privileges. The B.C. Federation of Labour represents some 450,000 unionized workers in British Columbia. More than half of them belong to public-sector unions or work in the broader public sector. Thus, the single most powerful voice on public-sector labour issues in the province is the B.C. Federation of Labour. Yet, because we are not affiliated, the BCTF has no input into the BC Fed's message.

Moreover, the BC Fed plays a significant role representing public-sector unions to both the public and the employer. The Fed has a public-sector committee to develop and enact strategies around privatization, essential services, superannuation plans, and co-ordinated bargaining, among other issues of interest to public-sector unions. That committee meets with senior government officials, MLAs, and cabinet ministers on general labour issues like the Labour Code, and on specific negotiations and policy. Yet, the BCTF is not at that table, and

the views and concerns of our 40,000 members are not represented when labour develops its positions and strategies, nor when labour carries them out. When media seek labour's response to political events, the BCTF has no input into the way broader public-sector issues are portrayed to the public.

Not only is our voice not heard within the collective labour voice of the province, but also our failure to affiliate with labour organizations affects the way our colleagues throughout the labour movement perceive us and the importance of education-specific issues. BCTF members can be proud of the way we demonstrated solidarity with our CUPE colleagues across B.C. during their work stoppage in the spring, and CUPE certainly expressed appreciation of our support. But other unions are not so sure of our solidarity with them. And inevitably, they hesitate when we seek the support of labour on teacher- and education-related events.

There is much talk of receding borders in the new global village; this is certainly true for both government and corporate employers. The solution for workers, be they miners or nurses, grocery cashiers or teachers, is to organize collective responses. The BCTF prides itself on being a union with a social conscience, and teachers feel strongly our broader responsibility to society. The BCTF's outlook and social justice work would perfectly complement the activities of the BC Fed on women's, youth, poverty, and international-solidarity issues, among others. Our expertise would be especially valuable to the BC Fed for its new initiatives in labour education. Affiliation

is a natural extension of the common interests and values shared by teachers and social justice advocates across the labour movement.

Some teachers say the BC Fed and the CLC serve workers well, but that, as professionals, we have interests different from those of other working people. Yet the BC Fed represents a variety of professionals: engineers, pharmacists, journalists, microbiologists, healthcare professionals, and college and university instructors, to name but a few. And I would ask teachers, do you feel like managers in your schools? Are we not working professionals, whose wages and working conditions are affected by decisions made by managers? Really, how different are our issues from those of other unionized, affiliated workers?

It's time we take our place in the labour movement.

Carole Gillis teaches at NorKam Secondary School, Kamloops.

by Susan Inman

A group of teachers came to my ABCDE\* workshop with amazingly diverse issues around the multicultural dynamics in their schools and classes. Their stories were poignant (a vice-principal began to cry as he tried to comfort a vulnerable Chinese girl who had been harassed at a school dance), perplexing (a teacher wondered how to involve more First Nations students in extracurricular drama activities), and hopeful (a teacher watched a student with limited English skills begin to blossom during a unit on expressive movement). As we talked and explored a series of projects I've developed during my nine years at Windermere Secondary School, in East Vancouver, we seemed to gather comfort and support from one another. We all felt hopeful about the possibilities drama offers schools.

#### What is multicultural drama?

In the last few years, playwrights and drama educators have created materials helpful in exploring the intriguing issues that emerge from our cultural diversity. Creative drama allows students to become more aware of the multicultural issues in our homes, schools, and communities and to explore them on a more intense personal level through the techniques of drama. Unfortunately, most of the drama materials we find in our bookrooms don't reflect the diversity of backgrounds and experiences our students bring to the classroom.

#### Why should we try to include multicultural drama in our curriculum?

As we try to integrate new Canadians into our society, we can ease their way with materials that help them and their peers explore the dynamics of our culture. We all know that it is easier to motivate

students to be involved when they feel that what they are learning is relevant. When students explore the controversies and dilemmas inherent in this material in a safe way with their peers, they develop new, more knowledgeable, and more empathic ways of being with one another.

How can activities involving multicultural drama be more a part of our classes?

Dramatic literature in North America that deals with multicultural themes has developed with tremendous speed and energy in the last few years.

*Playwrights have helped everyone understand more about the experiences of our citizens with backgrounds in Asia, Latin America, and Africa.*

Playwrights have helped everyone understand more about the experiences of our citizens with backgrounds in Asia, Latin America, and Africa. The bibliography submitted with this article also includes materials that relate to First Nations people, the French-Canadian perspective, and the European-immigrant experience. The collections offer fresh material for scene-study units, for surveys of dramatic literature, and for plays for production. Their insights into the complexities of living bicultural lives help students to understand themselves and one another more profoundly.

In drama, we always investigate the issues, personalities, and times that are explored in the plays we produce. The conscious decision to include multicultural materials has meant that my students and I have explored timely and fascinating situations that we hadn't

examined before. When we produced *Letters to a Student Revolutionary*, a play highlighting the similarities and differences between two young women coming of age in North America and in China during the 1980s, surprising learning opportunities presented themselves. After watching a documentary on the Cultural Revolution and the development of the Student Democratic Movement in China, many students wanted to share their personal relationships with these events. One of our students, who had recently immigrated from China, described the secret bits of information that her family and others pieced together about the events at Tiananmen Square. Several cast members became aware of and interested in books like *Wild Swans: Three Daughters of China*, *Red China Blues*, *The Concubine's Daughter*, and *The Jade Peony*. The Cantonese- and the Mandarin-speaking members of the cast painstakingly taught the rest of us the phrases we used in the play to provide ambience. There were many discussions in classes and rehearsals about the conflicts experienced by the main character as she tried to fulfill her parents' expectations and yet construct a life and career that reflected her own values as a North American.

Choosing to include such materials presents many opportunities and challenges. We need not abandon the rich stream of dramatic literature that has fed our discipline. Multicultural drama simply increases our options in educating our students.

Susan Inman teaches at Windermere Secondary School, Vancouver.

\*Association of B.C. Drama Educators, a provincial specialist association of the BCTF.

Bibliography available on request from Kathleen Smith, BCTF, [ksmith@bctf.bc.ca](mailto:ksmith@bctf.bc.ca).



SUSAN INMAN PHOTO

# Notebooks and pencils for Cuba

Once again the BCTF, with assistance from CoDevelopment Canada, is collecting new notebooks and pencils for use by Cuban students. The response from B.C. schools to our December 1997 and April 1999 collection campaigns was overwhelming. More than 200 cartons containing new notebooks, pencils, paper, pens, rulers, chalk, erasers, etc., have been sent to Cuba for use by Cuban students and teachers. Cash donations of more than \$7,000 bought more supplies and paid their shipment to

Havana where they were distributed by the Cuban Teachers' Union.

Although the U.S. blockade on Cuba continues to create hardship for the country, the Cuban people are determined to maintain the high-quality public education that they view as every citizen's right. B.C. students and teachers can support the Cuban public school system by collecting needed supplies and know that their contributions will really make a difference. In the words of Luis Abreu Mejía, general secretary of the Cuban Teachers' Union,

"teachers, staffs, and students of the schools where we delivered the supplies expressed their gratitude to the students and teachers of British Columbia for the great solidarity campaign with our country, and we will never forget the efforts made for helping us."

Teachers and students are encouraged to launch collection campaigns in their schools during the week of December 4,

2000. Please accept only new notebooks and pencils to ensure that all recipients receive items of equal quality. Box all the materials you collect, and send them to the BCTF marked "FOR CUBA." Try to do that before

schools close for the winter break, on December 22.

If you raise money instead of collect supplies, send a cheque, payable to BCTF and marked "FOR CUBA" to the attention of Leona Dolan at the BCTF.

Contact Leona Dolan at the BCTF (871-2283; toll free 1-800-663-9163, local 2283; fax: 604-871-2294; [ldolan@bctf.bc.ca](mailto:ldolan@bctf.bc.ca)) for more information.



## Valuing the culture of peace

by Lucia Wolfe

"We have it in our power to begin the world again," read the name-tags of delegates to the Valuing the Culture of Peace Conference, hosted by B.C. Teachers for Peace and Global Education and United Nations Victoria, held August 9-11, 2000, at St Aidan's United Church, in Victoria, B.C. "I hope this conference will be a great learning experience and motivator for everyone," said Kathryn Godfrey as she welcomed delegates. "The culture of peace must be the responsibility of every person on the planet: in the words we choose, the way we treat one another, the way we share our resources, and the way we resolve our personal and global conflicts. If we truly aspire to create a peaceful world it must be reflected in our attitudes and actions in our communities, our families, and our schools. Peaceful thinking and behaviour must be taught and valued above violence and violent communication."

In his keynote address, "Non-violent Communication/Compassionate Communication: The Giraffe Language," Dr. Marshall Rosenberg, director of educational services, The Centre for Non-violent Communication, Texas, introduced his audience

to the language of the giraffe and the language of the jackal. The giraffe has the largest heart (26 lbs) of any land animal, is tall enough to look into the future, and lives its life with gentility and strength. It is a language of compassion; whereas the language of the jackal is a language of demands.

Speaking of the peace process in Northern Ireland, Rev. Ruth Patterson said, "There has been much talk of the need for compromise in any movement toward peace. I prefer to talk of generosity. To quote President Mary McAleese, 'the

*When we insist on giving nothing, standing on our principles, only moving when the other goes first, only seeing the mote in the eye of the other, we consign ourselves to paralysis.'*

beleaguered peace process has taught us emphatically that a little bit of generosity goes a very, very long way—it softens hearts, opens up space in which movement is possible. When we

insist on giving nothing, standing on our principles, only moving when the other goes first, only seeing the mote in the eye of the other, we consign ourselves to paralysis."

How do we counter the paralysis? Patterson suggests five ways: "By listening to each other's stories, by building relationships, by becoming a person of openness and hospitality, by acceptance of individual differences, and by becoming a role model for peace."

Patterson asked small groups to consider the following words: *peace, justice, truth, mercy*—all interdependent and interrelated. When asked which word frightened them the most, they all answered *justice*.

Kazuy Asakawa, associate professor, Tokagakuen University, Nagoya, and Takashi Sakurai, Global Educators' Network, Tokyo, presented a workshop entitled "Peace Education in Japan—From Hiroshima and Nagasaki, and Beyond." Sakurai stated, "My observation is you're teaching for peace, and we're teaching about peace." He added that Japan's Ministry of Education is developing a program looking at peace from an historical perspective. In every school, three hours a week will be devoted to teaching peace.

At the end of the workshop

some Japanese teachers studying at SFU mingled with the delegates. They are interested in connecting through e-mail with colleagues in Canada. (Please contact Jan Smith, a member of PAGE at [jessmith100@hotmail.com](mailto:jessmith100@hotmail.com).)

In the final series of workshops, four teachers from the Saanich School District (Dan Gallagher, Corinna Stevenson, Tina Pierik, and Fraser Syme) presented "Global Perspectives—A Secondary School Initiative into Global Citizenship." Global Perspectives is a career-preparation course aimed at students interested in making a difference in the lives of others in our global village. Modelling the course on Ken Lorenz's program in Richmond, the group of teachers from Stelly's Secondary School, in Saanich use *poverty* as the focal point of student intervention. Participation can be in a breakfast program at school, in food drives, and in volunteer work at local soup kitchens, or in a two-week project in a developing country.

This year, a group of students, teachers, and a physician travelled to Port Au Prince, Haiti, to work on a variety of projects for The Foundation for the Children of Haiti. Students helped build a library for textbooks purchased from fundraising over the past year

(\$14,000). Part of the funds (\$7,000) went to purchase textbooks to support 200 children who attend a community school at the orphanage. French Immersion participants supported the physician in operating daily clinics for the residents. Students also spent

*"One person does make a difference!"*

some time at the foundation's nursery and Hope Home, which supports abandoned children who are physically and mentally challenged. The group painted all the classrooms and did repairs in the preschool centre.

Inder Mehat, B.C. Ministry of Multiculturalism, closed the conference by quoting a poem written by a Grade 2 student:

Racism is cruel  
It is messy and sad  
Racism is not the place to be  
Racism is people crying  
It happens every day  
Please help stop it  
Every person counts.

His parting words to the delegates were, "One person does make a difference!"

Lucia Wolfe, editor of PAGES, the magazine for B.C. Teachers for Peace and Global Education. Copies of the speeches are available by contacting [laura@westpointgraphics.com](mailto:laura@westpointgraphics.com).

## Check Your Head: The Youth Global Education Network Making the transition

by Lili Johnston-Okuyama

In order for us young people to make effective change, we must take on a dual role. We must be students; we must learn and take an active part in our education. It is often said that knowledge is power. Indeed, knowledge is power, freedom, life, and survival. However, what we choose to do with knowledge makes all the difference. And in order to create knowledge that is powerful, freeing, and life-giving, the student must make a transition.

The student must become the teacher.

This is the very foundation of an organization named Check Your Head: The Youth Global Education Network, the roots and soil from which our work grows. In the winter of 1998 a group of young people had a common concern about the effect of economic globalization and corporate power on society and the environment and the

urgent need for young people to become aware of what was happening in the world around them. Our first project was to organize a three-day conference on globalization for youth from across western Canada and Washington State. Since that inaugural conference, Check Your Head (CYH) has helped to organize a teach-in on the World Trade Organization, a book launch for Naomi Klein's *No Logo*, which examines the commercialization of society, and has developed educational workshops and materials that have already reached 2,200 young people.

The vision of CYH for the upcoming school year is framed by four principle goals:

1. **To educate, empower, and engage youth of high school and university age to work on globalization issues through interactive and accessible education materials and workshops.** For the 2000-01 school year, six workshops have

been developed on topics such as trade issues, commercialization of education, sweatshops, genetic engineering, media literacy, and democracy and activism. The workshops, held in schools, are facilitated by youth interns and volunteers. Participants will come to understand the role that economic globalization plays in our lives, and they are encouraged to think critically about how they can help maintain a democratic and sustainable society.

2. **To implement a provincial tour that will provide education on globalization issues to 2000 youth throughout B.C.** Many concerned young people have to work in isolation. CYH hopes to offer a provincial tour to establish an informal rural-urban network. The tour will visit secondary schools, post-secondary institutions, and local community youth groups in 20 communities in the Lower Mainland, South Vancouver Island, Okanagan, Kootenays,

Sunshine Coast, and Prince George.

3. **To provide young people with the skills and resources to work together and initiate environmentally sustainable, community-centred projects that promote social justice.** CYH interns and volunteers will work with educators and mentors from the youth and social justice communities to develop confidence in group facilitation and conflict resolution, public speaking, and workshop design, implementation, and evaluation. A skills-development camp for young activists is planned for January 2001. The intensive four-day program will offer training in strategic planning, organizational structure, and media and public relations.

4. **To build a network of youth, linked locally, nationally, and internationally, to work on projects that promote social and environmental justice.** To begin to fulfill this goal, CYH is working to establish a network

of teachers, students, and student clubs who are interested and involved in global justice, starting in the Lower Mainland. The network will enable youth and teachers to connect, share resources, and information, work together, and, most important, stay in contact to collaborate on projects and campaigns.

The guiding principal behind all of CYH's goals is to help youth increase their ability to act and make responsible choices as engaged and active citizens within their communities. By fostering empowerment within youth, CYH works as a catalyst, a necessary jolt of energy, to drive the youth movement forward in the transition to an active and informed generation of young citizens.

Lili Johnston-Okuyama is a CYH volunteer and can be reached at (604)685-6631 or [cyh@axion.net](mailto:cyh@axion.net).

## Businesses target students

by Sean Cook  
and Lucia Wolfe

Our children are the focus of big businesses looking for new markets for their products. Multinational corporations, such as Coke, Pepsi, and McDonalds, are not only invading the school's hallways, they're also moving into the classroom. What can we as teachers and parents do to prevent the commercialization of our schools?

On May 23-24, 2000, teachers, students, parents, union members, and university and college professors listened to presentations and participated in workshops at a conference entitled *Public Education: Not for Sale*. The conference was sponsored by the Coalition for Public Education (BCTF, Canadian Union of Public Employees (B.C. Division), B.C. Government and Service Employees' Union, College-Institute Educator's Association of B.C., Confederation of University Faculty Associations of B.C., and Canadian Federation of Students, B.C. component), all of whom are interested in seeing that education does not become another commodity of multinational corporations.

**"...education is a public trust, not a business; knowledge is a gift to give, not a commodity to sell."**

BCTF President David Chudnovsky opened the conference by stating, "To us, education is a public trust, not a business; knowledge is a gift to give, not a commodity to sell; schools are communities, not corporations, and students are citizens, not consumers." The introductory talk, by University of Wisconsin Professor Alex Molnar, an expert on corporations targeting public education, focussed on big business "harvesting children as a cash crop." He targeted our consumer-oriented life style, the underlying malaise that makes this possible, in which kids are defined by their possessions. "Logos give status!" He called shopping "a national sport," and in conclusion he stated, "We've met the enemy and he is us."

### Day 1

Conferees listened to experts in the field discuss how the integrity of the learning environment is being undermined by multinational corporations. One of the workshops, entitled *Cola Wars and Burger Battles*, discussed how corporations are bringing their business and their values into the lunchrooms. Profit-driven fast-food outlets are replacing school-based cafeterias that should provide nutritious, affordable meals as well as opportunities for students to learn cooking and catering skills. Increasingly, the influence of the corporate food providers reaches beyond the cafeteria.

Sean Cook, one of the pre-

senters, cited two local examples. During June 1998, Grade 3 and 4 students at a Vancouver elementary school spent months on an assignment from "White Spot (burger) chain to come up with creative products for kids." "It was a lot of work," says Jeffrey Ye, age 9.

On Tuesday, April 11, 2000, Sandra Banks, vice-president of Coke Canada, told approximately 90 B.C. middle school students that "Caffeine is probably one of the safest substances that is studied by government. It is naturally occurring in the coca bean. You, as the consumer, get to choose what you want but, from our perspective, caffeine is a

**"Good corporate citizenship means paying your taxes."**

completely safe ingredient...it's a healthy substance." (See "Caffeine added to pop," p. 12)

In a workshop entitled *The Global Corporate Agenda*, Seth Klein, connected these concerns with our communities. As director, of the B.C. Office of the Canadian Centre for Policy Alternatives, he called for "good corporate citizenship. Good corporate citizenship means paying your taxes."

### Day 2

The second day of the conference was devoted to strategies for resisting commercialization. Many of the conferees demonstrated outside the Vancouver Trade and Convention Centre, where the World Education Market was having its own conference. The Coalition for Public Education demonstration expressed opposition to those who want to make private fortunes from public education.

The protest was reported by both local and foreign media. Radio France International, assigned to the World Education Market conference, gave full coverage to our conference. Later that week, Sandrine Blanchard, the education reporter for *Le Monde*, discussed how commercialization of schools is affecting French children.

**The issue is about the destruction of the public sector, democracy, and critical citizenship!**

In small groups, conferees discussed effective strategies to protect public education. Many teachers stated that their districts were already taking money from Coke and Pepsi to augment the diminishing education budget in B.C. A teacher from the interior stated that the school budget did not include buses for the sports teams to attend tournaments. At that time, they were debating the ethics of accepting corporate sponsorship.

Claire Polster, an assistant professor at the University of Regina, stated that the issue

See PUBLIC EDUCATION page 12



PETER OWENS PHOTOS



**(Clockwise from top) Linda Watson addressing participants in the "Public Education: Not For Sale" conference. They were demonstrating against the presence of the World Education Market at the Vancouver Trade and Convention Centre. Naomi Klein's No Logo was a best seller at the conference. Professor Alex Molnar, director of the University of Wisconsin's Center for the Analysis of Commercialism in Education, explains the issues to a reporter. Anita Zaenker, B.C. chair of the Canadian Federation of Students, expresses the concerns students have about their education being commercialized and privatized.**

## Corporate involvement in schools survey

by Anny Schaefer

We know corporations are involved in B.C.'s public schools—but just how involved are they? That's what the BCTF wanted to find out last spring, when we surveyed staff representatives at all of B.C.'s public schools. It was the first time anyone ever asked. Staff representatives from almost half of B.C.'s public schools completed and returned surveys on corporate involvement in schools (848 of 1,793—47%).

In the future, this baseline information will allow us to determine whether and how corporate involvement in the public-education system is changing. Nearly every elemen-

tary school in the province (99%) has Scholastic Book sales; half the schools also have another book sale. Schools use such programs to raise funds for cash-strapped libraries; teachers use bonus points to stock their classrooms. Some schools' earnings from book sales exceed their annual library budget! Countless student, teacher, and parent hours are spent on these and on sales of other items, such as wrapping paper and chocolates, while millions of dollars sit unspent in district learning resources budgets.

Most students need not go far to get their daily caffeine and sugar fix. Nine out of 10 secondary schools have at least one vending machine. For middle schools, the figure is even higher—96%—perhaps because middle schools are a relatively new concept in B.C. and have new ideas on funding. While only 1 in 3 elementary schools currently has a vending

machine, younger kids in two-thirds of mixed-level schools (e.g., K-12) are exposed to temptation. Teachers are concerned that in-school machines peddling high-sugar or high-caffeine "juices," "tea," pop, and junk food undermine curriculum that encourages healthy eating habits: "How do we decide what is OK to have in the school? What messages are we sending the students? That Coke is good/worthwhile? Why not cigarettes?" Students' brand loyalty is being bought (almost 3 in 10 schools (28%) are known to be tied into an exclusive beverage contract, more than two-thirds of secondary schools are in this position). Unfortunately, *secrecy* is the key word here. Details of the contracts are usually not known, and 10% of staff reps aren't even aware whether an exclusive contract is in place.

Some teachers have tried to fight back: "Three years ago a number of teachers tried to get

# PUBLIC EDUCATION

rid of the Coke and chocolate bar machines. We went armed with our board's policy on nutritional snacks and other relevant information. You'd have thought that we'd tried to organize a mutiny. In the end, vending machines and advertising stayed." Logos—not just on caps, jeans, and t-shirts—pervade today's schools. Some examples from one school: "Orca Bay 'Read to Succeed,' Christie Brown & Co. 'Read to Succeed,' Subway certificates for home reading, Scholastic

**Kids at 61% of elementary schools collect labels, box tops, and other trappings of consumer culture as part of a corporate incentive program.**

Book orders, iMac computer from local credit union, milk UPC code collection, magazine sales, Owl Book Fair." Kids at 61% of elementary schools collect labels, box tops, and other trappings of consumer culture as part of a corporate incentive program.

Selling wall, washroom-stall, and even roof space hasn't caught on much yet; however: Eight percent of schools have ads on scoreboards and 8% have ads somewhere else in the school building. But subtler manifestations are present: Orca Bay programs such as Read to Succeed and Stay in School are used in 34% of schools (nearly 4 in 10 elementary schools); 28% use "curriculum" from forestry companies and 13% use mining industry materials. About 1 in 4 schools have received a corporate donation of computer hardware. The problem with this is that schools in high socio-economic status (SES) areas have an edge when it comes to computer donations: 26% of schools with high SES have received hardware donations compared to 23% of low-SES schools.

**"It is a fine balancing act determining what benefits the students and what is detrimental."**

Food services are also highly "corporatized." Students can purchase meals onsite at one-third of schools: 20% of elementary and 80% of secondary. Of these meal programs, 53% are publicly funded and operated, and just over 30% are privately operated; the remainder are likely self-funded. About 30% of private-food operations are fast-food franchises such as A&W or Subway (about 9% of all food

services). Information is lacking about whether private food operations provide revenue to schools or districts (20% and 37% "don't know"); however, nearly half do not provide revenue to schools, and 60% do not provide revenue to districts.

Raised awareness of corporations' entanglements in our schools is a first step to taking action to protect curriculum and children's interests. Rather than resigning themselves to corporate rule, many teachers, support staff, parents, and students are uniting to affect policy. One school has a committee of parents and teachers working on an ethical screen for any fundraising or corporate sponsorships. Another representative reports: "It is a fine balancing act determining what benefits the students and what is detrimental. A heads-up approach to donations and involvement by staff/AO/parents is probably the best method of checks for our school at present. Our staff tries its best to limit external sources of sponsorship but not suppress it totally."

*Anny Schaefer is a researcher in the BCTF's Research and Technology Division.*

## Ideology of greed won't serve humanity

by Seth Klein

Canada has witnessed a major shift in the orientation of public policy over the past 25 years.

Between WW II and the mid-70s, public policy and corporate behaviour was guided by a Keynesian consensus of sorts—an economic, social, and political compromise that served most, but by no means all, Canadians fairly well. Emerging from the social unrest of the 1930s, Canada, like many Western countries, developed a system of social-welfare programs. These programs provided some security to Canadians during times of either personal or cyclical unemployment, and they saw us pooling our resources to develop effective, equitable and more efficient public programs and social insurance programs such as the CPP, UI, and healthcare. Big business appeared more willing to offer decent pay and benefits, knowing that it stood to gain from a workforce able to buy their products; and workers were able to demand more, knowing that unemployment was low, and if forced to move jobs, they could, during transi-

tion periods, fall back onto the social-safety net.

But in the mid-70s, Canada's largest corporations seemed to have become dissatisfied with this arrangement. Profits, while increasing, were increasing at a declining rate, productivity was in decline. Workers were too demanding and confident. Public support for the positive role of government in the economy was too strong, and public antipathy towards big business was worrisome. So they got organized.

One hundred fifty of Canada's largest corporations, seeking to rectify this situation, came together to form the BCNI (the Business Council on National Issues). Others helped to found the Fraser Institute, in an effort to redirect public opinion back toward free market thinking. In general, business organizations across the Western world started to come together around a new policy program, one quite different from Keynesianism, that has come to be known as the neo-conservative or neo-liberal or corporate agenda. The neo-conservative project is a comprehensive and coherent program. Moreover, in a global economy characterized by free trade, deregulation, and capital mobility, neo-conservative intellectuals argue that "there is no alternative" to corporate policy preferences. Thus, we see the "right" capitalizing on the very conditions it created. We can see this clearly in the case of the current campaign for tax cuts: after arguing successfully

**Corporate Canada has directed millions of dollars toward the establishment and maintenance of right-wing think tanks...**

for free trade and globalization, the Right is now arguing that this new reality necessitates tax cuts if Canada is to remain competitive.

And we see it in education, where having effectively lobbied for spending cuts and tax cuts, corporations now ride to the rescue of an underfunded system. This is not good corporate citizenship. Good corporate citizenship means paying your taxes. This is the transfer of funding and influence from the social/collective realm, to the private/for-profit realm. Right-wing, corporate-backed think tanks have played a critical role

in advancing this neo-conservative policy program. The neo-conservative project takes ideas and research very seriously (which should not be confused with undertaking serious research).

Corporate Canada has directed millions of dollars toward the establishment and maintenance of right-wing think tanks, and towards the research of neo-conservative academics. The Fraser Institute and the C.D. Howe Institute each have annual budgets of about \$3 million, and staffs of over 30. Virtually all their money comes from corporate Canada, and their boards are a virtual who's who of executives from the Business Council on National Issues.

**The race to the bottom envisioned by globalization creates greater economic disparity within and between countries.**

These corporations promote a free market ideology that was soundly rejected after the hardships of the Great Depression of the 1930s. The race to the bottom envisioned by globalization creates greater economic disparity within and between countries. This is not an ideology designed to serve humanity.

*Seth Klein is director of the B.C. Office of the Canadian Centre for Policy Alternatives.*

## Schools B Us

by Garth Holmes

**Memo to:** Business Leaders for Individual Student Saturation (BLISS)

**From:** Education Committee

**Subject:** Part 1 of the Annual Report "Onward to a State of Bliss"

A basic premise: A survey of corporations in B.C. schools shows that high-income-area schools have received more corporate support, both in gross figures and per student ratio, than schools in low-income districts. The committee wishes to point out that this means some money has been directed to schools in low-income areas. Given the economy's slowdown, BLISS members must be sure to get more bang for their buck. All corporate money should be invested in high-income-district schools, not merely most of our money. These schools enroll the students whose parents have,

and who will themselves later have, the money to spend on our products.

Before we delve into the potential gold mines that schools represent, a caveat. For some baffling reason, teachers and parents resist our efforts to assist schools and students with our products. They look for ulterior motives when we present even the most basic ideas. Therefore, our first suggestion: All of BLISS's for-profit concepts must be presented as "good for students." The following points should be especially sold in our ads.

1. Everyone has "comfort foods" from their childhood that they turn to when there is turmoil in their lives. This list needs to be expanded. What happens if a child is somewhere these foods are unavailable? If parents endorse our school penetration, their child will always have comfort clothes or comfort vehicles or comfort inhalants (tobacco especially) that they could turn to in times of emotional need. When macaroni and cheese is unavailable, they could slip into their soothing Nikes or drive around in their comfy Chevys. For these "comfort products" to be helpful, children must grow these ties at an early age. Adulthood is too late to develop these lifelong emotional aids.

2. BLISS involvement can give students those little extras and rewards that can mean so much, such as stickers, balloons, clothing, and baseball caps, all with corporate logos. After a year or two, families will be able to budget for these products so the low, low prices charged will not strain their budget.

3. Children are naturally competitive. If we plan carefully, BLISS members can arrange to have exclusive rights to individual schools. This way, students will be able to wear their school/corporate colours, showing where their loyalties lie. This natural competitiveness should enable children to more

**Supply services to teachers, and they will become corporate ambassadors, albeit unknowingly.**

effectively break down their parents' resistance to buying the corporate products.

There is an area for corporate school penetration that is too often ignored. We forget that there are adults in schools too. They are reflexively opposed to business-school ties. As a result, BLISS members have ignored the teachers or downplayed their influence.

This has been a mistake. We have been slow to recognize the obvious. Supply services to teachers, and they will become corporate ambassadors, albeit unknowingly.

**Two examples:**

- Teachers hate accreditation in its current form. The process is too time-and-energy consuming for the generally ignored results. Let BLISS companies arrange to do school

See SCHOOLS page 12

**A Surrey School Board truck.**

*Surrey Leader photo*



# NOT FOR SALE

## Teacher turned on by article

by Stewart Wilson

I first learned about the Heritage Fairs Program after reading "Youth turned on by history" (*Teacher*, Nov./Dec. 1999). At that time, I was searching for a way to make social studies more relevant and interesting for my students and me.

Shortly after receiving a package about the Heritage Fairs Program, including a video about students from all over Canada who had been turned on by history through their involvement in the program, I met with a few interested Cranbrook teachers. The whole concept of the Heritage Fairs Program was well received and teachers were enthusiastic about hosting a fair in Cranbrook. Not long afterward, a proposal to hold the E.K. (East Kootenay) Heritage Fair in Cranbrook was approved by the Heritage Fairs Program executive.

An information package, which also contained word of a logo competition to promote the fair, was sent out to a total of 39 schools in Cranbrook, Creston, Fernie, and Kimberley. Letters were also sent to local businesses and organizations informing them about the EK Heritage Fair and asking them to become sponsors of EK Heritage Fair T-shirts, which would be given to each participant. Local individuals, groups, organizations, and museums were contacted and invited to put on a display or a workshop.

A number of teachers in local elementary schools, who began working with their classes soon after spring break, reported that the students were enjoying the chance to work on a topic of their choice. Many were researching their family history. At my school, for example, five children in one family were each working on different aspects of their family's history.

As our school was celebrating its 20th anniversary in June, I worked with my Grade 5 class researching our school's history and gaining more experience in using different primary sources. One of our staff, who had worked in the school since 1983, was able to answer most students' questions about principals, teachers, secretaries, and custodians, past and present. Our school's first principal was invited to speak to the class, and she quickly developed a good rapport with them. They were fascinated to hear her tell about the time capsule that had been buried in the school courtyard was due to be opened on the 20th anniversary. They had fun trying to figure out what might have been placed in the capsule back in 1980. During the month that we worked on the class project, students developed their research skills, finding out more about our school's history through interviews, newspaper

articles, albums, files, and old class pictures.

Word about the fair spread in the community with the growing coverage by the local media. The radio station regularly broadcast a short information package about the fair on "Community Focus." Our local newspaper ran several articles complete with photographs about the winners of the logo contest; a group of five students who promoted the fair by performing their play about the Frank Slide for forest-company employees who had donated their gym as the site of the fair; letters from students expressing their ideas about what heritage means to them; and representatives from businesses and organizations who had agreed to be sponsors.

The fair itself was a great success. The opening ceremony was attended by our MP, MLA, and mayor. More than 125 students, from Grades 2 to 9, participated with more than 80 projects. Some had worked by themselves; others in groups of two or more. Students' projects included song, dance, drama, models, collections, videos, diaries, demonstrations, computer programs, and research displayed on tackboards. Many students had dressed for the occasion in period costumes.

A number of individuals, groups, and organizations, also put on displays or workshops. There were displays on the fur trade; the RCMP; phonographs, and record players, and some antique radios; the Cranbrook Bugle Band; the Canadian Museum of Rail Travel; the 100 year-old history of Falkins Insurance; and totem poles made by a retired school principal. There were demonstrations or workshops by the Cranbrook Quilters' Guild; the harness maker from nearby Fort Steele (a heritage town); a high school teacher who gave students and members of the public a chance to use some tools in his family for over one hundred years; and the local amateur radio club. Outside, there were some classic and antique cars to visit and water races organized by volunteers from the Cranbrook Fire Department. Stages School of Dance performed multicultural dances, and the Cranbrook Bugle Band marched and played.

Although students' projects were judged, the Fair was non-competitive with the focus on the learning process, the exchange of ideas, and fun. The fair provided a forum for students, parents, teachers, and members of the public to celebrate Canada's rich and diverse heritage. We plan to make this an annual event.

*Stewart Wilson teaches at Steeples Elementary School, in Cranbrook, wilson@cyberlink.bc.ca.*



Grade 5 students at Gordon Terrace Elementary School, Cranbrook, researched "Gold Rush in the Klondike."

## East meets West through the Ed May Fund



Top: Sikh priest serving students during a visit. Above: Teachers Don Stevenson (left) and Mike Bellas enjoy a meal at Guru Nonak Sikh temple.

by David Hooper

"The premier is coming!" the principal exclaimed. That was the first inkling that the cultural week we were organizing to highlight the two largest "visible minorities" in the Alberni Valley would have a certain cachet.

Organizing a project under the auspices of the Ed May Social Responsibility Fund of the BCTF can produce unexpected surprises, and the arrival of Premier Dosanjh for lunch was one of them.

In 1999, with assistance from the Ed May Fund, we held a *Nuu-chah-nulth* (West Coast First Nation) cultural week. That was the first time at our school for the local First Nations culture to be officially featured, and we were happy with the result and level of participation by staff and students. That encouraged us to be more ambitious, so we planned to do another cultural week for 2000, but to include the two cultural groups historically labelled as *Indian*. An elder proposed the theme *East Meets West*.

*Our goal was to give teachers and students the opportunity to access activities and presentations about the two cultural groups...*

Our goal was to give teachers and students the opportunity to access activities and presentations about the two cultural groups, to bring members of the

two communities into the school, and to bring students into activities in the two communities outside the school. We did not want just to provide colourful entertainments, with the students as passive consumers.

We distributed to the school staff a shopping list of possible activities and presentations. Fourteen teachers expressed an interest.

My colleague, April Titian (home-school co-ordinator for the *Nuu-chah-nulth* Tribal Council) organized the First Nations program, while I made contacts in the Indo-Canadian community, whose leaders were more than willing to participate. With the decline of the forest industry in the Alberni Valley, many young people have to leave to find work. This means that we were having difficulty finding presenters comfortable in English (young second-generation Indo-Canadians have left town, like the others). When I mentioned this to a former student, one of the few who have returned, he suggested, "Why don't you invite the premier?" So we did!

Students were presenters and participants. Six Indo-Canadian girls did a presentation on Punjabi dance, participated in a presentation of traditional/modern marriage in both cultures, and performed at the gala luncheon. A university student home for the summer made two presentations.

The program began on May 23, with presentations on 100 years of Indo-Canadian history, by Palo Sall, and on *Nuu-chah-nulth* clothing and design, by Julia Lucas. Thirty more presentations followed that week, including activities as diverse as a panel presentation

on marriage customs, storytelling, visits to the Sikh Temple, and discussion of treaty negotiations and residential schools. The week wrapped up with one class learning to make *Samosas* and a design class learning about carving masks.

*...activities as diverse as a panel presentation on marriage customs, storytelling, visits to the Sikh Temple, and discussion of treaty negotiations and residential schools.*

A grand luncheon was held Friday for all of the presenters who had come to share their knowledge with us. Students who had helped also came, along with invited guests. The food was provided by the two communities, so there was an abundance of seafood, bannock, *samosas*, and *pakoras*, to mention a few.

Reg Sam and Lisa Dick, both students, welcomed the guests and emceed the program. The program included dancing from both traditions, the presentation of commemorative t-shirts, a short speech by the premier on multiculturalism, and the acknowledgement of the support of various organizations that had made the event possible, including the BCTF.

If you organize a project through the Ed May Fund, you never know who's coming to lunch.

*David Hooper is a teacher in the Alberni School District.*

## ICBC takes youth to court

Imagine sitting down for dinner as your daughter or son recounts with relish every detail recently learned about how to prevent auto crime. Hundreds of parents across B.C. have found themselves doing just that since the start of the *Courtlink Auto Crime Prevention Program*.

With funding from ICBC, the Law Courts Education Society of B.C. has developed an innovative, experiential, court-linked program where students, aged 12–18, learn about the consequences of auto crime and how to prevent it.

The program targets three groups: senior elementary students, youth-at-risk (13- to 15-year-olds) and senior secondary students. For each of these levels, a different *Guide for Teachers* is available.

The program is in three parts. Students complete a series of in-class activities that introduce them to the topic of auto crime, they then spend a day at a nearby courthouse to see first

*“Many of my students’ families have been victims of crime. It was very relevant for them.”*

hand the workings of our criminal justice system, and, back at school again, students reflect on crime prevention and the program.

Court staff—sheriffs, Crown counsel, and judges—regularly volunteer their time to speak with student groups and answer

their many questions.

Phase Two of this three-year project is in full swing. Almost 2,000 students, teachers, and parent-supervisors have completed the program so far, with rave reviews.

### Feedback from teachers:

“We live in a high crime area. Many of my students’ families have been victims of crime. It was very relevant for them.”  
“The program is extremely valuable as a crime-prevention program, and it allows teens to see where they could end up if they make poor choices.”

### Feedback from students:

“Auto crime affects not only the offender but the people around them (family, friends, victim).” “I learned how to prevent auto crime from

happening to my vehicle.” “I learned that life is boring and frustrating in jail—I don’t want to make a bad decision.” “I learned that stealing doesn’t make you cool.”

Schools from a dozen districts—Burnaby, Cariboo, Central Okanagan, Coquitlam, Kamloops, Langley, New Westminster, Parksville, Prince George, Richmond, Surrey, and Vancouver—have participated in the program and visited nearby courthouses.

*“I learned that stealing doesn’t make you cool.”*

An evaluation by independent consultants proved that as a result of the program, there is a

significant increase in the participants’ level of knowledge and a clear effect on student attitudes toward auto crime. Requests for the teaching materials from other organizations, agencies, and even other provinces prove that this program is both a necessity and a great success.

The Law Courts Education Society is a leader in public legal education for youth and adults in B.C. The society provides educational programs and resources about the justice system to the public and in turn encourages those involved in the system to be aware of the needs of the community. Over the past 20 years, over 500,000 people have been involved in the society’s varied and dynamic legal education programs.

— Law Courts Education Society

## The Holocaust: Social responsibility and global citizenship

### Resource guide for intermediate teachers

by Barry Krangle

As a result of a partnership between the Ministry of Education, the Canadian Jewish Congress, and the Vancouver Holocaust Education Center, two new resource packages, *The Holocaust: Social Responsibility and Global Citizenship*, for intermediate, and *Canada and the Holocaust: Social Responsibility and Global Citizenship* at Grade 11, are available for teachers to enrich their social studies curricula.

“I did nothing special, and I don’t consider myself a hero,” was Vladyslav Kowalski’s comment when he was honoured in Jerusalem for helping 49 Jews survive the Holocaust.

“But I think he was a hero,” contended one of my students. “He risked his life, his family’s life.”

“I agree,” added another, “but Kowalski said he simply acted on his human obligation to the persecuted and suffering. He doesn’t think he’s a hero, but I do!”

Kowalski’s story, along with those of Dr. Feng Shan Ho, Ellen Nielsen, Suguhara, and others

are first-person accounts printed in the new intermediate Holocaust resource package that introduce students to the themes: human rights, resistance, choices, and the responsibilities inherent in global citizenship and social responsibility. Each story challenges students to identify and reflect on the roles perpetrators, victims, bystanders, and rescuers played throughout the Holocaust. The stories invite students to consider how they might act in or react to a situation that violates an individual’s rights. By sorting out the difference between a bystander and an activist, students learn about the choices and responsibilities we must take for our own actions.

The Holocaust resource is fully integrated in a cross-curricula fashion and lends itself to be wrapped around broad-based themes like justice, racism, decision making, terrorism, and violence, power, and hope. While field-testing the package with my Grade 7 class, I built our study of the Holocaust around the theme Discrimination. The resource served as a case study and provided us with a process to make inquiries into a number of local, national, and international issues. Guest

speakers presented their stories and shared personal experiences associated with sexism, racism, the Chinese and Japanese in Canada, and issues connected with ethnicity and lifestyle. Visits to Chinatown, The Holocaust Education Center in Vancouver, a Sikh Temple, and the Sechelt Indian Band encouraged students to take action and speak out against acts of discrimination.

Using the set of standards for social responsibility and citizenship, we devised a code of ethics for valuing diversity and exercising democratic rights and responsibilities within our classroom and in our community at large. Our theme culminated with groups of students devising plans and implementing leadership initiatives to practise active citizenship around the school and the community. Student actions included presenting a petition to the regional board to preserve the serenity of a local recreation area, partnering with seniors at an extended-care facility to conduct interviews and scribe biographies, volunteering at the food bank, cutting trails in a local park, facilitating a community-appreciation tea, and constructing an outdoor classroom in the forest behind

our school. Students learned that their actions can have a great impact on the people and the community around them.

The lessons in the Holocaust resource package open by having students participate in a series of activities that lay a foundation for understanding discrimination. Students are introduced to the terminology (prejudice, stereotype, racism, human rights) and relate the terms to what is happening in their lives on a daily basis. An inquiry that shows how broad generalizations can lead to stereotyping and behaviours and actions that can be hurtful and isolating encourages students to value diversity and exercise their rights and responsibilities.

Once students have charted and classified the freedoms and rights they enjoy daily, they view the video *Daniel’s Story*, which is included in the package. Based on a composite of German Jewish families, the video traces how Daniel and his family were robbed of the rights and freedoms they enjoyed before Nazi occupation. Without dwelling on images of graphic horror to describe Nazi persecution, *Daniel’s Story* outlines the events leading up to the only time in history when a government systematically attempted

to wipe out an entire people because they were of a particular religion.

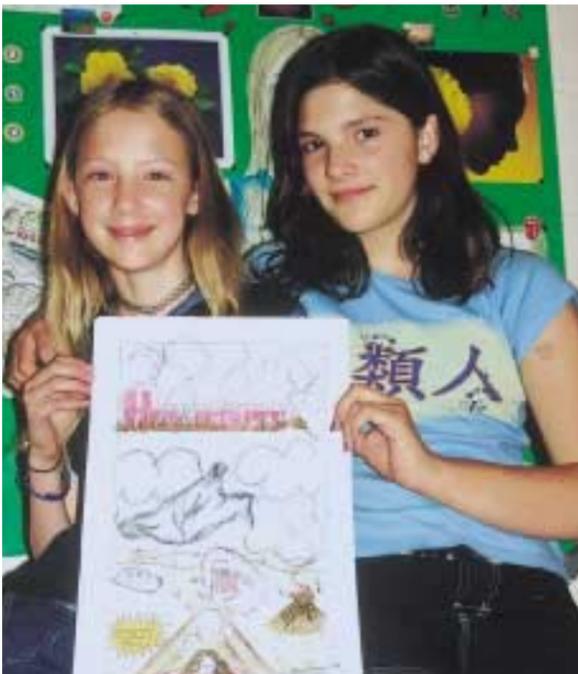
*Daniel’s Story*, along with the collection of first-person accounts, personalizes acts of bravery, courage, and altruism and emphasizes the message that people can make a difference. The lessons and principles embedded in the stories highlight models of exceptional behaviour and heroic actions to contrast the passivity of many, their mass behaviour, and the resulting injustice.

The resource package also includes a detailed timeline, a historical overview, a set of guidelines for teaching the Holocaust, templates for assessing student performance, extension activities, and a series of student handouts to support the suggested instructional procedures.

The Holocaust resource balances historical information and emotional impact. Its lessons emphasize positive elements about human behaviour during the Holocaust by focussing on rescue and resistance. By tapping into sensitivities that encourage hope, compassion, and active citizenship, the resource empowers students to reflect on the universal implications and applications about the Holocaust and think critically about the violations of human rights, that unfortunately, continue to plague us.

Barry Krangle teaches at Roberts Creek Elementary School, Sunshine Coast.

The writing team for the Holocaust resource included:  
Marilyn Berger (Canadian Jewish Congress)  
Elliot Din, Yad Vashem, Jerusalem  
Sandy Dore, SD 23 (Central Okanagan)  
David Ellison, SD 22 (Vernon)  
Nicole Kadin, SD 82 (Coast Mountains)  
Barry Krangle, SD 46 (Sunshine Coast)  
Thekla Lit, B.C., ALPHA (Association for Learning and Preserving the History of WWII in Asia)  
Joseph Tong, World War II in Asia  
Greg Smith, Curriculum Branch, B.C. Ministry of Education  
Richard Menkis, UBC  
Frieda Miller, Vancouver Holocaust Education Center  
Phil Moses, B.C. Principal’s and Vice Principal’s Association  
Sari Weintraub, Vancouver Talmud Torah School



Left: The ghosts of the Holocaust we will never forget. Right: By charting the rights we enjoy daily, students compare and contrast how Daniel and his family’s lives changed when the Nazis took control in the early 1930s.



## PUBLIC EDUCATION NOT FOR SALE

PUBLIC EDUCATION from page 8

goes deeper than the infiltration by multinational corporations into the classroom. The issue is about the destruction of the public sector, democracy, and critical citizenship!

Naomi Klein, a *Globe and Mail* columnist and author of *No Logo*, provided an example in her presentation, *Taking Aim at the Brand Bullies*, of the vulnerability of corporations. She cited the case where, in April 2000, Nike cancelled the final year of Brown University's three-year sponsorship deal. Nike's decision came after the school joined a student-led group wanting to impose tougher labour standards for wages and working conditions on Nike's overseas factories, which critics call "sweatshops."

In the words of Naomi Klein this "brand boomerang" makes "corporations understand that coming into schools is dangerous. You're on our ground! You might get x-rayed!"

The final sessions of the conference were devoted to discussing ideas for combatting the commercialization of education. Professor Molnar stated that there needs to be a secure boundary between schools and corporations, because they have different goals. "Advertising achieves something regardless of truth; they can't mix."

Emily Menzies, from Check Your Head (see page 1), stated that this year-old organization is focussing on youth taking responsibility for their lives. By harnessing the energy of young people and with the support of teachers, Menzies stated that they should be able to roll back the rising tide of commercialism in schools.

Jim Turk, president of the Canadian Association of University Teachers, talked about students' taking action. He stated that corporations should pay more in taxes without any strings or logos attached.

Heather-jane Robertson, author of *No More Teachers, No More Books: The Commercialization of Canada's Schools*, agreed with Turk that corporations should pay more taxes and

that parents should be involved with their children's education.

After two days of conferencing, the participants left with a strong sense of the rising tide of corporate influence in schools and the need for parents and teachers to address the issue immediately. As one primary teacher stated, "I plan to go back and plant the seed that will help something positive happen in our district."

Sean Cook teaches at Centennial School, Coquitlam, and Lucia Wolfe edits PAGES, the journal of B.C. Teachers for Peace and Global Education.

### Reading list

Barlow, Maude and Heather-jane Robertson, *Class Warfare: The Assault on Canada's Schools*. Key Porter Books, 1994.

Hirrt, Nico, *Les Nouveaux maîtres de l'École: l'enseignement européen sous la coupe de marché*.

Klein, Naomi, *No Logo: Taking Aim at the Brand Name Bullies*. Alfred A. Knopf Canada, 2000.

Korten, David C. *When Corporations Rule the World*. Kumarian Press and Berrett Koehler Publishers, 1995

Molnar, Alex. *Giving Kids The Business: The Commercialization of America's Schools*. Boulder, Colo. Westview Press, 1996.

Robertson, Heather-jane. *No More Teachers, No More Books: The Commercialization of Canada's Schools*. McClelland and Stewart, 1998

Saul, John Ralston. *The Unconscious Civilization*. Concord: Anansi, 1995.

### Video available

"Public Education: Not For Sale" now available on video. You can borrow a copy of a 22-minute video that explores the issues raised by corporate

involvement in schools. Many of the keynote speakers and workshop presenters from the May 23-24, 2000 conference are interviewed. To borrow a copy contact Bev Humphries at 604-871-1875 or e-mail [bhumphries@bctf.bc.ca](mailto:bhumphries@bctf.bc.ca).

### Caffeine added to pop to create addicts

A new study published by Johns Hopkins University School of Medicine suggests that caffeine is added to soft drinks not to enhance the taste, as manufacturers claim, but to addict consumers. The study found that only 8% of 25 adult consumers were able to detect the taste of caffeine in soft drinks. The others were able to detect caffeine only when the levels exceeded those approved by the U.S. Food and Drug Administration. The study concludes that caffeine is added to create addiction to soft drinks.

Soft drinks represent the single largest added source of sugar in the North American diet, according to the Johns Hopkins study. Soda drinking has displaced consumption of more nutritious foods and could lead to more tooth decay, obesity, and bone fractures, the report said. A trade group representing the soft drink industry called the study's conclusions irresponsible and contended caffeine added to the beverages does enhance flavour.

The debate is reminiscent of the tobacco companies' denial of the harmful effects of smoking and of targeting the youth market. This issue is of particular interest to teachers in light of the BCTF survey showing that 93% of secondary schools and 34% of elementary schools are allowing cola companies to distribute their products in school.

- Peter Owens

## Where to next in pensions? The choice is yours

by Al Cornes

On June 7, 2000, the B.C. Teachers' Federation and the government reached a tentative agreement (agreement-in-committee) that will shift control of the pension plan from government to joint plan member/government control.

Under a joint trusteeship, plan members and government share equally in the authority and responsibility of the pension plan and the pension fund.

### Questions and answers

**What are the main advantages of this proposed arrangement if approved?**

1. Plan members will have an equal say with government in all major decisions relating to the management of the pension plan and the pension fund.
2. Future surpluses will be shared by plan members and government. Currently the plan has a deficit, but it is hoped that a surplus will emerge within the next 18 to 24 months.
3. The pension plan will be financially healthier as a result of the proposed new transitional financial arrangements.
4. Inflation protection on pensions paid will be strengthened.
5. Joint trusteeship protects the plan from unilateral actions by government.
6. Plan members will have equal say with government regarding pension administration services, and these services will be improved under new service standards set by the board of trustees.
7. Plan member appeals will be referred to a neutral third party under a three-step appeal process.

**What are the key disadvantages of the proposal?**

1. The key disadvantage is that unfunded liabilities accruing in the future become the shared responsibility of government and plan members rather than government's sole responsibility: any future unfunded liabilities will result in equal contribution increases for both parties.
2. The second key disadvantage is that employee contributions will be increased by 1%

to strengthen inflation protection in the future.

**Where can one find more information on the proposed agreement?**

1. BCTF *Issue Alert*, Volume 12, No. 3 sent May 23, 2000, provides a general description of joint trusteeship and the pros and cons of such a scheme.
2. BCTF *Issue Alert*, Volume 12, No. 6 sent June 13, 2000, provides details of the agreement reached, not including the specified benefit.

The two issue alerts are available at the BCTF web site (<http://www.bctf.bc.ca/alert/archive/2000-05-23.html> for No. 3 and the same address not including "archive" for No. 6).

3. Teachers' Pension Board has mailed to every pension-plan member a copy of a pension booklet entitled *Joint Trusteeship of the Teachers' Pension Plan*. The booklet summarizes the tentative agreement reached and provides a question-and-answer section, with other information sources.
4. Visit the pension board web site: <http://pensions.gov.bc.ca/penreform/news.htm>
5. Access the pension board's Joint Trusteeship Information Centre and Hotline:  
Fax: (250) 952-4138  
E-mail: [Pension.Board@gems8.gov.bc.ca](mailto:Pension.Board@gems8.gov.bc.ca)  
Call: Victoria area (250) 952-4135, toll free in B.C. 1-877-928-4040
6. Watch for local bulletins telling you the time and place of regional information meetings.

### Wording on BCTF ballot

Are you in favour of accepting the June 7, 2000, Agreement-in-Committee between the BCTF and the Government of British Columbia for the establishment of a Jointly Trusteed Pension Plan?

### Where and when will the vote of BCTF members take place?

Voting will occur during the period from Monday, September 18 to Friday, October 13, 2000. Contact your local for details on exact time and place of the vote.

Al Cornes is the BCTF's assistant executive director and an alternate member of the Teachers' Pension Board.

## Check out these sites

[www.canada.gc.ca](http://www.canada.gc.ca)

Subject categories listings for Youth, Education, and Canada bring together topics of relevance for both inside and outside the classroom. Test your knowledge of Canada on the "About Canada" page or the "Path of Heroes" site from Canadian Heritage. Offers a popular e-mail option for customized requests.

[www.statcan.ca/english/edu](http://www.statcan.ca/english/edu)

Statistics Canada's connects students and teachers to a vast array of free Canadian information and teaching resources.

[www.waytogo.icbc.bc.ca](http://www.waytogo.icbc.bc.ca)

October 4 is *International Walk to School Day*, use "greener" transportation and benefit from physical activity. Register before October for free materials to help organize an event. Register online or by toll-free phone 1-877-325-3636.

[www.ei-ie.org/ei/5october/english/ewtdindex.html](http://www.ei-ie.org/ei/5october/english/ewtdindex.html)

Education International represents over 24 million teachers around the world. Find some interesting activities for World Teachers' Day. We have written to the premier and every municipality in B.C. asking them to proclaim October 5 *World Teachers' Day* and to express their appreciation for the importance of the work of teachers.

[www.uoadventures.com](http://www.uoadventures.com)

Orienteering—do you plan to teach it or just want to learn map reading or navigational techniques? Workshops available for teachers.

SCHOOLS from page 9

accreditation for teachers. We can train positive, willing employees to fill in the forms and attend the meetings. (Former telemarketers would be perfect employees for this job.) If the monetary cost to the

**Teachers having used this service will be less likely to resist other corporate involvement.**

individual teacher is kept low, they should be grateful to our BLISS companies. Teachers having used this service will be less likely to resist other corporate involvement.

A variation of this plan would have our BLISS companies pay the government to allow us to do the complete accreditation. Our

members would do the work for the teachers, write the results, and supply the external accreditation team to examine the results. It should be simple to ensure that we identify flaws in the school that can be fixed by buying BLISS products. Payment should also come from the teachers, especially once it becomes clear that recalcitrant teachers and departments have more flaws identified than do the co-operative ones.

- Standardized testing is another teacher *bete noire* that offers opportunities to the far-sighted company. First, a BLISS company would pay the government for the right to develop standardized tests for all grades/courses, for all purposes from review tests to final graduation tests. The tests would be administered by the company. The money-making comes when the company opens

branches that tutor students to pass the tests. More creatively, the BLISS company could announce that it will tutor students from only one

**The winning school would be the one that bid the most at an auction for the company's services.**

elementary and one secondary school in each area. The winning school would be the one that bid the most at an auction for the company's services.

Part 2 of this report, "Changing what trustees trust," will follow shortly.

Garth Holmes teaches at Ann Stevenson Secondary School, Williams Lake.

## 2000-01 Retirement planning seminars

All teachers age 40+ should plan to attend one of the retirement-planning seminars listed. There is no pre-registration, nor fee. Seminars are on Saturdays from 09:00 to 16:00, except where noted \* (16:00 to 20:00). The agenda includes what retirement is, the Teachers' Pension Plan, legal issues, retirement experiences, pension calculations, and personal advice. Make sure to bring a calculator and your most recent pension statement. **Younger teachers are welcome.**

Date	Location
October 12, 2000*	Prince Rupert, Coast Pr. Rupert Hotel
October 13, 2000*	Terrace, The Terrace Inn
October 14, 2000	Smithers, Hudson's Bay Lodge
October 28, 2000	Campbell River, Coast Discovery Inn
November 4, 2000	Kamloops, University College of the Cariboo
November 18, 2000	Vancouver, Plaza 500
December 2, 2000	Richmond, Richmond Inn
January 13, 2001	Coquitlam, Westwood Plateau G&C Club
January 20, 2001	Abbotsford, Inn at Kings Crossing
January 27, 2001	Nanaimo, Coast Bastion Inn
February 3, 2001	Burnaby, Radisson Hotel Burnaby
February 17, 2001	Surrey, Sheraton Guildford Hotel
February 24, 2001	North Vancouver, Holiday Inn
March 3, 2001	Prince George, Coast Inn of the North
April 7, 2001	Chilliwack, BW Rainbow Country Inn
April 21, 2001	Castlegar, Sandman Inn
April 28, 2001	Kelowna, Ramada Lodge Hotel
May 5, 2001	Victoria, Victoria Conference Centre

## Should I stop my long-term SIP?

Teachers who have reached the age of 64 or the factor 88, age plus contributory service with the teachers or municipal pension plan, may voluntarily withdraw from the BCTF Salary Indemnity Plan: Long Term. If you have

reached age 65 or factor 90, you are no longer eligible for long-term benefits and *should* withdraw. It is necessary for you to apply to withdraw.

Send a completed form (available from Income Security, local presidents, or online at [www.bctf.bc.ca/pensions/salary/LT-Withdrawal-Form.shtm](http://www.bctf.bc.ca/pensions/salary/LT-Withdrawal-Form.shtm)) to the BCTF Income Security Dept.

## October is women's history month

In 1992, the Canadian government declared October to be Canadian Women's History Month. During October, we celebrate the many achievements of Canadian women through programs, videos, and other special events.

The theme this year is "Making history, building futures, women of the 20th century." The focus is on the progress of the status of women in Canada.

• Pamphlets and information kits prepared by Status of Women Canada can be ordered from [www.swc-cfc.gc.ca](http://www.swc-cfc.gc.ca).

• The Victoria web site, currently being updated, will also have information, [victoria.tc.ca/community/whist](http://victoria.tc.ca/community/whist).

• Another useful resource is Green Dragon Press, which produces a variety of material about women. The fax is (416) 251-6365; e-mail [equity.green.dragonpress@sympatico.ca](mailto:equity.green.dragonpress@sympatico.ca).

### October events

Women's History Network of B.C. Conference, September 29-30 at Douglas College, New Westminster, B.C. Theme: Women and Health. Contact [jgresko@douglas.bc.ca](mailto:jgresko@douglas.bc.ca) (Dr. J. Gresko) or Dr. Ruth Sandwell at [sandwell@bc.sympatico.ca](mailto:sandwell@bc.sympatico.ca)

In Victoria, the Emily Carr Festival will take place at Carr House, on Government Street, and special walking tours are being organized.

Lyn Gough Canadian Women's History Month Committee, (250) 475-1893.

## Project Overseas

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Each year about 50 Canadian teachers are chosen to work, **without salary**, in Africa, the Caribbean, and Asia to improve teaching skills and strengthen professional teacher organizations.

**REQUIREMENTS:** Membership in a CTF member organization, an appropriate teacher's certificate, a minimum of five years teaching experience in Canada, Canadian citizenship, excellent health, evidence of flexibility and mature judgment.

CTF requires teachers for two projects in 2001-02: **Project Overseas I**, July & Aug. 2001 in English- & French-speaking countries. **Project Overseas II**, 4- to 16-week period between Sept. 2001 and June 2002. PO II often uses retired teachers or practising teachers who have an extended leave of absence.

**Deadline: NOVEMBER 15, 2000**

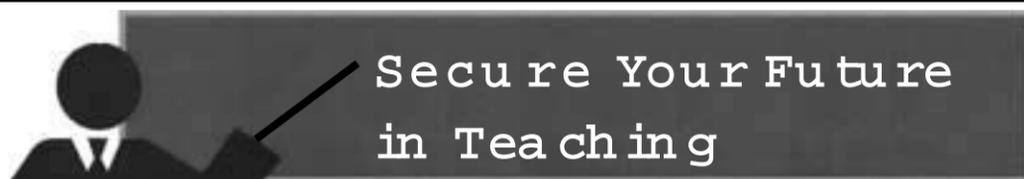
Information & applications: **LEONA DOLAN**,  
B.C. Teachers' Federation 871-2250, toll free 1-800-663-9163,  
Fax 871-2294, [ldolan@bctf.bc.ca](mailto:ldolan@bctf.bc.ca)

## EDUCATIONAL TOURS OF CUBA

CoDevelopment Canada offers educational tours to Cuba as a way to promote links between Canadians and Latin Americans, and to build awareness among students and teachers in B.C. Students and teachers link up with Cuban schools to share ideas and experiences, participate in community projects and discover the historic, cultural and natural beauty of Cuba.

If you would like more information on the Teacher Tour in December 2000 or the Student Tour of March 2001,

please contact **Carmen Christiansen**  
at CoDevelopment Canada  
(604) 708-1495 or [cccdev@web.ca](mailto:cccdev@web.ca)



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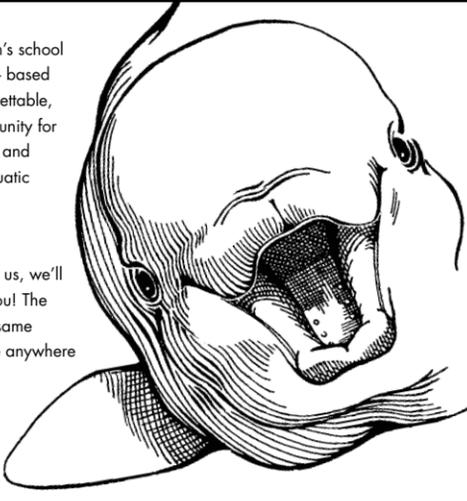
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## MISCELLANEOUS

**WANTED:** Someone to take over successful 20 yr. Travel guiding business, leading cultural tours once a year or more to Mediterranean countries, or elsewhere, call RTA member Karin or George Storey, (604) 922-0689, F: (604) 925-4170. Reasonable cost, profitable, rewarding. Tours are self funding, sponsored by Continuing Ed. Institution.

**RETIREMENT!** Wondering if you can afford to retire, and when? Confidential, individual retirement counseling available throughout B.C. No product sales. Call Mrs. Cherith Cayford, CFP, RFP, PRP (Professional Retirement Planner) at Camelot Management Group, Financial & Retirement Consultants & Educators, in West Vancouver at (604) 913-0090, or e-mail [cherith\\_camelot@telus.net](mailto:cherith_camelot@telus.net)

**DISCOVER YOUR URBAN WILDERNESS!** Enhance your science and ecology unit with an exciting interpretive tour or interactive classroom presentation about Burns Bog for your students. Expand your curriculum. Arrange a teachers' workshop for your school or district PD day. Free brochures-SASE to Burns Bog Conservation Society, 202-11961-88th Ave., Delta, BC V4C 3C9, toll free 1-888-850-6264, [burnsbog@uniserve.com](mailto:burnsbog@uniserve.com), web site [www.burnsbog.org](http://www.burnsbog.org)

**A PD DAY WITH A DIFFERENCE** Oct. 20, 2000! Escape to North America's most endangered ecosystem right here in Delta. Refresh your soul and enhance your classroom science program all at the same time. \$85 +GST incl. lunch, tour and discounts on educational materials. Contact Adele at (604) 572-0373, Burns Bog Conservation Society, 202-11961-88th Ave., Delta, BC V4C 3C9, toll free 1-888-850-6264, [burnsbog@uniserve.com](mailto:burnsbog@uniserve.com), web site [www.burnsbog.org](http://www.burnsbog.org)

**PETER AUSTEN'S EVEREST EXPERIENCE (R)** is THE leadership/teambuilding seminar for professional development. Web site: [mag-net.com/austen](http://mag-net.com/austen) email: [austen@mag-net.com](mailto:austen@mag-net.com). Toll free 1-877-307-6116.

**HILLTOP CHILD CARE.** Excellent for teachers and school staff, operates with school year, ECE qualified, licensed, Mary Hill/Citadel, Poco area. (604) 464-1530.

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[www.teachersafety.com](http://www.teachersafety.com)

**ESSAY CONTEST.** Enter A&E's Canadian biography of the year essay contest. Teachers, ask your students to write in 250 words or less who they think make the biggest impact on Canadian society in 2000. Prizes incl. \$5000 bond for students, \$1000 for dept. of teacher, a/v equipment for schools. Open to students Grades 5-12. Deadline: Nov. 1/00. Mail to: Biography Essay Contest, Box 3690, Markham Industrial Park Station, Markham, ON L3R 3L0 or call 1-800-722-6146.

**EDUCATIONAL PARADIGMS** have dramatically shifted in the 21st century. BRAIN GYM prepares you to work successfully with these challenges. Course in Victoria Nov. 24-26. Paul Ruta 1-800-404-7733, [www.braingym.mb.ca](http://www.braingym.mb.ca)

**CONFERENCE-DOWN SYNDROME** Research Foundation presents "Educational Issues and Teaching Strategies." a conference for educators seeking new techniques to enhance teaching strategies for students with disabilities. Workshops will address assessment, planning, behaviours, reading comprehension, language proficiency, Linamood and Chisanbop techniques, and parent/educator relationships. October 20-21, Vancouver. Info: (604) 431-9694.

**CO-ORDINATOR NEEDED.** The Association of B.C. Drama Educators is accepting applications for Festival Co-ordinator, 2001 B.C. High School Drama Festival, May 2-6, 2001 at UVic. Candidates must be available for planning during interim months. Salary commensurate with training and experience. Preference given to experience in secondary school theatre, knowledge of B.C. Festival program and membership in A.B.C.D.E. Apply to Wayne Coulson, 1934 Dean Park Rd., Sidney, BC V8L 3V5, [Wayne\\_Coulson@telus.net](mailto:Wayne_Coulson@telus.net) Deadline: October 6, 2000

## FOR SALE

**TEACHER'S RESOURCE** book for Gr. 9 social studies Crossroads text. 150 p. of copy-ready assignments, tests, answer keys. (250) 392-4696.

**FRENCH TEACHERS.** Aural comprehension exercises to accompany Disney animated features-all levels. Answer key incl. For info, fax: Debut Productions (250) 768-8141, [adesjard@okanagan.net](mailto:adesjard@okanagan.net)

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**YourOwnCalendar.com** gives your school's website an affordable, powerful and detailed online calendar! Join the growing member user-list of satisfied, Alberta and B.C. schools who are currently using YourOwnCalendar for their complete calendar needs (including a printable version). Developed by an Alberta teacher and a systems analyst, YourOwn Calendar is fully customizable. Go check us out at [www.yourowncalendar.com](http://www.yourowncalendar.com) now!

**DOING A FARM THEME?** Fresh off the BC farm, stories for young readers! "The Naughty Seven" and "Make's Lunch," first titles in a new series of home-grown farm tales. [www.thegrovehillgang.com](http://www.thegrovehillgang.com)

## TEACHING/TUTORS

**TUTORS NEEDED:** Vancouver Academic Tutoring Services Inc. is now accepting applications for part-time tutoring in all subjects and grades starting immediately. Contracts are located at various locations in the Lower Mainland. Flex hours, min. \$20/hr. Need ref, resume, transcripts, practicum report/principal evaluation, BCCT certification or document supporting BCCT application in progress. Car required. Contract til June 2001. Please leave name, phone and area of teaching concentration at (604) 844-8177.

**TRAVEL-TEACH ENGLISH** 5 day/40 hr. (Oct. 23-27) TESOL teacher certification course (or by correspondence) 1,000's of jobs available now. Free information package, toll free 1-888-270-2941.

**WHISTLER HOMESTAY** teachers needed for short term ESL and FSL programs. Excellent \$\$ (604) 683-4375.

**HOMESTAY/TEACHERS** needed in Yaletown and the west side of Vancouver for short term ESL and FSL. Homestay Tutoring Programs Newly retired teachers are welcome. (604) 683-4375.

**TEACH OVERSEAS.** You could be teaching overseas in an International School by Sept. 2001! Find out how to get on Search Associates' interactive database of teachers and/or to attend our annual Teacher Recruitment Fair in Toronto in February. Further info at [www.search-associates.com](http://www.search-associates.com) or Bob Barlas, RR 5, Belleville, ON K8N 4Z5.

## SEPTEMBER

**30** Richmond. Challenge: Fifth Annual Adult Educators PSA (AEPASA) Conference, Richmond Inn. Contact Marianne Yanes-Pawlowski, (604) 595-0507, f: (604) 594-5176, [yanes@uniserve.com](mailto:yanes@uniserve.com), [www.bctf.bc.ca/psas/AEPASA](http://www.bctf.bc.ca/psas/AEPASA).

## OCTOBER

**6-7** Burnaby. Computer Using Educators of B.C. (CUEBC) conference, Horizons 2000, SFU. Visit [www.bctf.bc.ca/psas/CUEBC](http://www.bctf.bc.ca/psas/CUEBC).

**12-14** Kananaskis Village. Special Education Conference 2000, Celebrating the Challenges, sponsored by Special Education Council of the Alberta Teachers' Association and Special Programs Branch of Alberta Learning. Contact Bette Finnestad, 376-11215 Jasper Avenue, Edmonton, AB T5K 0L5, (780)433-4544, f: (780)436-4915, [bfinnestad@compusmart.ab.ca](mailto:bfinnestad@compusmart.ab.ca), [www.specialeducation.ab.ca](http://www.specialeducation.ab.ca).

**13-14** Vancouver. The Society for Children and Youth of B.C. Workshop III of its "Child and Youth Friendly Communities." Creating natural learning environments for preschool and school-aged children. University Golf Club, 5185 University Blvd. Contact the society at 3644 Slocan Street, #3590, Vancouver, BC V5M 3E8, (604)433-4180, F: (604)433-9611, [scy@portal.ca](mailto:scy@portal.ca)

**16-17** Kelowna. Level 1: Solution-Focussed Counselling with Nancy McConkey, MSW. Contact Solution Talk, (403) 216-8255 f: (403) 949-3321, [soltalk@telusplanet.net](mailto:soltalk@telusplanet.net), [www.solutiontalk.ab.ca](http://www.solutiontalk.ab.ca).

**18-19** Kelowna. Level 2: Solution-Focussed Counselling with Difficult Clients with Nancy McConkey, MSW. Contact Solution Talk, (403)216-8255 f: (403)949-3321, [soltalk@telusplanet.net](mailto:soltalk@telusplanet.net), [www.solutiontalk.ab.ca](http://www.solutiontalk.ab.ca).

**19-20** Richmond. Association for Educators of Gifted, Talented, and Creative Children in B.C. (AEGTCCBC) Annual Conference, Many Paths to Excellence, featuring Joyce Van Tassel-Baska, Executive Inn. Visit [www.bctf.bc.ca/psas/AEGTCCBC](http://www.bctf.bc.ca/psas/AEGTCCBC).

**19-20** Vancouver. B.C. School Counsellors' Assn. Conference 2000, One Person Can Make a Difference, Robson Square Conference Centre. Keynote Gordon Miller, policy analyst with the Ministry for Children and Families. Contact Chris Chandler, (604)740-9802, f: (604)740-9806, [christan@uniserve.com](mailto:christan@uniserve.com), or Bill Forst, [bforst@sd46.bc.ca](mailto:bforst@sd46.bc.ca), [www.bctf.bc.ca/psas/bcsca](http://www.bctf.bc.ca/psas/bcsca).

**19-21** Coquitlam. B.C. Teacher-Librarians' Assn. (BCTLA) Conference 2000, Teaching and Technology: Breaking the Barriers, Pinetree Secondary and David Lam Campus, Douglas College, Coquitlam [www.s95.sd43.bc.ca:8000/district/TNT.htm](http://www.s95.sd43.bc.ca:8000/district/TNT.htm).

**19-21** Parksville. Physical Education PSA (PEPSA) Conference, Power for Living, Ballenas Senior Secondary. Keynote Al Bishop, Ravenwolf Adventure Services Ltd. Contact Kevin McKee, (250)248-4662, f: (250)248-4628, [kmckee@sd69.bc.ca](mailto:kmckee@sd69.bc.ca).

**19-21** Salmon Arm. Environmental Educators' PSA (EPPSA) experiential field trip for teachers, Water and Forest. Learn methods to connect students with the outdoors. Contact Tricia Treherne, (250)804-0252, [trehern@jetstream.net](mailto:trehern@jetstream.net).

**19-21** Vancouver. Realms of Gold: The Fifth National Literacy Conference. Empire Landmark Hotel, Robson Street. Jointly sponsored by the B.C. Teachers of English Language Arts and the Canadian Council of Teachers of English Language Arts. Contact Birgit Nielsen, Delta Senior Secondary, (604)596-7471, f: (604)596-6192, [www.bctf.bc.ca/psas/bctela](http://www.bctf.bc.ca/psas/bctela).

**19-21** Victoria. 39th Northwest Mathematics Conference: Year 2000 Math for the Millennium. Sponsored by B.C. Association of Mathematics Teachers (BCAMT). Various locations, including the Victoria Conference Centre. Keynoters Ron Lancaster and Kim Sutton. Contact Trevor Calkins, [tcalkins@pacificcoast.net](mailto:tcalkins@pacificcoast.net), or Laurel Evans, (250)652-1135, [laurel\\_evans@sd63.bc.ca](mailto:laurel_evans@sd63.bc.ca), [www.nvmath2000.com](http://www.nvmath2000.com).

**20** Burnaby. B.C. Social Studies Teachers' Assn. Conference, Getting Fit for Active Citizenship, keynoter Svend Robinson, Burnaby Central Secondary. Contact Wayne Axford, f: (604)437-3786, [waxford@axionet.com](mailto:waxford@axionet.com), [www.bctf.bc.ca/psas/bcssta](http://www.bctf.bc.ca/psas/bcssta).

**20** North Vancouver. A Coat of Many Colours. Mini Drama Conference sponsored by the Association of B.C. Drama Educators (ABCDE), Carson Graham Secondary. Contact Robert Morgan, (604)688-7681, or Larry Bauer, f: (604)736-9754, [lbauer@talmudtorah.com](mailto:lbauer@talmudtorah.com).

**20** North Vancouver. B.C. Dance Educators' Assn. (BCDEA) Conference, Dance 2000, in conjunction with Drama PSA. Carson Graham Secondary School. Contact Judy Herridge (604) 541-8170.

**20** Richmond. Learning Assistance Teachers' Assn. (LATA) Fall Conference, Reaching and Teaching Diverse Learners, The Importance of Differentiated Instruction, Vancouver Airport Marriott Hotel. Keynote Dr. Robi Kronberg, U of Minnesota. Contact Lynda Mawer, 8614 Foster Road, Vernon, BC V1H 1C9, f: (250)558-1065, [lmawer@sd22.bc.ca](mailto:lmawer@sd22.bc.ca).

**20** Vancouver. 11th annual English as a Second Language PSA (ESLPSA) conference, Building Bridges: Social, Academic, Cultural, David Thompson Secondary. Keynote Anita Chapman. Contact Sylvia Helmer, [shelmer@sfu.ca](mailto:shelmer@sfu.ca) or Vicki McCarthy, [mccarthy@telus.net](mailto:mccarthy@telus.net).

**20** Vancouver. B.C. Co-operative Learning Association (BCCLA) Conference, Building the Co-operative Classroom, SFU Harbour Centre. Keynote The Brain-The Heart of Co-operative Learning, Jim Craigen and Chris Ward. \$40-\$50. Contact Holly Stibbs, (604)461-3332, s: (604)464-8581, f: (604)461-7632, [holly@istar.ca](mailto:holly@istar.ca).

**20** Victoria. B.C. Assn. of Teachers of Modern Languages (BCATML) Conference 2000, Catch the Wave, keynoter Dr. Willis Konnick, Ocean Pointe Resort and Spa. Contact Elke Knight (250)478-5501, f: (250)478-2879, [duncan@bcl.com](mailto:duncan@bcl.com), or Dennis Hazelton (604) 945-8036, f: (604)468-0642, [dhazelton@telus.net](mailto:dhazelton@telus.net).

**20-21** Coquitlam. Provincial Intermediate Teachers Assn. (PITA) Fall Conference, keynoter Rod Peturson, Gleneagles Secondary School. Contact Paul Wood, (250)442-0280, [pwood@sunshinecable.com](mailto:pwood@sunshinecable.com). Register toll free: 1-877-SEEPITA.

**20-21** Richmond. B.C. Primary Teachers' Assn. (BCPTA) Annual Fall Conference, Primary Leadership 2000, Delta Pacific Resort & Conference Centre. Musical Opening by Charlotte Diamond; keynote address, One Destination-Many Roads, by Dr. Gary Phillips; and speakers Jane Felling, Marianne McTavish, Rod Peturson, Randall Sprick, Tony Stead. BCPTA members \$140. Contact Grace Sinnema, (604)850-5526, f: (604)850-1817, [johgra@aol.com](mailto:johgra@aol.com).

**20-21** Sechelt. Teachers of Home Economics Specialist Assn. (THESA) Conference. Contact Jenny Garrels, [jgarrels@sd46.bc.ca](mailto:jgarrels@sd46.bc.ca).

**20-21** Vancouver. l'Association Provinciale des Professeurs d'Immersion et du Programme Cadre de la Colombie-Britannique (AP-PIPC) fête ses 15 ans, Coast Stanley Park Hotel. Contact Sophie Bergeron, f: (604) 291-3203, [sophie.bergeron@csf.bc.ca](mailto:sophie.bergeron@csf.bc.ca).

## NOVEMBER

**2-3** Vancouver. Making Connections 2000, 3rd Annual Conference on Effective Behavioural Support. Robson Square Conference Center. Contact Kathy Champion, (604)668-6063, f: 668-6191, [kchampion@richmond.sd.bc.ca](mailto:kchampion@richmond.sd.bc.ca).

**2-4** Vancouver. Violence and Health 2000 Conference, Sexual Assault, Child Abuse, Relationship Violence Medical Assessment and Intervention, sponsored by Interprofessional Continuing Education, UBC, at the Parkhill Hotel, Vancouver. Contact (604)822-0054, f: (604)82-4835, [rachel@cehs.ubc.ca](mailto:rachel@cehs.ubc.ca).

**18-22** Amman, Jordan. International Conference on Mathematics for Living, sponsored by The Mathematics Education into the 21st Century Project. \$250-300 US. Contact [arogerson@vsg.edu.au](mailto:arogerson@vsg.edu.au) or Mathematics Education into the 21st Century Project, 22 Violet Grove, VIC 3122, Australia.

## JANUARY 2001

**25-26** Vancouver. B.C. Alternate Education Assn. (BCAEA) Conference, Challenge and Change 2001, Sheraton Wall Centre. Downtown Eastside tour of sites and services for street kids and runaways. Contact Dorothy Joyce Pauls, (604) 859-3015, [dj.pauls@sd34.bc.ca](mailto:dj.pauls@sd34.bc.ca).

**8-9** Vancouver. Teaching the Holocaust: An Educator's Conference, Vancouver Holocaust Education Centre. \$90. Contact Frieda Miller, Vancouver Holocaust Education Centre, 950 West 41st Ave., Vancouver, BC V5Z 2N7, (604)264-0499, [holedctr@direct.ca](mailto:holedctr@direct.ca).

**15-17** Kelowna. B.C. Art Teachers' Assn. (BCATA) Conference, 2001: An Art Odyssey. Contact Sharon McCoubrey, (250)766-4406, f: (250)470-6001, [slmccoub@okanagan.bc.ca](mailto:slmccoub@okanagan.bc.ca).

**18-20** Richmond. B.C. Association of Student Activity Advisors' Conference, Working Together To Empower Youth, Hilton Vancouver Airport Hotel. Contact Gloria Solley, p/f: (250) 477-8592, [gloria@bcasaa.bc.ca](mailto:gloria@bcasaa.bc.ca), [www.bcasaa.bc.ca](http://www.bcasaa.bc.ca).

**22-24** Victoria. British Columbia Music Educators' Assn. (BCMEA) Annual Conference, 2001: A Music Odyssey, Victoria Conference Centre. \$170 before January 15, \$185 thereafter. Contact Inez St. Dennis, (250)595-0058, (250)721-7870, f: (250)472-4641, [iastd@uwic.ca](mailto:iastd@uwic.ca).

**23-24** Langley. Association of B.C. Drama Educators (ABCDE) Conference, 2001: A Drama Odyssey, Langley Fine Arts School. Contact Terry Olsen, (604)534-4171.

### PD Calendar web site

[www.bctf.bc.ca/events/PD-Calendar.html](http://www.bctf.bc.ca/events/PD-Calendar.html)

Direct links:

- Alberta Teachers' Association, [www.teachers.ab.ca/conference/index.html](http://www.teachers.ab.ca/conference/index.html)
- Association for Supervision and Curriculum Development (ASCD) Conferences, [www.ascd.org/](http://www.ascd.org/)
- Justice Institute Training, [www.jibc.bc.ca](http://www.jibc.bc.ca)

Additions or changes? E-mail Debby Stagg, PSA services co-ordinator, Professional Development Division, BCTF, [dstagg@bctf.bc.ca](mailto:dstagg@bctf.bc.ca)

## Catch the Wave!

Don't miss the BC Association of Modern Language Teachers' October 20 Conference at Victoria's beautiful Ocean Pointe Resort! for details: [www.bctf.bc.ca/bcatml](http://www.bctf.bc.ca/bcatml)

# First Nations students explore cultural heritage



*Students writing journals at Spring Island.*



*Chris Jules preparing a traditional salmon dinner on Spring Island.*

*Top: Transportation around the island is by water taxi or kayak.*



*Group hiking on Spring Island*

by Jeff Crocker

From May 23 to 28, eleven Abbotsford Junior Secondary School First Nation students, accompanied by teachers Jeff and Melanie Crocker, went to Kyuquot (pronounced Ka-yu-cut) Sound and Checleset (pronounced check-le-set) Bay.

The First Nations students from Abbotsford Junior make an annual trek to learn more about their First Nation culture and history. This year, the students were hosted by West Coast Expeditions, a kayaking company with a strong educational focus, operating in the Kyuquot region since 1976.

Kyuquot Sound has been the traditional territory of the Checleset and Kyuquot people for thousands of years. The region, located on the northwest coast of Vancouver Island, is accessible only by a passenger freighter called the *Uchuck* or by personal water craft from Fair Harbour. Located on the west coast north of Nootka Island and west of Woss, the area is remote! The primary industries have been fishing and logging, but, as with the rest of the province, the village has been hit hard by declining resources. Two small villages, one on Walters Island, called *Kyuquot*, and the adjacent village, on Vancouver Island, called *Houpsitas* are home to 250 primarily First Nations residents.

The Abby Junior students arrived on Sunday night, after 12 hours on bus, ferry, and water taxi, on Spring Island, a popular kayaking destination in the Mission group of islands. Spring Island is the base camp for West Coast Expeditions. Transportation around the island was by either water taxi or kayaking.

The purpose of the trip was to expose students to the culture and traditions of the First Nations people of the Northwest Coast. The students were

involved in many activities that accomplished that task. Students were taken on several kayaking day trips to remote First Nation sites. They visited the ancient village site of Acous Peninsula. At this Checleset First Nation site, north of Kyuquot and several hundred years old, the traditional welcome pole still stands. Several ancient totem poles are visible in the decaying village. We visited one bear totem, carved by a Haida slave to the Checleset Nation. The hushed voices of the students spoke to their reverence of that rare sighting. The totems are identifiable but

*The students were amazed to see someone so happy living so far from anywhere, without electricity or any of the amenities of even the village of Kyuquot.*

slowly succumbing to decay and returning to the land. The students were awed by the tradition and beauty of the once busy Checleset village.

Another highlight of the trip was a visit to Lucy Paivio, an elder in the Checleset Nation

who has returned to the traditional land of her people in the Bunsby Islands Northwest of Kyuquot. The students took a water taxi to her remote home on Checaklis Island. Paivio and her husband are returning to their roots and homesteading in their traditional territory. The students were amazed to see someone so happy living so far from anywhere, without electricity or any of the amenities of even the village of Kyuquot. Paivio spends her time collecting food from the ocean and weaving with the inner bark of the cedar tree. She graciously invited all the students into her humble home and spoke to them about her life in that remote location. Paivio also gave each student a significant gift of inner cedar bark from the Western Red cedar tree, bark she transforms into rope or necklaces.

The people of the area have used the rich intertidal zones and the ocean as a primary food source for thousands of years. Students had time to explore the richness of the sea life and to learn from local experts Dave Penil and Bill Noble. Sea otter, depleted by overhunting early in the last century, have been making a comeback after being reintroduced. Students were thrilled to see the curious marine mammals floating on their backs in rafts of 50 or 60. The population is now thought

to be nearing 6,000 along the west coast of Vancouver Island; sea otters are no longer endangered. The bounty of the Pacific was enjoyed during a traditional salmon feast, hosted by Kyuquot elder Chris Jules. Students were amazed at the skill and ease with which Chris prepared a mouth-watering spring salmon using only a fire and a traditional baking technique using cedar sticks. That meal, combined with the incredible location of Spring Island, made for an unforgettable evening.

The students linked up with the local school, in Kyuquot. Tom Stevens, a former Abbotsford teacher, now the principal of the Kyuquot School, hosted a barbecue and a softball game for the youths of Abby Junior and Kyuquot. The students also visited on another evening and engaged in several spirited games of basketball and volleyball. Although from towns miles apart, the teens quickly developed a bond. The Kyuquot youth enjoyed and took an interest in the visitors, which made the group feel very welcome. The village, as a whole welcomed us with open arms; their friendliness was obvious throughout the trip. The Kyuquot General Store, open only on certain days, even made a special opening just so the students could buy sweets.

The final night of the trip

included a walk to the centre of Spring Island and the locally famous "Big Cedar." The grand, twisted western red cedar, which is 1,000 years old, is a sight never seen by our students. The visit had a visible impact as students tried to fathom the incredible age and beauty of the ancient tree. After the hike, the students gathered in a circle, and while a west coast storm pounded our shelter, the normally reserved teens shared experiences.

*The rich native history, combined with the beautiful setting and friendly people, made it a time of learning, fun, and growth for the teens.*

The trip was an amazing experience for everyone. All students commented on the amount they had learned in one short week. The rich native history, combined with the beautiful setting and friendly people, made it a time of learning, fun, and growth for the teens.

On Sunday morning, the Abbotsford Junior crew packed up their belongings, said goodbye with tears, and began the long return journey as the 22' boat loaded with 11 contented teens and two smiling teachers, cut through the calm misty waters of Tashish Inlet toward the Artlish River, a large bald eagle soared above our boat as our escort. The Abby Junior students and teachers will have Kyuquot Sound and the beauty of that remote land imprinted on our minds and hearts forever.

*Jeff Crocker teaches native and outdoor education at Abbotsford Junior Secondary School, Abbotsford.*

JEFF CROCKER PHOTOS