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Teacher

Bringing the past
 into the future



Vancouver students at Lord Beaconsfield Elementary School work on their millennium-theme projects.

by Verena Foxx

When I first heard about Florence McDonald’s into-the-future *Bin There—Done That* project, it sounded overwhelming. The Grade 4 art teacher at Beaconsfield Elementary School in Vancouver, with many of her colleagues, including the special education assistant, and the administrator, are all on board for a 10-month millennium-themed project that converges in a multimedia performance at the school in May 2000.

“It’s a natural theme because everyone is thinking about the millennium,” says teacher Jennifer Billingsley. “And,” adds Grade 2’s Kelly Bartholomew, “it brings many teachers and students together to build a sense of family within the school.”

Basing an entire year’s curriculum on one project is a huge undertaking, but the collaborative team at the school has well-defined goals. The aim is to prepare students for the future by involving them in learning about Canada’s past, and in exploring their own historical transitions.

The students’ year-long time trip from the past to the future is directed by their teachers in three central subject areas: communication, transportation, and technology. These topics are woven into

curricular areas through community interactive field trips, language and visual arts experiences, and technology-based assignments. Throughout the year the students’ experiences will support life-long learning skills and prepare them for their year-end performance. Some of the things they’ll learn are: an

“Our project integrates curriculum with community and history...”

understanding and appreciation of Canada’s diversity; an *acceptance* of responsibility in the overall wellness of their society; a *realization* of the community and everyone’s accessibility to each other; an *understanding* that the arts are an important part of the human experience; a *passion* for learning to utilize a multimedia approach; the *acceptance* of technology as a dominant force and an essential participation tool; and the *development* of a positive self-concept.

“Our role as teachers of history,” explains ESL teacher Brenda Webster, “is building on what the child already knows and presenting new and surprising views of the world as it moves through time.”

“Bin There—Done That will showcase Canadian transportation, communication, and technology in the 20th century,” adds Kindergarten teacher Kristina Wilting, whose students are engaging in art activities, choral singing, and field trips. “Our project integrates curriculum with community and history,” adds Grade 2/3 teacher and musical director Anna Amenta. “Themes are linked to the curriculum through art, music, drama, dance, research, technology, language arts, and field trips. It’s a wonderful venue to make connections in the school environment and learn about our history and rich cultural diversity.”

One class is building a newsroom/media centre and interviewing members of the arts, education, and business community for a year-end news publication. E-mail penpals set up with other elementary sites connect students and schools from different parts of the city. Secondary students from nearby Gladstone Secondary School’s Leadership 10 program are teaching “era dancing” to the elementary students. Dancer Gisa Cole is conducting movement workshops for the final performance, and LAC teacher Kathy Falle is choreographing a communicative Grade 7 “Hockey Stick Stomp” for the grand finale. Musical beats,

chants, and singing are introduced as alternative communication.

Field trips include visits to the Vancouver Art Gallery to build a Utopian City, the Canadian Craft Museum for a kite-building workshop, the Bau-Xi gallery for an exhibition of artist André Pettersen’s conversational sculpture, and to Stanley Park for carriage rides, and an urban camping experience.

Provincial IRP learning outcomes include developing listening and speech skills (drama), understanding art as a reflection of culture (art), interpreting and moving in response to a variety of sounds, images, feelings, and choreographed forms (dance). In the personal planning arena, students learn to identify factors that can affect their own futures, and how to participate in the development of a healthy school and community environment.

By the end of May 2000, producer McDonald and her team hope they will have achieved the ambitious goal of framing a curriculum around a central theme, and after the school-wide performance, the students will probably feel that they have “bin there and done that,” too.

Verena Foxx teaches at David Livingstone Elementary School and is a member of Teacher Newsmagazine Advisory Board.

President's message



David Chudnovsky

Why do BCTF members respect the picket lines when CUPE support staff are on strike in our school districts?

We support our colleagues because their hard work in difficult circumstances ensures that students are safe on the playground, that shattered windows and broken furnaces get fixed, that students with special needs get their medication, are diapered and toileted, that report cards are ready, that forgotten lunches are delivered, that our schools run smoothly and efficiently.

We don't cross their picket lines because CUPE co-workers have dealt with increased workloads, reductions in hours and staffing cuts over years of education underfunding. They've been doing more with less for a long time.

When they make the difficult choice to strike, we support them because the right to strike is a fundamental part of a real democracy, providing workers with a measure of bargaining power in an employment environment which, by law and economic clout, is biased in favour of employers.

Most of all, our sympathies are with CUPE workers because they are our friends. We work beside them every day. They are extraordinary people whose patience and kindness make it easier for students and teachers to do their best. They are dedicated in the goal all of us in public education hold dear—to provide the best possible education for all of our children.

They get our support because they deserve it.

David

Need class-size reductions for 4–12

Every month I find myself enjoying *Teacher* newsmagazine. In the October issue, Garry Litke's article entitled "Maintain the Momentum in Class-size Reduction," was just the ticket to get me through the week before Hallowe'en frenzy at school. I truly appreciated his positive spin on our situation, and took heart from his declaration that "the momentum established in the primary system must be maintained and extended into the intermediate and secondary system." I would like to add my voice to those of the parents and the research that supports the goal of reducing class sizes in intermediate and secondary grades.

It doesn't take an enrolment of 33 to make for a heavy load; 25 or 27 individuals can be quite exhausting in one classroom. The time I can make available to each student, the way I teach, and the way I feel are of course affected by the number of students in the class. Our primary colleagues empathize; they see us struggling beside them with perhaps 10 more students, 10 more report cards, involvement of 10 to 20 more parents, and complex group dynamics.

Class-size reduction would be my one wish for students, colleagues, and myself. This does need to be a bargaining priority. In the meantime, I will find time to relax, and maybe re-read Garry Litke's article again. Thanks for it!

Lois Lawrence
Crescent Valley

Respect, dignity, and appreciation at Telkwa

The article on our school was terrific! ("Respect and Dignity at Telkwa School," *Teacher*, Nov./Dec. 1999) Our whole staff is pleased with the quality of the presentation. The picture looks great. Thank you for taking such time and effort in reporting on our school.

Ernie Janzen
Telkwa

Coverage of Shanghai refuge appreciated

I am writing on behalf of the staff and board of the Vancouver Holocaust Education Centre, to thank you for your recent coverage of our exhibition, "Shanghai—A Refuge During the Holocaust" and "Visas for Life: Feng Shan Ho and the Rescue of Austrian Jews."

We are pleased with our collaboration with the Chinese Cultural Centre and greatly appreciate your help and support.

Frieda Miller
Sean Matvenko

Editors, Saturday Night

[Editor's note: *Saturday Night Magazine* refused to run Morton's letter to the editor.]

I was happy to read the insert in your magazine, "Literacy Matters," sponsored by Royal Trust and ABC Canada. It contained thoughtful and well-informed commentary on an important topic. Sadly, it was also biased and deceptive.

There was much that was good in Peter Calamai's series of articles.

However, "Literacy Matters" is built around Statistics Canada's 1996 survey of Canadians over 16 and a series of quotations from prominent Canadians concerned about the issue. The words of one of these, former premier Frank McKenna, form the headline "The school system...is...a national disgrace." And a quick look at the StatsCan data seems to confirm this: "more than 10 million Canadian adults—(the) staggering figure of 48%—fell in the bottom two levels of the survey... They do not have the skill for "entry-level jobs."

However, as I read the article over, I noticed that there were some incomplete, but puzzling references to the age of those who were classified as poor readers. Eighty percent of Canadians over 65 have low literacy skills. Forty percent of Canadian-born adults between 16 and 65 fall into this group. However, for recent graduates the figure is 20%. These struck me as puzzling because these figures appeared to be evidence of the success of our public school system, and yet the headline said it was a national disgrace.

I decided to be a good reader myself and check the sources. I looked on the Internet for the original report "Reading the Future: A Portrait of Literacy in Canada" and found even more puzzling and disturbing discrepancies. First of all, StatsCan is quite explicit in contradicting the claim that our schools are a national disgrace. On one of StatsCan's three scales for measuring literacy, 53% of Canadians over 65 had the lowest level of literacy skills, 40% of Canadians between 56 and 65, and eventually down to 10% of those between 16 and 25. I wonder if Frank McKenna and Peter Calamai have trouble making inferences or just can't read numbers, but I side with the conclusion of Statistics Canada that, "new graduates from Canadian secondary schools since 1989 are generally more literate than the older cohorts ahead of them." This is more impressive if one considers that the 10% includes young people newly immigrated to Canada, who may have never attended our schools, and those with severe mental and physical disabilities.

Moreover, the descriptions of the literacy levels given by Peter Calamai are different from those of the original report. Calamai lumps the second level of literacy with level one saying that those at level two are poor readers who do not have the level of skill necessary for today's entry-level jobs. However, this is not how Stats Canada describes the second level. Their report says that these people "read, but not well." In many cases, their jobs do not require them to read complex material and they are unaware that they have any problem.

So I am left feeling deceived. There is so much that is praiseworthy in these articles and in the efforts of the sponsoring groups to raise awareness of these issues, yet at the centre is a dishonest use of the best evidence available to malign those who should be allies of the sponsors. I wonder why the voice of teachers is so conspicuously absent from these pages.

Tom Morton
Vancouver

Stop accreditation

While I fully concur with Grace Wilson's recent critique of the current provincial accreditation process, "Accreditation: More Cost Than Benefit," (*Teacher*, Nov./Dec. 1999) I felt that overall her analysis was remarkably restrained.

As one who has monitored this process since its inception more than a decade ago, I have watched with growing dismay as an originally sound concept has become an albatross around the necks of elementary schools across B.C.

Don't hold your breath for substantial reforms emerging from the representative committee report forwarded to the deputy minister in November. A similar review in 1996 yielded little or no change.

Given the continued support for this process in its present form by the B.C. Confederation of Parent-Advisory Councils, it's time for some straight talk on provincial accreditation.

Based on recent visits to over 50 Vancouver elementary schools (as part of the run-up to the November 1999 school-board election) I have no hesitation in stating, that this is a process that is both out-of-touch and out-of-control.

Consider the following:

- In a November 1999 report by the Coalition To Save Public Education on the status of schooling in Vancouver schools the following statement is found: "Some respondents felt so strongly about this process (accreditation) that when contacted for follow-up information they suggested that schools should either refuse to participate in this process or do so under protest."

- In a report by an external consulting firm, to be released by the Vancouver School Board in January 2000, teachers and administrators are characterized as "staggering" under their current workloads and at risk for "breakdowns."

- This year long provincial accreditation process absorbs the entire complement of a school's professional development days, locks school staffs into early morning, noon-hour, or after-school meetings, puts planning and preparation time for regular classroom teachers on hold, and is increasingly viewed as a disruptive intrusion to the school's instructional program by a growing number of teachers and administrators.

- Over the past decade, Victoria has added layers of bureaucracy to the process with parents, teachers, principals, and assistant superintendents forming external teams and the overall cost to the provincial treasury has risen to \$6 million.

Despite two reviews, including the November 1999 review, and an external consultant's report, this process flourishes while our elementary schools wilt.

The provincial accreditation process of the Ministry of Education in its current form should be unceremoniously dumped. The sooner the better.

Noel Herron
Vancouver

Terry Fox stands for integrity not exploitation

We are writing in response to the recent decision by Terry Fox Secondary School, in Port Coquitlam, to accept Nike sponsorship of the boys' basketball team in exchange for money and advertisements within the school. While we disagree with the decision to allow advertising in schools, we are especially disheartened given Nike's well-known exploitation of women and children in third-world countries.

Terry Fox Secondary School is the namesake of a man who stood for integrity, courage,

Notice of AGM 2000

As required by the Society Act, the following formal notice of the 2000 Annual General Meeting is made to all BCTF members pursuant to by-law 8.1 by publication in this edition of *Teacher*.

The 84th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Sunday, March 19, 2000 at 19:00 and continuing to Wednesday, March 22, 2000.

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

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

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



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READERS WRITE

compassion, being the best you can be, and, “wanting the world to be the best that it could be.” Terry Fox Secondary School is becoming known as “the Nike school.”

According to the *Global Exchange*, and 13 other human-rights’ groups, Nike workers are paid \$2.46 a day in Indonesia, \$1.60 in Vietnam, and \$1.75 in China. The basic living wage is about \$4 a day in Indonesia and \$3 in Vietnam and China. Nike pays Michael Jordan more for his endorsements than all the exploited labourers in the third-world countries combined make in one year. Vietnam Labour Watch report on Nike, March 18, 1997, reports: “verbal abuse and sexual harassment are frequent, and corporal punishment is often used. One day during our two-week visit, 56 women workers at a Nike factory were forced to run around the factory’s premise in the hot sun because they weren’t wearing regulation shoes. Twelve fainted during running and were taken to the hospital. This was particularly painful because it happened on International Women’s Day.”

According to the 1997 UNICEF report on “The State of the World’s Children,” there are more than 200 million children worldwide, some as young as 4 and 5 years old, who are slaves to the production line. UNICEF says, “Hazardous child labour is a betrayal of every child’s rights as a human being and is an offense against our civilization.”

By accepting Nike and similar companies into our schools, it would appear our message to students is clear: “If you can get free products and money from corporations who profit from child labour and exploitation of the poor, then *Just do it!*”

As good global citizens we need to be more aware and thoughtful, of how and where our products are made. We inadvertently support child labour, exploitation of poverty, and the abuse of women and children by buying these products.

When you go into a store you have the choice of which product to buy, which product to endorse, and which company to support. Attending Terry Fox Secondary School will take that choice away.

Helen Keller said it the best, “I am only one but still I am one, I can’t do everything but still I can do something.” When will we stand up to the power and the role corporations have in our world, to make them accountable, and to reclaim our rights.

Jerome Bouvier, Ted Kuntz
Port Coquitlam

Trustee prefers citizenship over corporate intrusion

As a recently elected school trustee, following a two-year hiatus after a 34-year teaching career, I was very pleased to see the article, “Put the brakes on corporate intrusion,” (*Teacher*, Nov./Dec. 1999).

In the November 1999 elections, this issue was of paramount importance to parents in the Campbell River area, as I am sure it was across the province, because of the fundraising that occurs to cover the discretionary budgets, which are largely nonexistent in B.C. due to schools not being fully funded.

As your articulate article points out, “Selling corporations access to students is clearly contrary to our Code of Ethics. We are educating citizens, not providing customers,” and, “corporations are attempting to gain customers by having their products promoted to a captive audience in a setting where there is a lot of credibility for what is presented to students.”

Well-meaning parents are starting to panic across B.C. as they fundraise for basic school necessities such as photocopy paper.

The desire to have corporations intrude is growing because it appears to be a relatively easy answer in covering the shortages caused by inadequate funding, and as you state in your article, “Such intrusion sometimes resembles an unstoppable train.”

I hope *Teacher* is distributed to trustees across the province and that it is widely read by them. Keep up the good work.

We also need to remember the motto of the recently completed BCSTA academy for newly elected trustees—“Citizens are created in public schools.”

Peter Johnson
Campbell River

Not a split class of 35

I would like to place in context, the erroneous information given in “Class-size limits: Teachers and students benefit” (*Teacher*, Nov./Dec. 1999). Your photo captain refers to a split class of 35 students in intermediate in West Vancouver. *No such class exists.* The picture is of a Grade 6 math grouping that was requested by the teacher. In West Vancouver, we have great respect for our teachers who work with the administration of the school to determine school organization. In the classroom pictured, teachers were offered more resources, but requested the present groupings, which also resulted in a Kindergarten class of nine students. We have respected the teachers’ decisions.

I would also point out that while our class-size averages are minimally larger than some other districts, our reading and mathematics achievement at elementary has been and continues to rank *first* in the province.

We are proud of the work our teachers do to achieve such results and note that rigid class-size language was not required to do so.

David Stevenson
Chair, West Vancouver Board of School Trustees

Top 10 BCTF lesson aids

1 From Time Immemorial—The First People of the Pacific Northwest Coast. Diane Silvey, Joe Silvey ©1999. Resource package provides an honest and up-to-date survey of the history of the coastal First Nations from pre-contact to the present. Teacher’s guide provides support materials to meet 100% of the prescribed learning outcomes for the new Grade 4 social studies curriculum. *Grades 3–5*
• *Student’s Text:* 88p. Includes 11 chapters, A Journey of Hope—A True Story, and glossary. LA 9214A—\$18.95
• *Teacher’s Guide:* 150 p. 3-ring binder with teacher information, lesson plans, blackline masters and assessment strategies and tools. Integrate the theme with science, math, art and language arts curricula. LA 9214B—\$49.95

2 Introduction to Rhythmics for Primary. Lucy Goodbrand. 6p. 1990. Includes lessons that contain various themes, corresponding subthemes and various formations. LA 8311—\$1.20

3 Creative Folk Dance for Primary. Roberta Smith. 10p. 1990. The lessons in this unit are intended to show a possible progression in teaching students the basic skills in folk dance. Based on simple themes and emphasizes co-operative learning. LA 8312—\$1.80

4 Humanities 8 Resources: Adventures in Critical Thinking—Volume I. Eric Bonfield. 370p. Revised ©1999. This curriculum provides a literature-based interdisciplinary approach through themes that are integrated with the skills and cognitive goals of the IRPs for Grade 8 English and social studies. Core readings are supported by an inter-textual, critical thinking curriculum offering two to four complimentary primary source readings, and an integrated set of 12 language tools. The language tools are organized around exploration, discovery, analysis and evaluation. This curriculum supports 24 weeks of pedagogy. *Grade 8.* LA 2067—\$35

5 Humanities 9 Resources: Adventures in Critical Thinking—Volume II. This curriculum provides a literature-based interdisciplinary approach through themes that are integrated with the skills and cognitive goals of the IRPs for Grade 8 English and social studies. Core readings are supported by an inter-textual, critical thinking curriculum offering two to four complimentary primary source readings, and an integrated set of 12 language tools. The language tools are organized around exploration, discovery, analysis and evaluation. This curriculum supports 24 weeks of pedagogy. *Grade 8.* LA 2068—\$35

6 Endangered Animals Theme Study Set. Brenda Boreham. ©1999. Includes a teacher’s guide and four picture books. The teacher’s guide includes activities to introduce basic concepts and vocabulary necessary for a study of endangered animals. The concepts are then developed, using four delightful picture books, each focusing on an animal that is threatened by the impact of human activity on the environment. Particularly suitable for middle primary students, this package will enrich your science and language arts programs. *Grades K–4*
• *Teacher’s Guide—Endangered Animals Theme Study Set.* Brenda Boreham, 80 p. ©1999. LA 8567A—\$32.95

• *Spotted Owls*, Victoria Miles, 24p. ©1999. Picture book for LA 8567. LA 8567B—\$8.95
• *Bald Eaglets*, Victoria Miles, 24p. ©1999. Picture book for LA 8567. LA 8567C—\$8.95
• *Sea Otter Pup*, Victoria Miles, Victoria Miles, 24p. ©1999. Picture book for LA 8567. LA 8567D—\$8.95
• *Cougar Kittens*, Victoria Miles, 24p. ©1999. Picture book for LA 8567. LA 8567E—\$8.95

7 Technology in the Secondary Art Classroom. Compiled by the B.C. Administrators of Art Education, edited by Curt Jantzen. 95 p. ©1998. Booklet provides a unique view of five secondary art programs in B.C. schools that contain a large multi-media component requiring the use of computers and other electronic devices. Includes course outlines for Media Arts 11/12 by Grant Carrier, Technology Integration in Foundation Arts Courses by Wendy Long, Developing a Media Arts Program by Margaret Scarr, Media Courses by Flavianne Sorensen, and Film/Television/Video Production Program by Dawne Tomlinson. *Grades 8–12.* LA 9655—\$8.75

8 Novel Studies for Indian Captive, Number the Stars, The Giver, The Whipping Boy, Catherine: Called Birdy, Ticket to Curlew. Peggy Begg. 118p. 1995. A large portion of this unit contains blackline masters for specific novels, also included are general ideas for novel projects, generic novel sheets, and criteria and evaluation sheets. *Grades 4–8.* LA 9039—\$8.50

9 Follow the Paper Trail: Technology, Wood Consumption and Alternatives. Susan Stanforth and Susan Gage, 46p. ©1998. Second module of the Technology Trap series. This learning resource on appropriate technology encourages students to analyze their wood and paper use. Activities and background information help students examine how technology has actually increased our use of paper products, understand the consequences for forests and the environment, and learn about alternatives and positive actions. *Grades 8–12.* LA EE304—\$10.95

10 The Watershed Works—A Learning Resource for the Study of the Fraser River and It’s Basin. Linda Bermbach, Pat White, M.J. Melnyk, Dept. of Fisheries and Oceans. 136p. ©1995. Provides curriculum materials for teachers and students on the study of the relationships between the diverse players within the Fraser River Watershed. Using a jigsaw approach, this unit provides maps, and up-to-date, field-tested teaching strategies to help students piece together biodiversity, river health, history, settlement, wildlife, mining, forestry, fishing, agriculture, and tourism. Available in French (FEE219). *Grades 5, 6, 7.* LA EE219—\$12

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

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.

LOOKING BACK

70 years ago

The Staff Representatives really form the cornerstone of our membership structure. Their position is one of great responsibility, and demands strenuous and (at times, probably, none too pleasant) duties, for the role of “collector” is seldom associated with extreme popularity. Such an office is also unaccompanied by any “spotlight” honours to compensate for the labors involved. Their only satisfaction must come from the knowledge that they have rendered an essential service not only to their fellow-members of the staff, but also to the Federation members at large.

The BC Teacher, February 1930

50 years ago

Let’s be honest with ourselves. How long will our unconscious resentment against teachers prevent us from granting them a standard of living that will place them on an economic level with ourselves? How long is it going to take us to grant teachers the prestige which the importance of their work deserves? Or are we going to continue to think of them as we do now, as a class of

superior servants, generally unreliable, occasionally noble and picturesque, upon whom we depend to have certain tasks performed that we are unable or unwilling to perform ourselves?

The BC Teacher, January 1950

30 years ago

Many people have in the past mistakenly thought that total assimilation would be the ideal future when incorporating Indians into ‘our’ society. How wrong can we be if assimilation means to be thrown into a large melting pot only to lose all identity?

What we really want is integration, which means the existence of various subcultures of ethnic, political, or economic groups each maintaining its own identity. Each must have equal opportunity for love, understanding, self and social acceptance, job opportunity, and education. Because the greatest measure of equalized opportunity is equalized and individualized education, teachers must carry a major share of the responsibility for providing this equalized opportunity.

The BC Teacher, January 1970

10 years ago

Politicians are always tinkering with the education system. In itself, that’s not wrong. But what is worrisome is that the tinkering often seems to be spawned by the thoughts of people who are sitting in offices in Victoria—people who aren’t getting their hands coated in chalk dust or spending evenings marking tests.

The call for dramatic change doesn’t often come from the people in front of the classroom. Those people want a bigger army of educators, better materials, more time to organize lessons. That, they say, will bring your children a better education.

The government’s response is ungraded primary. A position paper that would do away with traditional subjects and lump them into four “paths.” Sometimes, it seems like change for the sake of change, with little attention to the real needs of the classroom.

Teacher, January 1990

Lessons learned in Seattle

by Sean Cook

On November 30, 1999, I joined the BCTF delegation to protest the Seattle round of the World Trade Organization (WTO) talks. This year, education was to be placed on the negotiation table, a first step toward making public education a commodity, subject to the potentially disastrous rules of free trade. Canada's public education system, worth about \$60 billion a year, is a plum that big business considers well worth picking. With this in mind, my local association sent me to Seattle to represent the teachers of Coquitlam.

Once there we joined 40,000 people in the stadium near the Space Needle to hear speeches given by academics and activists from around the world. My camcorder whirled between the banners and posters of enthusiastic supporters, capturing snippets of speeches that called for fairness, compassion, and courage. That so many people had come so far to show they cared, to rally



support, to defend their rights, and, ultimately to demonstrate the indomitability of the human spirit, brought tears to many eyes on a number of occasions.

After the speeches we peacefully made our way through the streets of Seattle. One could see onlookers in windows and on rooftops shaking their heads in amazed disbelief at the sheer volume of people marching in unified protest, and the strength of the message we were sending.

The next day, 90% of my Grade 9 students took time during their lunch break to watch highlights from my video recording. One student brought her mom in after school to see the footage.

Weeks later a student gave me a Christmas card that praised the fact that "I stick to my guns" with political issues. "It's cool you marched against the WTO!" wrote another student in her Christmas card.

I went to Seattle for specific political reasons but I've since realized that I also experienced, and shared with my students, an awesome display of democratic empowerment that defied the political apathy by which we, young and old alike, have been so wrongfully characterized.

Sean Cook teaches at Como Lake Jr. Middle School, Coquitlam.

Teachers join peaceful protest against WTO agenda for public education



Surrey teacher Bob Rosen says the more he learned about the World Trade Organization's potential impact on public services, the more determined he became to resist its threat to education.

"I had been reading about the issues on the Internet for the last 18 months, so I was very concerned," he said. "I knew the Seattle protest was going to be something really special, so I decided I was going—no matter what."

As it turned out, Rosen was one of 10 Surrey teachers funded by his local to attend. In all, approximately 100 B.C. teachers, including nine members of the BCTF Executive Committee, went to Seattle November 30, 1999, to take a stand against the WTO's efforts to reduce public education to a mere commodity.

High on the agenda of the WTO summit meeting was an expansion of the General Agreement on Trade in Services to cover health care and education, a move that would have disastrous consequences. Under WTO rules, Canada could be compelled to:

- Provide private foreign-owned institutions with the same funding or loans as Canadian public schools.
- Relinquish the authority to determine standards in teacher training and certification.
- Open up curriculum development to foreign, for-profit firms.
- Allow foreign-owned institutions to set up in Canada without local involvement in hiring or governance.
- Offer foreign-owned institutions the same degree-granting authority as Canadian ones.

Julia MacRae, another Surrey teacher, said Canadians worry about the WTO because "it's easy for us to grasp the concept of its threat to our sovereignty."

MacRae said she went to Seattle because she believes teachers must be vigilant in their defense of public education. "Education is how people become free. That's why we should be involved," she said. "It's important for regular people to attend these events and see for themselves, because so often the media portray any kind of protest as something reasonable people don't do."



Certainly the 40,000 people who participated in the labour rally and march represented a broad cross-section of "regular people." There were teachers and nurses, pilots and posties, farmers, carpenters, and workers from every sector of our globalized economy. Under sunny skies, they waved their flags, cheered, and sang. Some of their placards read: Stop the WTO, Save Public Education; Fair Trade Not Free Trade; Wal-Mart and WTO; Globalizing Poverty; and Profit Uber Alles.

Although media coverage focused on vandalism by a few protesters and on heavy-handed police tactics, the overwhelming majority of participants were not aware of any violence during the day. Westbank teacher Evan Orloff said, "I didn't see any hooliganism at all. It was really peaceful."

"For me, the most important thing was the degree to which so many different sectors came together—unions, community groups, environmental organizations. It really was historic," Rosen said.



"The fact that non-violent activists stopped the summit from taking place was also enormously important. Obviously globalization is not defeated, but the protest did help to educate a lot of people."

The WTO negotiations resume in January, so it's important to keep up the pressure and let our government know how passionately we oppose the idea of putting education on the table, said BCTF President David Chudnovsky.

On behalf of the Coalition for Public Education, he has written to International Trade Minister Pierre Pettigrew and Education Minister Gordon Wilson to express the need for an absolute and unbound exemption for education from the WTO rules. He urged concerned members to write as well.

— Nancy Knickerbocker

Psychological Trauma

A teacher who was represented by the BCTF has recently had her Workers’ Compensation Board claim upheld at the Appeal Division. The teacher filed a claim for wages and benefits after missing work due to psychological trauma caused by threats of violence directed at colleagues on the staff. The school board fought the claim every step of the way. The significance of the decision is:

1. Threats made to others can cause psychological trauma to those not directly threatened.
 2. Failure to report immediately or to miss work immediately does not mean a claim will not be upheld, given the time delay of the effects of psychological trauma.
 3. The failure of other staff to suffer the same level of psychological trauma as a claimant does not negate the health impact upon her.
- The teacher will be reimbursed lost wages and benefits, and the BCTF will be reimbursed for the costs of medical reports that were obtained in support of her claim, and the SIP plan will be reimbursed its payments made to the teacher.

WCB Claims

Many teacher WCB claims are lost because of the way in which forms are filled out. Here is a brief list of the most common reasons claims are denied.

Delay in reporting—teachers who are injured must report immediately to their supervisor (the administrative officer).

Failure to seek first aid or doctor’s care—often, teachers “go it alone” and do not seek medical care. This will mean the claim is denied because claims are adjudicated on a medical basis. It is critical to have a medical practitioner’s support and evidence that an injury occurred.

Imprecise answers on the WCB form—WCB claims adjudicators need clear and detailed descriptions of what activities of work caused the injury and details of the injury itself.

Irrelevant information—claimants often provide far too much information and lose their claims as a result. Providing too much information often invites the WCB to deny the claim as not work-related but due to personal activities.

Failure to report directly to WCB—although the employer

Health and Safety

must report all reported injuries to WCB within three days of receipt of the report, this often does not occur. Teachers must also report directly to WCB.

Failure to seek union advice—teachers should always seek the advice of their local president prior to filling out forms or speaking with the WCB claims adjudicator. Telephone conversations should be discouraged and a claimant should seek a meeting with the adjudicator with a union rep present.

When filing WCB claims

1. Identify the work related factors that justify a WCB claim (i.e., work activities, physical plant defects, behaviours, health and safety practice/procedural errors or omissions. Don’t be vague.
2. Document all pertinent evidence, i.e., symptoms, times, places, people, events, witnesses.
3. Seek medical attention immediately and make sure you provide a definite work related injury description to

your doctor. Don’t alienate your doctor or remain in the care of a doctor who is not supportive.

4. Submit a brief but detailed written report of injury to your employer, *only after you have all your facts written down and reviewed by a Union Rep* who is knowledgeable in WCB matters. Ensure that you indicate all areas of injury or symptoms.
5. Personally notify the WCB of your injury and request a worker’s application form to be sent to you, if none are available at work or at the local office.
6. Fill out the WCB workers’ report of injury form with great care and have it reviewed by a Union Rep before submitting. Don’t engage in any extensive telephone interview until you have received input and advice.
7. Maintain frequent and regular visits to your doctor (once every two weeks) and make sure your doctor documents your difficulties in your medical chart for later reference (appeal purposes).
8. Ask your doctor for a copy of the WCB reports that are forwarded to the WCB and maintain them in a WCB file.
9. Request in writing a work site visit as part of the claim investigation process. Don’t

argue; explain your position using facts/evidence from the workplace.

10. Don’t assume WCB personnel are necessarily trying to help you; replace trust with healthy skepticism.
11. Immediately notify your union rep of any negative WCB decision regardless of whether it was communicated verbally or in writing.
12. Request explanations or the source of WCB policy for the decision-making process but do not write back to the adjudicator in response to a negative decision.

Teachers should be aware that WCB does not approve some claims that are related to work outside of instructional time. The BCTF is working with WCB to broaden coverage to reflect that while voluntary, teacher involvement in extra-curricular and co-curricular activities is work-related. Some claims that have been denied are teacher retreats, the Milk Run, and hiking in order to assess the health and safety of the mountain for a student hike. It is very important that your administrative officer put the term “work-related” on the WCB form and that teachers explain the work nature of the claim.

– Lynne Sinclair

Parents want class-size limits

by Garry Litke

A growing segment of the general public believes that class-size limits are required to maintain quality education, and support putting those limits into collective agreements.

A survey conducted by McIntyre & Mustel Research asked three questions designed to assess public attitude toward class-size limits. The same questions were asked in May, 1997 and then again in October, 1999.

Q. School boards argue that limits on class sizes should be removed to allow more flexibility in structuring classes. Teachers argue that class-size limits are required to maintain quality education. Which view is closer to your own?

	May 97	Oct. 99
<i>Maintain limits for quality education</i>		
General Public	74%	77%
With Children in Public School	79%	82%

Q. In most collective agreements in B.C. between teachers and their employers,

there are limits regarding class sizes that are the number of students that can be placed in each class. Do you support or oppose having such limits?

	May 97	Oct. 99
<i>Support</i>		
General Public	78%	84%
With Children in Public School	82%	88%

Q. Do you feel that currently class sizes in public schools are:

	May 97	Oct. 99
Too large	49%	43%
About right	40%	41%

Conclusions:

- The public rejects the notion of management “flexibility” in structuring classes.
- The public supports class limits in the collective agreement.
- The public is becoming more satisfied with current class sizes.

The increased approval of current class sizes could be attributed to recent improvements to the collective agreement. With Kindergarten maximums set at 20, and Primary maximums set at 23, many teachers and students across B.C. are experiencing a

new level of satisfaction and the public is responding favourably.

The positive public attitude is a reaffirmation of the correctness of the BCTF position. It is reassuring in the face of concerted efforts by the B.C. Public School Employers’ Association (BCPSEA) and the B.C. Principals and Vice Principals’ Association (BCPVPA) to discredit the collective agreement and class-size limits.

The BCPSEA, which speaks for school boards in B.C. has called for abolition of class-size limits, citing restrictions on management flexibility.

The BCPVPA, which speaks for administrators, also takes a negative view, charging that the class-size limits have created an increase in the number of split-grade classes, an increase in the number of students who have been turned away from schools in their catchment area, and an increase in the number of times a school has to re-organize. In a paper released in January 1999, the administrators say, “It seems clear that there are some negative effects of the legislation

(collective agreement) on students, parents, and teachers, as well as on the principals and vice-principals.”

According to the recent survey results however, the public disagrees with the views being promoted by the boards’ hired managers and their bargaining agent, which raises questions for the constituencies purportedly represented by BCPSEA and BCPVPA.

If BCPSEA represents school trustees, why does their approach differ from that taken by the B.C. School Trustees’ Association, who typically focus on underfunding as the source of problems?

If the BCPVP Association truly represents principals and vice-principals as educators, how can they ignore the education research that demonstrates over and over again the benefits of smaller class sizes?

It seems that only teachers are in agreement with parents and the public. Through collective bargaining and a strong union voice, they continue to support quality education with class-size limits. Teachers agitated for bargaining rights around class size in the ’70s and ’80s. We

went on strike to achieve class-size maximums in the first three rounds of collective bargaining. We supported the recent improvements in primary numbers. Now teachers want similar improvements in intermediate and secondary class-size maximums.

The public support is encouraging, but in light of the positions taken by BCPSEA and the BCPVPA, it will not be enough. It is time for teachers to begin building a unity of purpose around this issue so that in the next round of bargaining, learning conditions for children in B.C. can get even better.

Trivia Question: When was the first time the BCTF adopted a policy endorsing firm class-size maximums?

Answer: Class-size numbers were part of a Declaration of Working Conditions, Rights, and Prerogatives, which was adopted by the BCTF Annual General Meeting in 1976. They were based on research published by Dr. Martin Olson.

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

What’s on your mind?

Executive Committee members are meeting in locals throughout the province to listen to members. Executive members have visited over 12 locals since October 1999, and will be visiting more through February 2000, to listen to members’ views on accreditation, assessment, bargaining, or any other matter of concern to members.

The fall sessions have been well attended and have generated discussions around

a wide variety of subjects. Some of these issues are:

- The current accreditation process and the time it takes away from educationally productive activities. Teachers don’t see the benefits for students, especially not commensurate with the time and effort presently required. The Winter Representative Assembly will be debating actions we could take, including non-co-operation in the process.
- Teachers are concerned

about the ministry’s increasing the use of standardized testing. The preoccupation with testing is not coming from educators. Ranking districts, schools, and students does not improve the learning conditions for any students. As one teacher said, “This is political not educational.”

- Bargaining discussions have focussed on a salary increase, improvements in benefits, class-size improvements 4–12, improvements for TOCs, and funding improve-

ments for special needs.

- Returning to local bargaining will deal with issues specific to a community rather than the whole province.
- Librarians’ concerns include ratios for each school and protection from prep-time coverage.
- Teachers want an increase in PD funding, as well as more time for PD.
- Provincial seniority.
- More preparation time needed.

- Pension improvements and amalgamation concerns were also brought forward by members.

Teachers have expressed appreciation for the visits and the executive members are enthusiastic about the sessions. The forums will be continuing through February 2000, so check with your local office to find out when the executive members are visiting your local. Tell them what’s on your mind.

– Peter Owens

Beginning teachers

Preparing for a teacher on call

Most schools have developed a policy/handbook for TOCs. If your school does not have one, the following information may be useful.

To ensure that a quality education program continues in your absence, advanced preparation for a TOC is important. Such planning will help to maintain a consistent routine in a safe and caring environment. Students should be aware of your expectations for behaviour when a TOC is in charge of the class. The TOC is an important part of the education system and provides for meaningful and authentic teaching and learning opportunities in your absence.

It is a good idea to prepare an information folder to organize a successful day for both the TOC and the students. The folder should include the following:

- class list with phone numbers.
- class rules, expectations, and responsibilities.
- classroom routines.
- daily and weekly timetable, showing bell times.
- homework assignments and policy.
- information about students with special needs, including special health needs.
- interesting supplementary material the TOC could use.
- map of the school, including the fire exits.
- names of some students who could be of help.
- notes on procedures such as taking attendance, opening exercises.
- seating plan.
- supervision schedule and guidelines.
- up-to-date daily plan book.

It is not always possible to anticipate everything that a TOC will need, so it is helpful to indicate the names of teachers and/or teachers' assistants who may be able to provide assistance.

Excerpts from the *Beginning Teachers' Handbook*. To obtain a copy, contact your local office or check our web site: www.bctf.bc.ca/beginning/handbook.

Many new teachers earn salaries below poverty line

After years of hard work, concentrated study, and financial loss due to schooling requirements, teachers entering the profession are realizing that they can not expect to earn a reasonable standard of living. When teachers, entrusted with the education of our youth who are the future of our nation, are subsisting below the poverty line it is time for society to re-examine its priorities.

There are many rewards in teaching, but the financial ones do not top the list, especially in the early years when more than 70% of new teachers work as teachers on call. The average TOC earns less than \$12,000 a year, well below the poverty line. Forty percent of TOCs are struggling to pay off student loans, which averaged \$14,800 in 1996–97.

After leaving the TOC list, new teachers may have to accept part-time employment, followed by up to 12 years climbing the increment ladder before they begin earning maximum salary.

New teachers struggle to survive financially. A full-time teacher at entry level earns about \$2,000 net per month based on the provincial median of \$37,644 annual salary. After paying for survival essentials, there are scant resources left to expend in professional development or even a more extensive job search, let alone hobbies or entertainment.

What would a budget look like that includes student and car-loan payments, rent, utilities, insurance, food, gas, and clothing? Rent alone could be half the budget, even for a modest apartment. Any hope of saving money for a down payment on a home is remote. To buy a property valued at \$170,000, \$17,000 is required for a 10% down payment and a gross income of \$50,871 is required to qualify for the mortgage. Survival often dictates that a partner bring a second income into the home, which may preclude the option of starting a family.

This situation needs to be addressed in bargaining if we want to continue to attract quality candidates into the teaching profession. The path from entry level to maximum salary must be shortened, with more substantial gains along the way.

Teachers should not apologize for requesting salary improvements in the next round of bargaining. Many other occupations start at higher entry levels and proceed to maximum salary more quickly. Teachers have endured wage freezes during the '90s, and have fallen dramatically behind in earning power. It is time to catch up by negotiating the substantial increases that teachers need and deserve.

Statistics Canada Low-Income Cut-offs—1998

(often referred to as "poverty lines")
Family income in a city of 500,000:

1 person	\$17,409
2 persons	\$21,760
3 persons	\$27,063

• **Student loan bankruptcy claims** tripled during the '90s, prompting the Federal government to prohibit student-loan bankruptcies until 10 years after the end of studies.

— Garry Litke



On July 27, 1983, 20,000 people gathered in front of the legislative building in Victoria to protest the government attack on workers' rights.

THE SOLIDARITY STRIKE OF 1983



by Ken Novakowski

It was pouring rain that miserable evening of November 10, 1983 as we ran from our cars to the warmth of the Japanese restaurant on Powell Street in Vancouver. I was a member of the BCTF Bargaining staff and was joining the local presidents of Surrey and Coquitlam and other teachers for dinner to debrief on the most significant week of BCTF history in our lifetime. We, the BCTF, had just pulled off a province-wide strike of members over three days as part of a larger Operation Solidarity Action. These were heady times for teachers, for the labour movement, and for the broad coalition that had come together that summer to oppose the most significant assault on human, social, and workers' rights and the social-safety net that had been seen in Canada to that point.

A year earlier, in February of 1982, teachers in a province-wide vote had rejected asking government for the right to strike as a means of resolving bargaining disputes. We didn't have full bargaining rights at the time and were pushing hard to get

the right to negotiate all terms and conditions of our employment. Our contracts, negotiated locally, included primarily only what boards had been required to negotiate—salaries and bonuses. Some contracts did include other matters as a result of the BCTF campaign to expand the scope of bargaining in the fall of 1981, and a few locals had separate

Teachers overwhelmingly heeded the call of their leadership and respected the democratic decision of the majority.

working and learning conditions contracts. But if contracts were not negotiated by November 15 of each year, the unresolved salary and bonus matters went to binding arbitration. This meant that other bargaining units, usually the IWA (International Woodworkers of America), set the pattern for settlements, often through strike action, and we followed along through arbitration. The majority of teachers in February of 1982

seemed satisfied with this process and did not want the BCTF to request that government grant us the right to strike.

Oh what a difference a year makes! Within a week of our failed referendum, Premier Bill Bennett introduced a major "restraint" program that heralded the beginning of years of cuts to education funding and the establishment of the Compensation Stabilization Program—a wage-control program to cut back salaries in the public sector. The economy was in a recession and government's response was to blame public-sector wage increases and, in particular, teacher salaries. The BCTF joined with CUPE (Canadian Union of Public Employees), other unions and students to form DESC, the Defend Education Service Coalition. The Federation worked with locals to organize opposition to the cutbacks and the centralization taking place in education, often with the support of parent groups and school trustees.

Then came the summer of 1983. On May 5, 1983, there had been a provincial election that saw the Social Credit government of Bill Bennett

returned for another term. On July 7, 1983 the provincial government introduced a legislative package of 26 bills that had not been a part of their election campaign. Yet, as a package, the proposals constituted a radical change in direction for the economic and social policy of the province.

One of the pieces of legislation aimed at the public sector, including teachers, was Bill 3, which allowed employers to layoff employees without cause. To that point in time, teachers in B.C. with a continuing contract had never faced layoff. The student population in public schools was increasing and more teachers were being hired each year. The legislative package coupled with the cutbacks from the restraint program meant teachers would be laid off, class sizes would increase, and Bill 3 put teachers at the mercy of the employer.

The following year, the AGM adopted a policy to respect the picket lines of other workers...

Other public-sector bargaining units that had full bargaining rights had negotiated seniority provisions. Teachers had no seniority or severance provisions in their agreements.

The response of the labour movement and social-action community was swift. Within weeks of the legislative assault by government, the B.C. Federation of Labour called a meeting of all unions in B.C., affiliated and non-affiliated, to a founding conference of Operation Solidarity, a united front of labour to oppose the legislative package and to pressure government to withdraw it. Community groups including human rights, womens' rights, anti-poverty, tenants' rights, students, seniors, and environmental joined together in a Solidarity Coalition. Never before in the memory of most had labour and community united so actively around a common agenda in this province. By the end of August, 1983, 50,000 people attended a protest rally at Empire Stadium and by the middle of October, 80,000 people were marching in protest on the streets of Vancouver, past the assembled convention of the Social Credit party.

The B.C. Government Employees' Union was out on a legal strike for a collective agreement. Labour's strategy (Operation Solidarity) had become one of joining the striking government employees in stages until the whole province was out. The objective was to get government to withdraw its legislative package.

The BCTF had been trying, in the meantime, to negotiate an exemption to Bill 3 by trying to get a school board to agree to a contract with its teachers that would provide for seniority and severance in the event of layoff. And in a province-wide vote, taken at meetings in locals all across B.C., teachers voted by a margin of 60% to give the BCTF Executive Committee the authority to join in the Solidarity Strike.

When determined efforts by the BCTF to obtain an exemption agreement with a school board failed, President Larry Kuehn on Monday, November 7, 1983 asked B.C. teachers to leave their classrooms and set up picket lines around the

...following the conclusion of the Solidarity Strike, teachers in every local of the province negotiated a seniority/severance agreement with their school board.

public schools and work sites throughout the province. Other education workers would be joining teachers on November 8 and a further escalation was planned for November 14. Teachers overwhelmingly heeded the call of their leadership and respected the democratic decision of the majority. It was a transformative experience for teachers. It was a political act—a protest action, taken as part of a broader labour strategy. It was only our second province-wide strike action and our first experience with picket lines.

Over the long weekend of November 11–13, 1983, the Operation Solidarity leadership negotiated an end to the job action with the Social Credit government. Controversy remains to this day about the end of the solidarity action. The BCGEU got their settlement. Operation Solidarity carried on for a short time after the strike and the solidarity coalition continued the fight against the legislation that was going ahead.

We would move forward together from the experience of 1983 towards full collective-bargaining rights, including the right to strike, a short four years into the future.

But, collectively, teachers never looked back. The following year, the AGM adopted a policy to respect the picket lines of other workers, including those of our CUPE co-workers if they should ever take strike action to obtain an agreement with their school board. And, following the conclusion of the Solidarity Strike, teachers in every local of the province negotiated a seniority/severance agreement with their school board. Our bargaining rights had expanded and our appetite for full bargaining rights whetted. We continued to vigorously oppose cutbacks to education funding and fight wage controls. We would move forward together from the experience of 1983 towards full collective-bargaining rights, including the right to strike, a short four years into the future.

Ken Novakowski is the BCTF's Executive Director.

On the bargaining trail again

by Linda Watson

As we scan the horizon amid clouds of trail dust, our eyes seek out the elusive goal at the end of our journey—a new collective agreement. The trail is a difficult one, fraught with potential ambushes and tangles of sagebrush.

This trail may be province-wide or local. In either case, we have to prepare and pack carefully. We will need a good stock of supplies, skilled riders, and a long pack train of objectives to bring along. The next round of bargaining opens in the spring of 2001, just before the expiry of our current provincial collective agreement. But the preparations are already under way.

Phase I: Scouting the trail

The first phase of our journey will take from September 1999 to March 2000. We have to assess the climate for bargaining with our members. What are the major issues teachers are facing on the job? What is getting in the way of professional satisfaction for us and success for our students?

At teacher forums this fall and winter, we are hearing your frustration with school accreditation, report card overload, and accountability burnout. The annual general meeting and representative assembly have told us that you want to see a substantial salary increase and the reduction of class sizes in intermediate and secondary grades.

At eight locations around the province, we are holding bargaining focus groups of randomly selected members. Each group consists of 12 members from the locals in the region. These members will be asked for their views on four areas of concern: economic issues, employment and job security, professional issues, and teacher workload. The first round of focus groups was held November 1999 and the second round is planned for January 2000.

Another initiative that is new this year is Advanced Negotiation Skills Training. Twenty teachers will be selected for a week of intensive training in all aspects of collective bargaining. In an effort to involve new members in the life of the union, we hope to select at least five participants who have less than 10 years of teaching experience.

From February 14 to 18, 2000, these members will study the history of teacher bargaining in B. C. and in Canada, current legislative provisions, bargaining models, how to write contract language, and how to build a case and present it at the table. The culmination of the week will be a simulation of table strategies, where teams of participants will attempt to negotiate three key contract provisions.

Phase II: Avoiding ambushes

The second phase of preparations begins this spring, with two strategy sessions on bargaining, one in March and one in May. At each session, 36 Federation activists will be brought together from many areas of BCTF work to discuss some of the key strategic questions that will face us in the next round of bargaining:

- the degree to which we will seek a single standard provision versus accommodation for local differences.
- how to improve stale provisions on provincial matters in previous local agreements
- the role of local and PSA representation at the provincial table.
- the objective-setting process.
- the split of issues between provincial and local tables.
- strategies for dealing with government intervention.
- and any other strategic issues.

Putting their minds to these questions will be local presidents, the BCTF Executive Committee, and two representatives from each of these Federation committees: PSA council, social justice, professional development, teachers on call, income security, pensions, and French programs and services.

A further discussion of strategy and preparation for broad member involvement will occur in August 2000, at the BCTF Summer Conference. A major focus of the conference will be to prepare local leaders for the year's bargaining events.

Phase III: Supplying the pack train

We will enter phase three in September 2000. During the fall, discussions will be held in every local and in every staffroom to generate objectives for negotiations. All Federation committees will be asked for their input, as well. This is the most critical time for you to bring forward your ideas. We hope you will participate in some or all of the venues available for your voice to be heard.

In January or February of 2001, the BCTF Bargaining Conference will be held. This is the official venue for finalizing our bargaining objectives for the next round. All locals and committees are represented at the conference. Objectives from the local discussions in the fall and overall strategy will be discussed by the participants, with weighted voting according to the number of members in each local.

Phase IV—Head 'em up and move 'em out

Then we're into phase four: crafting the actual language, going to the table, and working together—all 44,000 of us—to successfully negotiate the trail and meet our objectives. Our unified support for the lead riders on the bargaining team will make all the difference in our ability to beat back marauders and

avoid the spines of unexpected cacti.

Throughout this process, we will do our best to hear your needs and concerns, to keep you informed, and to reach the end of the journey successfully together. Through the trail dust, there is a clear destination in sight—a new collective agreement that will meet our economic and professional needs. As always, we are unstoppable when we're together. Head 'em up, and move 'em out!

Linda Watson is the BCTF's second vice-president.

Legislative changes necessary for local bargaining

The BCTF has made a number of proposals to government for legislative changes which would make possible the return to local bargaining. The government imposed provincial bargaining in 1994 by enacting the Public Education Labour Relations Act (PELRA). It made the B.C. Public Schools Employers' Association (BCPSEA) the bargaining agent for school boards. There have been two rounds of negotiations under this legislation and both rounds were only completed after intervention by the provincial government.

A number of problems became evident with provincial bargaining not the least of which is the creation of BCPSEA, which has no constituency to which it is accountable in any real sense. BCPSEA has consistently taken the position that core provisions of our agreement, such as firm class-size limits, must be removed or weakened.

Our legislative proposals for a return to local bargaining would involve repealing PELRA and replacing it with the following:

1. The basic bargaining unit would again be the teachers employed in each of the school districts.
2. The local school board should be specified, in legislation, to be its own bargaining agent.
3. The BCTF local union that was certified for each school district in 1994 should be again certified as the bargaining agent for the teachers in the district.
4. There should also be a restoration to school boards of the traditional fiscal and budgetary autonomy, in order that school boards be in a position to enter into fair collective agreements and have the means to honour those agreements.

A return to local bargaining would better allow us to negotiate provisions to meet the specific needs in each local and address the changes that have occurred since provincial bargaining was imposed in 1994.

—Peter Owens

The B. C. Business Summit bottoms out

by Linda Watson

The B. C. Business Summit, a coalition of corporate heads and business groups, held town-hall meetings in 14 communities around the province this fall. Their goal was to raise a flag of broad public support on their mountain of tax cuts, deregulation targets, and reductions in government spending. But the tour straggled back to base camp with little consensus on that economic agenda.

Business leaders demonstrated "faint interest" in the expedition, according to summit co-chair Jim Shepard, while labour and community groups came out in force to express strong opposition to the summit's version of the future.

The Business Summit platform calls for major changes to the Labour Code, reduction in the minimum wage, elimination of provisions in the Employment Standards Act and in the Workplace Health and Safety Regulations, and privatization of many government services and assets. Tax cuts in the neighbourhood of \$1.5 billion are also touted. Since health care, education, and social assistance constitute some 80% of the provincial budget, that means that children, the sick, and the poor would be left trudging uphill without oxygen.

"Are we building an investment climate or a society?"

From its lofty perch, the Summit proposes tax cuts that disproportionately benefit the wealthy. A study by Marc Lee of the Canadian Centre for Policy Alternatives reveals just how much. A taxpayer earning \$40,000 a year would save only \$154, some 0.38% of gross income. But someone earning

\$150,000 a year saves \$4,992, or 3.33% of income. At the \$250,000 level, the saving is a whopping \$11,294 or 4.52%. Meanwhile, reduced services would be a cost borne by all, with the middle class pulling Sherpa duty for the rich.

Many teachers, labour leaders, and community activists attended meetings of the business summit as it trekked around the province. Local presidents spoke out against budget cuts and for public education, against tax breaks for the wealthy, and in favour of programs to help children and their families. Arlene Spearman spoke for teachers in Richmond, Margaret Little addressed the meeting in Fort St. John, Chris Johns did so in Cranbrook, Regina Day in Castlegar, and Peter McCue in Nanaimo.

Local vice-presidents were at their peak, too, with Peggy Salaberry speaking in Kelowna, and Sheila Wyse in Williams Lake. "Tonight we've heard repeatedly that there should be tax cuts. Tax cuts mean less revenue for government, which means cuts to services," Sheila said. "How would that look in the classroom? I challenge all of you to keep B. C. children in your mind, first and foremost."

Jim Sinclair, head of the B.C. Federation of Labour, clearly established labour's view of the summit's proposal to allow replacement workers during strikes. "If you think you can have a 'dialogue' with labour by turning back the clock on anti-scab legislation, think again. Bringing in scabs is a declaration of war on working people, and that's exactly what you'll get."

Jim went on to take the high ground with the most important question of all: "Are we building an investment climate or a society?"

The slippery slope on which the business agenda found itself in the early meetings had become positively glacial by

the final assault in Richmond. Falling far short of the summit agenda, the panel hearings served to give voice to a much more balanced view. Most people in B.C. acknowledge the complexities of our society. They are not interested in pushing each

We have a caring society to build, and that means tying our fortunes to the same line and heading for the top, together.



other over the precipice in order to secure their own safe foothold on the future. We have a caring society to build, and that means tying our fortunes to the same line and heading for the top, together.

Linda Watson is the BCTF's second vice-president.

References available on request.

CUPE support-staff bargaining

by Louise Leclair

As Teacher goes to press, CUPE Local 379, Burnaby schools has just issued a notice to all employers—the local school board, B.C. Public School Employers' Association (BCPSEA), Public Sector Employers' Council (PSEC), and to the government of B.C. The notice makes it clear that without meaningful bargaining progress during the next month, the 900 support staff who work for the District of Burnaby will lay down their tools on January 20, 1999, and not return to their posts until a fair contract is in place.

Strike or settlement, it's up to the provincial government and its employer organizations to put their collective energy and power into resolving significant issues in the K-12 support sector.

In addition, by mid-January, several other CUPE locals in B.C. will have taken strike votes and will be prepared to join Burnaby on the picket lines.

You may not be aware of the origins of CUPE's labour difficulties and how the union tried to avoid reaching the current impasse.

Perhaps the situation dates to the Korbin Commission that recommended the establishment of employer associations, or maybe it dates to the introduction of legislated provincial bargaining for teachers. The legislation did not include CUPE—a decision about which former CUPE B.C. President Bernice Kirk expressed cautious optimism at the time. Kirk's caution was well placed, since labour relations between CUPE and B.C.'s school boards

The BCPSEA, complete with bargaining accreditation, has become the defacto employer in the guise of a phantom decision maker at every local bargaining table.

began to lose its strictly autonomous nature soon after.

The BCPSEA, complete with bargaining accreditation, has become the defacto employer in the guise of a phantom decision maker at every local bargaining table.

BCPSEA's omnipresence in the bargaining periods leading up to the current period meant that they had authority to approve or deny every agreement bargained between CUPE locals and school districts. In the previous round, it led to labour strife in both North Vancouver and Surrey.

As local bargaining authority has been eroding, budget constraints, and fancy board administrative practices, such as school- (site-) based budgeting, have resulted in serious erosion to CUPE wages, benefits, pay equity,

job security, and pension possibilities. For custodians, attendants, bus drivers, clerical workers, teacher assistants, and special needs assistants, work life and the workers' ability to deliver quality services has been on a slippery slope for the last five years.

Every job category in most school districts has experienced lay off, erosion of hours, and/or tremendous workload increases—some to the point where they no longer qualify for basic benefits.

The loss of bargaining power at the local level, coupled with CUPE's inability to bargain the kind of language that will prevent the total erosion of school infrastructure development, led the majority of its B.C. locals

...the future quality of school life is also dependent on a strong school infrastructure to support education programming.

to band together and propose a voluntary provincial bargaining structure in late 1998. CUPE's K-12 negotiators are seeking accords that would re-examine the way benefits and pensions are managed in order to find cost savings. This would allow improving benefits while minimizing cost increases to government. In the K-12 sector it is obvious that the future quality of school life is also dependent on a strong school infrastructure to support education programming.

Given the situation—loss of hours, wage controls, concession bargaining—that almost every CUPE local has been facing, provincial bargaining seemed like the only option. It was certainly one that then-Minister of Education Paul Ramsey, supported and encouraged.

Unfortunately for CUPE, locals who chose to move to a voluntary provincial bargaining structure as a way of reducing bureaucracy, found resistance was also strong among the employers.

As we approach the end of 1999, with one local already promising to strike at the end of January and several others poised to be in position to join them by that date, all eyes and ears are on the employers' associations and councils and on the provincial government. Will this be the background to a major labour relations battle that didn't happen, or one that continues to build? This question will be answered in the year 2000.

Louise Leclair is a communications representative with CUPE.

For information about the state of CUPE K-12 bargaining, access our Web site at www.cupe.bc.ca/sbc or call 1-888-345-FAIR (3247), in the Lower Mainland 878-FAIR.



NANCY KNICKERBOCKER PHOTO

With happy shouts of welcome in English and in Zulu, enthusiastic students and teachers from North Surrey Secondary School greeted visitors from their sister school in South Africa. The two-week exchange in December 1999, gave the Canadians a chance to return the wonderful hospitality they experienced last summer, when they visited Margot Fonteyn Secondary School, near Durban. Besides attending classes, the South Africans toured the sights of the Lower Mainland and Victoria, visited a First Nations village on Vancouver Island, and saw snow for the first time during a tobogganing outing to Mount Seymour.



Corporate partnerships: gross profit or exponential loss?

12 Reasons to say "NO"

by Dianne Dunsmore

"The cost of reaching kids through in-school media may be competitive with print and certainly lower than TV advertising, but its main advantage is that it provides a targeted opportunity to market kids, through parents and/or to parents, all at once."

— *Selling to Kids*. "In-School Marketing Programs Satisfy Marketers' Appetites"

A market company, Kid Power: Creative Kid-Targeted Market Strategies, teaches corporations how to move into the market generated by kids who spend \$20 billion every year and influence about 40% of the family spending. We may not be keeping a close eye on big business but they are watching us. Some marketing companies make it their business to find out how to ensure "gatekeepers" don't intercept messages intended for kids, and how to use "school-based programs" to support "kid-marketing activities."

Corporate aims, gains, and gross profits

1. Loyalty branding through credibility

The main goal of multinational corporations in education is "branding" or lifelong loyalty, similar to branding cattle. In fact, branding is now at the very core of what businesses do and is no longer secondary to manufacturing. By outsourcing to third-world countries, they can devote most of their time and money to selling an image. Branding, similar to advertising, is much more insidious and subversive. It embraces whatever is at the heart of children—esteem, violence, the environment, or careers. Always searching for virgin soil, students become prey to this process. Educational endorsements provide companies with the subtle and most cost-effective avenue to develop this loyalty. An endorsement by a teacher or the school is very powerful.

2. Captive audience

The advertised messages are more likely to stand out without any competition. Listening to a corporate-developed lesson, students

have to ask permission to be excused. They can't change the channel.

3. Immediate profit

While gaining long-term loyalty, students are often paying for their own education by buying the product. The quality of education can become dependent on the amount of product sold. For example, some exclusivity contracts pay a higher percentage as the sales increase. This encourages school staff to inadvertently promote the item. For example, placing vending machines in more accessible locations.

4. Monopoly

Exclusivity contracts block competition. By price fixing, they can prevent other companies or anyone else in the school from selling their product cheaper, thereby forcing students to pay more.

Parents, teachers, and administrators should be free to fulfill their most important responsibility—supporting children in their learning.

5. Corporate-developed and controlled curriculum

Corporate sponsorship under the guise of curriculum takes on a very different significance. It often includes job descriptions and corporate expectations of its employees. It provides business with the opportunity to develop programs that will ultimately yield future generations of employees, suppliers, and consumers and at the same time reinforce corporate goals.

6. Corporate image

Not only do businesses gain profits and loyalties but, just as important, they are able to promote themselves as benevolent, caring, and giving back to the community.

Net loss to the public system

7. Public trust

When the education system endorses a corporation, it violates the public trust. Public education is to be free of bias and does not promote any political, religious, or other

ideology. Demographic information collected and sold through corporate-sponsored contests, also violates the public trust.

8. Equality

Corporate partnerships promoting decentralization are at odds with public education. Accepting corporate donations at the school level increases the disparities between the "have and have not schools" as corporations are more likely to sponsor schools that can afford to buy their product.

9. Quality

Commercialism adversely affects the quality of education because of the difficulty to assess or review the quality of materials being donated. In some cases, schools, districts, and teachers may be held liable for the use of inappropriate or unhealthy products such as Coke or fast-food products.

10. Tax dollars

Partnerships usually represent a financial loss to taxpayers. Firstly, the donation is always tax deductible, which means less tax revenue for education. Secondly, the corporate partner frequently has access to the internal mail and purchasing department of the district. Paid for by the taxpayer, the donations of these services represent a loss. Thirdly, taxpayers pay for educational time being diverted to activities to promote the corporation. When administrators and teachers perform duties to manage and fulfill their contracts, e.g., fill vending machines, taxpayers are again donating time to the corporations. Some companies have teachers develop lesson plans for their programs, building them into the contract. Again, teacher time is a direct loss to the taxpayers and represents exploitation when these programs are then being sold to other countries.

11. Public funding

As we accept these donations (losses) we can expect an exponential loss through a reduction in the funds we receive from the ministry. In Ontario, the ministry reduced funding as parents increased their fundraising.

12. Ownership of the education system

While all of these factors represent a significant loss, we should be paying close attention to the educational management companies (EMOs) that own schools and whole districts in the United States. According to Erica Shaker of the Canadian Center of Policy Alternatives (CCPA), they are poised and well prepared to take over our schools in Canada with current technology. "Edison" and "TesserReact" are examples of management companies that run schools for profit, using public funds, to promote their corporate-developed curriculum. Ratification of the WTO could expedite this process.

An in-depth analysis of corporate sponsorships/partnerships exposes the true nature and the gross loss of these agreements. Educators and parents need to be encouraged to calculate the net gain before they accept a donation or enter into a partnership. Parents, teachers, and administrators should be free to fulfill their most important responsibility—supporting children in their learning.

When the Seattle School Board proposed selling advertising space, the citizens responded with a resounding "no." They said that schools should be about teaching

children to make their own choices, not selling children as a consumer to the corporations. Will the education system of B.C. have the insight, depth of understanding, and courage to do the same?

It is time for all stakeholders to re-examine the effects of corporate partnerships. It is time for teachers to reconsider their position and policy on corporate intrusion and to

It is time for the ministry and districts to establish legislation or an enforceable policy to protect our children.

develop a policy that is central to equality. It is time for the ministry and districts to establish legislation or an enforceable policy to protect our children.

Teachers have a stake and a role to play in the corporate intrusion into our schools. It is time *we* put the *public* back into *education* and perhaps it is time that we say, "No!"

Dianne Dunsmore teaches at South Meridian Elementary School, Surrey.

Send your comments or questions to Dianne Dunsmore, c/o of the Surrey Teachers' Association office, F: 604-594-5176, or email lp36@bctf.bc.ca

Boycott Sony to support projectionists

In support of unionized projectionists locked out by the big theatre chains for a year now, B.C. Federation of Labour President Jim Sinclair is calling for a consumer boycott of parent-company Sony.

The projectionists have been on the picket lines defending their decision to resist 60% wage concession demands from their employers, Cineplex Odeon and Famous Players. Cineplex is owned by Sony, which earned more than \$50 billion in 1997-98.

"I'm asking consumers to think of the families of the projectionists and to send a message to Sony: Get back to

the table and negotiate," said Sinclair.

With the consumer boycott also endorsed by the Canadian Labour Congress, there will be a massive leafleting campaign at electronics stores across the country asking consumers to choose electronic products produced by other companies.

Damon Faulkner, president of the locked-out projectionists, says that Famous Players has begun offering incentives to schools to take students to *Fantasia 2000*. Teachers are reminded that there is still a lockout in place and we have a policy that members honour picket lines. Please avoid Cineplex Odeon and Famous Players theatres.

Stories and photos by Nancy Knickerbocker
BCTF media relations officer

Economic globalization th



Under the volcano Teachers resist social and economic injustices

QUITO, Ecuador

The city has been on alert for months, watching smoke rise from Guagua Pichincha, waiting for the inevitable eruption. More than 25,000 inhabitants of communities at the foot of the volcano were evacuated, and all schools ordered closed so that children and parents would not be separated in a crisis. People rushed to stock up on emergency supplies. On the street, child vendors hawked paper surgical masks, scant protection from the expected flurries of volcanic ash.

The day we arrived, the authorities increased the volcano alert from yellow to orange. Facing an organizer's nightmare, the president of the teachers' union explained that if the alert were to be raised from orange to red, it would mean imposition of a virtual state of martial law under which all public meetings (including teachers' conferences) would be prohibited.

Checking in, we found there was a superb view of the volcano from our hotel window, which had a bullet hole in it. Guagua Pichincha's rumblings seemed a powerful symbol of the pressure rising from the base of Latin America, simmering on the verge of the 21st Century. Local teachers assured us that the level of alert was exaggerated, but the graffiti along the Avenida 10 de

Agosto sent a different message.

Cuando el hambre es ley, la rebelion es justa. When hunger is law, rebellion is just: a message from the Ecuadorean Federation of Students. *Petroleras Fuera de la Amazonia.* Oil companies, get out of the Amazon.

Guagua Pichincha's rumblings seemed a powerful, natural symbol of the pressure rising from the base of Latin America...

Struggling through their country's worst economic crisis in decades, Ecuadoreans are facing 55% inflation, 18% unemployment, and a crushing foreign debt of \$13 billion, an amount that is expected to reach 117% of gross domestic product. President Jamil Mahuad's proposal for the year 2000 would give over an incredible 54% of the national budget to foreign debt repayment.

Under intense pressure from the International Monetary Fund and the World Bank, Mahuad has tried to cut social spending further, even though about half of all Ecuadoreans are already living below the poverty line.

"Ours is a capitalist country totally dependent upon U.S.

economic imperialism," says Stalin Vargas, president of the National Union of Educators. "Still, structural adjustment hasn't been as profound here as in other countries because there has been consistent resistance. The people have said NO." Vargas jabs the air to emphasize his people's utter rejection of an economic system that leaves so many in such misery and a few in such luxury.

Acutely aware of our unearned privilege, four Canadians strolled into one of the few still-functioning national banks, took a number for service, and sat down in plush armchairs as we waited to exchange U.S. dollars for Ecuadorean sucres. At the till, we all became instant millionaires. Hand over \$100 US and get back more than S/1,230,000! The huge sums left us rather breathless, especially at this altitude—2,850 metres up in the Andes.

The government's rescue package for one of the eight banks that collapsed in 1998 totalled \$700 million, roughly equivalent to the entire public education budget for the year. Under the Constitution of Ecuador, 30% of the national budget must be devoted to education spending. In reality, it's only about 7%. But it's the ardent dream of Ecuadorean teachers that one day their government will live up to its own constitution.

QUITO, Ecuador

Inside the old Monastery of San Francisco, passionate statues of the saints bleed and suffer flamboyantly in the gloom, illuminated only by flickering votive candles. The largest colonial building in this city of 1.5 million souls, the cathedral is overwrought with exquisite gold leaf, lustrous tile work, baroque carving, and sacred art and statuary dating from the 16th Century. I came out into the plain cobblestone Plaza San Francisco with mixed feelings of esthetic admiration and indignant outrage.

Right away, along came a shoeshine boy toting his box of brushes jauntily on one hip. He looked to be about eight. His hands were black with polish and his clothes were ragged, but his smile was sweet and his spirit shone through. I pointed to my bare toes in sandals, and ruefully said, "No, gracias." He shrugged and grinned, readily agreed to a quick photo and then scooted off in search of his next customer.

The obvious question resounded in my mind: Why is this bright little boy not in school? Education is his right, as it is the right of every child! But too often the demands of the market prevail over the rights of children. And, whether they're shoeshine boys in Ecuador or squeegee kids in Canada, they're of necessity more worried about survival issues than educational ones.

From North to South, governments are slashing social spending to pay down foreign debt and transnational corporations are making vast profits from the exploitation of natural and human resources. At the same time, millions of teachers are struggling to give these children access to the education they'll need to survive, let alone to thrive, in the competitive globalized economy.

Seeking to build a dynamic professional response to these growing economic and social injustices, 73 delegates from 24 countries gathered September 30 to October 3, 1999 at Quito's *Universidad Central*. Located at the equator, Quito is the magical intersection of North and South, the perfect site for an historic Initiative for Democratic Education in the Americas. The IDEA conference was the first-ever hemispheric meeting of teachers, students, and parents from Canada to Colombia, Patagonia to Peru, and (almost) all stops in between. Conspicuous by its absence was the United States, the world's greatest beneficiary of the very policies that are doing such damage in schools throughout the Americas.

"The unfettered imposition of neo-liberal economic policies has had disastrous consequences, especially for Latin America and the Caribbean," says Carlos Mauricio López, a soft-spoken elementary school principal from Tegucigalpa. A former president of the Honduran

teachers' union and one of the conference organizers, his wide-ranging keynote address set the scene for days of intense discussion at the IDEA conference.

(While North Americans tend to use the term neo-conservatism to describe the ideology of economic globalization, Latin Americans use



the term neo-liberalism, referring to enforced trade liberalization.)

Due to their high levels of foreign debt, the developing nations have been required by the World Bank, the International Monetary Fund, and other lenders to make fundamental structural adjustments that have drastically increased social and economic disparity. Not least among the many negative outcomes has been a significant reduction in the quality of public education and a paradigm shift in the concept of its social role.

"Education is no longer seen as the right of a citizen," López said. "Today it is seen as an investment, and any investment that is not profitable is not worth undertaking. Education must adapt itself to the market in order to produce 'yield' in economic terms."

While the problems of globalization are shared throughout the hemisphere, they differ in degree because of the distinct levels of educational development. In Canada and the United States, most students have access to quality public education in both the arts and sciences. Similarly, in the English-speaking Caribbean, where school systems are based upon the British model, they have reached high levels of enrolment and academic achievement.

With the sole exception of Cuba, education in Latin America remains "truly backward," López said. He described "profound inequalities in educational opportunities between social classes, between urban and rural populations, and between *mestizos* and minorities."

These injustices are compounded by a bottom-line mentality as applied to the "education supply." It means that "no longer is education to be designed under the principle of developing human capacities to a maximum, but rather with the idea of limiting human capacity to the possibilities of the market," López said. "In other words, the education of citizens will be subjected to rules of the market, which are imposed for

Threatens public education

the purpose of exploitation.”

In concrete terms, the impact of neo-liberal policies can be seen in the following ways:

- Deep cuts to education budgets
- Centralization of control over policy and decision-making
- Decentralization of responsibility for education funding
- Curriculum change to minimize analytical skills, maximize technical ones
- Greater corporate influence in schools
- Politicization of teacher certification and evaluation
- Loss of teaching jobs
- Larger class sizes
- Declining standards of teachers’ health and wellness
- Increased use of mass standardized testing
- Reduced access to education at all levels.

The combined effect of these changes is to create a sense of crisis in the public-school system, thus opening the way for privatization and increased profits for “education-industry” entrepreneurs, López said.

“While we have been reading this paper, 300 children under the age of five will have died of hunger.”

In the Americas today the prevailing trade agreements are: NAFTA—Canada, the United States, and Mexico; MERCOSUR—Brazil, Argentina, Uruguay, and Paraguay; the G3—Mexico, Venezuela, and Colombia; and the Central American Common Market. The Free Trade Area of the Americas, now under negotiation, seeks to extend the provisions of these agreements to the entire Western Hemisphere (except Cuba). The third Summit of the Americas, slated to convene in Quebec City in May 2001, will be a crucial juncture for teachers to speak out for their students.

Because in the end, as López reminded us, it is the children who pay the highest price.

“The neo-liberal model widens the gap between the dispossessed and those who believe themselves to be the owners of our peoples, between the small group of ‘haves’ and the large leftover part of humanity,” he concluded. “Then there are those who stop being leftovers because they cease to exist altogether. While we have been reading this paper, 300 children under the age of five will have died of hunger.”



Women create new teachers’ union network

The lunch hour and the out-of-doors were the only time and place available, but the women at the IDEA conference didn’t let that stop them. They seized the opportunity to create a hemisphere-wide network of teacher unionists working for gender equity.

Like their sisters in North America, Latin American women are struggling to transform the dominant culture of *machismo* and to create a healthier, more egalitarian society. With traditional gender roles still firmly intact in many countries, they are waging an uphill battle within

their unions, their schools, and their families.

Teacher and researcher Malu Valenzuela co-ordinates a program trying to incorporate gender issues into school curriculum and practice in Mexico City. Currently 81% of pre-school and primary teachers are women, yet very few are represented on union executives and in school administration.

“Until now, all we have heard are a lot of apologies about what has not been achieved up to the end of the millennium,” Valenzuela said. “Now Latin American women are demanding to be heard.”

Repression intensifies against teachers

In early February 1999, elementary and secondary teachers throughout Ecuador walked off the job in protest over non-payment of wages. This is not particularly unusual: workers in all sectors of the Ecuadorian economy lack basic labour protections, such as the right to be paid in full and on time.

Teachers are better off than many, with salaries set at four times the minimum wage. Yet, even at the highest pay grade for experienced unionized teachers, it amounts to less than \$200 a month. A beginning teacher of basic education makes less than \$50.

Despite all their appeals through legal channels, the teachers had not seen a paycheck in months. They took to the streets, demanding that their government put educating the people ahead of repaying its national debt. The authorities’ response was swift and vicious.

On February 17, the union’s lawyer, Jaime Hurtado, was assassinated in broad daylight on a Quito street just blocks from the national legislature, where he served as a member of the Popular Democratic Movement. Ecuador’s only prominent black politician, Hurtado was deeply loved by the people he served.

“When you walked down the street with him, it was amazing how many people

would call out to him with respect and affection,” says Stalin Vargas, UNE president. Under Ecuador’s electoral system, candidates are elected



with a running mate, who will assume the seat if the candidate cannot complete his term. As Hurtado’s running mate, Vargas assumed his vacant seat in congress.

At the time of his death, Hurtado was not only representing the striking teachers. Along with labour leader Saul Cañar, he had been defending peasants involved in land and labour conflicts with large estate owners. Cañar was murdered only three months before Hurtado.

The assassinations were meant to silence the people’s demands for justice, but they have had the opposite effect, Vargas says. Now, every

When Nubia Turcios from Honduras spoke of the many difficulties of being the only woman on her union executive, others around the circle nodded in sympathetic recognition. “The men try to take charge of everything, sometimes even what we do with our funding for the women’s program!” they said, shaking their heads.

The teachers agreed that schools have a key role to play in social transformation for girls and women. Curricula, text books, policy, funding priorities—so much has yet to change. And, because the political really is personal, the women also acknowledged that some of the change must come from within, in terms of a re-evaluation of the interplay between their roles as union activists, teachers, wives, and mothers.

Valenzuela insists: “Women teachers are *not* the mothers of their students, and their motherly dispositions cannot resolve the many, many problems our students bring to school.”

Julia Goulden from Vancouver was delighted to see the women planting the seeds of their network.

As a teacher and member of the founding board of

CoDevelopment Canada, Goulden has worked with the B.C. Teachers’ Federation to support women in teacher unions in several countries of Latin America. One of their first projects was launched with SUTEP, the Peruvian national teachers’ union.

“To the credit of the BCTF, they have offered consistent support ever since 1986 for these programs on leadership training and union rights,” Goulden said. “Now the SUTEP women are very militant and involved in the union, and have been elected to a number of positions on the executive.”

By contrast, despite similar support from CoDevelopment and the BCTF, female teachers in Bolivia still find it exceedingly difficult to break into the regime of male power that controls their union.

“We might suggest that a couple of the women from Peru go there to teach about their successes,” Goulden said. “Years later one of the Peruvian men who had at first been opposed to the women’s program told me he came to see its benefits. If you have to confront the government and 85% of your teaching force is female and they are all reticent, then everybody loses.”

the teachers in prison, and faxes of protest to the president, the chief justice, and the media. The BCTF also brought two Mexican teachers to B.C. to address its Representative Assembly. After Ana Maria Grajeda and Evelyn Palacios spoke, hundreds of teachers rose in a unanimous ovation and voted to donate \$10,000.



Stalin Vargas

On February 3, the five were released on bail. When the news reached them in Vancouver, Grajeda and Palacios embraced one another, smiling through their tears. They said they would take home a new awareness of the strength of teachers’ solidarity and the warmth of Canadian hospitality.

Charges were later dropped against all of the teachers except one: Gonzalo Martinez still faces a potential prison sentence, merely for exercising democratic union rights. The campaign continues.

The IDEA conference was sponsored by the BCTF, the Organization of American States, UNESCO, the Canadian International Development Agency, the Canadian Teachers’ Federation, and the Manitoba Teachers’ Society. The Development Information

Program of CIDA also provided a contribution to cover travel costs incurred in producing this two-part special report.

The author and conference co-ordinators wish to express their gratitude for the support of these organizations.

Muchas gracias!

The IDEA Conference was organized by:

- Maria de la Luz Arriaga, Tri-National Coalition in Defense of Public Education, Mexico
- Larry Kuehn, British Columbia Teachers’ Federation, Canada
- Carlos Mauricio López, Honduran Teachers’ Union
- Marcelo Mango, Education Workers’ Union, Argentina

- Clyde Permell, Caribbean Union of Teachers, Trinidad & Tobago
- José Ramos, Peruvian Union of Education Workers, Peru
- Steve Stewart, CoDevelopment Canada
- Stalin Vargas, National Union of Educators, Ecuador

BCTF Financial Report for the Year Ended June 30, 1999

President's comments

The accompanying financial statements have been prepared in accordance with the by-laws of the Federation and the provisions of the Society Act. They reflect the stewardship of the Executive Committee over the resources of the Federation and the committee's accountability to the membership for the effective management of those resources.

As shown in the 1998-99 financial statements, the General Operating Fund (GOF) revenues exceeded expenditures (a surplus) by \$730,000 due to lower expenditures than budgeted partly as a result of cancelled Federation activities in the summer/fall of 1998 during the staff labour dispute. For the 1999-2000 budget year, the Representative Assembly approved a GOF budget with a deficit of \$133,000. The Executive Committee will be considering the 2000-2001 GOF fee allocation recommendations from the Finance Committee at their December 1999 meeting.

The Collective Bargaining Defence Fund (CBDF) balance grew to \$19.6 million at June 30, 1999. The 1999 AGM increased the fund balance objective of the CBDF from \$20 to \$40 million.

The balance in the Legal Liability Fund of \$141,000 was transferred to the GOF in 1998-99.

The Provincial Bargaining Fund (PBF) revenues of \$1.1 million exceeded expenditures of \$.2 million for the 1998-99 year eliminating the negative balance of \$452,000 at June 30, 1998 and creating a positive balance of \$473,000 at June 30, 1999. The 1999 AGM reduced the fee allocation of .06 per cent in 1998-99 to .04 per cent in 1999-2000. The intent of the PBF fee allocation is to streamline or equalize provincial bargaining costs over a number of years corresponding to the bargaining contract cycle.

The operations of the Salary Indemnity Fund reflect a surplus of \$13.1 million for the 1998-99 year compared to a surplus of \$12.9 million for the 1997-98 year. The fund balance (assets less liabilities) has now increased to \$63.6 million at June 30, 1999. The Executive Committee have approved a \$10 million allocation of the fund balance to support the expansion of rehabilitation services to members over a three year period commencing September 1999. In addition, \$30 million has been allocated to a demographic contingency fund and a substantial portion of the remainder as a buffer for investment fluctuations. The 1999 AGM approved a fee of 1.40 per cent for 1999-2000 which was the same fee as in 1998-99. The Executive Committee will be considering the 2000-2001 fee recommendation of 1.30% from the Income Security Committee at their December 1999 meeting.

David Chudnovsky

Management Responsibility for Financial Statements

The accompanying financial statements and all other information contained in this annual report are the responsibility of the management of the Federation. The financial statements have been prepared by management in accordance with generally accepted accounting principles and have been approved by the Executive Committee.

Preparation of financial information is an integral part of the ongoing operation of the Federation. A system of internal accounting controls is maintained to ensure that transactions are accurately recorded on a timely basis, are properly approved and result in reliable financial statements.

The Finance and Audit Committee reviews the financial statements and recommends them to the Executive Committee for its approval. In addition, the Finance and Audit Committee meets with the officers of the Federation and the external auditors, and reports to the Executive Committee.

The financial statements have been examined by the Federation's auditors who are engaged by the Executive Committee on recommendation of the Finance and Audit Committee and whose appointment was ratified at the Annual General Meeting. The auditors have free access to the Finance and Audit Committee, without management present, to discuss the results of their audit work and their opinion on the adequacy of internal accounting controls and the quality of financial reporting.

Auditors' Report

To the Members of
British Columbia Teachers' Federation

We have audited the statement of financial position of the British Columbia Teachers' Federation as at June 30, 1999, the statement of changes in cash resources and the statements of revenue, expenses and fund balance of the general operating fund, collective bargaining defence fund and the contingency fund for the year then ended. These financial statements are the responsibility of the Federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Federation as at June 30, 1999, and the results of its operations and the changes in its cash resources for the year then ended in accordance with generally accepted accounting principles. As required by the British Columbia Societies Act, we report that, in our opinion, these principles have been applied on a basis consistent with that of the preceding year.

PricewaterhouseCoopers LLP
Chartered Accountants
October 29, 1999

Wes Knapp Rob McLaren, C.A.
Acting Executive Director Treasurer

STATEMENT 1 Financial Position as at June 30

	1999	1998
	(in thousands)	
ASSETS		
CURRENT		
Cash and treasury bills	\$ 5,870	\$ 5,021
Marketable securities (Note 3)	21,394	17,186
	27,264	22,207
Membership fees and other receivables	3,074	3,029
Inventories and prepaid expenses	296	204
	30,634	25,440
DUE FROM		
Salary Indemnity Fund	54	—
CAPITAL ASSETS (Note 6)		
	1,165	888
INVESTMENT IN CO-OWNERSHIP (Note 7)		
	7,641	7,876
	<u>\$39,494</u>	<u>\$34,204</u>
LIABILITIES		
CURRENT		
Accounts payable	\$ 1,543	\$ 1,397
Deferred rent revenue	88	98
	1,631	1,495
DUE TO		
Provincial Specialist Associations	1,080	997
Salary Indemnity Fund	—	288
	<u>2,711</u>	<u>2,780</u>
MEMBERS' RESTRICTED FUNDS		
General Operating Fund (Statement 3)		
	15,596	14,725
Collective Bargaining		
Defence Fund (Statement 4)	19,641	16,379
Contingency Fund (Statement 5)	965	601
Legal Liability Fund (Note 8)	—	141
Provincial Bargaining Fund (Note 9)	473	(452)
William R. Long Memorial International Solidarity Fund (Note 10)		
	96	15
Ed May Memorial Social Responsibility Fund (Note 11)		
	10	13
Other Funds	2	2
	<u>36,783</u>	<u>31,424</u>
	<u>\$39,494</u>	<u>\$34,204</u>

Approved by the Executive Committee

David Chudnovsky

Grace Wilson

STATEMENT 2
Statement of Changes in Cash Resources
for the Year Ended June 30

	1999	1998
	(in thousands)	
CASH FROM (USED IN) OPERATIONS		
Fees Received		
General Operating Fund	\$20,781	\$19,795
Collective Bargaining Defence Fund	2,474	2,473
Contingency Fund	457	446
Legal Liability Fund	206	2,141
Provincial Bargaining Fund	1,099	973
William R. Long Memorial		
International Solidarity Fund	394	375
Ed May Memorial Social Responsibility Fund	34	33
	<u>25,445</u>	<u>26,236</u>
Expenses Paid		
General Operating Fund	(19,852)	(18,572)
Collective Bargaining Defence Fund	(396)	(341)
Contingency Fund	(144)	(410)
Provincial Bargaining Fund	(174)	(1,059)
William R. Long Memorial		
International Solidarity Fund	(313)	(410)
Ed May Memorial Social Responsibility Fund	(37)	(32)
	<u>(20,916)</u>	<u>(20,824)</u>
Advances (to) from Salary Indemnity Fund	(342)	298
	<u>(21,258)</u>	<u>(20,526)</u>
NET CASH FROM OPERATIONS	\$ 4,187	\$ 5,710
CASH FROM (USED IN) INVESTING AND FINANCING ACTIVITIES		
SOURCES		
Investment income received	\$ 1,439	\$ 1,155
Proceeds from member loans	6	21
Proceeds from staff computer loans	21	56
	<u>1,466</u>	<u>1,232</u>
USES		
Purchase of fixed assets	(596)	(151)
	<u>(596)</u>	<u>(151)</u>
NET CASH FROM INVESTING AND FINANCING ACTIVITIES	870	1,081
CHANGE in cash, treasury bills, and marketable securities	5,057	6,791
CASH, treasury bills, and marketable securities, beginning of year	<u>22,207</u>	<u>15,416</u>
CASH, treasury bills, and marketable securities, end of year	<u>\$27,264</u>	<u>\$22,207</u>

STATEMENT 3
General Operating Fund
Statement of Revenue, Expenses and Fund Balance
for the Year Ended June 30

	2000 Budget	1999	1998
	(Unaudited)		
	(Note 13)		
	(in thousands)		
REVENUE			
Allocation of membership fees (Note 4)	\$21,300	\$20,825	\$19,866
Net investment income	200	213	138
	<u>21,500</u>	<u>21,038</u>	<u>20,004</u>
DIVISIONAL OPERATING EXPENSES (Note 5)			
Management	2,560	2,203	2,128
Organization Support	5,287	4,849	4,649
Finance and Administrative Services	2,732	2,721	2,761
Research and Technology	1,709	1,561	1,657
Professional Development	3,595	3,295	3,409
Bargaining	1,296	1,341	1,835
	<u>17,179</u>	<u>15,970</u>	<u>16,439</u>
Grants to Locals	4,454	4,338	3,867
	<u>21,633</u>	<u>20,308</u>	<u>20,306</u>
NET (EXPENSE) REVENUE	(133)	730	(302)
FUND BALANCE, beginning of year	15,596	14,725	15,027
Transfer of Legal Liability Fund surplus (Note 8)	—	141	—
FUND BALANCE, end of year	<u>\$15,463</u>	<u>\$15,596</u>	<u>\$14,725</u>

STATEMENT 4
Collective Bargaining Defence Fund
Statement of Revenue, Expenses
and Fund Balance
for the Year Ended June 30

	1999	1998
	(in thousands)	
REVENUE		
Allocation of membership fees (Note 4)	\$2,473	\$2,421
Net investment income	1,185	1,128
	<u>3,658</u>	<u>3,549</u>
EXPENSES		
Support to locals	254	261
Contract implementation—salaries	79	—
Contract implementation—training	32	—
Contract implementation—data collection	21	—
Strike/Third party dispute pay	8	—
Adult educator negotiations	2	61
Successful strike vote	—	17
Guaranteed loans—legal costs	—	2
	<u>396</u>	<u>341</u>
NET REVENUE	3,262	3,208
FUND BALANCE, beginning of year	<u>16,379</u>	<u>13,171</u>
FUND BALANCE, end of year	<u>\$19,641</u>	<u>\$16,379</u>

STATEMENT 5
Contingency Fund
Statement of Revenue, Expenses
and Fund Balance
for the Year Ended June 30

	1999	1998
	(in thousands)	
REVENUE		
Allocation of membership fees (Note 4)	\$457	\$448
Net investment income	51	29
	<u>508</u>	<u>477</u>
EXPENSES		
Labour relations review	50	—
Bargaining structure review	29	—
Grant to EI Solidarity Fund	15	—
Grant to Honduras Teachers' Association	10	—
Grant to Section IX Mexican Teachers	10	—
School district amalgamation	8	4
Special grants	7	—
Grant to Nicaragua Teachers' Association	5	—
Grant to End the Arms Race	5	—
APEC Protesters' Defence Fund	5	—
Grant to CTF Defence Fund	—	300
Grant to United Labour Campaign	—	66
Grant—bigots ban books case	—	40
	<u>144</u>	<u>410</u>
NET REVENUE	364	67
FUND BALANCE, beginning of year	<u>601</u>	<u>534</u>
FUND BALANCE, end of year	<u>\$965</u>	<u>\$601</u>



Notes to Financial Statements
Year Ended June 30, 1999

1. BACKGROUND AND BASIS OF COMBINATION

The British Columbia Teachers’ Federation (the BCTF or the Federation) is incorporated as a society pursuant to the Society Act, and is a trade union pursuant to the Labour Relations Code of B.C. and the Public Education Labour Relations Act. The Federation is exempt from income tax.

The financial statements of the Federation include the results of the seven restricted funds described below.

General Operating Fund: The purpose of the fund is to meet the goals of the Federation through program expenditures planned in advance and approved by the Representative Assembly.

Collective Bargaining Defence Fund: The purpose of the fund is to pay costs directly related to strikes, lockouts, the honouring of picket lines in third-party disputes, and contract enforcement in accordance with policies and procedures approved by the Representative Assembly.

Contingency Fund: The purpose of the fund is to meet, without delay, special or emergent expenses that could not reasonably have been anticipated and to promote the cause of public education by providing the financial means to respond effectively to any crisis in education. Expenditures from the Contingency Fund are made in accordance with policies and procedures approved by the Representative Assembly.

Legal Liability Fund: The purpose of the fund is to meet legal liabilities of the Federation. The fund has been discontinued with the ending surplus transferred to the General Operating Fund in 1998–99.

Provincial Bargaining Fund: The purpose of the fund is to pay costs related to provincial contract negotiations. Expenditures from the fund are planned in advance and approved by the Representative Assembly.

William R. Long Memorial International Solidarity Fund: The purpose of the fund is to improve public education in developing countries.

Ed May Memorial Social Responsibility Fund: The purpose of the fund is to promote socially responsible teaching practices.

The Salary Indemnity Fund is reported to the membership in a separate set of financial statements and is not included in these financial statements. The purpose of the Salary Indemnity Fund is to meet the obligations of the Salary Indemnity Plan which provides income benefits to members disabled from employment as a result of illness or accident. The total fee allocated to the Salary Indemnity Fund was 1.40% of gross salary for the 1998-99 membership year. Any fund deficiency is the responsibility of the Federation. The financial statements of the Salary Indemnity Fund should be read concurrently with these financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Significant accounting policies used in the preparation of the financial statements are summarized below. These policies are in accordance with generally accepted accounting principles and the recommendations of the Canadian Institute of Chartered Accountants.

a. Fund Accounting

The Federation follows the restricted fund method of accounting for membership fees.

b. Revenue Recognition

Restricted membership fees related to general operations are recognized as revenue of the General Operating Fund in the year the related expenses are incurred. All other restricted membership fees are recognized as revenue of the appropriate restricted fund.

Investment income from the Federation’s investments (including those of the Salary Indemnity Fund) is recognized as revenue as earned and allocated to the appropriate restricted funds based on the investments held for the funds.

c. Marketable Securities

Marketable securities are originally recorded at cost. When the market value of the portfolio has declined below cost an adjustment is made to reflect the decline in market value. This is known as the carrying value. If there is a further decline in market value, this becomes the new carrying value. The carrying value is not increased to reflect any subsequent increase in market value.

d. Inventories

Inventories of lesson aid materials and stationery supplies are valued at cost or net realizable value, whichever is the lower.

e. Capital Assets

Capital assets are recorded at cost. Depreciation is calculated on the straight-line method based on anticipated useful lives:

Furniture & equipment	3 to 15 years
Computer hardware	3 to 5 years
Leasehold improvements	until the year 2004 (9 to 10 years)

f. Staff Pension Plan

The cost of the Federation’s defined benefit pension plan is determined periodically by independent actuaries. Pension expense is charged annually to operations and represents the cost of pension benefits provided in exchange for employees’ services rendered during the year, as calculated using the accrued benefit method prorated on services.

3. MARKETABLE SECURITIES

The market value of marketable securities at June 30, 1999 was \$22,116,050 compared to a carrying value of \$21,393,820 (June 30, 1998 market value—\$18,279,370; carrying value—\$17,185,720).

4. MEMBERSHIP FEE

The membership fee for the year ended June 30, 1999 was 1.38% of the gross salary of each member. For the year ending June 30, 2000 the 1999 Annual General Meeting approved the same fee with different allocations to the funds.

The following summarizes the fee allocations:

	1998–1999	1999–2000
General Operating Fund	1.160%	1.180%
Collective Bargaining Defence Fund	0.135	0.135
Contingency Fund	0.025	0.025
Provincial Bargaining Fund	0.060	0.040
	1.380%	1.380%

The General Operating Fund allocates 1.86% of its fee revenue to the William R. Long Memorial International Solidarity Fund. In addition, the General Operating Fund allocates \$1 per member per year to the Ed May Memorial Social Responsibility Fund.

5. DIVISIONAL OPERATING EXPENSES

The Federation allocates operating expenses of the General Operating Fund to individual programs, which are grouped within a divisional structure. The following listing of the major program areas within each division summarizes the specific programs that have been approved by the Representative Assembly.

	1998–99 <u>Actual</u>	1998–99 <u>Budget</u> (Unaudited Note 13)	1997–98 <u>Actual</u>
(in thousands)			
Management			
Management & Personnel	\$1,371	\$1,521	\$1,285
Internal Relations	210	228	201
Canadian Teachers’ Federation	<u>622</u>	<u>624</u>	<u>642</u>
	2,203	2,373	2,128
Organization Support			
BCTF Governance	1,984	1,985	1,924
Leadership Development	425	459	470
Health & Safety	236	227	—
Communications	1,021	1,051	1,193
Community & Labour Outreach	185	212	214
Organizational Field Services	5	6	19
Legal Services	812	959	643
Membership—Records, Recruitment, Retention	<u>181</u>	<u>203</u>	<u>186</u>
	4,849	5,102	4,649
Finance and Administrative Services			
Treasury & Accounting	586	620	617
Administrative Services	277	294	307
Production Services	138	118	132
Purchasing & Building Management	1,407	1,436	1,459
Pension & Benefit Plans	<u>313</u>	<u>319</u>	<u>246</u>
	2,721	2,787	2,761
Research and Technology			
Research	315	330	350
Information Services	438	463	434
Technology	<u>808</u>	<u>857</u>	<u>873</u>
	1,561	1,650	1,657
Professional Development			
Teaching Rights & Practices	1,091	1,101	855
Educational Leadership	880	880	898
Social Responsibility	948	1,005	1,052
Project Application & Adminis- tration – Curriculum Services/ Professional Opportunities	19	20	194
Continuing Education; Lesson Aids, & Program for Quality Teaching	<u>357</u>	<u>383</u>	<u>410</u>
	3,295	3,389	3,409
Bargaining	<u>1,341</u>	<u>1,351</u>	<u>1,835</u>
Grants to Locals	<u>4,338</u>	<u>4,427</u>	<u>3,867</u>
	\$20,308	\$21,079	\$20,306

Within programs, expenditures are further classified according to type. The following is a summary of total program expenditures by type.

	1998–99 <u>Actual</u>	1998–99 <u>Budget</u> (Unaudited Note 13)	1997–98 <u>Actual</u>
(in thousands)			
Salaries & Benefits	\$ 8,713	\$ 9,004	\$ 8,834
Table Officers’ Salaries, Accommodation & Expense Allowances	414	405	423
LR, Executive & Staff Travel	390	391	422
AGM, RA, Summer Leadership & Meetings	2,022	2,094	1,926
Grants (includes all grants; those to locals and others)	4,786	4,880	4,819
Printing, Distribution, Photocopying	994	1,078	980
Conference Costs	551	593	728
Organization Memberships	613	615	639
Consultant & Legal Fees	398	510	441
Public Relations/Communications	298	329	315
Equipment Rental, Purchases & Maintenance	188	189	226
Depreciation & Gain/Loss on Disposal of Fixed Assets	550	567	595
Property Taxes, Operating Expenses, Insurance, Rent	972	1,013	983
Miscellaneous	64	69	80
Administrative Charges & Overhead Recovered	(287)	(292)	(306)
Program Revenue (includes Lesson Aids sales, Teacher Newsmagazine ads & subscription revenue)	<u>(358)</u>	<u>(366)</u>	<u>(799)</u>
	\$20,308	\$21,079	\$20,306

Curriculum Services/Professional Opportunities (CSPO) programs are funded through government grants or user fees and are not included in the divisional operating expenses of the Federation. The balances of these programs are included in accounts payable.

	1998–99 <u>Actual</u>	1997–98 <u>Actual</u>
(in thousands)		
Funds unexpended beginning of year	\$ 173	\$ 189
Funds received	139	253
Funds disbursed	<u>(190)</u>	<u>(269)</u>
Funds unexpended end of year—represents the net commitment for unexpired contracts	\$ 122	\$ 173

6. CAPITAL ASSETS

	Original <u>Cost</u>	Accumulated <u>Depreciation</u> (in thousands)	1999 <u>Net Book Value</u>	1998 <u>Net Book Value</u>
Furniture & equipment	\$ 872	\$ (501)	\$ 371	\$ 536
Computer hardware & software	947	(291)	656	185
Leasehold improvements	<u>288</u>	<u>(150)</u>	<u>138</u>	<u>167</u>
	\$2,107	\$ (942)	\$1,165	\$ 888

Depreciation expense for the year ended June 30, 1999 was \$315,000 (1998—\$364,000).

7. INVESTMENT IN CO-OWNERSHIP

The investment in co-ownership represents the BCTF’s 50% undivided interest in land and building used for the Federation’s offices at 6th & Ash as summarized below:

	Original <u>Cost</u>	Accumulated <u>Depreciation</u> (in thousands)	1999 <u>Net Book Value</u>	1998 <u>Net Book Value</u>
Land	\$1,550	\$ —	\$1,550	\$1,550
Building	<u>7,147</u>	<u>(1,056)</u>	<u>6,091</u>	<u>6,326</u>
	\$8,697	\$ (1,056)	\$7,641	\$7,876

Depreciation is calculated on the straight-line method over 30 years.

The BCTF has entered into a lease agreement which commits the Federation to annual lease payments of \$881,000 for a 10-year period commencing in March 1994. As co-owner of the property, the BCTF will receive 50% of all net revenues generated by this property.

8. LEGAL LIABILITY FUND

	1998–99 <u>Actual</u> (in thousands)	1997–98 <u>Actual</u>
Fund balance, beginning of year	\$ 141	\$(1,953)
Fee allocation	—	2,152
Expenditures	—	(58)
Transfer of balance to General Operating Fund	(141)	—
Fund balance, end of year	<u>\$ 0</u>	<u>\$ 141</u>

9. PROVINCIAL BARGAINING FUND

	1998–99 <u>Actual</u> (in thousands)	1997–98 <u>Actual</u>
Fund balance, beginning of year	\$ (452)	\$ (451)
Fee allocation (Note 4)	1,099	1,076
Expenditures	(174)	(1,077)
Fund balance, end of year	<u>\$ 473</u>	<u>\$ (452)</u>

10. WILLIAM R. LONG MEMORIAL INTERNATIONAL SOLIDARITY FUND

	1998–99 <u>Actual</u> (in thousands)	1997–98 <u>Actual</u>
Fund balance, beginning of year	\$ 15	\$ 49
Fee allocation (Note 4)	394	376
Expenditures	(313)	(410)
Fund balance, end of year	<u>\$ 96</u>	<u>\$ 15</u>

11. ED MAY MEMORIAL SOCIAL RESPONSIBILITY FUND

	1998–99 <u>Actual</u> (in thousands)	1997–98 <u>Actual</u>
Fund balance, beginning of year	\$ 13	\$ 12
Fee allocation (Note 4)	34	33
Expenditures	(37)	(32)
Fund balance, end of year	<u>\$ 10</u>	<u>\$ 13</u>

12. THE BRITISH COLUMBIA TEACHERS’ FEDERATION STAFF PENSION PLAN

The Federation maintains a contributory defined benefit final average pension plan covering the majority of its employees. Tri-annual actuarial valuations are prepared using the projected accrued benefit method pro-rated on service with the assets valued using market-related values, with 5-year averaging of investment income.

	January 1, 1999
Accrued benefits	\$14,153,000
Pension fund assets	\$18,347,000

13. BUDGET

The 1999–2000 budget presented in Statement 3 is the budget as approved by the Representative Assembly. The 1998-1999 budget presented in Note 5 is the budget as approved by the Representative Assembly and amended by the Executive Committee.

14. FINANCIAL INSTRUMENTS

The fair value of the Federation’s marketable securities is their market value as disclosed in Note 3. The fair value of the Federation’s other assets and liabilities that meet the definition of a financial instrument approximate their carrying value. These items include cash and treasury bills, membership fees and other receivables, due to Salary Indemnity Fund, accounts payable and due to Provincial Specialists’ Associations.

15. UNCERTAINTY DUE TO THE YEAR 2000 ISSUE

The year 2000 issue arises because many computerized systems use two digits rather than four to identify a year. Date-sensitive systems may recognize the year 2000 as 1900 or some other date, resulting in errors when information using year 2000 dates is processed. In addition, similar problems may arise in some systems that use certain dates in 1999 to represent something other than a date. The effects of the year 2000 issue may be experienced before, on, or after January 1, 2000, and if not addressed, the impact on operations and financial reporting may range from minor errors to significant systems failure that could affect an entity’s ability to conduct normal business operations. It is not possible to be certain that all aspects of the year 2000 issue affecting the entity, including those related to the efforts of customers, suppliers, or other third parties, will be fully resolved.

16. SUBSEQUENT EVENT

The Federation has entered into an agreement to purchase the 50% interest of the other co-owner in the lands, building, and leases at 550 West 6th Avenue, Vancouver, BC. The sale should be completed before the end of 1999 at a purchase price of \$8,125,000.

Salary Indemnity Fund

Auditors' Report

To the Members of British Columbia Teachers' Federation

We have audited the statement of financial position of the British Columbia Teachers' Federation Salary Indemnity Fund as at June 30, 1999, the statements of revenue, expenses and fund balance and changes in cash resources for the year then ended. These financial statements are the responsibility of the Federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

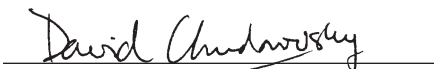
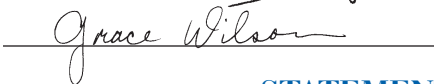
In our opinion, these financial statements present fairly, in all material respects, the financial position of the Fund as at June 30, 1999, and the results of its operations and changes in its cash resources for the year then ended in accordance with generally accepted accounting principles. As required by the British Columbia Societies Act, we report that, in our opinion, these principles have been applied on a basis consistent with that of the preceding year.

PricewaterhouseCoopers
Chartered Accountants
October 29, 1999

STATEMENT 1 Salary Indemnity Fund Financial Position as at June 30

	1999	1998
	(in thousands)	
ASSETS		
CASH and treasury bills	\$ 1,553	\$ 207
ACCOUNTS RECEIVABLE	2,964	3,158
DUE FROM General Operating Fund	—	288
INVESTMENTS (Note 3)	164,233	149,966
CAPITAL ASSETS (Note 4)	123	27
	<u>\$168,873</u>	<u>\$153,646</u>
LIABILITIES AND FUND BALANCE		
ACCOUNTS PAYABLE	\$ 372	\$ 260
DUE TO General Operating Fund	54	—
PROVISION FOR CLAIMS (Note 5)	104,814	102,913
	105,240	103,173
FUND BALANCE	<u>63,633</u>	<u>50,473</u>
	<u>\$168,873</u>	<u>\$153,646</u>

Approved by the Executive Committee

STATEMENT 2 Salary Indemnity Fund Statement of Revenue, Expenses and Fund Balance for the Year Ended June 30

	1999	1998
	(in thousands)	
REVENUE		
Membership fees (Note 1)	\$25,084	\$26,360
Teachers' share of employment insurance premium reductions	1,826	1,948
Investment income	<u>15,726</u>	<u>17,098</u>
	<u>42,636</u>	<u>45,406</u>
EXPENSES		
Short term claims paid	7,341	7,475
Pension contributions paid	932	948
Long term claims paid	<u>16,759</u>	<u>14,495</u>
	25,032	22,918
Increase in actuarial valuation (Note 5)	<u>1,901</u>	<u>7,365</u>
Total claim and pension expenses	<u>26,933</u>	<u>30,283</u>
Excess of revenue over claim and pension expenses	<u>15,703</u>	<u>15,123</u>
Administrative expenses	2,142	1,853
Investment management and trust company fees (Note 6)	<u>401</u>	<u>392</u>
	<u>2,543</u>	<u>2,245</u>
NET REVENUE	13,160	12,878
FUND BALANCE, beginning of year	<u>50,473</u>	<u>37,595</u>
FUND BALANCE, end of year	<u>\$63,633</u>	<u>\$50,473</u>

STATEMENT 3 Salary Indemnity Fund Statement of Changes in Cash Resources for the Year Ended June 30

	1999	1998
	(in thousands)	
CASH FROM (USED IN) OPERATIONS		
SOURCES		
Fees received	\$25,272	\$26,411
Teachers' share of employment insurance premium reductions received	1,836	1,912
Advances from (to) General Operating Fund	<u>342</u>	<u>(298)</u>
	<u>27,450</u>	<u>28,025</u>
USES		
Claims paid	(24,100)	(21,970)
Pension contributions paid	(932)	(948)
Administrative expenditures paid	<u>(2,469)</u>	<u>(2,174)</u>
	<u>(27,501)</u>	<u>(25,092)</u>
NET CASH FROM (USED IN) OPERATIONS	\$ (51)	\$2,933
CASH FROM (USED IN) INVESTING AND FINANCING ACTIVITIES		
SOURCES		
Investment income received	\$ 8,494	\$ 7,685
Proceeds from sale of investments	<u>131,675</u>	<u>164,808</u>
	<u>140,169</u>	<u>172,493</u>
USES		
Purchase of investments	(138,715)	(176,565)
Purchase of capital assets	<u>(57)</u>	<u>(4)</u>
	<u>(138,772)</u>	<u>(176,569)</u>
NET CASH FROM (USED IN) INVESTING AND FINANCING ACTIVITIES	<u>1,397</u>	<u>(4,076)</u>
CHANGE in cash and treasury bills	1,346	(1,143)
CASH and treasury bills, beginning of year	<u>207</u>	<u>1,350</u>
CASH and treasury bills, end of year	<u>\$ 1,553</u>	<u>\$ 207</u>

Notes to Financial Statements Year Ended June 30, 1999

1. BACKGROUND AND FEES

The purpose of the Salary Indemnity Fund is to meet the obligations of the Salary Indemnity Plan which provides income benefits to members disabled from employment as a result of illness or accident.

The membership fee for the year ending June 30, 1999 was 1.4% of the gross salary of each member. For the year ending June 30, 2000, the 1999 Annual General Meeting approved a fee of 1.4% of the gross salary of each member.

The financial position of the British Columbia Teachers' Federation is reported to the membership in a separate set of financial statements and is not included in these financial statements. The financial statements of the British Columbia Teachers' Federation should be read concurrently with these financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Significant accounting policies used in the preparation of the financial statements are summarized below. These policies are in accordance with generally accepted accounting principles and the recommendations of the Canadian Institute of Chartered Accountants.

a. Fund Accounting: The Salary Indemnity Fund follows the restricted fund method of accounting for membership fees.

b. Revenue Recognition: Restricted membership fees related to the Fund are recognized as revenue of the Fund in the year they are earned.

Investment income on the Fund's net resources is recognized as revenue in the year it is earned.

c. Investments: Investments are originally recorded at cost since they are held as long-term investments. In the event of a permanent decline in market value, the investments are written down to reflect the decline in market value. The resulting balance is known as the carrying value. The carrying value is not increased to reflect any subsequent increase in market value.

d. Capital Assets: Capital assets are recorded at cost. Depreciation is calculated on the straight-line method based on anticipated useful lives.

3. INVESTMENTS

The market value of long-term investments as at June 30, 1999 was \$182,880,309 compared to a carrying value of \$164,233,352. (June 30, 1998 market value—\$179,379,831; carrying value—\$149,965,597).

4. CAPITAL ASSETS

	Original Cost	Accumulated Depreciation	1999 Net Book Value	1998 Net Book Value
			(in thousands)	
Furniture & equipment	\$ 40	\$ 22	\$ 18	\$20
Hardware & software	109	5	104	7
	<u>\$149</u>	<u>\$ 27</u>	<u>\$122</u>	<u>\$27</u>

Depreciation expense for the year ended June 30, 1999 was \$12,000 (1998—\$17,000)

5. CLAIM EXPENSES AND PROVISION FOR CLAIMS

The estimate of accrued liabilities and provisions for claims is based upon an actuarial valuation as of June 30, 1999 performed in accordance with standards established by the Canadian Institute of Actuaries using data supplied by management of the Plan. This valuation uses standard claims tables modified to reflect Plan experience. In subsequent periods the accrued liabilities and provisions for claims are adjusted based upon actual Plan experience. These adjustments can be significant. The estimate of accrued liabilities and provisions for claims for the individual segments of the plan are set out below:

	June 30/99	June 30/98
	(in thousands)	
Pension contributions	\$ 322	\$ 343
Short term claims	2,652	2,823
Long term claims	<u>101,840</u>	<u>99,747</u>
Total provisions for claims	<u>\$104,814</u>	<u>\$ 102,913</u>

As a result of the current period's actuarial review, adjustments were required for claim benefits and pension contributions attributable to prior periods. These adjustments are included in the operations of the current period.

	June 30/99	June 30/98
	(in thousands)	
Increase (decrease) related to current period	\$ (743)	\$ 4,150
Increase related to prior periods	<u>2,644</u>	<u>3,215</u>
Total change in provisions for claims	1,901	7,365
Opening provisions for claims	<u>102,913</u>	<u>95,548</u>
Closing provisions for claims	<u>\$104,814</u>	<u>\$102,913</u>

6. INVESTMENT MANAGEMENT AND TRUST COMPANY FEES

The investments of the Salary Indemnity Fund are managed by independent investment management firms in accordance with investment restrictions as established by the Federation and the Trustees' Act (B.C.) and are lodged for safekeeping with a trust company.

7. FINANCIAL INSTRUMENTS

The fair value of the Fund's investments is their market value as disclosed in Note. 3. The fair value of the Fund's other assets and liabilities that meet the definition of a financial instrument approximate their carrying value. These items include cash and treasury bills, accounts receivable, accounts payable, due to/from General Operating Fund and provisions for claims.

8. UNCERTAINTY DUE TO THE YEAR 2000 ISSUE

The year 2000 issue arises because many computerized systems use two digits rather than four to identify a year. Date-sensitive systems may recognize the year 2000 as 1900 or some other date, resulting in errors when information using year 2000 dates is processed. In addition, similar problems may arise in some systems that use certain dates in 1999 to represent something other than a date. The effects of the year 2000 issue may be experienced before, on, or after January 1, 2000, and if not addressed, the impact on operations and financial reporting may range from minor errors to significant systems failure that could affect an entity's ability to conduct normal business operations. It is not possible to be certain that all aspects of the year 2000 issue affecting the entity, including those related to the efforts of customers, suppliers, or other third parties, will be fully resolved.

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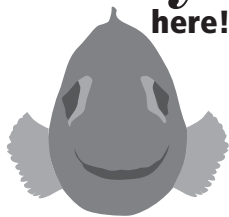
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1999–2000 retirement planning seminars

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. 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
January 29, 2000	N.Vancouver, Capilano College, Birch Bldg.
February 12, 2000	Surrey, Sheraton Guildford Hotel
February 19, 2000	Burnaby, Radisson Hotel
February 26, 2000	Nanaimo, Coast Bastion Inn
March 4, 2000	Langley, Sunrise Conference Centre
April 8, 2000	Abbotsford, Inn at King's Crossing
April 15, 2000	Prince George, Inn of the North
April 22, 2000	Williams Lake, Overlander Motor Inn
April 29, 2000	Penticton, Lakeside Resort & Conf. Ctr.
May 6, 2000	Victoria, Victoria Conference Centre

Nominations for G.A. Fergusson Memorial Award

This award is presented at the Annual General Meeting to a BCTF member (or ex-member) who has shown dedication beyond the call of duty. The recipient must demonstrate outstanding teaching ability, a commitment to the operation of the BCTF, and acknowledged contributions to education in B.C.

Nominations can be made by any Federation member or by a local of the BCTF. The deadline is February 20, 2000. Further information on the nominating and selection process can be found on page 132 of *The Members' Guide to the BCTF* or by contacting Donna Coulombe 604-871-2151 or 1-800-663-9163 (local 2151), F: 604-871-2290.

A mystery answered somewhat

by Dave Scott

BCTF Code of Ethics? BCTF Judicial Council? Guide to Professional Practice? These structures remain something of a mystery to many members, especially those who have only recently become teachers.

First, where does all this code, guide, and judicial council come from? Our Ethics, Rights, and Standards we attempt to maintain as teacher professionals are outlined in our policies found on pages 106–110 of *The Members' Guide to the BCTF*, Section 31 Professional Ethics, Rights, and Standards.

Don't be surprised to feel both "god-like" and somewhat "overwhelmed" as a teacher after reading the guiding principles found in the Professional Rights and Standards of Practice. We, as professionals, have set out a vast array of responsibilities and very high expectations of professional practice and behavior.

The BCTF Judicial Council structures and jurisdictions are laid out in Bylaw 7 on page 22 of the Members' Guide. The policies and procedures used by the council are explained in Section 31 (pages 106–110) of the Members' Guide.

The BCTF Code of Ethics is printed on the back page of the mini-appointment calendar and the Member's Guide. It sets out "general rules for all members of the BCTF for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union."

Dave Scott is a member of the BCTF's Judicial Council.

B.C. Human Rights Champion Award

B.C. Attorney General Ujjal Dosanjh was present at the Vancouver Secondary Teachers' Association's Multicultural and Anti-Racism Committee conference on December 10, 1999, to announce a new B.C. Human Rights Champion Award. The award was created in 1998 to mark the 50th anniversary of the Universal Declaration of Human Rights.

The award is sponsored by the Ministry of the Attorney General in partnership with the Provincial Specialist Association Council (PSAC) and the Social Justice Advisory Committee. The B.C. Human Rights Champion Award recognizes "children and youth who, through their actions, have shown leadership in making their schools and communities more just and fair."

Information packages about the award were sent to schools in early January.

Youth 2000: Anti-racism online

The Canadian Anti-racism Education and Research Society is proud to present "Youth 2000: Anti-racism online" on Friday, February 18 (18:30 to 21:00) and Saturday, February 19 (09:30 to 17:30) at the SFU downtown campus, 515 West Hastings, Vancouver. Seating is limited, so please

register early. Call 604-687-7350 to register and for more information.

What's new on the web

www.bctf.bc.ca

Check out the Beginning Teachers' Conference 2000 brochure on our beginning teachers' home page. Members can also download, print, and mail in the registration form with payment.

www.bctf.bc.ca/career/beginning/conference

The complete version of the BCTF Occupational Health and Safety Manual is a comprehensive resource for local offices, and school health and safety committees. The manual covers legislation, OH&S programs and committees, workplace inspections, accident/incident investigations, indoor air quality, violence prevention and protection, WCB claims, and resources. www.bctf.bc.ca/education/health/OH&S-Manual

The 1999–2000 BCTF Education Funding Brief, entitled "Public Education, Public Interest," illustrates that chronic under-funding remains a severe problem in the province. www.bctf.bc.ca/bargain/EdFunding/2000brief

Interested in professional development on the web? We have compiled a list of PD sites that feature online courses, electronic journals, conference and workshop calendars, and teaching and learning resources. www.bctf.bc.ca/links/PD-Links.html

The Accord '99 benefits

The Ministry of Education has determined the Accord '99 benefit, based on the agreement entered into between the province of B.C., and the B.C. Teachers' Federation.

The benefit for a full-time teacher who terminated employment under this program is:

Age	%	Total benefit over 2 years	Original BCTF Estimate
50–57	100%	\$24,177	\$20,000–\$25,000
58–59	90%	\$21,760	\$18,000–\$22,500
60–61	80%	\$19,342	\$16,000–\$20,000
62–63	70%	\$16,924	\$14,000–\$17,000
64	60%	\$14,506	\$12,000–\$15,000

Part-time teachers will receive a benefit pro-rated to the amount of their last appointment.

The BCTF has carefully reviewed the methods used in the calculation of the benefit and believes the methods and calculation to be consistent with the terms of the Accord.

Pension reinstatement deadline

If you withdrew your pension contributions from the Teachers' Pension Plan and are now an active member, you can reinstate your service. Up to December 31, 2000, you may reinstate any teaching service performed before December 31, 1995, provided you have returned to work for at least one day.

As of 2001, the reinstatement rules become more restrictive. Depending on the gap in your return to work, you may have as little as five years to reinstate after resuming contributions. The steps to reinstatement are:

1. Obtain a cost of reinstatement from the Superannuation Commission, your school board, or the BCTF.

2. Complete the form and send it to the Superannuation Commission. The commission will advise you as to the cost of the reinstatement as well as the increased pension benefit you will receive. The commission will also advise you on payment and Revenue Canada's tax treatment of your reinstatement.

Failure to act on this opportunity may mean that you could lose service in your pension plan and important retirement income in your pocket.

— Al Cornes

For more information, contact Superannuation Commission at (250) 953-3022 (Victoria area), (604) 660-4088 (Vancouver Area), or toll free 1-800-665-6770. Your school board payroll staff or the BCTF office (604) 871-2283 or toll free 1-800-663-9163.

Should I stop my long-term SIP!?

Are you 64 or factor 88?

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 as the SIP does not have information about your age or contributory service.

If you fit one of the above criteria and wish to withdraw from the long-term part of the plan, send a completed form (available from Income Security, local presidents, or online at www.bctf.bc.ca/pensions/salary/LT-WithdrawalForm.shtml) to the BCTF Income Security Department.

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Contact Continuing Professional Education
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WHITE ROCK. Cozy 3 bd. home for rent. 5 min. to beach/US border. 1 hr. to UBC/SFU. Avail. July only. N/S, N/P. 604-538-6061.

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QUEBEC CITY. Retired teacher would like to exchange his house for a condo, apt. or house in Vancouver Mar. 1 to Sept. 1, 2000. Objective: to learn English. Vancouver 604-464-5776, Quebec 418-626-3296 (French).

MISCELLANEOUS

HOMESTAY/TUTORING. CF Educational Services needs experienced, certified teachers in Lower Mainland, Victoria & Whistler to host short-term and long-term programs. 604-683-4375.

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ESL TEACHERS urgently needed in Korea, Taiwan and China.

Positions available immediately and throughout the year. Accommodation & return airfare provided. Fax resumes to: Lawrence Fast, Century College, 731-8830 or lawfast@centurycollege.com

TEACHERS/EDUCATORS! 25 recorded stories of the Canadian West. History is fun. Motivational & inspirational entertaining! Singing, storytelling and trick roping. Cowboy "Sky Floyd Drew" 250-836-5327. References available.

VIOLENCE PREVENTION SCHOOL SHOW.

The Buddy System brings the Personal Planning Program alive! Dynamic, fun, musical presentation. 604-990-4033, www.festival.bc.ca

SEYMOUR ELEMENTARY

celebrates its centennial in 2000 on Friday, April 28 (1-3 pm) and Saturday, April 29 (1-5 pm). Contact Marjorie Lam at the school 604-713-4641, Fax 713-4643.

COACH IN YOUR CORNER! Want exciting goals, inspiration, or need new direction? I am the coach in your corner to support your decisions! Coaching is for prosperity, wellness, creativity, transitions, and effectiveness in life, career, relationships, and business. Let's talk! Karin Bauer, 250-764-0879, www.inspiritcoach.com

A & E TEACHER GRANT. Enter A&E Television Network's Canadian teacher grant. This grant program is open to all educators who utilize A&E's Cable in the Classroom programming. Grants range from \$500 to \$2,000 and includes video equipment for winning schools. Call 1-800-722-6146 for your free information kit. Deadline to enter is March 31, 2000.

YOUR OPINION COUNTS. Influence new classroom materials. Join the ddcl National Educators' Panel©, providing statistical guidance to educational publishers. For information, send school/home contact details. E-mail ddcl@pathcom.com or toll free fax 1-800-811-3830. 10-year confidential research history. Your privacy guaranteed.

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Improve your ecology unit with an exciting interpretive tour or interactive classroom presentation about Burns Bog! Choose the topic for your grade level. Plants & Animals in their Environment; Endangered Species & Spaces; Burns Bog Processes & Climate Change; Biodiversity, Interactions & Balance; Local Issue—Global Effect. Teacher's Resource Guides and PD workshops are available. Free brochures—SAS envelope to Burns Bog Conservation Society, 202, 11961—88th Ave. Delta, BC V4C 3C9. Ph: 604-572-0373, F: 604-572-0374, e-mail: burnsbog@uniserve.com

SASKATOON GRADS! Teachers' College, Normal School Reunion. All years. June 23-25, 2000. Send \$10 registration fee to W. Willems, 904, 405 - 5th Ave. N., Saskatoon, SK S7K 6Z3 with name, maiden name, address, phone, year of graduation. Bringing guest? Please spread the word.

HOMECOMING 2000. Armstrong Spallumcheen BC. July 27-30, 2000 including teachers reunion. Bonnie Hamilton 250-546-8827 Eric Hornby 250-546-9233, mail Box 40, Armstrong, BC V0E 1B0, home2000@sunwave.net

FOR SALE

MANUAL FOR PARAGRAPH & ESSAY writing. Designed for teachers/parents of weaker or remedial students. To order send \$10.75 plus \$1.50 postage to Avstan Publications, 8850c Young Rd., Chilliwack, BC V2P 4P5. Phone/Fax: 604-792-0839.

FILMED IN B.C. A new educational video: "The World Between the Tides." Elem-12, 23 min. Intertidal dynamics, biological strata, plant/animal adaptations to the intertidal zone, all depicted through colorful seascapes, close-ups, graphics. Produced by award-winning Triton Video, with help of Northwest Aquatic & Marine Educators. Ph: Video Presentations of Seattle, 1-800-458-5335 to order.

WELLNESS: A QUESTION OF BALANCE, new field-tested teaching kit, compatible with Comprehensive School Health model. The kit, a culmination of 20 yrs. work, uses practical, fun lesson plans and a unique game to teach students how to create and maintain a sense of well-being. Stress management, personal responsibility, positive risk taking, lifelong learning, and environmental sensitivity are all outcomes. See www.smceducational.com or call 250-744-3200.

NILUS/LECLERC FLOOR BENCH LOOM. 4 harness, 36 in. finished width. Includes vertical warping reel, bobbin winder, shuttles, books. \$700. Kathy 250-494-8775

TEACHER EXCHANGE

SWITZERLAND. Exchange 2000-2001 or later. Teach mainly Geography in French at secondary school in Geneva. I can teach French/Geography in French or English. House and car swap. mfaure@awaycom.ch

AUSTRALIA, BRISBANE. Teaching couple seek an exchange in B.C. in 2000/2001/ 2002, subjects incl. English, Science, Drama, Phy. Ed. and Maths. Contact John/Jane Elliott at jelliotts@bigpond.com

AUSTRALIA, Exchange for 2001 in Visual Arts with New South Wales Dept. of Education. Far North Coast Region. Contact ballihi@yahoo.com or J. Dixon, 3 Crane St., Ballina, NSW 247, Australia.

NELSON, BC. Exchange wanted with mid-island, middle school English teacher. Offering 3 bd. home in Nelson, walking distance to school. 250-352-3567.

AUSTRALIA. Exchange in 2001 to Lower Mainland/Van. Island, one Maths/Science and two English secondary teachers. Both have 4 bd. homes in Bairnsdale, Victoria. School has a population of 1200 on two campuses. Contact Tony Lobascher at tlobascher@hotmail.com

AUSTRALIA. Teacher librarian and Phy. Ed. teacher want exchange to BC in 2001. Both secondary school teachers in metropolitan area and live in Floreat. For more infor., contact majasaka@cygnus.uwa.edu.au

HERRIOT COUNTRY, UK.

Experienced art teacher working in Scarborough, England wants exchange. 5 bd. Victorian house for exchange too. Contact serenajayne@yahoo.co.uk

CLASSIFIED ADS accepted on or before deadline date as space permits. Ad cost is 70¢ per word plus 7% GST. Submit ads to Kathleen Smith, BCTF. Ads must be in writing and prepaid. Make cheque payable to BCTF; sorry credit cards not accepted.

PD CALENDAR

FEBRUARY

17-18 TBA. Schools, Crisis, and the Community: Planning for Effective Response, a conference on school-based critical-incident response, critical-incident debriefing, and colleagues' responses to crises in their schools. Visit www.educ.sfu.ca/cirt.

17-19 Vancouver. Transitions: Moving from Here to There, B.C. Art Teachers' Association Annual Conference, co-sponsored by BCATA and Delta district art teachers in collaboration with the University of B.C. Contact Julie Johnston, Delview Secondary, 604-594-5491, f: 604-597-4374, jjohnston@infomatch.com.

17-20 Vancouver. BCBEA/WBITE (B.C. Business Education Association and Western Business and Information Technology Educators) international conference, Building Global Connections: Technology, Business, and Economics, Sheraton Wall Centre Hotel. Contact Harriet Tuey, 604-524-2021, f: 604-540-8583, tuey_h@hotmail.com, www.bctf.bc.ca/PSAs/BCBEA/index.shtml.

17-19 Richmond. B.C. Music Educators' Assn. conference, Regenesi 2000, McMath Secondary. Conference hotel is Executive Inn. Contact 604-882-9561, www.bctf.bc.ca/bcmea.

18 Burnaby. Cool Schools! A one-day forum to promote coordinating actions for enhancing student health and safety, and to link CAPP/PP curriculum, community, and educational resources to priority health issues. Contact Diane Mazzei, The Directorate of Agencies for School Health (DASH), dmazzei@direct.ca, f: 604-980-2499

MARCH

14-18 Vancouver. TESOL 2000: Navigating the New Millennium, an international conference for ESL professionals and those working with ESL learners; 10,000 participants from 90 countries expected for 4 days of workshops, panels, and speakers in the field of TESL. Contact BC TEAL 604-736-6330 or www.vcn.bc.ca/bctéal.

APRIL

6-9 Richmond. The B.C. Orff Chapter invites you to attend the 16th National Orff Conference. Contact Jeannie Denault, 604-929-7469, or Anne Mullins, 604-734-3743, drums@intergate.bc.ca.

12 Vancouver. Why Do Kids Read Archie Comics? Faculty of Education, UBC Public Lecture by Bonny Norton, 7 pm Pacific Space Centre, 100 Chestnut Street. Contact 604-822-5512, email: ogpr@ubc.ca.

14-15 Whistler. B.C. Science Teachers' conference, Catalyst 2000, with keynoter David Suzuki, Whistler Resort and Conference Centre. Contact David Barnum, c/o PO Box 220, Sechelt, BC V0N 3A0, 604-885-2825, dbarnum@sd46.bc.ca, or Susan Martin, c/o 4900 96th Street, Delta, BC V4K 3N3, 604-596-7101, martin@deltasd.bc.ca, www.bctf.bc.ca/BCScTA.

27-29 Coquitlam. Spirit of Secondary Conference, Models of Teaching for the Subject Specialists: From Theory to Practice, with Dr. Barrie Ben-

nett and subject specialist facilitators from Coquitlam, Executive Plaza and Conference Centre. Contact Chris King, 2322 St. Johns Street, Port Moody, BC V3H 2A9 604-936-9971, f: 604-936-7515, cell: 604-312-9975.

MAY

9-10 North Vancouver. Fast-forward: the Educational Media Showcase (educational videos, Cd-ROM, and multimedia programs, Capilano College Sportsplex. Contact Susan Weber, 604-323-5533, f: 604-323-5475, sueber@langara.bc.ca.

11-13 Jasper. ATA Global, Environmental, and Outdoor Education Council Conference 2000, Taking Responsibility Now for a Balanced Earth, Sawridge Hotel and Conference Centre. Contact Sara Coumantarakis, 832 Education Building, University of Alberta, Edmonton, AB T6G 2G5, (780)492-0234, f: (780)492-0390.

13 Vancouver. Investigating Our Practices, an annual conference for critical reflection on the what, how, and why of teaching, UBC. Contact OCPE, 2125 Main Mall, Vancouver, V6T 1Z4, f: 604-822-2015, ocpe.educ@ubc.ca, or David Coulter, 604-822-6196, david.coulter@ubc.ca, or Tony Clarke, 604-822-2003, anthony.clarke@ubc.ca.

28-31 Vancouver. 27th Annual AMTEC 2000 Conference, Discovering New Educational Horizons, Coast Plaza at Stanley Park. Contact: Leva Lee, 604-431-3099, llee@openschool.bc.ca, www.langara.bc.ca/amtec2000.

JUNE

1-3 Vancouver. 10th International Nursing Conference, Ending Violence Against Women: Setting the Agenda for the Next Millennium. Contact Elaine Liao, UBC Interprofessional Continuing Education, 105-2194 Health Sciences Mall, Vancouver, BC V6T 1Z3, 604-822-4965, f: 604-822-4835, elaine@cehs.ubc.ca.

JULY

4-14 Burnaby. Conceptual Physics with Paul Hewitt and Friends, Burnaby South Secondary, for teachers of physics and physical science. Lectures, labs, workshops, computer simulations, classroom activities, teaching tips, demos, and tricks of the trade. \$250. Contact the UBC Office of Continuing Professional Education, 604-822-2013.

AUGUST

9-12 Victoria. Valuing the Culture of Peace, a conference for teachers, activists, youth, and community, sponsored by the B.C. Teachers for Peace and Global Education (PAGE), United Nations Victoria, and the UVic, being held at UVic. Submit presentation ideas to Pat McGuire by November 15, 1999. Contact Pat McGuire, (250)721-8746, f: (250)721-8774, pmcguire@uvic.ca, www.uvcs.uvic.ca/conf/peace.

For a complete copy of the BCTF PD Calendar, access our Web site www.bctf.bc.ca/events/PD-Calendar.html

Any additions or changes?

E-mail elambert@bctf.bc.ca

“Yamo Yamo” Are you okay?

by Valerie Dare

Fana Soro's greeting in the Baule language of the Cote d'Ivoire draws resounding response, "Ya!" In the Grade 7 classroom at Captain James Cook Elementary School, in Vancouver, the call and response sequence is repeated until all eyes are focussed on Fana, artist in residence for an enriched program that integrates music with social studies and woodworking. As well as focussing the students' attention, the call and response technique generates collective energy for the task at hand, in this case building and learning to play a set of 10 West African balafons (wooden xylophones).

The students are engaged in the second year of a three-year ArtsSmarts project, *Integrated Learning through World Music: The Marimba Project*, which will see the construction of sets of marimbas from Southern Africa, West Africa, and Latin America for use in music classrooms in 10 Vancouver elementary and secondary schools. The Zimbabwean marimbas built last spring in the woodwork shop at Britannia Secondary School are already circulating among the project schools and were featured in the opening ceremony of B.C. Arts and Culture Week in November.

The ArtsSmarts Program is a national initiative of the J.W. McConnell Foundation of Montreal in which the arts are integrated with regular classroom studies through artist-in-residence programs. From totem pole carving in Kitimat to world music in Vancouver, 14 ArtsSmarts projects in the performing and visual arts are flourishing in schools around the province. Projects in B.C. are administered by the non-profit society, Art Starts in Schools,

an organization that actively promotes the arts in education.

One purpose of the balafon project at Cook Elementary School and nine other Vancouver schools is to give students first-hand experience of another culture through music. They learn about the social and cultural context of the instruments and the music and, by communicating with the artist, are able to find out how daily life in Africa compares with their lives in Canada. Such interaction with exceptional individuals, like Fana Soro, results in a positive relationship with someone from a different ethnicity and builds an understanding and appreciation for the artist's culture.

The global education aspect of the balafon project is supported by the BCTF's W.R. Long Memorial International Fund Committee. Global-education funding enabled Fana to bring the materials for the balafons from his village in the Cote d'Ivoire and ensured the instruments' authenticity. Not only are students able to work with indigenous materials such as African mahogany, animal skins, gourds, and spider-egg sacks, they follow traditional methods to assemble the balafons, carefully lacing the materials together with strips of wet goat hide and, finally, making the mallets from sturdy sticks and rubber strips cut from used bicycle inner tubes.

At the project's finale, the balafons are showcased at a school concert by Fana and his outstanding band, the Masabo Culture Company. The Grade 7 class explain to the audience how they built their balafons and the cultural significance of the instruments. They play alongside the professional musicians and have the entire school on their feet, dancing and singing. Proudly, they

show their close connection to Fana and the music of his culture. Diplomats from the Cote d'Ivoire and Ghana and representatives from sponsoring organizations like the BCTF and Art Starts in Schools are present to witness the students' accomplishments and celebrate the success of the project.

Teacher Charmian Bland talks enthusiastically about the rewards both for herself and her students. "Working with and learning from Fana has been incredibly rewarding for me. He has a wonderful way of engaging the students and sharing his skills and knowledge that captivates the listener and encourages

"...It was exciting to see my usually self-conscious Grade 7 students eager to participate in dance, in singing, as well as playing the balafons."



positive participation. It was exciting to see my usually self-conscious Grade 7 students eager to participate in dance, in singing, as well as playing the balafons."

Although Fana has had years of experience working with students through a program with the Ministry of Culture in Norway, the balafon project in Vancouver is the first time he has built this instrument with children. He praises the students for their attentiveness and care in building the balafons and the parents for their participation. He also credits Bland for much of the success of the project, saying that it is essential for teachers to help students with the process of building, both to gain an understanding of the methods used and to show students they are interested and want to be involved.

The students' responses show their insight and enthusiasm:

"It was cool to learn about the Ivory Coast and Fana's heritage."

"Fana's language and the songs were strange at first, but they sounded really neat and it was fun to learn."

"You don't often get to make things that you play."

"At first we had to figure out how to put the instruments together and in the end we sounded so good. I was surprised at how good we sounded."

"After working with Fana for a while we got more creative and open."

Twenty more balafons are nearing completion in similar projects at Britannia Secondary and Britannia Elementary schools and will be ready for use in January when Fana offers professional development workshop sessions for

teachers and parents from participating schools. As well as being fun, the sessions ensure that the music teachers will have the expertise to team-teach with Fana and be an active part of the program in their classrooms. Their schools will also have the option of booking the Masabo Culture Company for a concert that includes student performance on the balafons. Music teachers from outside Vancouver can see Fana present the program at the B.C. Music Educators' Conference in Richmond on February 18, 2000.

To support Fana's work in schools, curriculum materials are being developed that will provide background information on the Cote d'Ivoire and its music and dance (Fana is also a former member of the country's national dance company). When completed, the materials will be available through BCTF Lesson Aids. The Vancouver School Board is also producing a documentary film about the balafon project that will be available from the filmmaker in the spring.

Valerie Dare is co-ordinator of the Marimba Project, Britannia Secondary School, Vancouver.

For more information about the balafon project, Art Starts in Schools, or the ArtsSmarts Program, contact:

- Charmian Bland, 604-713-4828
- Wendy Newman, Executive Director, Art Starts in Schools 604-878-7144, ext 3
- Jody Smiling, ArtsSmarts Co-ordinator, Art Starts in Schools 604-878-7144, ext 2
- Kevin Bruce, Artists' Bookings, Art Starts in Schools 604-878-7144, ext 1
- Valerie Dare, Britannia Secondary School, 604-255-9371, ext 227
- Randy Rotheisler, VSB filmmaker, Templeton Secondary School 604-255-9344, ext 138
- Fana Soro can be booked through Art Starts in Schools or reached directly at 604-584-5330 or soro@bc.sympatico.ca

