

# Teacher

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## OCTOBER PSA DAY



Charles Bohm-Hill, from the National Coalition-Building Institute of Canada, was the keynote speaker at the Peace and Global Education Conference in Squamish.

### Social justice for public schools

by Beata Hilttrich

You may not have heard of the B.C. Teachers for Peace and Global Education. We are a small provincial specialist association, here to help you. "Why me?" you ask. Because you are a global educator. You work in every

classroom and in every school in our province. You hardly have time to discuss your philosophy with colleagues, and rarely are you a visible leader in our educational system. Instead you are an ordinary teacher, and while you seldom discuss your values, your daily actions reflect a global perspective.

You are always mindful of peace. Not just global peace, but peace within your school,

in your classroom, and on your playground. You sponsor clubs and groups or peer counselling groups, where students help others solve conflict before it escalates. All teachers model peace keeping, and you refuse to turn a blind eye to potential conflict, just because students are not in your homeroom or class. You recognize and challenge the administrator who is unfair or the colleague who makes staffroom peace difficult.

You try to practise democracy in your classroom. You know the fine line that teachers walk when it comes to classroom management, but you take the risk to nurture student ownership of the classroom society. This is no easy task in a system traditionally ruled from above. All children are entitled to a safe structure in which to grow, but you are heartened that the system is finally acknowledging student-centred learning and decision making. Your mentor was likely a global educator, someone who respected your needs and wishes, while still guiding you as a learner.

### You are conscious of the consequences of human actions.

You see all humans as just another part of the natural environment. You think about decisions carefully, because you truly believe that all life is affected by individual and collective human decisions. You are conscious of the consequences of human actions.

You understand that the present distribution of wealth on our planet denies much of humanity and many species access to needed resources.

In Canada, you are often part of the global minority that controls the vast majority of the world's resources, but you realize that you are free to work for the equitable social and economic rights of all.

Whether you teach Kindergarten or a secondary-school economics course, each time you design a unit or plan a lesson, you take the global perspective. You do it every day! Thank you.

The B.C. Teachers for Peace and Global Education can provide resource ideas as well as a support network of hundreds of other educators just like you. This October PSA day, PAGE sponsored its annual conference-retreat at Camp Squamish.

Beata Hilttrich teaches at Johnston Heights Secondary School, Surrey.

### Hot issues in social justice

by Judy Brayden

Carol Hemrich, a teacher-librarian from Vancouver, smiles knowingly when I describe us both as "mature teachers, who are in the middle of our careers." We exchange confirming glances.

### ...classrooms of the '90s bear little resemblance to those of the early '70s...

Yes, we have developed considerable skill, experience, and confidence, but we both know that classrooms of the '90s bear little resemblance to those of the early '70s, when we began teaching. We had no concept then about abuse of any kind, let alone gay bashing. Even child abuse was something that happened somewhere else and must have been perpetrated by people who could not possibly live in our communities.

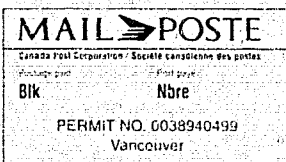
Anne Marie Khouri, a regional youth co-ordinator for the Ministry of the Attorney General, is a university student pursuing her bachelor's degree in English and political Science and looking at a career in law. She is forced to deal daily with issues of homophobia.

What do we all have in common? We are attending the two-day conference retreat, "Hot Issues in Social Justice," sponsored by B.C. Teachers for Peace and Global Education (PAGE), at Camp Squamish. The peaceful setting, remote enough and yet not too far from the city, makes it easier for all three of us to tackle these hot issues. Here, the pain seems realistic but not overly burdensome, not overwhelming.

We have just spent two hours discussing some of the problems facing gay, lesbian, and bisexual students as they struggle for acceptance in their homes, schools, and communities. After the "Pride Speak" workshop, we all feel that we have learned a great deal. Carol and I are clear about our responsibility to ensure that all students are safe in our classrooms and schools. We can "walk the talk," Khouri feels hopeful. "There are adults ready to support kids; teachers in elementary and secondary schools do care about kids."

Carol and I look at each other. We silently marvel at

See OCTOBER page 10



## President's message



Kit Krieger

Most of the schools in which I have studied and worked have been one or two steps above sweatshop status as workplaces. I don't exaggerate. The colours are monotone; the design functional and utilitarian. The few schools that depart from this standard, with their atriums, vaulted ceilings, and carpeted floors, have been singled out by the ministry as extravagant and wasteful.

I wonder how many workers in industry tolerate the working conditions that most teachers endure. Few teachers I know have access to a telephone in their classrooms. They share three or four lines with 25 other adults in the school, all of whom rush to the phone during the same recesses and between-class breaks. A tiny percentage of enrolling teachers have offices. In the overcrowded, portable-littered campuses of the '90s, few teachers can use their classrooms during their prep periods, exiled to staffrooms that are uncondusive to work. Some are nomads who never get classrooms of their own, but must schlep their books and other materials from room to room day after day.

If a team of experts were commissioned to design the workplace least conducive to creativity, collaboration, and productivity, it would be hard pressed to come up with a better idea than most schools I have seen. We must begin to think of schools as places where children and teachers work and consider ways in which those work environments can improve our effectiveness as workers.

## Teacher-librarian remarkable

The front page article "The death of a library program," (*Teacher*, Nov/Dec. 1997) struck a personal note for me. Not so much for what I learned about Charles Tupper's difficulties, which could serve as the refrain for the B.C. education system theme song, but for the awareness it created in me of my own dependence on my school's teacher-librarian. As the services available to support my classroom activities have been whittled away on every front, the librarian with whom I have worked for six years, has been the one bulwark.

If I need the "United Nations Declaration of the Rights of the Child," a list of Canadian authors to give to my students, suggestions for research topics, how to put a Web site into a bibliography, the teacher-librarian at Semiahmoo Secondary School provides them. Completely stuck? She has files of other projects she has laboured on with colleagues with whom I have little time for contact but who were willing to share lesson ideas, expertise, and library research assignments. I am currently reading a wonderful book, recommended (as my English 12 class each selected novels for an independent novel project) by my teacher-librarian.

She is remarkable, and not unique. During my student-teaching days and the 18 years that have followed, the teacher-librarians with whom I have been fortunate to work have been just as dedicated.

The sacrifices made by my colleague in the library to maintain service for my students and me often go unnoticed and unappreciated. I am grateful to Debra Simmons for the reminder.

**Marlowe Irvine**  
Surrey

## Support for CFS sufferers

Myalgic Encephalitis, more commonly known as Chronic Fatigue Syndrome (CFS), is a debilitating illness causing massive disruption to an individual's life. In spite of the severe impact of this illness, with its many symptoms, little is definitively known about its cause. The latest scientific thinking is that the illness results from a combination of causes. Those who believe CFS results, at least in part, from environmental toxins, say that those currently affected may be the leading edge of a huge epidemic.

Many ME/CFS patients investigate and subject themselves to a number of expensive and energy-consuming treatments in an attempt to restore their health. Some are able to make their search more efficient by

sharing information with others who are battling the illness.

A disproportionate number of those affected by CF work in professions in which they deal with large numbers of people. It is quite likely that BCTF members are among the growing list of CFS sufferers. If this is the case, it is critical that they have the opportunity to support each other.

As a BCTF member and the spouse of a member affected by CFS, I am attempting to contact others diagnosed with the illness to:

1. share effective treatment strategies.
2. form a support network.
3. ensure that members are feeling supported by the BCTF.

To participate in this support network, please contact Ron Taylor, RR2, C-21, S 214, Courtenay, BC V9N 5M9, (250) 334-3142, Ron.Taylor@ccrn.net

## E-mail pal

I'm a German teacher who spent parts of this summer in B.C. It's a wonderful country; I enjoyed being there. Talking to people, I learned that school in B.C. is somewhat different from what it is in Germany. But I didn't get very good information because I didn't meet a teacher.

I'd like to exchange e-mail with a teacher in B.C. who can tell me something about school and education in your province—letzmann.de@t-online.de

I'm teaching forms 7-10; that's your junior secondary. I'm 51 and living in Northern Germany near the North Sea (far away from Munich and its famous Oktoberfest).

**Michael Letzmann**  
Weener

## Thank you

Having just read and enjoyed *Teacher* newsmagazine (again), I thought I'd write and tell you. Thanks!

I particularly enjoyed the "Investigate First Nations issues through drama." In fact, I'd really appreciate a copy of the annotated bibliography offered. I'd like to try that unit in my classroom.

Thanks again for the quality and diversity of articles you present.

**Jackie Niblock**  
Kamloops

## No controversy in primary

I am writing to point out that there are teachers and counsellors (including myself) who do not agree with the idea of using books about same-sex spouses at the primary level. In my opinion, students of those tender years have not had a chance to fully develop their critical thinking skills and tend to just accept what is presented to them. They are not able to properly weigh issues in order

to come up with their own balanced and reasoned opinion. I think that controversial materials and issues of this nature are best left out of the classroom. This is particularly so when the legitimate religious and moral beliefs of parents are contradicted by what is being taught in school. Young children who are caught between their parents' teachings and those found in school may become confused and upset. I think everyone will agree that it is best for the emotional development of young children to avoid putting them in such a dilemma. This is common sense, not censorship.

**Brent Steele**  
Surrey

## Emotional nutrition

Further to Jimi World's article, "Emotional Nutrition" (Nov./Dec. '97), the sustenance he promotes also appears to be a key factor in learning.

Some educational researchers have postulated, and most teachers know, that poor "emotional nutrition" blocks learning. Stephen Krashen, whose studies focus on second language learners, theorizes that blocked learning can sometimes be attributed to an "affective filter." According to Krashen, negative emotional states can raise affective filter strength and block learning; positive emotional states, on the other hand, can lower affective filter strength and enhance learning.

For teachers, World recommends "regular and directed exposure to situations that generate positive emotion and an equally directed effort to minimize situations that generate negative emotions."

But how does a teacher generate positive emotion and minimize negative emotion with his or her students?

If I have read him correctly, perhaps World would say, enjoy the uniqueness of all students, laugh with them, and feed their affective selves as diligently as their cognitive selves.

**George Kruse**  
Sooke

## Elect staff

I feel that there are too many ex-presidents on the BCTF administrative staff (I count five). This type of appointment process tends to isolate power and control in the hands of a few individuals. All members of the administrative staff with the exception of legal staff should be elected by the membership, not appointed, and all positions should have specific terms of office, including the executive director. The Federation needs new talent and expertise, along with a revival of the democratic selection process.

We are currently being savaged by a political party that

has long been supported by members of the Federation. Our endless salary negotiations simply underscore the fact that we were much better off negotiating our contracts at the local level.

I see the Federation central administration as too big, and too out of touch with grassroots membership. Let's see more crucial items decided by provincial referendum, and not solely by the annual spring break conclave of the politically committed.

**Joe Kupkee**  
Qualicum

## Managerial models

Canada's most populous provinces, Ontario, Quebec, and B.C. have embraced the managerial model in the public schools. School principals and vice-principals in these provinces are not allowed to join the teachers' unions.

The idea of management in the context of schools has evolved from the classroom management by the more knowledgeable adult teacher. The pupils managed are less experienced and look up to the teacher. Therefore, the classroom management is hierarchical and vertical. Some of the administrators who are selected from the ranks of classroom teachers try to manage schools as if they were classrooms. Higher status in the hierarchy for them is the equivalent of higher knowledge about teaching and education. They resent the possibility that the classroom teachers could be equally knowledgeable.

Managerial models in the other sectors of the economy among professionals tend to be horizontal. They also measure up to different tests of accountability. However, since accountability in the school system is rather complex, any managerial act in the schools can be justified. The checks and balances in the exercise of power in such an adversarial system provide justice in most cases. But do they serve the education of our children?

**B.A. Kamath**  
Merritt

## Notice of AGM '98

As required by the Society Act, the following formal notice of the 1998 Annual General Meeting is made to all BCTF members pursuant to by-law 8.1 by publication in this edition of *Teacher*.

The 82nd Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Saturday, March 14, 1998 at 19:00 and continuing to Tuesday, March 17, 1998.

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

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## Health and Safety

**H**ealth and safety are becoming increasingly important to teachers. Last year alone, 335 WCB claims were paid to teachers. In working to ensure that schools are healthy and safe places in which teachers and students are not at risk from injury or disease, the BCTF has established a health-and-safety program that includes materials, training, and a health and safety manual. While the program is only in its initial stages, teachers can and should take action when faced with unsafe or unhealthy situations at work. Here is some information, and questions to ask yourself:

- Your collective agreement has language on health and safety that may address the concern you have.
- WCB occupational-health-and-safety regulations cover all teachers.
- Anyone can anonymously phone the prevention division in the nearest WCB office and report what he/she thinks threatens worker safety. A field officer will be assigned to visit the site.
- Teachers' work is classified as Hazard Level C, which means that every school board employing more than 50 workers must initiate and maintain a health-and-safety program. Does your district have one? Does your local have a rep on the district health-and-safety committee? This is required under WCB

regulations 4.02 and 4.04. Every school or worksite with more than 50 workers (not just teachers—all workers) must have a health-and-safety committee. Each school or worksite with fewer than 50 workers must have a monthly health-and-safety meeting. What happens at your school or worksite?

- Teachers in portables may be covered by Regulation 8.32, which covers employees working alone and stipulates that there be periodic checks on the well-being of the employee.
- Violence prevention is covered by WCB regulations 8.58 to 8.96, which require a risk assessment of any place of employment in which a risk of injury to workers from violence may be present; procedures, policies, and work-environment arrangements to eliminate the risk of violence; a reporting, investigating, and documenting procedure; and instructions to workers about the nature and extent of the risk of violence to them. The latter would include information about the risk of violence from persons (including students and parents) who have a history of violent behaviour and whom teachers are likely to encounter. WCB regulations override the Freedom of Information and Young Offenders acts.
- WCB regulations require that as part of the mandated health-and-safety program, regular inspections of premises, equipment, work

methods, and work practices occur. Do inspections occur in your school? If so, by whom? Such inspections should be jointly conducted by management and workers.

- WCB claims by teachers have pertained to noise, electrical hazards, falling, post-traumatic-stress syndrome, overexertion, repetitive motion, air quality, temperature, and violence.
- The Royal Commission on Workers' Compensation in B.C. has just issued its recommendations for new health-and-safety regulations. The BCTF made a submission to the commission in which we urged that the WCB regulations better reflect educational settings and the work teachers do. The commission is recommending that government instead of WCB assume responsibility and control of health-and-safety legislation and that a new Health-and-Safety Act be legislated. We hope that if that comes about, teacher issues will be more squarely addressed.

Health-and-safety issues have too long been ignored by school boards. It is the school board's responsibility to ensure compliance with the WCB regulations, but teachers, their locals, and the Federation must continue to raise our health-and-safety issues, those covered by WCB and those not covered, and insist that they be dealt with effectively—for the health of it.

—Lynne Sinclair

## Research

At a time of restricted education budgets, the elimination of targeted funding for special education would lead to reduced spending to support the inclusion of students with special needs. A belief in that description of reality led most members of a ministry advisory committee to recommend that targeting not be removed at this time.

The committee to give advice on what to do about targeted funding was created because the minister announced last year that he intended to end targeting, but wanted an alternative accountability system in place. The committee included representatives from all the "stakeholder" groups, including the advocacy groups for students with special needs, through the B.C. Association for Community Living. The BCTF representatives were Helen Middleditch, president of the Special Education Association and Larry Kuehn, director of Research and Technology.

The recommendation to retain targeting was not unanimous. Representatives of school boards and of superintendents took the position that targeting should be eliminated as a matter of principle. They said the principle was that decisions should be made by local

boards, not by the province, about how money is best spent on education.

For most of the committee, however, a more important consideration was that funds that the province intends for special education must be spent on special education. Targeting was brought in several years ago because some boards were using their authority over budgets to reduce spending on special-education services. Parent advocacy groups lobbied the government to change the law so it could require boards to be accountable for the money intended for special needs.

The wording of the recommendation eventually agreed to by most of the committee is "that targeting should not be removed until alternative accountability mechanisms such as those recommended in this report are put in place and their effectiveness demonstrated."

What are some of these alternative accountability mechanisms?

One of the key recommendations is for "transparency in the accounting system." As the report says, those concerned about special education "often feel there is a 'smoke and mirrors' approach to accounting for and reporting supplemental expenditures for students with special needs.

There is a sense that not all supplemental funding is translating into services for children and support for teachers."

The committee also called for the identification of all students with special needs and reporting their numbers to the ministry and public. Because there is a cap on the number of students who will be funded, some districts seem to follow a practice of identifying students only until they have met the funding cap. This means that some students with special needs don't have those needs officially identified, even though the teacher and parent are well aware that the student has a special need.

Unless all such needs are identified, the funding system cannot be adjusted to reflect that actual level of needs for additional services to meet the needs.

To ensure this openness, the committee recommended that school districts be required to describe in a publicly available way the process they use to identify and assess the nature and extent of students' special needs.

—Larry Kuehn

Copies of the full report are available on request from the Research Department at the BCTF. Contact Anne Field, fax: (604) 871-2294 or e-mail at afield@bctf.bc.ca

## Top 10 BCTF lesson aids

**1** *I Heard the Owl Call My Name:* A Novel Study. Debbie Bouska, 12 p. ©1997. This novel study was designed to be integrated with the Grade 9 Humanities theme, Native Issues. Chapter questions, essay assignment, in-class quiz, theme project and peer evaluation sheet are included. Secondary. LA 1015—\$2.25

**2** *The Pigman: A Novel Study.* Debbie Bouska, 8 p. ©1997. Designed to be integrated with a Grade 9 Humanities theme, Creation and Destruction. Pre-reading activities, chapter questions, and post-reading activities are included. Secondary. LA 1016—\$1.80

**3** *The First Nations Land Question: A Resource Package.* First Nations PSA, 1992. This book is a contribution by the First Nations PSA toward encouraging greater knowledge and understanding of Canada's aboriginal people. It is a starting point for those educators who are concerned about social justice by providing teachers and administrators with resources that address some of the realities of First Nations people. Includes student activities and resources. LA 2618—\$11

**4** *The Technology Trap: People, Technology and the Environment.* Susan Staniforth, 37 p. ©1997. This secondary learning resource is the first of a series on appropriate technology and focuses on analyzing technology and the role it plays in our lives. The theme is transportation and it is written for students and teachers, providing background information, activities, and references. Activities encourage critical analysis of the technologies we use every day, and their impacts on the environments, human health, and society. Appropriate technology alternatives are presented through activities that develop critical thinking skills and promote individual action through student involvement. Grades 11 and 12. LA EE303—\$4.25

**5** *Novel Study Questions for Intermediate Students.* Tina Drewes, 66 p. ©1997. Chapter questions on looking for detail, general comprehension, and critical thinking for: *Banner in the Sky*, *Blubber*, *Christina's Ghost*, *Welcome to Dead House*, *The Scarecrow Walks at Midnight*, *I Want to Go Home*, *Island of the Blue Dolphins*, *The Lion, the Witch and the Wardrobe*, *Maxie*, *Rosie and Earl*, *Me and the Terrible Two*, *My Teacher is an Alien*, *Murder on the Canadian*, *On My Honor*, *Our Man Weston*, *Sideways Stories from Wayside School*, *The Summer of the Swans*, *Tales of a Fourth Grade Nothing*, *Tracker*, *The Westing Game*, *The Whipping Boy*, *The Witch of Blackbird Pond*, *Who Is Bugs Potter?*, *Why Would Anyone Have a Crush on Horace Beemis?* Grades 4-7. LA 9007—\$4.30

**6** *The Day of the Twelve-Story Wave.* Diane Swanson, 60 p. ©1995. In this illustrated resource book, students learn what is behind nature's most powerful forces. Fascinating scientific information with anecdotes and legends, and colourful illustrations, show readers the interior of a volcano, the movements of a tidal wave, howling hurricanes, grinding glaciers, and other awesome forces of nature. Ages 7-12. LA 8524—\$15.95

**7** *Shaping the 21st Century: Social Change and Global Issues in Canada & Latin America.* Produced by CoDevelopment Canada, 124 p. ©1996. This resource book attempts to remedy the difficulties inherent in the consideration of current issues by providing materials that relate the issues to the rest of the curriculum. The materials connect current events and issues to history, economics and social geography, and also provide a practical framework for teaching about social issues. Helps students develop a global perspective on environment, labour, women's issues, human rights, and community development. Purchase entitles teacher to reproduce copies for classroom use. Grades 10-11, History 12. LA 2022—\$18.95

**8** *Charlotte's Web.* Carolyne Sinclair, 7 p. 1990. A novel study based on *Teaching for Thinking* by Louis E. Rath, Selma Wassermann, Arthur Jonas, and Arnold Rothstein. Includes activities, questions, and a resource list for Charlotte's Web and Spiders integrated unit for studies. LA 9010—\$1.20

**9** *Beans and Their Buddies.* Produced by the B.C. Agriculture in the Classroom Foundation, 134 p. 1993. Introduces primary students to the world of food production and corrects misconceptions. Twenty science activities organized under fall, winter, and spring. Suggestions to integrate the seeds theme across the curriculum are outlined. Recommended by the B.C. Ministry of Education. Grades 1-4. LA 8514—\$18.95

**10** *Fun!—Teacher's Guide.* Lorne Kellett, 45 p. ©1995. Contains music for 15 studies and a resource sheet for each. Includes a fingering chart and worksheet. Students progress in difficulty from beginning level and address specific playing skills. Intermediate. LA 9768A—\$12.95

• *Classroom Recorder Fun!—Student Book.* Lorne Kellett, 18 p. ©1995. Music for 15 studies. Intermediate. LA 9768B—\$3.95

• *Classroom Recorder Fun!—Cassette.* Lorne Kellett, ©1995. Fifteen studies on cassette recorded in two formats: a demonstration version featuring a professional recorder player accompanied by exciting, contemporary synthesizer sounds (strings, brass and rhythm) and a play-along version for your students with the recorder track removed. Intermediate. LA 9768C—\$9.95

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

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



## West Van teachers release new study on computer technology in schools

Most people agree that the next generation will need superior computer skills to thrive in the information age, yet little research has actually examined the many social and pedagogical questions sparked by the rapid incorporation of computers into our classrooms.

To help answer some of these questions, the West Vancouver Teachers' Association commissioned a study on computer technology use by teachers. Conducted in May 1997 by Dr. Charles Ungerleider, associate dean of teacher education in the Faculty of Education at the University of B.C., the study had an excellent response rate from teachers, giving it a solid statistical base augmented by a rich body of anecdotal evidence.

Many teachers wrote additional comments such as this: "Technology for technology's sake does not improve the success or critical thinking skills of our students... It seems that technology is seen as a panacea, or a replacement for actual experiences."

The study shows that while computers have a "mildly facilitating impact" on learning, they can be an impediment to the social goals of education, Dr. Ungerleider said. He stressed that teachers must be involved in the decision-making process when schools invest in new technology.

—Nancy Knickerbocker

For more information, contact WVTA President Bill Ferguson at (604) 926-1617.

## BCTF Online

Members wishing to communicate by e-mail with other educators who share professional interests may join a BCTF mailing list. A complete description of available lists is on the BCTF Web site at <http://www.bctf.bc.ca/About/list.html>

This month we are featuring two new lists: one for beginning teachers and one for teachers of modern languages:

*bctf-beginteach* is a list to facilitate discussion among and between beginning teachers and experienced teachers. It is read-write.

*bctf-fsl*, the French Second Language list, is open to all

educators interested in modern languages, especially French, to post questions, issues, and opinions on language teaching. It is read-write. To subscribe:

1. Address a message to [lists@bctf.bc.ca](mailto:lists@bctf.bc.ca) and leave the subject line blank.
2. Type the following command in the first line of the body of the message:  
join listname,  
e.g., join bctf-beginteach
3. Send the message.

For information about our mailing lists, please contact Whitney Burgess at the BCTF. [wburgess@bctf.bc.ca](mailto:wburgess@bctf.bc.ca)

—dbroom@bctf.bc.ca



Panelists who recounted their survival strategies for the first year in the classroom. (L-R) Heather Berni, Sandy Vukosavic, Amber Norris, and Kelly Stubson.

## Beginning teachers share tips and tales of woe at Burnaby's first conference for rookies

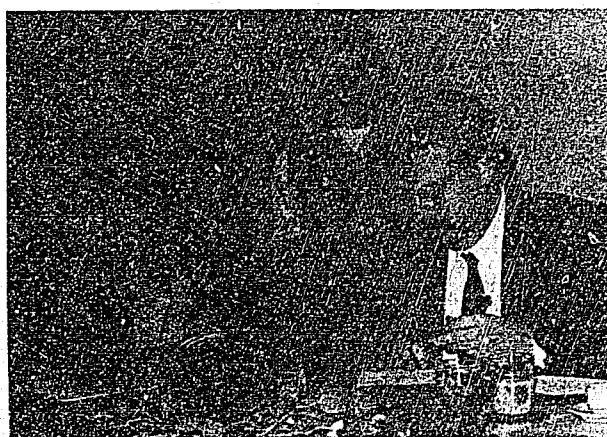
For many beginning teachers, the first year in the classroom is a roller-coaster ride. Phases of adjustment follow a pattern, beginning in September with anticipation, progressing through survival, disillusionment, rejuvenation and, in June, reflection. Dozens of new teachers nodded in recognition as more experienced colleagues discussed their early trials and triumphs.

They were speaking at a recent conference for beginning teachers held at the Schou Education Centre. Burnaby Teachers' Association President Linda Shuto said that she was astonished by their eagerness to participate. "All 60 places filled up very quickly, and now I have 50

more new teachers on a waiting list," said Shuto. "This response sends a strong message to the locals that beginning teachers have a lot of needs."

Besides providing useful strategies and skills, the day had other positive outcomes no one could have foretold. For example, Shuto mentioned her concern that the BTA does not have an active anti-racism committee, especially in light of a particularly ugly incident at the end of last year. "On their own initiative, the beginning teachers circulated a sign-up sheet to start an anti-racism committee, and we now have 25 people on the list. It's wonderful to see their enthusiasm," she said.

—Nancy Knickerbocker



Luis Abreu Mejias, General Secretary of the 320,000 member Cuban Educational Workers Union (SNTEC), and BCTF President Kit Krieger in Havana sign a framework agreement for co-operation. The BCTF will provide Cuban children with much needed school supplies, endorse a teacher-tourism program, and print 500 copies of the proceedings of the 8th SNTEC Congress. Krieger visited Cuban schools and participated in the celebration of National Teachers' Day on December 22, 1997.

## Speaking personally

### Which of today's social issues are you including in your teaching?

#### Beverly Brookman

As an elementary school counsellor, K-5, I work with children whose education is hampered by their life experiences. Many of these fragile young lives have been damaged by poverty, violence, sexism, racism, or homophobia. I use my heart and skills to ease their pain, confusion, and anger. They pay a price for the ills of our society. Twenty per cent of B.C.'s children live in poverty; those children are at risk.

In addition to my direct work with individuals and small groups of students, I assist, consult, and support my teacher colleagues. It is clear how immersed in social issues they are as well. They shepherd the students every day. When possible, I work directly in classrooms: bully-proofing, helping children understand the effects of harassment, I teach assertiveness skills and strategies to combat harassment, which so often stems from racism, sexism, or

homophobia. Children want and need the skills and strategies to protect themselves from bullies.

My students are members of our society—a society that is not yet healthy or safe. Our efforts as teachers and teacher-counsellors can change the culture of our communities to reflect the values of equity, respect, tolerance, non-violence, and social justice.

#### Tim Chute

As a second-year secondary school teacher, I was unfortunately baptized into the reality of teenagers drinking and driving. Last year my Grade 11 CAPP class discussed the topic of young people who drink and drive. We even got into a debate about what punishment should a driver receive if he/she kills a passenger or another person.

One female student adamantly stated that a driver over the legal drinking limit

should be locked up for life. Four weeks later she was killed when she went through the windshield of the car that she was a passenger in being driven by a friend who had been drinking.

My class revisited this disturbing topic but within a month, another classmate broke his back when he came through the rear window of a vehicle as it went into a ditch because the driver had been drinking.

I am now using the ICBC video, *Life in the Death Lane*, to help inform my students about the dangers, and costs involved both personal and financial, when anyone drinks and drives. I lost a part of myself the day I went to my student's funeral. I don't want to lose any more.

Social responsibility needs to be everyone's concern. It involves two things—knowledge and concern. As teachers we need to pass on the dangers of drinking and driving. And when it becomes a personal concern, we will practice what we teach.

#### Chloë Labelle

Gender-role socialization and excessive role identification are central to my present curriculum. Countless women before my time fought for women's rights and equality, and for this history of change I am truly grateful. We are on the cusp of losing innumerable seasons of wisdom and experience as older feminists retire from the teaching profession.

Although girls and women are still pounding at the glass ceiling, the best way to continue the fight is through education. The gender issue in school should now be about both girls and boys as they become women and men living within a self-indulgent world of images, sex, and violence. Women can't work against such forces without the help of their other half. All teachers need to raise gender awareness in themselves and their students, to make sense of the conflicting messages boys and girls receive both in school and from a multisensory

mediascape that attempts to circumscribe their gender identification to a very limited and vacuous set of ideals. What do you see for the men and women of Generation Next?

#### Louisa Sanchez

All social issues are relevant in today's curriculum. We have only to read our newspapers and listen to the daily news to realize that racism, poverty, gender equity, and social responsibility are all issues teachers face in their classrooms. Human rights, harassment, and child abuse are all coming to our attention in our daily staffroom discussions.

It is imperative that these issues be part of our daily discussions in our classrooms. If we don't address these issues, how will our students become aware of them? Yes, many of the issues are controversial and sensitive, but we are obliged to prepare our students to face the many challenges ahead.

## Amalgamation brings best of both contracts to Kootenay Columbia teachers

Members of the newly formed Kootenay Columbia Teachers' Union are pleased that the amalgamation process has been "pretty successful in a lot of ways," according to Frank Santesso, local president.

The KCTU is the offspring of the Castlegar District Teachers' Union and the Trail District Teachers' Association. The two locals began the process in June, when they elected an interim council to organize the merger, and KCTU held its first executive meeting in September.

Santesso and former Castlegar president Bill Gorkoff say that they were able to merge the two contracts to the benefit of the members, incorporating some of the better clauses from each agreement.

"Overall the Trail contract was considerably better, so that meant an increase in wages for most Castlegar teachers," says Santesso. "As well, the class-size language in our contract was superior, so we went with the Trail contract on that."

At first, BCPSEA resisted incorporating the best of both contracts, but Santesso and Gorkoff were able to convince the school trustees that they had to treat all employees equally.

"In the end, the board went to BCPSEA and fought the issue for us," says Santesso. He strongly recommends that other amalgamating locals also work hard to get their boards on side because "that can be a really powerful thing."

The two Kootenay Columbia teacher leaders have some other practical advice for locals undergoing amalgamation: We started with a good founding plan. We met frequently. We treated each local separately until each agreement was reached, so that both locals voted independently on the amalgamation and on the final collective agreement.

With a release grant from the BCTF, the new local has Santesso as a full-time president, and Gorkoff as full-time vice-president. "For us, it has been really important to have the view from both sides," says Santesso, not to mention extra help with the heavy workload that ensued from the merger.

"We thought that once the contracts were merged all our work would be done, but no way," says Santesso. "We are going through a lot of merger problem-solving. It turns out that we have different interpretations of various small details, and it's taking time to smooth out all the wrinkles." Both Gorkoff and Santesso say they are willing to share their experiences to assist any other locals going through amalgamation.

— Nancy Knickerbocker

## The FTA: A new BCTF local

by Pierre Blouin

The recognition of the French Teachers' Association as a BCTF local is linked to the struggle of French parents to gain the right to administer education programs for French students in B.C., a right guaranteed under Section 23 of the Canadian Charter of Rights and Freedoms.

The Association des Parents francophones de la C-B (APFCB) launched a court case, 10 years ago, that forced the government of B.C. to pass legislation in August 1996, recognizing the rights of French parents and their community to control their own schools. A few months later, the French Education Authority (FEA) was established with a mandate to create and organize a new district.

Most of the pieces are now in place for the French School Board to be fully operational. On July 1, 1998, the board will have the same status as other school boards in the province. As early as March, it will begin to offer contracts to teachers. This is why the BCTF has put into place a structure to facilitate the creation of a new union local.

On October 23, 60 teachers in the francophone program (previously known as

Programme Cadre) met in Richmond to elect an interim executive committee. The committee is developing a proposed constitution, budget, and fee structure, as well as receiving leadership training and holding executive meetings.

At the present time, the FEA covers 18 districts from Victoria to Chilliwack. The district, spread over 23 sites, will include 160 teachers (100 FTE). A challenge for the new local will be to recruit and inform new activists. The teachers in the francophone program are relatively young; fewer than 30 have more than 10 years seniority. Because of the discomfort of working in unfamiliar language, many of them were not involved in their current local. It is hoped that the new local will ease the sense of isolation some francophone teachers have felt working for anglophone school boards and will encourage them to participate in their local.

Another challenge will be communication. The new local will have a large territory to cover (and if the APFCB is successful in its second court challenge, the territory will be extended to the entire province). It will be necessary to make good use of phones, faxes, and e-mail. Meetings,

too, will present a challenge. It may be helpful to look at teleconferencing and other ways to function without compromising the democratic nature of the local.

The BCTF is also negotiating with BCPSEA to reach a collective agreement between the francophone teachers and the FEA. On more than one occasion, both the chairperson of the FEA and the superintendent have said that they would like to offer their teachers a contract as good as or better than the norm for most districts. Teachers would certainly support this. Good, clear language in a collective agreement is very important. We are looking at a district where numerous decisions will be taken in the upcoming year, a district where the teachers will seek fairness and equity from one site to another. There is at present no reason to believe that the current administration will not do its best to arrive at excellent working relations with its teachers. Reaching an agreement on a contract with good language will be seen as a sign of good will and will be appreciated by all teachers.

Pierre Blouin teaches at K.B. Woodward Elementary School, Surrey and is chairperson of the FTA Interim Executive Committee.



## South African exchange

How have classrooms in South Africa changed since the formal end to apartheid? What challenges do teachers face in trying to transform their schools?

Up to 20 B.C. teachers could have an opportunity to judge these for themselves as part of an exchange program approved by the BCTF Executive Committee. The project will be carried out jointly by the BCTF and SADTU (South African Democratic Teachers' Union), with the Canadian part of the organizing through the BCTF's International Solidarity Committee.

The BCTF has worked with SADTU since its formation in 1990. Resources for organizing were provided in the first phases of SADTU's development; BCTF staff rep trainers worked with SADTU as it developed its own training program for school representatives; the BCTF and the Canadian Teachers' Federation are assisting in the expansion of SADTU's professional development program.

Twenty South African teachers will be coming to British Columbia for three weeks in April. Representing all nine South African pro-

vinces, the teachers have been active in building SADTU as a non-racial union, working to overcome the apartheid legacy.

The South Africans will visit schools and locals, as well as at the BCTF office. Most help produce the publications of SADTU at the provincial or the national level, and part of their program in B.C. will relate to the production of print publications and the development of Internet communications.

To keep costs down and to provide more opportunities for developing international understanding, the SADTU members will be billeted with teachers while they are in B.C.

A partial subsidy of the costs of travel to Canada will be from the BCTF's International Solidarity Fund.

B.C. teachers will be able to return the exchange in August during our summer holiday while schools are in session in South Africa. The exchange will be a three-week program of school visits, meetings with union activists, and a chance to see different parts of the country. Participants who wish to will likely have an opportunity to offer a workshop for teachers on some aspects of their area of teaching.

Participants should have experience as an activist at some level in the BCTF, whether as a staff rep, a local or provincial committee member, or PSA or local specialist association member. While efforts will be made to keep costs to a minimum, costs to be paid by participants will be between \$3,500 and \$4,000.

Would you like to host one of the South African teachers at your school or local? Are you interested in billeting one of the teachers for part of the

time they are in B.C.? Are you interested in going to South Africa in August 1998 as part of the exchange?

—Leona Dolan

For further information, contact Leona Dolan, co-ordinator of the BCTF International Solidarity Program, (604) 871-2250, 1-800-663-9163, or e-mail: ldolan@bctf.bc.ca

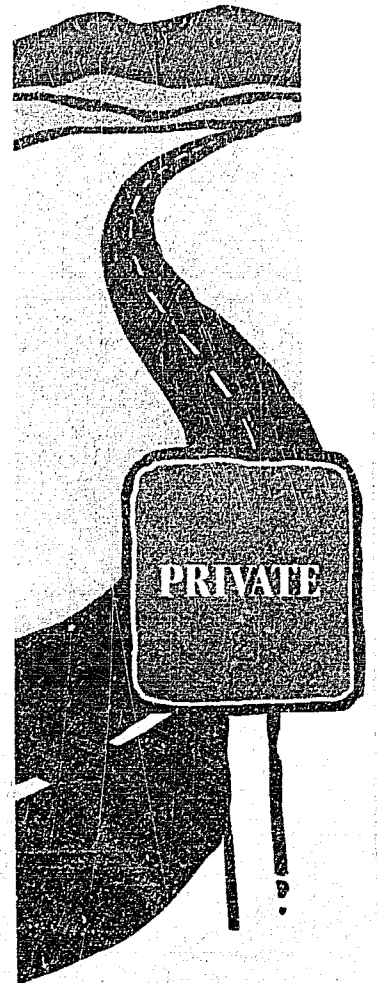
## Learn Spanish through exchange

Host a language student from Mexico and learn Spanish in Oaxaca in exchange.

Students from the Language Center of Oaxaca are seeking an opportunity to stay in a Canadian home for a month to improve their English fluency. They are majors in Teaching English as a Foreign Language. In return, the Language Center offers free Spanish language lessons in Oaxaca.

Placements are being sought for two groups in the Lower Mainland, one during April and the other during the summer.

For further information, contact Mario Lopez, the co-ordinator from the project in Oaxaca, by fax at (951) 63922, or by email at lopezmario@hotmail.com (note new e-mail for those who have contacted in the past).



## Government should build me a private highway

If private schools are entitled to public funding, I think the government should pay for me to build a private highway from Medicine Hat to Edmonton.

Private schools say that government schools teach things they don't want taught. Well, I say all the public highways go through towns or cities that I don't want to visit, and there is no straight road to Edmonton.

Private schools say that the standards are too low in public schools. Well, I say the speed limit is too low on public highways.

Private schools say they should get government money but still have the right to keep students that have behavioural/learning problems out of those schools. Well, I want the government to pay for my private road, but I want to keep slow "junks" and trucks off my highway. Only Mercedes, BMWs, and Jaguars will be allowed.

Unlike public schools, private schools are not required to tell the public how they spend the public money they get. I won't tell the taxpayers how I spend the money I get from them to build my private highway.

I bet you think my arguments for demanding that the government build me a private highway are ridiculous. I agree with you. The question is, why do we stand by and allow these private schools to pick our pockets?

Sources: Terrance Riley, ATA South East district representative, ATA News, Alberta Teachers' Association, October 28, 1997.

## PROVINCIAL BARGAINING

## Our package/their package

by Rick Beardsley

**D**o you want the administrative officer of your school to tell you how to do your job, or do you prefer to exercise your professional judgment? That question essentially indicates the difference between the two parties in provincial bargaining. In this issue, we do a direct comparison between BCTF and BCPSEA proposals to illustrate not only specific differences but also how each set of proposals originates from different philosophical positions and reflects different working relationships.

BCPSEA's proposals potentially set up administrative officers as managers dictating workplace decisions to workers. BCTF proposals envision an education workplace where all professionals are engaged in decisions about the conditions of teaching and learning, and minimum standards of conditions are established. See samples at right.

These provisions clearly indicate the differences between the two sets of proposals and show minimum standards of conditions in the BCTF proposals and the lack thereof in BCPSEA's proposals. The BCPSEA package does allow for consultation with teachers about a number of matters, but ultimately

decisions are left to the discretion of administrative officers.

## Bargaining scenarios

In analyzing the packages, we must imagine scenarios of what teaching would be like under the various proposals. Here are two scenarios, should the BCPSEA vision prevail. These were created by Garry Litke, of the BCTF's Bargaining Team.

## Scenario #1

**Name:** Matt  
**Experience:** Secondary English, 17 years in a small secondary school  
**Situation:** Matt's AO announces that the school will be part of a pilot project that includes extensive use of computer technology in every classroom. Matt is an excellent literature teacher, but in spite of numerous computer classes, he does not have the aptitude the AO says is required for the job. Matt is declared surplus. There are no secondary English positions posted. The personnel director says that Matt lacks sufficient ability, experience, qualifications, and aptitude for a different position and puts him on the recall list. Unrealistic?

*This is what your school board and administrators want for September 1998. (Rev. E.1.2, Article E.1-6 and E.1.7 of the BCPSEA package)*

## Scenario #2

**Name:** Carol  
**Experience:** Home economics teacher, 15 years, large urban secondary school  
**Situation:** Carol has had to supervise after school only three days of the year. Now the AO informs her and the rest of staff that they must supervise after school three times per week, as he is concerned about the security of the schoolyard. Carol is unhappy, not only because of the increased workload, but also because of the perceived threat to her personal safety because of the number of outsiders who frequent the schoolyard after hours. The AO assures her that risk has been minimized because he has assigned a team of three teachers to each of the quadrants of the schoolyard. Unrealistic?

*This is what your school board and administrators want for September 1998. (Rev. Article D.8 of the BCPSEA tabled language)*

*Rick Beardsley is an assistant director in the BCTF's Organization Support Division.*

*A Bargaining Bulletin is faxed to every school each week. It is also available on the BCTF home page: [www.bctf.bc.ca/bargain](http://www.bctf.bc.ca/bargain)*

## BCTF

## BCPSEA

## SUPERVISION

- Duty-free lunch for all teachers.
- No increase to existing levels of supervision.

- Duty-free lunch limited to 30 minutes per day.
- Other supervision duties before, during, and after school may be assigned as required by the AO.

## PREPARATION TIME

- Preparation time guaranteed weekly.
- Teachers determine the use of preparation time.
- Additional preparation time for report cards.

- Preparation time determined as a yearly average.
- AO determines the use of preparation time.
- No consideration for additional preparation time.

## CLASS SIZE

- Existing class-size language maintained in local contracts.

- Class-size language eliminated from contract, leaving the AO to determine class size and composition.

## SUPPORT FOR INCLUSION

- Maximum of two students with special needs in one class.
- School-based teams determine plans and support for inclusion.
- Class size is reduced where students with special needs are integrated.

- No limit on the number of students with special needs in one class.
- AO determines level of any support to teachers.

## STAFFING LEVELS/CASE LOADS

- Specific formulas for case loads for counsellors, librarians, learning assistance teachers, and associated professionals.
- Specific formulas for ESL inclusion and case loads.

- No contract language is proposed, leaving provisions entirely to the discretion of the employer.
- No specific contract language.

## POSTING AND FILLING

- Existing posting and filling provisions in contract are maintained, based on reasonable consideration given to seniority and qualifications.

- Positions are filled, and transfer decisions made by AOs, based on qualifications and ability, including judgments of aptitudes for various aspects of teaching.

## Special education teachers provide professional support

by Antonia Huber, Helen Middleditch, Marilyn Miller, and Martha Ottesen

**C**lassroom teachers enroll students with significant academic, social, emotional, or intellectual needs. Yet many classroom teachers have no access to professional support from special education teachers.

Special education teachers are specifically trained to provide essential services to students with special needs, 8-10% of the student population. Special education teachers assume a wide variety of professional responsibilities. They provide support to students and to classroom teachers in instruction, assessment, grading and reporting, IEP development, paraprofessional direction, communication/case management, and modifying and adapting curricula. They also provide in-service and serve as integral members of the school-based team.

The education system needs staffing formulas for special education teachers. We need contract language that will require districts to provide for adequate professionally trained special education teachers to share responsibilities with, and provide professional support to, classroom

teachers. At present, special education teachers are being "replaced" by teacher assistants. Unfortunately, this is a result of teacher recommendations to employ paraprofessionals. We teachers had not realized paraprofessionals would displace special education teachers. Reductions in staffing levels of special education teachers have diluted services to

*In the absence of special education teachers, classroom teachers are expected to manage cases, write IEPs and reports, and adapt and modify curricula.*

students and increased work for classroom teachers. In the absence of special education teachers, classroom teachers are expected to manage cases, write IEPs and reports, and adapt and modify curricula.

Teachers are very concerned about the proliferation of paraprofessional employment across the province. The BCTF analysis of staffing and class-size issues, November 1996, cited a growth in paraprofessional employment of 173% over eight years, while in the same eight years,

*Until staffing formulas can be embedded in contract, teachers must ensure that professional support is retained...*

teacher employment remained static. The provincial average is one special education teacher to two paraprofessionals. These revealing statistics highlight the trend toward appointing paraprofessionals, rather than teachers trained in special education, to support classroom teachers who enroll students with the most serious and pervasive learning needs. Until staffing formulas can be embedded in contract, teachers must ensure that professional support is retained in all instances where professional skills and responsibilities are required. Service-delivery models have been developed that make effective use of professional skills. One model is the strategy of enrolling a small group of students in a specific classroom so that a special education teacher can co-teach with the classroom teacher and assume co-responsibility for the students' programs.

Staffing for students with special needs is a complex issue. The level of teacher

support appropriate to one category of students with special needs would not be appropriate to another. For example, in the Hearing Impaired category or in the Dependent category, it is appropriate to use portions of the funding available to provide paraprofessional support to perform such non-teaching services as feeding, dressing, toileting, or sign-language interpretation. On the other hand, in the Severe Learning Disabled category or in the Intellectually Impaired category, special education teachers, not paraprofessionals, should be assigned to provide instructional and academic support.

Many people believe that the employment of paraprofessionals is a cost-effective approach. However, a closer look at the salary and benefit costs for teachers versus paraprofessionals reveals the following information. Provincially, in the 1995-96 school year, costs for special education teachers were \$133,701,000, while costs for special education paraprofessionals were \$118,098,000. The typical caseload for special education teachers is between 6 and 20.

Paraprofessionals usually provide 1-to-1 service. The hiring of paraprofessionals, rather than teachers, based on a rationale of cost-effective-

ness, is not necessarily justified. In addition, when unionized paraprofessionals work overtime for meetings or to perform other duties outside their contractual hours, they are paid additional wages. Teachers work as professionals and are expected to provide these aspects of service without extra compensation.

In B.C. education, history tends to repeat itself. In the early 1980s, large numbers of non-enrolling teachers were laid off, with serious effects on service delivery to students and teachers. Such cuts in

*A guarantee of staffing is essential in order to provide the level of service needed by classroom teachers.*

staffing are occurring now to special education teachers. A guarantee of staffing is essential in order to provide the level of service needed by classroom teachers. Let us be proactive in working to ensure the appropriate staffing of special education teachers in all schools.

*Antonia Huber, Helen Middleditch, Marilyn Miller, and Martha Ottesen are special education teachers and table officers for the Special Education Association.*

by Jan Eastman

In the fall of 1997, teachers made North American history. The protest action of 126,000 teachers, principals, and education workers closed Ontario's schools for two weeks. What was it about Bill 160, the Education Quality Improvement Act, that caused teachers to take such strong and unprecedented action? Why were the teachers able to win public support and keep the story in the media? And what is happening in the aftermath of that action and the passage of the bill?

When teachers returned to their classrooms, the dispute moved into the broader context of political and legal action. The next provincial election is but two years away. Resistance continues. On December 1, OTF President Bill-a-Lennon served notice

*Parents, students, teachers, and education workers know the fight is not over.*

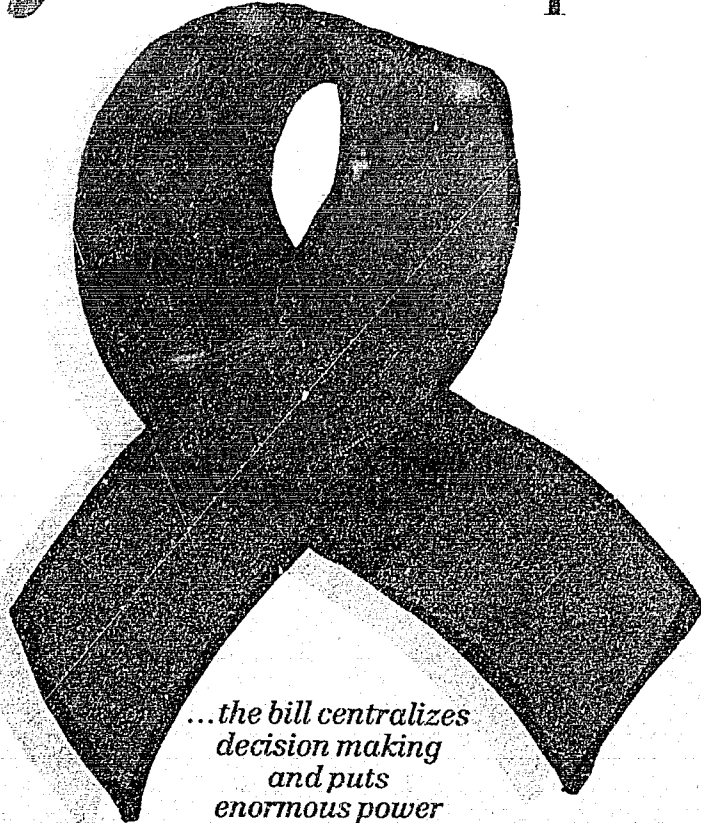
on the Conservative Government of Mike Harris: "The passage of Bill 160 into law is not the end of our struggle. Parents, students, teachers, and education workers know the fight is not over. We will hold this government... accountable for every dollar cut, every program cut, and every school that is hurt by this legislation."

So will parents. The Apple-Green Ribbon campaign began in response to teachers' call to parents and public to continue the fight against Bill 160. The green ribbons caught the public imagination, perhaps because they signify growth and hope for the future of education. (Large bows tied around trees in front of the legislature at Queen's Park were removed by security forces. MPPs were forbidden to wear green ribbons in the House; instead they wear green ties and scarves and shirts.) Ontario teachers will use the tremendous support they have gained to pursue initiatives on a number of fronts. Ontario's teacher unions have launched constitutional challenges claiming that the rights of association of principals and vice-principals have been violated.

The government pulled out all the stops. It claimed to be the saviour of education, the only group able and willing to make the necessary reforms to rescue the system from failure. It claimed it could improve the quality of education by taking out hundreds of millions of dollars, reducing secondary teachers' prep time (thus removing up to 10,000 teachers), removing principals and vice-principals against union members' wishes, granting itself the power to decree which curricular areas would not need certificated teachers, and removing class size from the scope of bargaining. Less money, fewer teachers, and less-qualified personnel would make for smaller classes and a better system.

# Aftermath:

## the Ontario teacher protest



*...the bill centralizes decision making and puts enormous power into the hands of a few ministers.*

The government claimed the unions wanted to run the entire system. "Should the government or the unions control education?" was a debate that raged in the media. Hyperbole and two-liners were the order of the day. So was misrepresentation by the government, which spent millions beaming blue-eyed Mike Harris into Ontario's living rooms. As the strike grew more imminent, government tried desperately to separate teachers from their union leaders, to no avail. "Real teachers" were exhorted to rebel against their "union bosses."

*Teachers opposed Bill 160 because it offers no vision for public education.*

According to the Tories, it was all about "change," and teachers were resisting because their unions had taught them to oppose change. What garbage! All teachers agree that reforms that provide support for teachers, who are often stretched to the limit in attempting to deliver quality education in today's busy, complex, and diverse schools, would be very welcome. Teachers opposed Bill 160 because it offers no vision for public education.

The government and its ministers tried to stifle debate over Bill 160, but ironically, the bill has furnished a rallying point for everyone con-

cerned about the future of public education. The Ontario government's efforts to weaken education's stakeholders may have done exactly the opposite: support for education has never been stronger.

Parents and the public came to understand that despite the government's promise that local autonomy and community involvement would be enhanced, the bill centralizes decision making and puts enormous power into the hands of a few ministers. Regulations that are not yet written, and not for public scrutiny, can ignore the public interest. Some have called Bill 160 a "money grab and a power grab" because total centralization of funding means the government can remove as much as it wants. Locally elected school trustees rightly fear that local initiatives, especially those for students with special needs, will not survive.

Reducing the scope of bargaining was designed to enrage teachers and to make their opposition to Bill 160

*Class size and preparation time belong at the bargaining table and should remain there...*

look self-interested. Class size and preparation time, which used to be bargainable, are

now decree-able, since Bill 160 overrides existing collective agreements. The government claimed that teacher efforts at the bargaining table had increased class size. Class size and preparation time belong at the bargaining table and should remain there, not in legislation written by a bullying government intent on union busting. Collective-bargaining rights that enable both parties to sit as equals at the table and, through the process of negotiation within the economic context of the day, reach an agreement, enhance the employer-employee relationship, recognize what is most significant to both parties, and offer the opportunities to find solutions to real problems.

Ontario teachers were able to sway public opinion because of teacher credibility. Teachers succeeded in informing, engaging, and convincing the public that some or all of Bill 160 should be withdrawn. They spoke for students, for classrooms, and for the future of public education, and they spoke—undeniably—in the public interest.

Those teachers whose voices were heard throughout November won the hearts of the Ontario public. But questions remain. Does the public understand, long term, what is at stake?

Is Bill 160 a pathway to privatization, perhaps with charter schools? Will it mean more union-busting and further attempts to control

teachers? Is democracy at risk as well as local autonomy?

We teachers across the country admired the courage and resolve of our Ontario colleagues. We applauded their efforts on behalf of students and public education. We pledged our support in messages, on the picket line, through the media, and in dollars. We wore green ribbons, because their fight is our fight. And it is not yet over.

*Jan Eastman is president of the Canadian Teachers' Federation.*

## More than a thank you

by Elsie McMurphy

In 1987, the government of the day visited extreme legislation upon the BCTF. It radically restructuring the education system, removing principals and vice-principals from the bargaining unit, and repealing the School Act provisions for BCTF membership.

Teachers faced the prospect of recreating the BCTF: deciding the new shape of the organization, signing up all the members, voting on bargaining certifications, and securing our first full-scope collective agreements.

During those times, we received support from the teachers of Canada. We received over a million dollars to assist with advertising, strike pay, and organizing. Equally compelling and greatly appreciated were the messages and visits from the teacher leaders of the other provinces, bringing solidarity to us in our time of need. Knowing that teachers all across Canada were behind us morally and financially was, time and time again, a restorative for our darker moments.

The recent teacher strike in Ontario against Bill 160 gave us the opportunity to send more than thanks, and I am very proud that B.C. teachers responded with such alacrity and generosity to Ontario colleagues. The motions of support and financial contributions from so many locals express in a tangible way our understanding that an injury to one is an injury to all. Furthermore, these actions, including the \$300,000 contributed by the Representative Assembly, begin to repay the debt we owe our colleagues for all their support in 1987-88. I feel extremely privileged to be part of an organization that demonstrates such solidarity.

*Elsie McMurphy is the BCTF's executive director.*

## Protecting basic human rights

by Sharon MacGougan

One day, the parents of one of your students simply disappear. They are just gone, without a trace. Someone saw them being taken away in an unmarked police car. But, when questioned, the police and government official deny it. The next day, the witness to

# HUMAN

the abduction disappears as well. He has been killed execution-style, a bullet to the back of the head. This is real life for many individuals no different from us. It happens to people in all walks of life.

It happens in spite of the universal laws created to protect all persons. On December 10, 1948, the United Nations, in response to the atrocities of the Second World War, proclaimed the Universal Declaration of Human Rights (UDHR). Member states pledged "to achieve...the promotion of universal respect for and observance of human rights and fundamental freedoms."

Half the world's countries jail people because of their race, sex, beliefs, religion, or ethnic origin, and a third of the world's governments torture their prisoners. Those countries break the universal laws they signed onto so many years ago.

Article 20 of the UDHR, promises freedom of association.

We are teachers. Imagine being beaten and receiving death threats for speaking out. Leticia Moctezuma Vargas, a teacher in the Mexican State of Morelos, has, along with her young daughters. They were part of a peaceful campaign to stop a government-sponsored

project that would harm the community's environment. The project is a golf course.

Article 22 of the UDHR forbids torture and ill treatment.

In April 1996, Leticia Moctezuma Vargas and her daughters joined a rally that police violently broke up. Leticia said that police seized old women by the hair and beat her and her children.

Leticia saw three policemen drag Marcos Olmedo Gutierrez, an elderly member of the community, wounded but alive, into a police vehicle. He was later found dead. He had been killed by a bullet to the back of the head.

*Leticia Moctezuma Vargas fears for her life because of her environmental campaigning.*

Article 3 of the UDHR says we all have the right to live in safety.

On July 1, 1996, Leticia received two threatening telephone calls. A man said, "Stop interfering in politics," and "You should take it easy with your politics, or we will kill you." The next day, she received another threatening call at her workplace.

Those things happened because they took an interest in their community and opposed a golf course. Leticia Moctezuma Vargas fears for her life because of her environmental campaigning. She has been denied rights that the world has said should never be violated.

We are teachers. We work and live in a community that we feel part of. We voice our opinions. Leticia is just an ordinary person propelled to an extraordinary position, because there was a need. It could be any of our pictures on an Amnesty International bulletin.

Amnesty International has been fighting human rights abuses since 1961. Its work is based on the Universal Declaration of Human Rights. It began in angry reaction to the imprisonment of two Portuguese students who had raised their glasses in a toast to freedom. British lawyer Peter Benenson and several other activists launched a one-year public "Appeal for Amnesty" campaign, in a newspaper article printed internationally on May 28, 1961. Within a month, more than a thousand people offered their help. Amnesty International was born because people cared enough.

Amnesty International was founded to protect the rights

*Amnesty International was founded to protect the rights listed in the Universal Declaration of Human Rights (UDHR).*

listed in the UDHR—to ensure that governments are held accountable and that someone speaks for individuals whose rights are violated.

Amnesty works to:

- free all prisoners of conscience—people imprisoned for their beliefs, origins, or status, who have not used or advocated violence.
- ensure fair and prompt trials for all political prisoners.
- abolish the death penalty, torture, and other cruel treatment of all prisoners.
- end political killings and disappearances.

To become involved, or to obtain information, or to make a donation, please call 1-800-AMNESTY.

Sharon MacGougan teaches music in Richmond School District and is a member of the national executive committee of Amnesty International.

Committee on Homophobia and Heterosexism has been developing a report and recommendations for the 1998 AGM. The report, approved by the Executive Committee in December, will be recommended to the 1998 AGM. It outlines a strategy for the Federation to address the issues of homophobia and heterosexism. The report and recommendations represent a commitment to establish the BCTF as a community leader in ending what has been described as the last great hate.

The report sets out our task in stark and challenging terms.

"Sexual-minority youth and youth from sexual-minority families are struggling to survive in B.C. schools, which become hostile environments for them when homophobia and heterosexism go unchallenged... Harassment and violence in schools often affect these students and educators, yet there are no specific programs to protect them or to improve their learning and teaching environment.

"Sexual-minority youth attempt and complete suicide at a higher-than-average rate. The same holds true regarding

*Sexual-minority youth are not sick; they are isolated and victimized by homophobia and heterosexism.*

## Ending the last great hate

by Pat Clarke

In the spring of 1997, the BCTF, through a motion passed at its Annual General Meeting, began work on one of the most difficult and controversial social issues it has ever addressed. As a collective of teachers represented by the annual meeting, we resolved to work on eliminating homophobia and heterosexism from B.C. public schools. It was evident in the considerable support for the resolution at the AGM that teachers had seen enough of homophobic behaviour and attitudes in schools to be convinced that there was hatred, violence, and discrimination toward sexual minorities in schools that we simply could not ignore.

If the experience of teachers in schools were not enough to indicate a problem, the tidal wave of intolerance, bigotry, and threats of violence that plugged the Federation's phone lines and fax machines before and after the AGM, verified our concern that homophobia is indeed a social reality.

Since September, the Ad Hoc

school drop-out, street life, homelessness, depression, substance abuse, violence from others, and self-inflicted injury. Sexual-minority youth are not sick; they are isolated and victimized by homophobia and heterosexism."

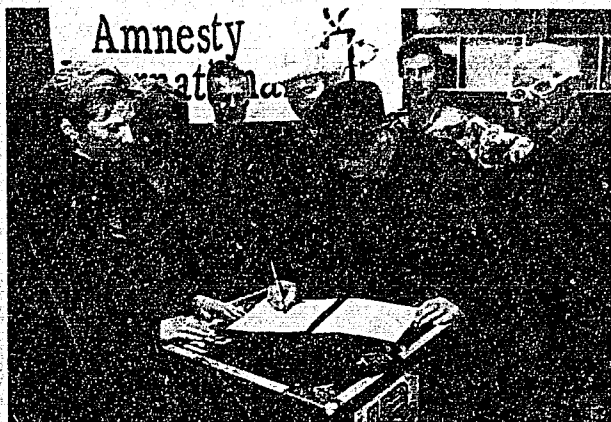
The report recognizes that the BCTF has never shied from controversial issues where we have seen children's welfare affected by social forces. We have always had a particular concern for inequity and discrimination, and homophobia is all about discrimination. The Federation has a clearly stated goal "regarding our commitment to eliminate from the school system discrimination on the basis of sex, race, religion, age, handicaps, economic status, marital status, sexual orientation..."

On the issue of homophobia, the committee points out that "as a society, we are in the relatively early stages of coming to a social consensus on the issue, and certain political interests are opposed to any advocacy for and support of sexual-minority rights." The Federation will be a focus of misleading commentary and political organi-



AMNESTY INTERNATIONAL PHOTO

*Leticia Moctezuma Vargas, a Mexican teacher, whose life has been threatened because of her involvement in a peaceful protest opposing the building of a golf course.*



AMNESTY INTERNATIONAL PHOTO



PETER OWENS PHOTO

*Sharon MacGougan of Amnesty International is collecting signatures to promote awareness of the Universal Declaration of Human Rights (UDHR) as its 50th anniversary approaches on December 10, 1998. Bono of the rock group U2 signs the declaration in Vancouver, followed by President Kit Krieger on behalf of the BCTF.*

# RIGHTS

zation of those interest groups. Part of our strategy must counter this.

Ultimately the really effective action that will end homophobia will be in the hands of teachers. We are the practitioners who, in the words of the report, "will create a more supportive school environment for sexual-minority students and the children of sexual-minority parents. Providing positive, accurate information can break down myths and stereotypes, promote understanding within diverse groups, and support each student's personal growth."

"Educators teach by leading, modelling, and encouraging access to information. They

*The climate of fear and hate they live in is caused by unchallenged homophobic comments and stereotypes...*

work to reduce oppression and discrimination in their many forms, including violence, harassment, racism, and age/gender stereotyping. To omit education about homophobia and heterosexism is neglectful and harmful... An information vacuum isolates sexual-minority students. The climate of fear and hate they live in is caused by unchallenged homophobic comments and stereotypes..."

The Ad Hoc Committee on Homophobia and Heterosexism has recommended, on the basis of these considerations, that the BCTF undertake a specific initiative with designated funding to eliminate homophobia and heterosexism in the B.C. public school system and to make schools safe and inclusive for sexual minority (gay, lesbian, bisexual, and transgendered) staff, students, and families. This initiative will include raising awareness of the negative impact of homophobia and heterosexism, raising awareness of the lives and contributions of gay, lesbian, bisexual, and transgendered people, facilitating a network of resource persons, developing a workshop program, developing resources, supporting local initiatives, and involving sexual minority persons in the development and delivery of those initiatives.

The committee also recommends an action plan that will include lobbying the minister of education to include issues of sexual orientation in IRPs, encouraging school districts to develop zero-tolerance harassment policies that refer to real

or perceived sexual orientation, seeking co-operation of other education partner groups to support initiatives to eliminate homophobia and heterosexism.

*The report...is being recommended to the AGM by a unanimous vote of the Executive Committee.*

The report on homophobia and heterosexism is being recommended to the AGM by a unanimous vote of the Executive Committee. It is the sincere hope of the Ad Hoc Committee on Homophobia and Heterosexism that the recommendation of the Executive Committee will encourage the annual meeting to once again demonstrate the long and distinguished involvement of the BCTF in social-justice issues and our dedication to working for safe and inclusive schools for all students.

Pat Clarke is an assistant director in the BCTF's Professional Development Division.

The complete report and recommendations of the Ad Hoc Committee on Homophobia and Heterosexism will be printed in *Reports and Resolutions* for the 1998 AGM, which will be in schools in early February.

## CHILD LABOUR

### Invisible girls, invisible work

Child-labour data is not gender neutral. There has been a troublesome tendency to combine the work of boys and girls under the generic label of children, and the absence of girls' work in such literature is a stunning reflection of its invisibility in the world at large.

Hidden, uncounted, unpaid, and unseen. That's how the International Labour Organization (ILO) describes the nature of girls' work.\* The burdensome work of girls is rarely counted in the national census or GNP of a country.

Educational International (EI) believes that girls' work is significantly different from that of boys and that the differences need to be considered, since ignoring them means ignoring girls, ignoring their education, and reinforcing their invisibility.

Domestic labour is increasingly conspicuous as an embodiment of forced labour. Worldwide, millions of

children, 90% of them girls and some as young as 7, work unendurably long hours in servitude and obscurity, totally dependent on their employers, behind the closed doors of private homes. Even under conditions that are neither slavery nor even overtly so extreme, the situation of a pre-adolescent girl working full-time as a domestic servant, isolated, without access to school, leisure, or socialization with other children, is intolerable.

If children generally are understood to be malleable, easily exploitable, and unaware of their rights, girls are even more so. In some societies, they are considered more disposable and therefore more vulnerable to exploitation. That girls are socialized to subservience and obedience leaves them open to multiple abuses. Domestic work instills and perpetuates a weak self-image and a role of servility. This powerful psychological conditioning, even brainwashing, to subservience can seriously hamper the full

*...they are often treated as objects, bodies to be used—whether for child-bearing, sex, or domestic labour.*

development of a girl and sentences her, her daughters, and her daughters-in-law, to lifelong service or servitude as their only option.

Most work that girls do is under- or unpaid

Within their own families, most girls are expected to contribute to the maintenance of the household, assisting or replacing their mothers in a variety of tasks. Up to 75% of family-based farming is by women and girls. When there are no machines, every inch of land is cultivated by the hands of girls and women.

In other cases, girls are sold or contracted as bonded labour and trafficked as prostitutes or domestic servants, where they repay their families' debt by performing abusive and intolerable work they are not free to leave. Poverty and the low status of girls and women is a vicious cycle. The arduous labour endured by girls, its invisibility and primary setting in the domestic sphere, mirrors and anticipates the low social and economic status of women. Little valued as human beings with rights, they are often treated as objects, bodies to be used—whether for child-bearing, sex, or domestic labour. There is still a systemic preference within families and

societies for sons over daughters, and the educational opportunities are limited accordingly.

Since 1990, there has been a deluge of global attention to increasing the school enrolment and retention of girls. However, girls still comprise two-thirds of the more than 100 million children who do not attend school; their dropout rate is higher than that of boys and may be increasing. The vast majority of girls who attend school are also working.

*...girls still comprise two-thirds of the more than 100 million children who do not attend school...*

EI believes that making girls' work visible will require the inclusion of additional indicators unique to girls. This means a global effort to bring visibility and awareness to the most intolerable labour of girls. EI has already released publications on this subject and will continue to do so.

\**Invisible Girl-Invisible Work*, background paper prepared for the Round-Table on Invisible Child Labour during the ILO Conference, June 9, 1997.

Source: *Educational International*, Vol. 5, No. 5, September 1997.

## What's your fetish?.com

by Karen Aitken

"Fetish is about exploration, having fun, and living beyond the rules. We hereby declare that it's okay to experiment."

This was the shocking introduction my Grade 9 challenge class discovered at [www.whatsyourfetish.com](http://www.whatsyourfetish.com). Their reason for visiting the Web site was out of a sense of being "disgusted and offended" at a new product's advertising tactics. The group's concerns at "fetish's" advertising to manipulate teenagers was then further enhanced by the suggestions in the above statements produced by fetish employees.

The concern began when I brought in one particular fetish ad I felt was using inappropriate promoting techniques: fetish #16: "Apply generously to your neck so he can smell the scent as you shake your head no." All 28 teenagers decided to write letters to the company, as well as any young girl's magazines that had promoted the fetish products: *American Cheer-*

*leader*, *Seventeen*, and *Teen*. They took the initiative to bring in other ads that "use sex to sell products" and sent "discriminating messages."

Some excerpts from a few students' letters:

• (This ad) is really distasteful and is simply promoting rape. It teaches boys NOT to stop when a girl says no.

• When a woman (or girl) says no, she means it, and this must be respected. By saying no, a woman is asserting her right not to have sex; it should not be taken as a personal rejection or teasing, and this right should not be abused just for your profit.

My Challenge 9 class then decided to set up a hallway bulletin board, "When Ads Attack—Fight Back" to display words, images, ads, and comments about ads they felt contained inappropriate messages. Several comments from other students and staff at Frank Hurt Junior Secondary School supported the Grade 9s' initiative.

This positive feedback led to the decision to contact Adbusters with some sample letters and advertisements to which each letter referred. Now more ad aware, this small group of students has decided to discuss a further campaign (with my full support) against "fetish" when responses to letters have been received. Their view is that "Even though [we] are 14 years old, do not underestimate [us] or the lengths [we] will go to, to see that you, fetish, are held responsible."

Karen Aitken teaches at Frank Hurt Secondary School, Surrey.

## International Women's Day March 8

### Video production competition

The B.C. Teachers' Federation and the Canadian Association for Media Education (CAME) invite secondary students to submit 30-second to 10-minute videos addressing the theme:

*Is corporate advertising and sponsorship in schools philanthropy or manipulation?*

Submissions will be accepted in two categories: Grades 8-10 and Grades 11 and 12. Deadline for submission: May 1, 1998. Prizes:

• two prizes of \$300 each for best overall video.  
• four prizes of \$175 in each of the following categories: cinematography, script, and editing.  
Look for entry forms or more information at the CAME Web site: <http://interact.uoregon.edu/MediaLit/FAMILCame> or fax request to CAME (604) 734-9251.

## OCTOBER

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our jobs—every year eight more things are heaped on our plates. We often feel burned out, ready to give up. What can we say? We still love teaching. We are not interested in hiding in our own classrooms. We know that the image of a lesson deliverer, standing in front of a classroom full of bored, white, heterosexual students is not real and that as difficult as teaching in the '90s can be, it is still a challenge with tremendous rewards. We can rely on each other and groups like PAGE to support us as we return to the job, daily grappling with the issues that modern life throws at us. We are there for the kids of this province.

*Judy Brayden is president of B.C. Teachers for Peace and Global Education.*

## Weaving it together

by Arlene McLaughlin

The presentations of the B.C. Primary Teachers' conference, held in Victoria, certainly did weave it all together... practicality, philosophy, humour, comradeship, new and old strategies. The high level of conversation during the conference reflected the enthusiasm primary teachers bring to their annual conference.

Teachers who have been coming for years commented: "This conference allows me to meet colleagues I have taught with over the years, to learn some new things, to keep informed on new trends, and to get a refresher on the tried and true practices for good teaching. I enjoy meeting and seeing the new teachers coming on board."

Beginning teachers commented: "It is great to meet with new colleagues and learn with and from them. I have so many questions."

The conference: "It rocked!" A registrant from Fort St. John: "This conference sets the tone for my year—the ideas, the enthusiasm, the conference."

Over and over, teachers commented on the terrific organization and the quality of speakers. There were fewer but more in-depth sessions. This new program format was most favourably received by the registrants.

The balance between the tried-and-true practice of the McCracken (understanding how print works) or the "hands on—minds on" mathematics of Marcy Cook and the newer practices such as the blending of co-operative learning strategies and multiple intelligences, presented by Spencer Kagan, or building self-esteem and empowering children to succeed, by Dr. Arlene Kaiser, provided registrants with choices. Teachers in all stages of their career found what they were looking for.

It is truly empowering to meet with hundreds of primary teachers who share your passion and excitement for teaching young children.

The conference ended with the registrants, speakers, and guests singing and celebrating with educator/singer Charlotte Diamond. The energy in the room was evidence that the primary educators of our province love what they do and love to share and learn together.

*Arlene McLaughlin teaches at Ocean Grove Elementary School, Campbell River, and is newsletter editor of the B.C. Primary Teachers' Association.*

## Salmon Arm English language teachers attend conference

Tanya Kupkee

On October 24, I was fortunate enough and organized enough to attend my first BCTELA (B.C. Teachers of English Language Arts) conference. My colleagues had raved about past conferences, coming back to work with creative teaching ideas, fun door prizes, and greatly revitalized spirits. I knew I had to experience some of whatever they were experiencing at the conferences. The theme of Shakespeare, as well as the wonderful selection of workshops available caught my eye. I finally chose a workshop entitled, *Students with Shakespeare—A Consumption Devoutly Wished For*. I knew I wanted some ideas on how to get students excited about studying Shakespeare instead of gasping and groaning in anticipated agony. I was not disappointed. The workshop provided many unique, applicable, and student-centred

activities. I thought to myself, "This is what Shakespeare should be like in the classroom!" As I became inspired by the ideas, I took a moment to look around me, and I noticed something even more exciting. I realized that I was a part of this wonderful, enthusiastic, and hard-working group of people called English teachers. I had now experienced the phenomenon I had seen shining through my colleagues. I felt a great sense of pride, purpose, and revitalization in being a teacher. The BCTELA conference is by far the best professional development experience I have had to date, and I know that I will never miss another year.

Stephen Holmes

Attending the BCTELA workshop on Shakespeare awakened in me that fact that I am probably doing too much thinking for my students. I had fallen into the trap of supplying the "right" answer or the "correct" interpretation. I had been explaining too much to the students instead of engaging them in the literature and allowing them to draw out their own understandings. I have learned to let the richness and meaning of Shakespeare emerge as it was intended, to be savored and enjoyed as a dramatic experience. Students are capable of understanding the text with a relatively simple and direct presentation. After all, teaching students to think for themselves may be one of the best ways to prepare them for the ambiguity and change they will be facing after school.

Karen Johanson

It has been one of the great pleasures of my professional life as an English teacher to be able to attend the conferences of the BCTELA. I have always enjoyed myself and have come back to school with a myriad of new teaching strategies and ideas. The fact that the conferences are arranged and presented by my own hard-working colleagues never ceases to amaze me. This year's fall conference was no exception. It was a practical, resourceful experience, and a joyous one too. The friendly banter, the lunch, and the wonderful luncheon speaker were great fun. I have been to

many BCTELA conferences over the years, and I always enjoy myself and come away with many new ideas.

*Submitted by Steve Naylor, Salmon Arm Secondary School, B.C. Teachers of English Language Arts.*

## Conference '97—Citizenship

by Bruce Kiloh

Many colleagues have asked why it is important to register for the annual provincial conference on social studies and what workshops will be appropriate for them. I asked the same question 10 years ago of Gordon Smith and he said, "Teachers have fought for years to get one day, when all teachers of the same subject could meet, discuss, debate, share, participate, and laugh at issues affecting classroom teachers of the social studies. Be professional, act professional, and make use of the time that many retired teachers were unable to take advantage of back when they were teaching." His comments made sense then, and they make even more sense now.

I have a professional duty to make every effort to attend and support those colleagues who fought for the right to have a Friday every October set aside for a PSA Pro-D Day. Second, I enjoy it. The many workshops, displays, and guest speakers have passed on a wealth of information to me. Workshops deal specifically with curriculum areas, teaching strategies, new resources, publishers books, and controversial or debatable teaching issues. But the main reason I come back each year is to meet with colleagues with whom I share a common bond in the teaching profession.

This year's conference theme was citizenship, and Canada's Chief Electoral Officer Jean-Pierre Kingsley was the keynote speaker. He is the fifth chief electoral officer since the post was created in 1920, largely to put an end to political partisanship in the administration of the federal elections. He noted that Canada is playing a major role in the world's election processes, not to criticize and debate comparative election processes,

but "observe and share the well-respected knowledge base that Canada has." His other comment that really struck me as a teacher of SS 11 was on the percentage of young Canadians between the ages of 18 and 25 who vote. Sadly it is only 50%. We must be doing something wrong as teachers of social studies.

One of the most interesting workshops for me was the panel discussion on the recent assessment results for Grades 4, 7, and 10. The panel discussion by Wanda Cassidy (SFE), Derek Sturko (Ministry of Education), Rob Sandhu (BCSSTA) and our BCTF president, Kit Krieger, was a beauty! I am grateful to all the presenters. A truly valued colleague is one who shares. Next October, when you see the information describing the joint conference between the B.C. Social Studies Teachers' Association and the B.C. Teacher-Librarians' Association, think of Gordon Smith's comment.

See you in Richmond.

*Bruce Kiloh teaches at Riverside Secondary School, Coquitlam.*

## Rich meeting ground for modern-language teachers

by Deirdre Santesso

Brenda Panton, who teaches French at Ballenas Secondary School, in Qualicum, was one of 500 teachers who attended this year's Modern Languages Conference, in Richmond, on October 24. It was Brenda's first BCATML conference, and I asked her why she had selected it from the wide PD menu. She said that after 10 years teaching at the elementary level, she felt the need to "network with secondary teachers and get

...refreshing, inspiring, and entertaining...

some ideas." She said she found Robert Koiper's keynote address, "The Teacher as Actor," refreshing, inspiring, and entertaining, and she was delighted to have met teachers from all over the province.

# Teaching a

# RPSA DAY

Josée Clermont, who teaches Grades 7 and 8 core French at Sentinel School in West Vancouver, was also attending for the first time. She had come with a need for materials for the master's degree in linguistics she is pursuing at UBC. She also was making connections and getting to know people.

At Fruitvale Elementary School, SD 20 (Kootenay Columbia), Bonnie Szekely, who has been teaching French for many years and regularly attends the conference, is now teaching Italian to Grade 3 students. This year, she attended the seminar by Dr. Giulia Colla, who is supporting Italian instruction in B.C. schools.

Amarinder Gill, who teaches beginner and intermediate Punjabi at Cambie Secondary School in Richmond, was another first-time participant. Enthusiastic about both his courses and his students, he had found the generic workshops as well as the specialist session by Devinder Pawa, who helped establish the Punjabi provincial exam, very helpful.

Tatiana Mersiadi, who teaches French 8 and 9 at McNicoll Junior Secondary School, in Penticton, picked up a whole year's worth of material to enhance her teaching. She was amazed at

*The conference is both multicultural and multilingual, and it meets a multitude of needs.*

the quality of the workshops and delighted she had attended.

The conference is both multicultural and multilingual, and it meets a multitude of needs. By the end of the first session, voices, faces, eyes, and hands are animated and participants energized. Throughout the conference, you could hear the many languages being taught in our schools. What a celebration of Canada's cultural and linguistic diversity, and what a rich meeting ground for B.C.'s language teachers!

*What a celebration of Canada's cultural and linguistic diversity, and what a rich meeting ground for B.C.'s language teachers!*

Once again teachers themselves had planned, organized, and orchestrated a rewarding PD experience for their colleagues.

Deirdre Santesso is French coordinator, SD 20 Kootenay Columbia.

## Bringing the Web to students

by Ray Tolman

I look after the computer lab in our school and am constantly searching for ideas that can aid us in our teaching assignments. Our lab consists of 29 computers: 10 Macintosh LCs, 10 LC 475s, 6 LC575s, and 3 new Performa 6300s.

Our Internet hookup consists of only one dial-up student station in the library—not workable or useful for the classroom teacher, especially within the constraints of a 45-minute period.

I had always wanted to bring the Web to my students, but I was frustrated by our token hook up. After seeing John Goldsmith's session at the Horizons conference, the annual gathering of the Computer-Using Educators, I have become a devoted "WebWhacker."

WebWhacker is a wonderful application for downloading complete "sites" from the Internet. The "databases" can then be used for off-line browsing. A free demonstration download is available at Blue Squirrel <http://www.bluesquirrel.com/download.all.html>. It offers an offline browser course. You may want to take a look at it to become familiar with the product. WebWhacker 3 is very easy to use, and with the aid of Adobe

PageMill, I have been cleaning up dead links and remaining hot connections to Web URLs.

I have constructed databases in various subjects for a few teachers.

- The Nine Planets: <http://www.seds.org/billa/top/15.7.Mb>

- Pirates: <http://powerup.com.au/~glen/pirate.htm> (1.1 Mb)

- <http://www.cbs.hw.ac.uk/ED/CAC/pirates/pirates.htm> (1.3 Mb)

- Caen Model of Rome: [http://www.unicaen.fr/rome/US/sonmaire\\_a.shtml](http://www.unicaen.fr/rome/US/sonmaire_a.shtml) (1.5 Mb)

- Egypt-Pyramids: <http://www.pbs.org/vgbb/nova/pyramid/4.Mb>

- Amelia Earhart: <http://www.tighar.org/Projects/AEdescri.html> (414 K)

- Galileo: <http://galileo.imss.firenze.it/museo/h/galilg.html> (1.1 Mb)

- Backyard Astronomy: <http://www.skypub.com/backyard/backyard.shtml> (1.2 Mb)

As far as the intranet goes, argh...

Our school is blessed with AppleTalk. Some blessing! We are doing stand alones until further notice! AppleTalk is very slow when transferring graphic-intensive pages to multiple computers at once.

Netscape v1.12 and these databases will work slowly on an LC. The major drawback is hard-drive space.

I have installed Netscape 2 on many of our blessed (LC 475 and up) computers along with the databases I have constructed. The pages load quickly and are easily accessed by students within the constraints of a period. Pictures are easily "screensnapped" using Flesht 3.02 or "saved" as a GIF or JPEG. Convert the picture file, if necessary, to a PICT using Graphics Converter 3.02. This makes research on "The Net" very practical to those with a slow dial-up connection or no Web connection at all.

Databases can be loaded into and removed from machines as required, depending on hard-drive space available.

My ZIP drive is used for database storage and transfer. I do all of the downloading at home and borrow the school's ZIP drive from our good-natured secretary to do installations at school. I use SCSIProbe 4.3 to facilitate a

"hot" connection of the ZIP drive. I do not have to restart the computer when I connect the ZIP drive using this method. I have had no problems to date doing this. Lucky me?

Thank you, Horizons and John Goldsmith.

Utilities mentioned above can be found at: <http://allin.mine.utsunomiya-u.ac.jp/mawin/AllMacFiles.html>

Ray Tolman teaches at Tuc-el-Nait Elementary School, Oliver.

If any teachers want copies of the databases, just send me a ZIP disk—Mac: Ray Tolman, Tuc-el-Nait Elementary School, Box 1440, Oliver, BC V0H 1T0, rtolman@cablelan.net

## Rural teachers' conference invaluable

by Casey Mork

I graduated from Malaspina University College in 1995 and received a temporary position at Quatsino Elementary School. Quatsino is an isolated community of about 75 people and accessible only by boat or plane. The community's old, but large one-room school had only seven students that year. I taught Grades 1, 4, 5, 6, and 7.

My next assignment was also a temporary position—a one-room school in Holberg, a logging community of about 100 people. I had eight students that term, and taught Kindergarten, and Grades 1, 3, 5, 6, and 7. I also taught my son, who was in Grade 1.

I have many pleasant memories from those two teaching positions: for instance, taking my whole school (only four students were at school that day) in my car down to the bay to see a school of feeding porpoise. I also remember the interest parents take in their school (the centre of the community) and their children's education.

At the Rural Teachers' Association conference, I was impressed with the quality of the seminars and the presenters.

I was very interested in the conference, held at Malaspina University College, for the chance to experience new strategies and to visit the

school from which I graduated. The quality of the conference was superb, ranging from small informal seminars, packed with strategies and hands-on activities, to gourmet dining. I have used many of the ideas presented at the conference including PE, math, drama, social studies, and language arts. We also received a handbook of lesson plans, complete and ready to use—invaluable to new and experienced teachers.

It is hard for me to express how valuable the conferences are and how professionally they are presented. I will definitely be going to the next conference, and I hope to see you there.

Casey Mork teaches at Robert Scott Elementary School, Port Hardy.

by Marjorie Lenfesty

I attended the Rural Teachers' Association of B.C. conference at Malaspina University College in Nanaimo. This was my first time attending any provincial specialist association conference. It will not be my last. The down-to-earth participants made me feel very welcome. Their rural experiences made me realize I was not alone. For instance, not all schools have gymnasiums. I felt at home at the conference. The caring for everyone was very apparent.

The three sessions I chose were Bafa Bafa, Doing Drama, and CALC (Canadian Active Living Challenge). The first was social studies with a two-culture interaction game. I had played the game before but it was more meaningful this time because I teach in a small First Nations community. I would love to see the game played here. The focus of the second was narrative pantomime. I used it immediately with my class. More is planned for January. The third was PE. I am really excited about such a flexible program that revolves around the whole child.

A special trip was arranged Friday night to Duncan. On the way, we stopped in Chemainus to see the wonderful murals on the buildings in town. It's much easier to teach about places in B.C. when you've been there. Hope to see you at next year's conference.

Margorie Lenfesty teaches at Moberly Lake Elementary School, Peace River district.

# and Learning

# BCTF Financial Report for the Year Ended June 30, 1997

## 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 1996-97 financial statements, the General Operating Fund (GOF) revenues exceeded expenses by \$208,000 representing the seventh consecutive year that an operating surplus in the GOF has been achieved. For the 1997-98 budget year, the May 1997 Representative Assembly approved a GOF budget with a deficit of \$340,000.

The Collective Bargaining Defence Fund (CBDF) revenues exceeded expenses by \$3.6 million for the 1996-97 year improving the CBDF balance from \$9.6 million as at June 30, 1996 to \$13.2 million as at June 30, 1997.

The Legal Liability Fund was established by the 1996 AGM with a fee allocation of .12 per cent for the 1996-97 fiscal year which was continued for the 1997-98 fiscal year. The Executive Committee is recommending the elimination of this fee allocation to the 1998 AGM given that the deficit fund balance will be eliminated by June 30, 1998.

The Provincial Bargaining Fund (PBF) was established by the 1997 AGM with a fee allocation of .06 per cent for 1997-98. With no fee allocation for the 1996-97 fiscal year and the incurrence of \$451,000 for provincial negotiation costs, the fund was in a negative balance of \$451,000 at June 30, 1997. 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 (SIF) reflect net revenue of \$24.4 million for the 1996-97 year compared to net revenue of \$12.3 million for the 1995-96 year. The improved results in the 1996-97 year were due mainly to a reduction in benefit expenses attributed to previous years. The fund balance of \$13.2 million as at June 30, 1996 has now increased to \$37.6 million as at June 30, 1997. The 1997 AGM approved a fee allocation of 1.50 per cent for 1997-98 which was a reduction of 0.10 per cent from previous year(s) fee allocation of 1.60 per cent. The Executive Committee will be considering the 1998-99 fee recommendation from the Income Security Committee at their January 1998 meeting.

- Kit Krieger

## 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, 1997, 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, 1997 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.

Price Waterhouse  
Chartered Accountants  
October 24, 1997

Elsie McMurphy Rob McLaren, C.A.  
Executive Director Treasurer

## STATEMENT 1 Financial Position as at June 30

	1997	1996
	(in thousands)	
<b>ASSETS</b>		
<b>CURRENT</b>		
Cash and treasury bills	\$ 2,992	\$ -
Marketable securities (Note 3)	12,424	9,902
	15,416	9,902
Membership fees and other receivables	3,518	2,863
Inventories and prepaid expenses	255	320
	19,189	13,085
<b>DUE FROM</b>		
Salary Indemnity Fund	10	83
<b>CAPITAL ASSETS (Note 6)</b>	1,114	1,349
<b>INVESTMENT IN CO-OWNERSHIP (Note 7)</b>	8,110	8,564
	<u>\$28,423</u>	<u>\$23,081</u>
<b>LIABILITIES</b>		
<b>CURRENT</b>		
Bank overdraft	\$ -	\$ 401
Accounts payable	1,162	1,242
Deferred rent revenue	119	72
	1,281	1,715
<b>DUE TO</b>		
Provincial Specialist Associations	751	588
	<u>2,032</u>	<u>2,303</u>
<b>MEMBERS' RESTRICTED FUNDS</b>		
General Operating Fund (Statement 3)	15,027	14,819
Collective Bargaining Defence Fund (Statement 4)	13,171	9,608
Contingency Fund (Statement 5)	534	196
Legal Liability Fund (Note 8)	(1,953)	(3,912)
Provincial Bargaining Fund (Note 9)	(451)	-
William R. Long Memorial International Solidarity Fund (Note 10)	49	57
Ed May Memorial Social Responsibility Fund (Note 11)	12	8
Other Funds	2	2
	<u>26,391</u>	<u>20,778</u>
	<u>\$28,423</u>	<u>\$23,081</u>

Approved by the Executive Committee

*Grace Wilson*  
Grace Wilson

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

	1997	1996
	(in thousands)	
<b>CASH FROM (USED IN) OPERATIONS</b>		
<b>Fees Received</b>		
General Operating Fund	\$20,001	\$19,285
Collective Bargaining Defence Fund	3,105	2,988
Contingency Fund	443	427
Legal Liability Fund	1,926	—
William R. Long Memorial		
International Solidarity Fund	378	365
Ed May Memorial Social Responsibility Fund	33	32
	<u>25,886</u>	<u>23,097</u>
<b>Expenses Paid</b>		
General Operating Fund	(19,321)	(18,949)
Collective Bargaining Defence Fund	(411)	(3,782)
Contingency Fund	(123)	(364)
Legal Liability Fund	—	(3,904)
Provincial Bargaining Fund	(447)	—
William R. Long Memorial		
International Solidarity Fund	(385)	(331)
Ed May Memorial Social Responsibility Fund	(29)	(27)
	<u>(20,716)</u>	<u>(27,357)</u>
Bargaining campaign contributions received	—	80
Advances from (to) Salary Indemnity Fund	73	(68)
	<u>(20,643)</u>	<u>(27,345)</u>
<b>NET CASH FROM (USED IN) OPERATIONS</b>	\$ 5,243	\$ (4,248)
<b>CASH FROM (USED IN) INVESTING AND FINANCING ACTIVITIES</b>		
<b>SOURCES</b>		
Investment income received	\$ 815	\$ 1,023
Deferred rent	47	72
Proceeds from member loans	24	6
Proceeds from building sale	—	5,486
Proceeds from Agreement for Sale	—	2,000
	<u>886</u>	<u>8,587</u>
<b>USES</b>		
Purchase of capital assets	(137)	(193)
Staff computer loans	(77)	—
Repayment of bank loan	—	(7,000)
	<u>(214)</u>	<u>(7,193)</u>
<b>NET CASH FROM INVESTING AND FINANCING ACTIVITIES</b>	<u>672</u>	<u>1,394</u>
<b>CHANGE in cash, treasury bills, marketable securities, and bank overdraft</b>	5,915	(2,854)
<b>CASH, treasury bills, marketable securities, and bank overdraft beginning of year</b>	<u>9,501</u>	<u>12,355</u>
<b>CASH, treasury bills, marketable securities, and bank overdraft, end of year</b>	<u>\$15,416</u>	<u>\$ 9,501</u>

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

	1998 Budget (Unaudited) (Note 13)	1997	1996
	(in thousands)		
<b>REVENUE</b>			
Allocation of membership fees (Note 4)	\$19,980	\$19,924	\$19,409
Net investment income	150	165	170
	<u>20,130</u>	<u>20,089</u>	<u>19,579</u>
<b>DIVISIONAL OPERATING EXPENSES (Note 5)</b>			
Management and Legal Aid	2,612	2,568	2,590
Organization Support	4,072	3,914	3,681
Finance and Administrative Services	2,566	2,519	2,620
Research and Technology	1,703	1,612	1,644
Professional Development	3,418	3,113	2,710
Bargaining	2,326	2,288	2,298
	<u>16,697</u>	<u>16,014</u>	<u>15,543</u>
Grants to Locals	3,773	3,867	3,645
	<u>20,470</u>	<u>19,881</u>	<u>19,188</u>
<b>NET (EXPENSE) REVENUE</b>	(340)	208	391
<b>FUND BALANCE, beginning of year</b>	<u>15,027</u>	<u>14,819</u>	<u>14,428</u>
<b>FUND BALANCE, end of year</b>	<u>\$14,687</u>	<u>\$15,027</u>	<u>\$14,819</u>

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

	1997	1996
	(in thousands)	
<b>REVENUE</b>		
Allocation of membership fees (Note 4)	\$3,093	\$3,007
Net investment income	881	786
Campaign contributions	—	80
	<u>3,974</u>	<u>3,873</u>
<b>EXPENSES</b>		
Support to locals	322	643
Third party dispute pay	41	—
Provincial bargaining	37	1,517
Public Education Campaign	3	1,622
Other	8	—
	<u>411</u>	<u>3,782</u>
<b>NET REVENUE</b>	3,563	91
<b>FUND BALANCE, beginning of year</b>	<u>9,608</u>	<u>9,517</u>
<b>FUND BALANCE, end of year</b>	<u>\$13,171</u>	<u>\$9,608</u>

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

	1997	1996
	(in thousands)	
<b>REVENUE</b>		
Allocation of membership fees (Note 4)	\$442	\$429
Net investment income	19	12
	<u>461</u>	<u>441</u>
<b>EXPENSES</b>		
Legal costs	101	283
Sir William Macdonald School grant	13	—
School district amalgamation	4	81
Programme Cadre	5	—
	<u>123</u>	<u>364</u>
<b>NET REVENUE</b>	338	77
<b>FUND BALANCE, beginning of year</b>	<u>196</u>	<u>119</u>
<b>FUND BALANCE, end of year</b>	<u>\$534</u>	<u>\$196</u>

## Notes to Financial Statements Year Ended June 30, 1997

### 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.

**Provincial Bargaining Fund:** The purpose of the fund is to pay costs related to provincial contract negotiations. The fund was established by the 1997 Annual General Meeting.

**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 1.60% of gross salary for the 1996-97 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, 1997 was \$13,320,350 compared to a carrying value of \$12,423,995 (June 30, 1996 market value—\$10,355,500; carrying value—\$9,902,225).

### 4. MEMBERSHIP FEE

The membership fee for the year ended June 30, 1997 was 1.47% of the gross salary of each member. For the year ending June 30, 1998 the 1997 Annual General Meeting approved the same fee with different allocations to the funds.

The following summarizes the fee allocations:

	1996-97	1997-98
General Operating Fund	1.150%	1.130%
Collective Bargaining Defence Fund	0.175	0.135
Contingency Fund	0.025	0.025
Legal Liability Fund	0.120	0.120
Provincial Bargaining Fund	—	0.060
	1.470%	1.470%

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.

	1996-97 Actual	1996-97 Budget (Unaudited Note 13)	1995-96 Actual (Note 17)
(in thousands)			
<b>Management and Legal Aid</b>			
Management & Personnel	\$1,316	\$1,355	\$1,317
Task Force on School District Amalgamation	—	—	19
Legal Aid & Internal Relations	612	606	629
Canadian Teachers' Federation	640	641	625
	2,568	2,602	2,590
<b>Organization Support</b>			
BCTF Governance	1,959	1,957	1,849
Local Leadership Training	215	235	213
Communications	1,124	1,153	1,060
Community & Labour Outreach	393	411	324
Task Force on Bargaining Structures & Related Matters	50	49	58
Membership-Records, Recruitment, Retention	173	192	177
	3,914	3,997	3,681
<b>Finance and Administrative Services</b>			
Treasury & Accounting	624	624	600
Administrative Services	305	306	316
Production Services	127	117	157
Purchasing & Building Management	1,463	1,478	1,547
	2,519	2,525	2,620
<b>Research and Technology</b>			
Research	353	345	335
Information Services	441	460	468
Technology	818	832	841
	1,612	1,637	1,644
<b>Professional Development</b>			
Teaching Rights & Practices	993	978	880
Community Development & Outreach	840	844	940
Social Responsibility	796	780	601
Project Application & Administration - Curriculum Services/Professional Opportunities	(3)	(1)	(11)
Continuing Education; Lesson Aids, & Program for Quality Teaching	487	470	300
	3,113	3,071	2,710
<b>Bargaining</b>			
Bargaining	2,043	2,026	2,090
Pension & Benefit Plans	245	246	208
	2,288	2,272	2,298
<b>Grants to Locals</b>			
	3,867	3,867	3,645
	\$19,881	\$19,971	\$19,188

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

	1996-97 Actual	1996-97 Budget (Unaudited Note 13)	1995-96 Actual
(in thousands)			
<b>Salaries &amp; Benefits</b>	\$ 8,798	\$ 8,801	\$ 8,387
<b>Table Officers' Salaries, Accommodation &amp; Expense Allowances</b>	359	340	337
<b>LR, Executive &amp; Staff Travel</b>	404	382	398
<b>AGM, RA, Summer Leadership &amp; Meetings</b>	1,912	1,911	1,908
<b>Grants (includes all grants; those to locals and others)</b>	4,314	4,317	4,086
<b>Printing, Distribution, Photocopying</b>	989	1,035	956
<b>Conference Costs</b>	539	548	356
<b>Organization Memberships</b>	627	628	611
<b>Consultant &amp; Legal Fees</b>	436	457	450
<b>Public Relations/Communications</b>	275	276	327
<b>Equipment Rental, Purchases &amp; Maintenance</b>	182	184	203
<b>Depreciation &amp; Gain/Loss on Disposal of Capital Assets</b>	617	625	641
<b>Property Taxes, Operating Expenses, Insurance, Rent</b>	971	984	1,107
<b>Miscellaneous</b>	119	125	110
<b>Administrative Charges &amp; Overhead Recovered</b>	(330)	(323)	(325)
<b>Program Revenue (includes Lesson Aids sales, Labour Canada grants, Teacher Newsmagazine ads &amp; subscription revenue)</b>	(331)	(319)	(364)
	\$19,881	\$19,971	\$19,188

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.

	1996-97	1995-96
(in thousands)		
Funds unexpended beginning of year	\$ 218	\$ 590
Funds received	858	860
Funds disbursed	(887)	(1,232)
Funds unexpended end of year—represents the net commitment for unexpired contracts	\$ 189	\$ 218

### 6. CAPITAL ASSETS

	Original Cost	Accumulated Depreciation	1997 Net Book Value	1996 Net Book Value
(in thousands)				
Furniture & equipment	\$1,139	\$ (503)	\$ 636	\$ 736
Computer hardware	748	(465)	283	389
Leasehold improvements	288	(93)	195	224
	\$2,175	\$ (1,061)	\$ 1,114	\$ 1,349

Depreciation expense for the year ended June 30, 1997 was \$372,000 (1996—\$390,000).

### 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 Cost	Accumulated Depreciation	1997 Net Book Value	1996 Net Book Value
(in thousands)				
Land	\$1,550	\$ —	\$1,550	\$1,550
Building	7,147	(587)	6,560	7,014
	\$8,697	\$ (587)	\$8,110	\$8,564

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

	1996-97 (in thousands)	1995-96 (in thousands)
Fund balance, beginning of year	\$ (3,912)	\$ —
Fee allocation (Note 4)	2,121	—
Expenditures	(162)	(3,912)
Fund balance, end of year	\$ (1,953)	\$ (3,912)

A former member petitioning on his own behalf and on behalf of the members of the British Columbia Principals' and Vice-Principals' Association obtained an order from the Supreme Court of British Columbia against the Federation for a proportional share of Federation assets. A settlement was reached between the two parties and the Federation paid the plaintiffs \$3,900,000 in June 1996 in full settlement of the court order.

### 9. PROVINCIAL BARGAINING FUND

	1996-97 (in thousands)
Fund balance, beginning of year	\$ —
Fee allocation (Note 4)	—
Expenditures	(451)
Fund balance, end of year	\$ (451)

### 10. WILLIAM R. LONG MEMORIAL INTERNATIONAL SOLIDARITY FUND

	1996-97 (in thousands)	1995-96 (in thousands)
Fund balance, beginning of year	\$ 57	\$ 21
Fee allocation (Note 4)	377	367
Expenditures	(385)	(331)
Fund balance, end of year	\$ 49	\$ 57

### 11. ED MAY MEMORIAL SOCIAL RESPONSIBILITY FUND

	1996-97 (in thousands)	1995-96 (in thousands)
Fund balance, beginning of year	\$ 8	\$ 3
Fee allocation (Note 4)	33	32
Expenditures	(29)	(27)
Fund balance, end of year	\$ 12	\$ 8

### 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 prorated on service with the assets valued using market-related values, with 5-year averaging of investment income.

	January 1, 1996
Accrued benefits	\$10,196,000
Pension fund assets	\$11,371,000

### 13. BUDGET

The 1997-98 budget presented in Statement 3 is the budget as approved by the Representative Assembly. The 1996-97 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 from Salary Indemnity Fund, bank overdraft, accounts payable and due to Provincial Specialists' Associations.

# 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, 1997 and 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, 1997 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.

Price Waterhouse  
Chartered Accountants  
October 24, 1997

## STATEMENT 1 Salary Indemnity Fund Financial Position as at June 30

	1997	1996
	(in thousands)	
<b>ASSETS</b>		
CASH and treasury bills	\$ 1,350	\$ 1,336
ACCOUNTS RECEIVABLE	3,173	3,382
INVESTMENTS (Note 3)	128,796	109,333
CAPITAL ASSETS	40	38
	<u>\$133,359</u>	<u>\$114,089</u>
<b>LIABILITIES AND FUND BALANCE</b>		
ACCOUNTS PAYABLE	\$ 206	\$ 291
DUE TO General Operating Fund	10	83
PROVISION FOR CLAIMS (Note 4)		
Pension contributions	388	369
Short-term	3,109	3,035
Long-term	92,051	97,127
FUND BALANCE	37,595	13,184
	<u>\$133,359</u>	<u>\$114,089</u>

Approved by the Executive Committee

*Grace Wilson*

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

	1997	1996
	(in thousands)	
<b>REVENUE</b>		
Membership fees (Note 1)	\$27,833	\$27,198
Teachers' share of employment insurance premium reductions	2,104	1,902
Investment income	11,830	14,115
	<u>41,767</u>	<u>43,215</u>
<b>EXPENSES</b>		
Benefits (Note 4)	24,787	27,596
Pension contributions (Note 4)	916	865
	<u>25,703</u>	<u>28,461</u>
Excess of current year's revenue over benefit and pension expenses	16,064	14,754
Reduction (increase) in prior years' benefit and pension expenses (Note 4)	10,646	(19)
Adjusted net revenue	<u>26,710</u>	<u>14,735</u>
Administrative expenses	1,980	2,139
Investment management and trust company fees (Note 5)	319	273
	<u>2,299</u>	<u>2,412</u>
NET REVENUE for the year	24,411	12,323
FUND BALANCE, beginning of year	13,184	861
FUND BALANCE, end of year	<u>\$37,595</u>	<u>\$13,184</u>

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

	1997	1996
	(in thousands)	
<b>CASH FROM (USED IN) OPERATIONS</b>		
<b>SOURCES</b>		
Fees received	\$28,021	\$26,960
Teachers' share of employment insurance premium reductions received	2,122	1,909
	<u>30,143</u>	<u>28,869</u>
<b>USES</b>		
Advances (to) from General Operating Fund	(73)	68
Paid to claimants	(19,181)	(18,125)
Pension contributions paid	(859)	(801)
Administrative expenditures paid	(2,369)	(2,279)
	<u>(22,482)</u>	<u>(21,137)</u>
NET CASH FROM OPERATIONS	\$7,661	\$7,732
<b>CASH FROM (USED IN) INVESTING ACTIVITIES</b>		
<b>SOURCES</b>		
Investment income received	\$ 7,527	\$ 6,193
Proceeds from sale of investments	149,873	226,992
	<u>157,400</u>	<u>233,185</u>
<b>USES</b>		
Purchase of investments	(165,030)	(241,137)
Purchase of capital assets	(17)	(32)
	<u>(165,047)</u>	<u>(241,169)</u>
NET CASH USED IN INVESTING ACTIVITIES	(7,647)	(7,984)
CHANGE in cash and treasury bills	14	(252)
CASH and treasury bills, beginning of year	1,336	1,588
CASH and treasury bills, end of year	<u>\$1,350</u>	<u>\$1,336</u>

## Salary Indemnity Fund Notes to Financial Statements Year Ended June 30, 1997

### 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, 1997 was 1.6% of the gross salary of each member. For the year ending June 30, 1998, the 1997 Annual General Meeting approved a fee of 1.5% 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, 1997 was \$150,282,413 compared to a carrying value of \$128,796,395 (June 30, 1996) market value—\$114,495,311; carrying value—\$109,332,502.

### 4. 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, 1997 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.

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

### 5. 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.

### 6. 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 General Operating Fund, and provisions for claims.

## Teachers' Pension Fund 1997 Investment Returns

Diversification continues to provide for market rates of return for the Teachers' Pension Fund, rates significantly higher than those that would have been earned without diversification. As of September 30, 1997, the Basic Account had a market value of \$7,235,723,237 and had earned 24.1% year over year. The Inflation Adjustment Account had a market value of \$1,034,685,011 and had earned 24.2% year over year.

### The Basic Account

Short Term (Money Market, Short-term bonds)	1.9%
Bonds (Canadian and Corporate)	27.1%
Mortgages	1.7%
Canadian Stocks	40.9%
U.S. Stocks	11.3%
Non-North-American Stocks (EAFE)	10.3%
Real Estate	6.4%
Private Placements	0.4%

The Basic Account is responsible for paying the initial pensions earned by retiring members. Those pensions are based on a formula familiar to those who have attended retirement seminars: 2% times years of pensionable service times highest average salary less the CPP offset at the earlier of death or age 65. The formula is used for members who are 60 or greater or have attained factor "90" prior to age 60. For those retiring prior to 60 without factor "90," the pension is reduced by 3% per year for those at work (as defined) at the time of retirement.

The account is well funded, currently having approximately 80% funding, or a 20% unfunded liability. The next annual valuation, due this spring, should show that the funding level of the Teachers' Pension Plan continues to improve.

Teachers, both young and old, are encouraged to attend the retirement seminars held around the province to better understand their pension plan and to plan for a healthy and financially rewarding retirement.

### Inflation Adjustment Account

Short Term	2.8%
Bonds	17.7%
Index Linked Bonds	10.2%
Mortgages	1.6%
Canadian Stocks	40.7%
U.S. Stocks	11.2%
Non-North-American Stocks (EAFE)	10.0%
Real Estate	5.8%

The Inflation Adjustment Account is responsible for paying two items: the cost-of-living adjustments to retirees each January, and the cost of the medical, extended health, and dental premiums of retirees with 10 or more pensionable years of service in B.C. Those payments are subject to the ability of the fund to pay for the items. If there were a shortfall, only partial payments would be made.

What is the financial health of the Inflation Adjustment Account? It is funded from four sources. First, 1% of salary from each teacher contributing to the Teachers' Pension Plan is paid into the Inflation Adjustment Account. Second, on behalf of each of those teachers, the employer contributes 1.13% of salary into the account. Third, the funds are invested, creating additional income. Finally, the Basic Account transfers into the Inflation Adjustment Account any "excess interest" on the retiree portion of the Basic Account. The four amounts have generated a fund currently in excess of \$1 billion. Pension board members have reviewed the adequacy of the current funding levels. Based on probable scenarios, full cost-of-living increases under the current system will cease around 2020. Pension board members will continue to review the health of the account and determine well in advance of 2020 whether corrective action need be taken. That corrective action would likely involve negotiations with government on changes to the indexing.

In the meantime, members young and old should continue to set aside additional savings for retirement through personal-investment vehicles such as RRSPs and private savings in order to assure themselves of the most financially comfortable retirement possible.

Karen Harper is the BCTF staff person responsible for pensions, Income Security Department.

## Acronyms R Us

by Garth Holmes

Acronyms, and abbreviations abound in educational writing. It is almost impossible to read a professional article or receive a piece of official correspondence without running into them. For your convenience, this is a list of abbreviations you will encounter at some point or other. The occasional editorial comment is attached. I will assume B.C. is already understood.

**ACLP**—Advisory Committee of Local Presidents  
BCTF calls all LPs together at perceived need. (See LP, LR)

**AGM**—Annual General Meeting  
The most common opinion heard: "I didn't even know that he owned a tie."

**AO**—Administrative Officer  
Formerly principal/vice-principal. Many AOs hate the new title, for

some unfathomable reason.

**ASAP**—As soon as possible  
Reserved for bureaucratic forms that have no bearing on the classroom, and therefore must be filled in before education can go forward. (See IWIT)

**BCPSEA**—B.C. Public School Employers' Association (Them)  
The other side of the bargaining table. Pronounced BC PEE CEE if they have not irritated you lately. BC Pepsi if they have. The latter tends to become more common as the bargaining wears on.

**BCTF**—B.C. Teachers' Federation (Us)  
The provincial organization for B.C. teachers.

**CTF**—Canadian Teachers' Federation  
National organization of teachers. No authority, but a useful clearing house for information.

**EFAP**—Employee and Family Assistance Program  
Process and organization to use

when life becomes too much. Most, if not all, school districts have them.

**ERIP**—Early-Retirement Incentive Plan  
A psychological testing procedure to see if teachers can be taught to salivate at the mention of the acronym.

**FTE**—Full-time Equivalent  
An individual who teaches full time. Also stands for "Fast Tending to Extinction."

**HR-T**—Human Resources-Teaching  
Teachers who have not been down-sized. (See FTE)

**IWIT**—If I Wanted It Tomorrow  
As in, "Of course I want it today. IWIT, I would ask for it tomorrow." (See ASAP)

**IRTC**—Instructional Resources and Teaching Centre  
Library

**LOA**—Leave of Absence  
Quite often requires an LOAN toward the end.

**LP**—Local President  
Poster child for stress syndrome. (See ACLP)

**LR**—Local Representative  
Attends BCTF rep assemblies to hear what the ACLP has been told already. (See ACLP)

**PSA**—Provincial Specialist Association  
Organization for specific groups of teachers. Some of the more euphonious are ABCDE, PITA, PEPSA (not to be confused with BCPEPS).

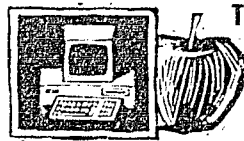
**TIC**—Teacher in Charge  
How school districts avoid paying the full administrative allowance when the administrator(s) are out of the building.

**TOC**—Teacher On Call  
Formerly substitute teacher. If you are substituting for a colleague who is replacing the AO, you are a TieToe.

Garth Holmes teaches at Anne Stevenson Jr. Secondary School, Williams Lake.

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# The peoples' summit

by Janet Amsden

When the economic leaders of 18 Pacific Rim economies, the Asia-Pacific Economic Co-operation (APEC), met in Vancouver in November, they met to talk business. Their purpose was to facilitate economic development above all else.

When the concerned people of the 18 economies met in a parallel conference, the People's Summit on APEC, they met to talk about democratic development. Their purpose was to put people at the centre of the development process and ensure that human needs are met.

The People's Summit was a collection of forums on topics ranging from youth, domestic workers, women, and media, to sustainability, labour, arms trade, indigenous peoples, and education and research. The forum on education and research, co-sponsored by the BCTF, brought together teacher, student, and university union leaders and members to discuss the impact of neoliberal policies on public education in APEC economies.

"The prevailing policy direction of APEC internationally has become training," said Norman Carnay of the International Students' Association. "Promoting lifelong learning means retraining workers to keep up with changes in technology." In this ideology, he said, "Education is for work. Education exists to serve business."

## "Economies should serve people; not the reverse."

What is wrong with this ideology?

"Economies should serve people; not the reverse," said Surrey teacher, David Chudnovsky. "The APEC agenda for education, with its narrow focus on training, will further stratify the class system," said Maura Parte, from the Canadian Federation of Students.

The ultimate casualty will be democracy itself if the profit-driven business agenda is unfettered by ethical considerations.

Sharan Burrow, president of the Australian Education Union, cited examples of wrongs in the APEC economies. She spoke of oppression of teachers and trade unionists in Indonesia, Korea, Burma and Ontario. She spoke of child-poverty rates of over 10% in her own country. Other teacher-union leaders from Mexico, Chile, the Philippines, Papua New Guinea, the South Pacific Islands, and Malaysia presented workshops on the education challenges in their homes.

In a plenary-session forum, participants had an opportunity to express their concerns to Stewart Goodings, a Canadian civil servant, who is the "lead shepherd" of the APEC Human Resources Development

Working Group. Goodings explained how his committee develops international policies on education. The group is composed of government-appointed representatives of all the APEC economies.

Although there is business and private-sector participation, there is no involvement of educators' unions or non-

**"APEC as a group has no common constituency to which they are accountable and, therefore, they are fundamentally undemocratic."**

government organizations.

Goodings was challenged by Heather-jane Robertson, of the Canadian Teachers' Federation, who said, "APEC as a group has no common constituency to which they are accountable and, therefore, they are fundamentally undemocratic."

Maura Parte reminded Goodings that "Participating in a democracy means more than going to the ballot box every four years. It means being able to participate in high-level policy decisions."

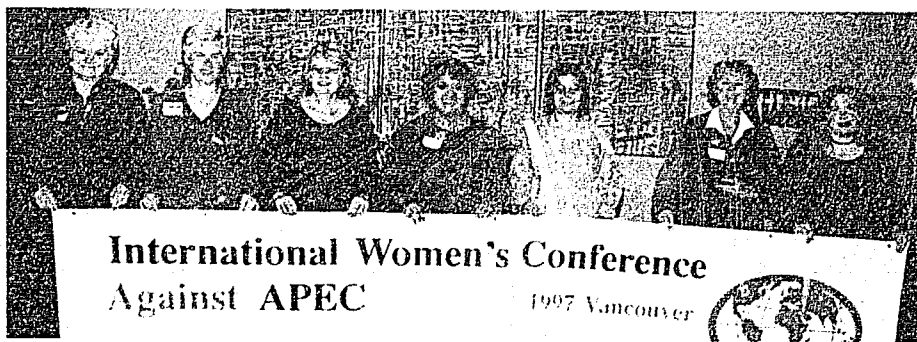
The solution? "Unions must have proposals," said Elie Jouen, deputy secretary of Education International, in the final session of the forum at the BCTF Building. Jouen laid out a blueprint for educators to build partnerships to reform education. He spoke of the need for unions to develop a vision, goals, and strategies. The participants then met in small groups to work out strategies for challenging the APEC agenda for education that would change the direction toward a more socially responsible educational policy.

"In Hong Kong," said Winnie Yu Wai Ping, of the Hong Kong Teachers' Union, "education reforms have simply been transplanted from Britain. This experience will help me to understand the reforms that are being imposed on us and help us to resist the domination of the multinationals."

**"Twenty-four million educators can make a difference."**

After two days of examination of the effect of the multinationals on education in the company of her peers in other countries, Winnie was ready to return to Hong Kong armed not only with knowledge and strategies but with a network of new educational allies. She will remember the words of Australia's Sharan Burrow: "Twenty-four million educators can make a difference."

Janet Amsden is president of the Maple Ridge Teachers' Association and a member of the Teacher Advisory Board.



## Shattered Reflections: The Women's Conference Against APEC

by Louise de Bruijne

"You're not going to get arrested, are you?" "Why can't you just stay in your classroom and teach?"

Those questions came from my family, bemused and uncomprehending as I announced that I would attend the Women's Conference Against APEC and protest human-rights abuses and the presence of dictators in the world. I could have answered them with an analysis of the global struggle between nations as economies driven by capitalism's excesses and my students' needs for peace, a clean environment, and freedom of expression, but knowing that that analysis had become tiresome to my family: I just shrugged and said, "Yes, I've got to; it's my teaching duty."

There I was on Monday morning, listening to women from all over the world, cite examples of how economic globalization has worsened their lives, their children's, their communities, and the environment. They saw it their duty to come to Vancouver, to leave behind bemused or incredulous families... And the conference was the better for their efforts.

### Day-One highlights

The opening greetings, by Joan Grant Cummings, president of NAC, vitalized the audience to take action and protest against APEC and similar economic globalization efforts as agreements that are against democratic processes and against women.

The theme she detailed, people empowering themselves through whatever channels are open to them, echoed in the video of Nobel Prize winner, Aung San Suu Kyi, delivering a filmed commentary of her people's struggle against the Chinese government. Her message, "There cannot be real economic progress without democracy," is a promise yet to be fulfilled, as economies and nations rush to solidify agreements such as APEC and MAI.

The keynote speaker, Jeannette Armstrong, artist, advocate, and activist, from the Okanagan Nation (North Vancouver), outlined the economic history of exploitation as not only an "over there" in the undeveloped, developing world experience. Capitalism has had a long history in North America, with its initial impetus from European nation-states exploring/exploiting North America and its indigenous nations. She

reminded the conference that economic globalization efforts to secure markets and resources were perfected with four hundred years practice, and APEC is but part of neo-colonial empires, now re-dressed in the emperor's robes of multi-national corporations. Most frightening is our march toward destruction via the degradation of the environment, a result that rivals the lethal potential of chemical and nuclear arsenals.

"Until the last woman is free from the shackles of poverty and oppression... none of us can be free," stated Sunera Thobani, professor at Simon Fraser University and former president of NAC. She was the final speaker in a panel discussion that examined four themes from APEC: women and labour, by Alicia Sepulveda, of the Telecommunications Workers Union in Mexico; human rights by Yayori Matsui, director of the Asia-Japan Women's Resource Centre; environmental impacts of economic globalization, by Sarojini Rengam, of the Pesticide Action Network in Malaysia; and economic and social development issues, by Sunera Thobani.

### Day-Two Highlights

"What can we do... What can I do...?" "Start anywhere... Do anything... Protest."

In seven workshops, the facilitators recorded, synthesized, and sweated out recommendations for a whole-group presentation. Certain agreements were echoed through several workshops: The gap is widening between

haves and have nots everywhere. Unions become more inclusive of the casual, part-time, and unemployed members and link themselves to struggles of unorganized workers' rights. Education is undergoing dramatic change: the people's needs must be reflected, not only corporate need/greed. The oppression of women and indigenous peoples must be recognized as part of capitalism's process and ends.

The union Forum included unions from many countries and jobs. Unions are being played off by organized corporate teams against the working poor, the unorganized workers, and the unemployed as standing between them and their economic success. APEC and other initiatives should not divert our attention away from our community groups who need us and whom we need to make people-based decisions about how the economy develops and what social programs look like.

Networking and pressing up against police barricades separating "Us" and "Them" was both necessary and unforgettable. The long answer to those questions I began with uses M. Percy in *Low Road*:

*It goes on one at a time. It starts when you care to act. It starts when you do it again after they said "No." It starts when you say "We" and know who you mean and each day you mean one more.*

Louise de Bruijne teaches at Steveston Secondary School, Richmond.

## Global networks unite for human rights

by Karen Kilbride

As the saying goes, "There is always a good side to any issue." If there had not been an international meeting on APEC, there would not have been a People's Summit. And if there had not been a People's Summit, women from around the Pacific Rim would not be as united and as strong as they are today to fight for human rights in APEC member countries.

The Women's Conference Against APEC is an example of how global technology and networks united feminists from China, Japan, Burma, Mexico, Canada, Australia, Malaysia, Indonesia, Mongolia, Thailand, the Philippines, East Timor, and New Zealand at a conference in Vancouver to begin a joint plan of action to improve human rights. Child

labour, world food trade, environmental damage, government repression, and exploitation of young women and children in the international sex trade were the major topics of discussion.

Delegates committed themselves to continue the fight to have human rights regulations included in APEC agreements.

The women's conference ended on a positive note. Petitions, business cards, e-mail addresses, and letters to government leaders were shared and exchanged. Laughter and songs concluded the conference as the women against APEC banner was passed to the Malaysian delegates. They will host the next anti-APEC women's conference.

Karen Kilbride teaches at Senator Reid Elementary School, Surrey.

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**EDINBURGH, SCOTLAND.** Elementary teacher seeks teaching exchange for the 98/99 academic year in Vancouver. If interested, e-mail: [dave.all@cln.etc.ca](mailto:dave.all@cln.etc.ca) or Ph: 01-31-315-2471. Dave Blevins & Alison Cullen.

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## PD CALENDAR

**6 Langley.** Behind the Scenes at the Langley Fine Arts School, a workshop for professional educators. 09:00-15:00: \$95 includes lunch and all printed materials. Contact Peter Borkett (604) 888-3113. F: (604) 888-3578.

**6 New Westminster.** Enhancing School Safety (CP100). Justice Institute of B.C., 715 McBride Boulevard, \$125. To register, call (604) 528-5590. For program information, call Sheila MacCallum (604) 528-5625. [smacallum@jibe.bc.ca](mailto:smacallum@jibe.bc.ca)

**11-13 Vancouver.** 20th Annual Hospital/Home-bound PSA Conference. Kids: The Heart of the Matter. Rosedale on Robson Hotel and B.C. Children's Hospital. \$150. Contact Marigrace Rennie, c/o Adolescent Psychiatry C-1, 4480 Oak Street, Vancouver, BC V6H 3V4. (604) 875-2240, F: (604) 875-2709. [mrennie@cyberion.com](mailto:mrennie@cyberion.com)

**13 New Westminster.** Classroom Management Techniques: Dealing with Inappropriate Behaviour (CP110). Justice Institute of B.C., 715 McBride Boulevard, \$125. To register, call (604) 528-5590. For program information, call Sheila MacCallum (604) 528-5625. [smacallum@jibe.bc.ca](mailto:smacallum@jibe.bc.ca)

**19-20 Coquitlam.** Spirit of Secondary, presented by Coquitlam Teachers' Association, featuring Barrie Bennett (OISE), Sharon Jeroski (Horizon Research and Evaluation), Kim Shonert-Riechel (UBC), and Carl Leggo (UBC). Westwood Plateau Golf & Country Club. Contact Chris King, Coquitlam Teachers' Association, St. John Street., Port Moody, BC V3H 2A9, (604) 936-9971. F: (604) 936-7515.

**19-20 Courtenay.** For the Love of Literacy. Vancouver Island Regional LSA Conference of English/Language Arts Teachers. Courtenay Jr. School. Keynote: Susan Musgrave; Linda Rogers and Marilyn Bowering with the funky music of Kitch in Sync. Workshops: Spelling Strategies, with Mary Tarasoff; Understanding the Book Tube Junkie, Michael Simpson; Dys-graphics: great ideas but they can't write, Mary Sturgeon; Comic Strips: reading and writing without tears; Understanding Multiple Intelligences: First Nations Literacy; Critical Thinking in the Humanities; and much, much more. Contact Donna Bennett, CDTA PD chairperson, 388B Lazo Road, Comox, BC V9M 3T9, (250) 339-9113. [pd71@mail.island.net](mailto:pd71@mail.island.net)

**19-21 Vancouver.** Crossing Boundaries: Passports to Possibilities, 1998 Fine Arts Conference, Music—Art—Drama—Dance, Hyatt Regency, Robson Media Centre, Vancouver Art Gallery. Presenters will provide new approaches within one of the following strands: Teacher as Artist, Teacher as Teacher, Teacher as Connector. Contact (604) 882-9561

**19-21 Victoria.** Teachers of Home Economics Specialist Association Conference. Contact Mary Sohy, H: (250) 474-6145, S: (250) 478-5501. F: (250) 478-2879.

**19-21 Vancouver.** Seventh Annual Conference of the Staff Development Council of British Columbia. Results: Proven Factors That Impact Student Performance. Pan Pacific Hotel. \$295. Contact Dorothy Kirschbaum or Nancy MacKenzie, (604) 859-4891. F: (604) 556-3435.

**20 Langley.** Dawn Reithaug on orchestrating academic success by adapting and modifying programs, co-sponsored by Council for Exceptional Children and Special Education Association, Walnut Grove Secondary School. \$85 includes lunch. Register through Clerical Services, SD 35, Langley, 4875-222nd Street, Langley, BC V3A 3Z7. Contact Michael Seales, (604) 888-5827. F: (604) 888-5832 (information fax: (604) 530-5281).

**20 Langley.** Building Mathematical Power in the Intermediate Grades:

all-new workshop with Kim Sutton, Langley College. \$85. Register through Clerical Services, SD 35, Langley, 4875-222nd Street, Langley, BC V3A 3Z7 (information fax: (604) 530-5281)

**20 Langley.** The Mirror of Practice: Reflecting Early Reading and Writing, with Margaret Mooney, renowned in early literacy and reading recovery, Langley Fine Arts School. \$85. \$85. Register through Clerical Services, SD 35, Langley, 4875-222nd Street, Langley, BC V3A 3Z7 (information fax: (604) 530-5281).

**20 Langley.** Just Do It! a conference for Grade 3-7 teachers integrating technology into other subjects, Brookwood Secondary. \$65. \$85. Register through Clerical Services, SD 35, Langley, 4875-222nd Street, Langley, BC V3A 3Z7 (information fax: (604) 530-5281).

**20 Vancouver.** How To Develop a Balanced Literacy Program in a Classroom Having Lots of ESL Students, a one-day conference presented by The Education and Research Institute. Three internationally recognized literacy experts share practical strategies with classroom teachers. Contact Alex Shirran, conference director, (604) 263-6176. F: (604) 263-5747.

**20 Victoria.** EcoScope for Sustaining Wetlands Teachers' Workshop. Teach About Wetlands While Covering Science Curriculum, Grades 8 to 12. Horticulture Centre of the Pacific, 505 Quail Road. \$40 includes 300-page manual and lunch. Register by February 2. Contact Friends of Boundary Bay, Box 1441 Station A, Delta, BC V4M 3Y8, (604) 940-9810. F: (604) 940-9833. [mkwetnet@direct.ca](mailto:mkwetnet@direct.ca), [www.bcwetlands.com](http://www.bcwetlands.com)

**20 Vancouver.** Gender Issues Focus Day: Overview of Women's Studies 12. Environments for Women, SS11/Women's Studies 11, The Culture of Romance, music, muffins, and more. Preregister at \$20. Contact Mary Filleul or Val Dore, Britannia Secondary School, 1001 Cotton Drive, Vancouver, BC V5L 3T4, (604) 255-9371. F: (604) 255-8595.

**21 Ladner.** Third Annual Environmental Education Resources for Teachers Workshop and Fair (EERT) and Environmental Educators' PSA AGM, Delta Secondary School. Contact Megan Caskey, Friends of Boundary Bay, (604) 940-9810 for a brochure.

**27 New Westminster.** Dealing with Harassment and Peer Victimization: A Solution-Focused Approach (CY220). Justice Institute of B.C., 715 McBride Boulevard, \$125. To register, call (604) 528-5590. For program information, call Sheila MacCallum (604) 528-5625. [smacallum@jibe.bc.ca](mailto:smacallum@jibe.bc.ca)

**28 Vancouver.** Living as a Hard of Hearing Person Today: Can We Lessen the Struggle? a seminar sponsored by the Western Institute for the Deaf and Hard of Hearing, Plaza 500 Hotel. \$110 after January 15. Contact Karen Hill, 2125 West 7th Avenue, Vancouver, BC V6K 1X9, voice: (604) 736-7391, TTY: (604) 736-2527, F: (604) 736-4381, [counsel@widthh.bc.ca](mailto:counsel@widthh.bc.ca)

Future October PSA days (BCTF procedure statement 30.A.14):

1998-99:	October 23, 1998
1999-00:	October 22, 1999
2000-01:	October 20, 2000
2001-02:	October 19, 2001
2002-03:	October 25, 2002

[www.bctf.bc.ca/PDcalendar/pdcalendar.html](http://www.bctf.bc.ca/PDcalendar/pdcalendar.html)

The BCTF's PD Calendar Web site includes these direct links:

National Staff Development Council (NSDC) Conferences  
[www.nsdc.org/conference.html](http://www.nsdc.org/conference.html)

Association for Supervision and Curriculum Development (ASCD) Conferences  
[www.ascd.org/](http://www.ascd.org/)

Phi Delta Kappan (PDK) International Conferences  
[www.pdkintl.org/epsched.html](http://www.pdkintl.org/epsched.html)

by Megan Vis-Dunbar

Awareness was the key word at the first People's Summit Youth Forum, from November 7 to 11. The forum was sponsored by Co-Development Canada, and the two co-ordinators of the project were Rana Ghose and Lindsay Poops. According to Ghose, the main objective of the forum was for people to get an idea of what APEC is about.

The forum took place at the B.C. Teachers' Federation building. Thirteen of the eighteen APEC economies were represented at the youth forum (the only economies not represented were Australia, Hong Kong, Taiwan, Japan, and Singapore). The forum's 85 participants attended workshops and speeches that covered the future of jobs, education, and the environment and how they are and will be affected by APEC, as well as NAFTA (North American Free Trade Agreement), and the upcoming MAI (Multilateral Agreement on Investment).

In addition to speeches given by Scott Robinson, Raymond Chin, and Libby Davies, participants had the opportunity to attend workshops on issues such as holistic awareness, child labour, the Native Youth Movement, domestic workers, racial justice, and labour economics.

At a workshop on education, given by the Canadian Federation of Students, Joy Roberts said, "I learned a lot. I'm thinking how extra horrible APEC would be because governments won't be able to fund education, but companies will." She concluded that "APEC, in a round-about way, will force people to have private education."

The participants' final resolutions and recommendations were to be presented to the People's Summit on APEC, as well as the APEC Summit by two members of the steering committee.

Megan Vis-Dunbar attends the University of British Columbia.



Students from 13 APEC economies attend the People's Summit Youth Forum at the BCTF building to discuss how their futures will be affected by APEC, NAFTA, and the MAI. The 85 students prepared recommendations and presented them to the People's Summit and to the APEC summit.



## Open hearts—closed doors

by Frieda Miller

The exhibit *Open Hearts—Closed Doors* tells the powerful story of the 1,123

Jewish war orphans who came to Canada from the devastation of Europe between 1947 and 1949. But the first images to confront student visitors are recent photographs of child refugees in Bosnia and Rwanda. The exhibit challenges students to consider their attitudes and responsibilities toward refugees today.

On one level the exhibit is a study of the aftermath of war. For children orphaned by the Holocaust, liberation was a time when they had to face the enormity of their losses. Children set out on a round of displaced persons camps and orphanages and began their long wait for a country that would welcome them.

Interwoven through the exhibit is the story of Canada's closed-door response to Jewish refugees, in particular children. During the Holocaust, Canada admitted the

lowest number of refugees of any large non-European country.

*During the Holocaust, Canada admitted the fewest number of refugees of any large non-European country.*

Not until 1947 did the Canadian government issue a Privy Council Order to admit one thousand Jewish orphans into Canada. With the support of community and many helping agencies, these young people overcame adversity and adjusted to new lives in Canada—an experiment with lessons for current immigration policy in Canada. The exhibit concludes with an examination of Canada's more recent immigration and refugee history including the introduction of the "point system" and the reception of the Vietnamese boat people

and Bosnian and Rwandan refugees.

The exhibit engages students through hands-on scrapbooks that chronicle the lives of these war orphans. Students examine photographs and handle documents that capture their interest. Students may also meet with a child survivor or participate in a dramatic storytelling program.

The accompanying teacher's guide provides timelines, glossaries, bibliographies, and suggested classroom activities.

The exhibit *Open Hearts—Closed Doors* is on display at the Vancouver Holocaust Education Centre from November 1997 to March 31, 1998. Teachers may arrange class visits by calling (604) 264-0499.

Watch for the spring launch of an immigration/discovery trunk that will be available for two-week classroom loans at no charge.

Frieda Miller is the education co-ordinator, Vancouver Holocaust Education Centre.