

NEWSMAGAZINE  
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FEDERATION

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# Teacher

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# Proud to be a teacher

by Elsie McMurphy

## OPEN LETTER TO MY COLLEAGUES

**E**ndings bring new beginnings. Deciding not to seek re-election as BCTF president has given me an opportunity for both reflection and anticipation. I look back at our successes with pride, and I look forward to our challenges with courage.

A decade of restraint, Bills 19 and 20, the sign-up and certification campaigns, the College of Teachers elections, and the restructuring of our federation are now part of our vivid past. The history books will show that we kept focussed on "the ultimate": an excellent public education system. We met all adversity and fought together to protect and improve our schools.

We emerged strong and united from the 1987 legislative assault on our profession, and for a year we have focussed our attention on bargaining.

*Take heart in the successes of our first round of bargaining. Focus on the reward of real professional autonomy. . . . Focus on the possibility of real, positive change in our system.*

Together we have set objectives, learned new skills, studied clauses, held strategy conferences, negotiated at the table for countless hours, established effec-

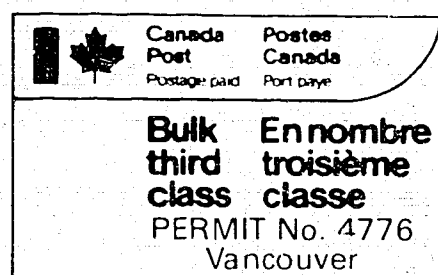
tive local support and communication systems, walked picket lines, and supported striking colleagues morally and financially. And for what?

For first contracts that teachers are excited about. For first contracts that are morale boosters. For decent salary increases. For a sense of solidarity with other teachers throughout the province. For a new feeling of respect from our employers. For a lunch break and a chance to talk with colleagues. For preparation time so that we can be more effective in the classroom. For first contracts that are making a real difference in our classrooms!

Teachers who have signed collective agreements know that it was worth it. Teachers who are still fighting have a clear sense of "the going rate." They know they don't have to be satisfied with less. They know it's just a matter of time.

Teachers also know that when all the contracts are signed and implemented, their attention will be needed elsewhere.

See "Letter" page 3





## Readers write

### Conference message causes discord; minister ill-treated

As I walked in the -20°C weather on the picket line, I had some time to mull over the events of the recent BCTF PD conference in Richmond. There I witnessed a debate that I believe was unnecessary. The attack visited upon the minister of education was counter-productive and embarrassing.

Mr. Brummet should be congratulated for entering the den to voice his views. His off-the-cuff speech was warm and positive. He highlighted his concerns in a humane manner. The audience recognized and laughed with the minister at the problems that he listed. He stressed the importance of meeting the needs of the student in the classroom. Mr. Brummet did say that the teacher is the one who finally decides how the needs of the student will be met in the classroom. We were left with the warm feeling that here was a person who understood.

The prepared speech that followed was like the rantings of an egocentric rejected lover. I had always thought that the host should be polite to an invited guest. Was it necessary to recount the mistakes of the past? Was it important to flaunt quotes from Shelley, *et al*? Was it necessary to forgive the minister in a public forum? Was this a fine example of networking? Of building toward a constructive working relationship? I think not.

Perhaps it is time the BCTF take on the role of the professional. To me, this means developing positive liaisons to promote the improvement of the classroom environment at the ministry level, with school boards, and with the public.

Vince J. Petho  
Prince George

### BCTF remarks misunderstood

Mr. Petho's letter reflects a misunderstanding of the events of Saturday morning, January 21, 1989, at the "Taking Charge of Our Profession" conference. It was not and is not our intention to cause the Minister of Education discomfort or ill feeling. As the record shows, our speaker expressed appreciation for the words the minister shared with the delegates. The delegates, with their applause, showed that they valued the positive recognition and empathy the minister expressed.

Dr. Zlotnik's remarks were designed, not to respond to the minister's presentation, but to provide an analysis to assist the delegates in developing their own plans and activities. Mr. Petho has interpreted remarks about the school system as referring to the minister or to his presentation, and has interpreted the affirmation of BCTF goals and objectives as a negation of the minister's comments. This was not intended.

In hindsight, the juxtaposition of the description of our goals and commitments immediately following the minister's presentation, was ill advised and might well have contributed to these misunderstandings. We should have had the delegates break into small groups to discuss the minister's speech and then return to hear from Dr. Zlotnik.

In hindsight, Dr. Zlotnik's analysis turned out to be on the mark as delegates at the Representative Assembly observed when the policy directions of the government were announced on January 27.

The BCTF is firmly committed to a consultative and co-operative relationship between our profession and the ministry. Such relationships do not rule out sometimes sharp differences over particular policies or practices.

But specific charges Mr. Petho makes are not warranted. Our speaker was respectful, polite and friendly toward Mr. Brummet, and there was no recounting of mistakes of the past. Copies of Dr. Zlotnik's presentation are available on request.

Elsie McMurphy  
President

### From the editor's mailbag

You, our readers, are an interesting lot. Last month, alone, I received letters and notes on the following: a unique school in China, an environmental project in Kimberley, kudos for the current leadership of the BCTF, criticism about a conference speaker's style, update on mathematics instruction, and a suggestion on how to reorganize a BCTF committee. Some are published, all are answered. All are appreciated.

Letters are our way of knowing who you are, your interests and concerns, and how the *Teacher* is being received.

Write to us, c/o Teacher, 2235 Burrard Street, Vancouver, BC V6J 3H9.

### BCTF praised for its leadership

As an "ex" teacher (retired June 1980, Burnaby), I want to express my admiration for the present membership and leadership of the BCTF.

Although, I was never a "super-active" member of the BCTF, I was, like many of my colleagues at the time, a committed supporter of the organization. By accepting the role of delegate, or alternate, to local and/or provincial conventions, I contributed minimally to the strengthening of the organization.

Now that the BCTF has been forced into a union structure, the challenges to maintain its professional standards and administrative structure have increased tenfold.

It is a continuing source of pride to me that members of "my" profession, despite the battering they have received from the Ministry of Education, and hostile commentators, continue to express themselves in a way that demonstrates clearly their commitment to their professional responsibilities, and to the organization that unifies their diverse opinions.

Harvey Burt  
North Vancouver

### Math is more than memorizing

I was startled to read the article in the January edition of *Teacher* by Rick Fabbro, an English/Learning Assistance teacher, entitled "The Trouble with Math."

I had hoped that we had progressed beyond the stage where "in math classes everywhere, we ask students to memorize mathematics." You can therefore hardly imagine my surprise to read that "90% of the lessons in math classes emphasize memory."

The fact is, in the revised mathematics curriculum which is currently being implemented in the province, problem solving is the focus of the program.

$$36 \div 6 \times 7 + (20 \times 5) = X$$

Problem-solving includes applying the mathematics learned in class to solving real-world mathematics problems. Through solving problems whether they be traditional textbook problems, or mathematical puzzles, or questions that have many possible answers, young people come to learn the importance of mathematics and the many different ways that mathematics is used.

Students learn that mathematics is not a fixed body of knowledge to be memorized, but a growing and exciting subject that influences many fields of study.

The mathematics taught in our classes today encourages students to exercise their creativity and imagination, instead of their memory.

We have come a long way, quickly.  
Ian deGroot, President, B.C.  
Association of Mathematics Teachers  
North Vancouver

### Caught between the College and TQS

I found myself with a dilemma regarding the College of Teachers and the Teacher Qualification Service. I'm writing not only to expose the injustice of my situation but also to save others from a similar misfortune.

This past summer, I finally completed my degree requirements, and for the past five months I have been trying to get my updated categorization processed. It has not been easy. I'll not bore you with all the details, but the bottom line is that I have been caught between two bureaucracies. The TQS has a cut-off date of November 30 for categorization changes to be effective September 1, yet the teachers' college is so slow that it did not issue the necessary professional certificate until December. Because all required documents were forwarded during the Christmas rush, they were not received by the TQS until early January. The TQS processed my card with an effective date of January 1, thereby denying me a retroactive salary increase of four months. I immediately wrote a long letter explaining why my documents were late arriving, but the TQS did not "feel justified in extending it (the effective date) into January of the next year." I was politely told that if I was not satisfied I could take it to appeal.

Luckily, my local president was able to show my school board the unreasonableness of the situation, and I did not have to go through appeal procedures, but I wonder how many other teachers are going through this hassle. Surely the College of Teachers can find a way to process the necessary documents within a month of the TQS deadlines, or else the TQS can put its deadlines ahead so that we teachers have a reasonable time frame within which to work. The way it stands right now is quite intolerable.

Merrilyn Heilbuth  
New Westminster

## Teacher

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

Teacher will be published 7 times this year. Copy and advertising deadlines for the remaining issues are: March 17 (April), April 28 (May/June). We welcome your contributions.

### Letter from page 1

The lessons learned in bargaining can help us with our next challenge: taking charge of our profession. We know that it's not just what is in the contract lan-

# What is a Professional?

A professional uses and must use judgement in applying special knowledge to cause change in a specific situation.

A professional works in a field which touches directly upon the interests or well-being of human clients.

A professional's exercise of judgement affects and seeks to affect the quality of work accomplished.

A professional recognizes responsibility to the client, to colleagues, and to the public.

Goble emphasizes that a professional who receives a regular salary under a contract of employment — an employed professional — is in no way professionally diminished.

Norm Goble

But what we are really about is a simultaneous liberation of teachers and students. We teachers have to take charge of our own profession if we are to empower students to take charge of their own lives. In addition to being strong, principled, professionally assertive individuals, we need to act collectively as teachers, just as students need to learn how to co-operate and to work together as citizens.

Elsie McMurphy

We'll have to help the government understand that successful change requires that those in the system both understand and own the objectives. We'll teach the government that "the emphasis in school improvement [should be] shifting to the people most centrally involved in that process: teachers." (Wideen & Andrews, 1986).

And most important, we'll continue to defend and promote the role of the public education system in preparing our students for citizenship in a participatory democracy, to resist the privatization of our school system elsewhere under the guise of "choice" after Grade 10, and to ensure that educational change is developed and implemented, based on sound principles, with the full participation of the teaching profession.

Take heart in the successes of our first round of bargaining. Focus on the reward of real professional autonomy, for you yourself, for your students, for your colleagues. Focus on the possibility of real, positive change in our system. I hope gaining charge of our profession won't take as long as gaining full bargaining rights.

Of course it will be difficult. As Vince Lombardi said, "Fatigue will make cowards of us all." Sickler points out, "empowering teachers with more decision-making authority requires that a critical mass of teachers be willing to spend extra time and energy. But teachers who know the power of participation and what exciting things can occur, will work toward it." (*The Kappan*, January 1988)

A critical mass of teachers... willing to spend extra time and energy... Sounds like the BCTF.

And it sounds like the BCTF I've been so proud of as president — a presidency I leave with more than a little regret. I leave, nonetheless, with a great sense of excitement and anticipation as I see our organization move to extend and shape this other very important dimension of our responsibilities as a teaching profession.

Elsie McMurphy's 3rd term as BCTF president ends this June.



## It has been a busy winter for the Canadian Teachers' Federation

CTF met with officials of the National Education Association of the United States. Discussion included the privatization of a school district near Boston, Massachusetts, and the English-only movement in the United States. Seventeen American states have adopted English-only legislation, forbidding teachers to send notes home to parents in a language other than English, and forbidding them to converse with colleagues in a language other than English. (A hint of such an English-only movement appeared recently on Vancouver Island.) Participants also discussed free trade and constitutional concerns, environmental issues, and children and poverty.

The Ad Hoc Committee on French as a Second Language conducted a survey of member organizations and met with a representative of the Secretary of State to learn about federal grants to the provinces for minority and second-language education. Recommendations were discussed at the board of directors' meeting in February.

CTF met with representatives from the Council of Ministers of Education to discuss common concerns about such topics as education quality, teacher supply and demand, accountability, education funding, education statistics, immigrant children, and French language education.

The Task Force on the Organization of the Teaching Profession is studying the implications for teachers of recent changes in legislation governing the profession in some jurisdictions. The task force will focus on questions of membership, organizational patterns, disciplinary powers, and codes of ethics. BCTF representatives have already met with the task force to discuss our particular situation.

CTF met with representatives from other user groups concerned about off-air taping of educational materials. A future meeting is planned with the Canadian Society of Copyright Consumers in an attempt to establish a coalition to lobby the federal government. In the United States, both the National Geographic and the Public Broadcasting Service have given schools blanket permission to videotape programs.



# Government policy proposal calls for major restructuring of B.C. schools

## PSA LEADERS RESPOND



Leo Hengstler, President of the British Columbia Drama Educators' Association.

After reading and reviewing the government's policy proposals, I react with questions and more questions.

The first changes start this September with dual entry for Kindergarten as an introduction to an ungraded primary program. Ungraded primary will not provide a big change for many rural teachers; they already have multi-graded classrooms and they provide continuous skill learning and cross grouping. Some classrooms are already ungraded, using the level system that allows children to move forward at their own pace.

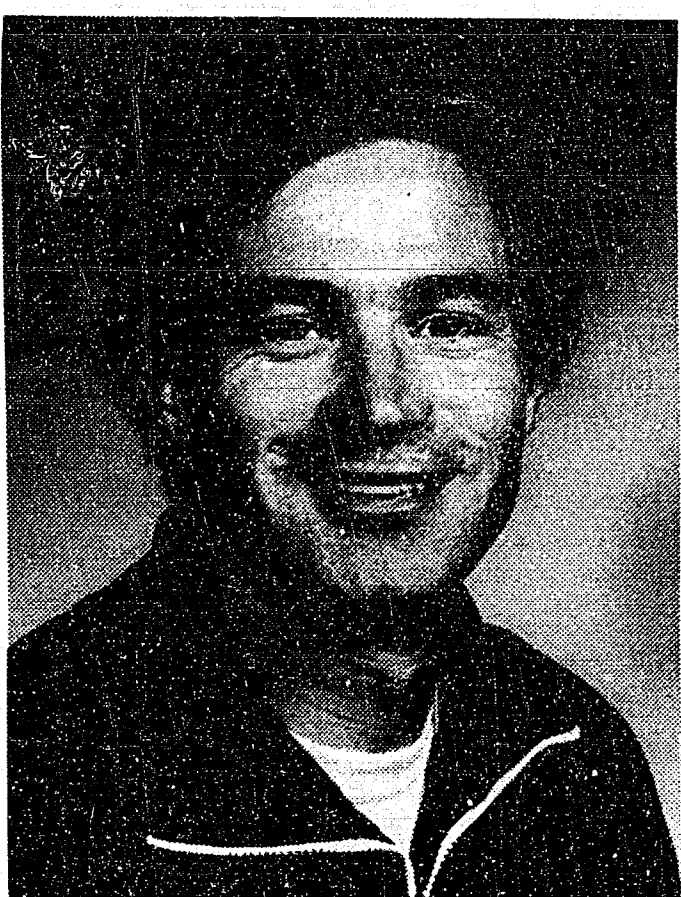
The dual entry into the first year causes concern. Programs are written for the half-day Kindergarten, and for most rural schools, Kindergarten is held for a full day on alternate days. A new program could present some difficulties for these full-day situations and some difficulties for providing full-time first year to ESL, native Indian, and special-needs children. Full-time teachers for very few students or more load for the primary teacher may result. With the new importance put on first year, will more Kindergarten teachers rather than aides be available for multi-grade situations? If a student completes the primary program in fewer than four years, what is to be made available? (The 4-10 program does not state dual entry.) Enrichment? By whom? An already increasingly loaded primary teacher?

Teaching the Grade 4-10 curriculum in an integrated way should also present little difficulty for rural teachers. The multi-grade groupings allow for flexibility and integration. It was encouraging

to read about incentives to supply teachers to the rural areas. For a northern college to operate a rural program for future teachers would make it far easier for instructors and student teachers to visit and experience situations first hand.

Many programs and methods have been developed by rural teachers, and it would be nice to see some of these people recognized. I hope that reports on school performance, provided to the community, are done with discretion and consideration to the small schools with high populations of special-needs students, etc.

The proposed changes have a worthwhile philosophy, but they will need resources and good implementation training to succeed. We look forward to participating fully in development.



Wayne Coulson, President of the Association of B.C. Drama Educators.

The proposed policy papers released January 27, 1989 is meant to prepare us for the new school act. They contain a number of very general statements that are both difficult to oppose and open to broad interpretation. Phrases like "creative thinking," "enhance subject integration," and "attitudes needed to contribute to a healthy society" can be used to support almost any change.

As a drama teacher, I read the release looking for something specific that would support my program and the program of hundreds of drama teachers throughout the province.

The "Policy Directions" paper describes the "new" common curriculum, which will incorporate the four strands of humanities, sciences, practical arts, and

fine arts. The latter includes music, visual arts, theater, and dance. This is to serve as the base for all curriculum from the new ungraded primary through Grade 12. This curriculum is to be revised.

Many existing programs do not need revision. They just need to be given the credibility that allows programs to receive the support, both moral and financial, necessary to grow. ABCDE hopes for a renewed emphasis at the elementary level on the relatively new fine arts curriculum, introduced in 1985, but still receiving minimal attention in some districts.

We may see the reappearance of the helping teacher. The number of co-ordinators at the board office may increase as boards attempt to implement and monitor the four strands. Teachers should be aware of this and prepared to provide input.

Under the curriculum implementation plan, the graduation requirements change to reflect this "new" curriculum. Every student is to demonstrate basic competence in the four strands, including the fine arts! One of the most obvious problems, especially in the smaller secondary schools, is that low enrolment makes it difficult to offer the whole variety of specialty art courses now. How will we deliver this expanded spectrum of courses? If the four strands are indeed to be mandatory, then changes are necessary.

The implementation plan allows for additional resources for teaching materials and teacher training. This sounds like an excellent opportunity for teachers to expand their horizons into other areas of the curriculum described in the four strands but lacking in their particular school.

Universities and other institutes of higher learning will have a responsibility under this new curriculum also. What good is it for a student to be asked to take courses from four strands if only a portion are recognized for entrance to the next level?

All in all, few would argue with the potential embedded in the policies. However, we must take every opportunity to influence the change. We must fight for an equal representation from all strands, at all levels, and regardless of the school's or district's size. We must take advantage of every opportunity to enhance our own teaching, be it through improved resources or training, or both. We, as professionals, must ensure that the changes that take place do, indeed, improve the education of the children under our care.



You've read and enjoyed the book, you go to see the movie, and you come away disappointed. Something has been lost, the focus has shifted, and the characters seem flat.

I felt that way after reading *Policy Directions*, the government's response to the Royal Commission. Any teacher who read the full report of the commission had to feel good about being a teacher and optimistic about the future. The commission advocated that the government change its relations with teachers.

For example, the commission cited "Absence of formal consultation and collaboration with teachers prior to the establishment of new programs and lack of discussion before the implementation of structures which directly affect teachers' working conditions have been prime factors in exacerbating teacher-government relations." (*On-Site Personnel Who Facilitate Learning*, p. 50).

So what does the government do? It releases a report that dramatically changes how Kindergarten and primary will operate by September 1989 and talks about "a fundamental restructuring of the provincial curriculum" with a preliminary outline by September 1989, and a detailed curriculum by September 1990, (*Policy Guidelines*, p. 10).

The timelines make a mockery of the suggestion that consultation be in-depth. The government hands you your song sheet as you step on the stage to perform.

I am not criticizing all the proposals in *Policy Directions*. Because the document is short, it is, of necessity, vague and general, and once many of the proposals are clarified, I may support them wholeheartedly.

But still there is that change in tone from the Royal Commission; some of the words may be the same, but the spirit is different. And then there are those rushed timelines that preclude consultation and the vague sections that nobody knows how to interpret.

For the government to waste a golden opportunity by not slowing down, by not clarifying, by not fully recognizing the BCTF, and by not guaranteeing significant consultation would be tragic.

Teachers act in what they see to be the best interests of their students. They embrace changes they understand, see the need for, and feel they own.

Otherwise, they simply close their doors and protect the children.

## Dual entry to Kindergarten

### A PRIMARY TEACHER SPEAKS OUT

ditor,

I am writing to express my personal concern regarding the ministry policy directions issued by the Honourable Anthony J. Brummet, January 27, 1989.

I am a primary teacher and immediate past-president of the B.C. Primary Teachers' Association. I have been actively involved in recommending change to the Royal Commission on Education, on behalf of primary teachers.

I have spent many hours during the past two weeks questioning my negative reaction to Mr. Brummet's announcement that there would be two entry points during each school year, for children turning five. I reread *A Legacy for Learners*, the B.C. Primary Teachers' Association Brief to the Royal Commission, and the *Policy Advisory Committee Recommendations 88-12-02* searching for a rationale that might have been the basis for that decision. The only reference I found to dual entry was in the Royal Commission Issue Paper

on Early Childhood Education, prepared by the Ministry of Education 10-27-88.

I am attempting to understand how this change might affect the organization of our schools and our Kindergarten programs, and how it will affect children and teachers. I have generated many questions but few answers. In the process, I realize that I am deeply angered by the ministry's failure to discuss and consult with the primary teachers of the B.C. Teachers' Federation before announcing such a change to the public.

I think that it's time we let the public know what the Royal Commission said about government responsibility in our educational system. I quote from *A Legacy for Learners*.

Communications problems, p. 186 "Clearly, a need exists for greater involvement and cooperation among personnel at the three levels of governance and administration (provincial, district and school), and with other people and organizations who represent special interest in education.

In previous chapters of this report, we noted instances where changes were introduced into the school system by provincial authorities without adequately consulting or notifying district and school



personnel responsible for implementing such changes.

Such changes, when introduced without consultation and due regard for implementation, reflect a lack of clear direction and planning and help create feelings of acrimony and distrust."

This certainly seems to describe the current situation with regard to dual entry. It is further complicated by anticipated changes to curriculum at all levels of the primary program that would be necessary to facilitate dual entry. Again, the ministry's actions do not reflect the commission's findings and recommendations.

## Funding for private schooling on the rise — again

by Robert Pettit

### IT IS UNDEMOCRATIC SAYS ONE TEACHER

INDEPENDENT SCHOOL GRANTS	48.1 Million
17.7 Million	181% INCREASE

1982/83	1988/89
Source: Prov. of B.C. estimates fiscal yr. ending March '89. Min. of Finance & Corp. Affairs.	

jobs; those who lack education will be doomed to exist on the minimum wage and welfare.

If education is the key to economic security, democracy must include education as a cornerstone. Just as the democratic state grants a universal franchise, runs a court system dedicated to justice for all, and outlaws many forms of discrimination, it must also run an education system that is open to all without restriction and ensures equal opportunity to succeed in the economic world.

unding religious/private schools is founded on fallacy. For many years, funding such schools was rejected in British Columbia, a policy that W.A.C. Bennett expressed well:

Curriculum Development in British Columbia, p. 91

"Efforts to initiate new programs should first analyze the potential impact that such innovation might have on the system, and, furthermore, should be planned in consultation with educators and school trustees."

The Implementation Process, p. 91

"Teachers without academic or professional preparation in new curricula or instructional practices are unlikely to have the commitment or capacity to implement the intended changes effectively. The proper dissemination and implementation of new curricula depends greatly on whether teachers have an opportunity to become familiar with such curricula and their objectives in advance."

If primary teachers are expected to take the recommendations of the Royal Commission on Education seriously, then the government should also attend to those recommendations that directly affect them. It is inexcusable to commission a study of education and then disregard significant recommendations while implementing others.

The government has disregarded the commission's recommendation that a provincial curriculum committee be established to advise the minister on matters affecting curriculum development, implementation, and evaluation. Such a committee would have advised the minister that the implementation of the dual-entry dates should be delayed until teachers, principals, and district administrators could participate in discussion and planning for such changes. The government has also disregarded the commission's implicit recommendations that consultation precede decision-making.

I urge the delay of the dual-entry dates to allow time for consultation.

Joan Hall is a primary teacher in Port Alberni.

Michael's University School, which admits only students above the 90th percentile in reading and mathematics. Many religious/private schools charge fees in excess of \$5,000 a year, which excludes all but the wealthy. Is it right that a society that values justice and equality should fund such schools to the amount of \$1,548 per pupil?

Besides giving approval to discrimination, the funding of religious/private schools threatens democracy. Since the introduction of public funding, such schools have grown significantly, from 3.69% of public enrolment in 1979 to 6.59% in 1987. Experience in the United States has shown that when enrolment in religious/private schools becomes significant, support and funding for the public schools drop, beginning a vicious downward spiral of dropping enrolment and funding that ends with the destruction of the public school system. Public schools become holding tanks for the problem learners, social misfits, and emotionally troubled. In such an environment, learning does not take place, and the capable pupils whose religion or finances prevent them from attending religious/private schools are denied the education the modern world demands.

British Columbia public schools have a long tradition of providing a fine education to ALL children, regardless of race, religion, or wealth. It is vital to safeguard this proud tradition, not only by rejecting the government's recent policy proposal for increased funding of religious/private schools (up to 50% from 35%), but by entirely eliminating such funding.

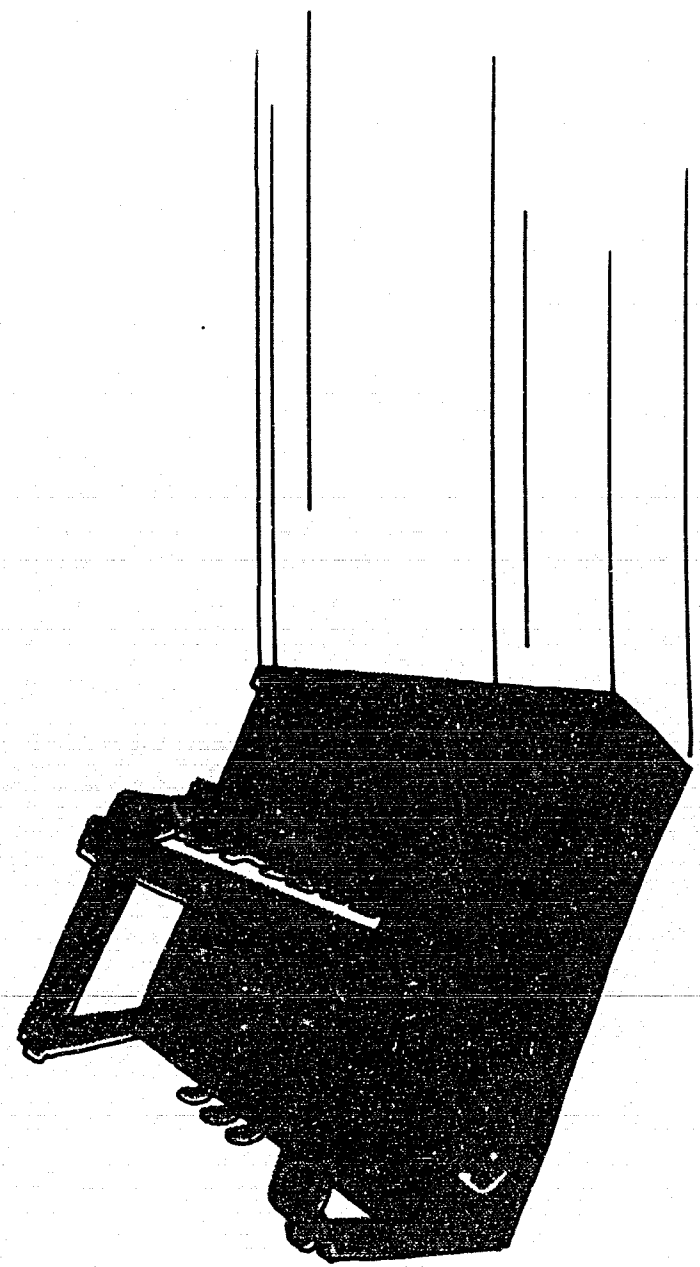
Robert Pettit is a secondary teacher in Vernon and second vice-president of the Vernon Teachers' Association.



## Committee vacancies

A bargaining co-ordinator is required in the Central Mainland zone for a term to expire in June 1990. (The vacancy results from a resignation.) Applicants must be nominated by a local within their zone. Deadline for applications is March 17. The appointment is scheduled for the April 14-15 Executive Committee meeting. For further information, contact Berniece Stuart at the BCTF office.

## Is teaching hazardous to your health?



Stress...fluorescent lighting...PCB storage...fumes from glued-down carpets...photocopier chemicals...lead in the water of drinking fountains...inks, paints, thinners, and fixatives in art labs...excessive noise in music rooms and automotive and woodwork shops...

All are occupational health and safety hazards for teachers and students. Our research on such issues is just beginning. Are you affected by one or more of these conditions? Can you tell a teacher story about a hazardous work environment? How can we ensure that schools are safe?

Please write to the editor, and we will contact you.



Staff members in the new Organization Support Division (left to right, back row), Joan Brode, Helen Kolisnek, Mavis Lowry, Karen Peterson, Leona Dolan. (Second row), Lynda Gloch, Monica Wittner, Charlotte Feldman, Jacquie Boyer, Jo Ramsay, Larry Kuehn, Berniece Stuart. (Front row), Jan Nicol, Lise West, Alison Flatt, Nancy Hinds, Ann Bloom, Elaine Decker, Anne Green. (Missing), Anna Bosi, Cheryl Lal, Lynn Graziadei, Susan Tickson, Alice Wong, Sue Yates.

Tim Pelling photo

# The new BCTF Organization Support Division has service at heart

When you dial the BCTF and someone answers, "Organization Support," do not hang up. You have reached a new division of the BCTF, designed to strengthen support to teachers through local associations, to help co-ordinate "running" the organization, and to enhance communications.

The 5 administrative staff and 20 support staff in OSD work as teams, each of which is responsible for an aspect of organization support. Director Larry Kuehn and supervisor Lise West work with each team as time permits.

The Governance team of Berniece Stuart, Jacquie Boyer, Anne Green, and Leona Dolan provides logistical support and co-ordination of the Executive Committee, the Representative Assembly, and the Annual General Meeting. Berniece also works with the Policies and Procedures Committee, supervises the production of the *Members' Guide to the BCTF* and the *Appointment Calendar*, and processes applications for federation committees. Anne supports Bob Buzza, executive director, and Shirley Cox, administrative assistant

to the executive director. Jacquie assists the full-time table officers.

The team of Mavis Lowry, Susan Tickson, Joan Brode, and Marie Kootnikoff handles training and field-service co-ordination. The team organizes staff-representative training, local leadership training (including the summer conference and LAR training), and administrative-staff training on emerging issues. The team is working to improve co-ordination of field service to ensure appropriate support at the local level and good communication with provincial leaders. Research and training in education finance, and support for the Working and Learning Conditions program and committee are also responsibilities of this team.

The communications team includes Nancy Hinds, Larry Kuehn, Elaine Decker, Helen Kolisnek, Jan Nicol, and Karen Peterson. Nancy is the editor, and Helen, the editorial assistant of the BCTF newsmagazine, *Teacher*. Elaine handles media relations and communications with the public, and with labour, parent and community groups. She produces *Envoy News*. The team provides support for the table officers, other BCTF staff, and locals in developing specific media campaigns. This group co-ordinates radio, television, and print ads and member publications like *Issue Alert* and the BCTF wall calendar.

Information Services manages the BCTF archives and records and the Resources Centre, and it provides research support to other staff. Lynda Gloch and Alice Wong assist co-ordinator Sue Yates. Ann Bloom supervises the Records staff, which includes Anna Bosi and

Alison Flatt. Improving storage and retrieval of archives, updating our resources collection, and using new technology to improve our research capacity are all current projects of the Information Services team.

The BCTF has a high profile in international education support. Leona Dolan does this work, and co-ordinates our work with the Canadian Teachers' Federation. Leona also provides support to the W.R. Long Committee, and the exchange teachers' league.

The membership team of Nancy Hinds, Jo Ramsay, Charlotte Feldman, Lynn Graziadei, Cheryl Lal, and Monica Wittner has two major responsibilities: managing member records and fees, and developing policy and programs for recruiting and retaining members. The latter is a new task created by the change in legislation governing BCTF membership. Nancy will move into this area as she passes responsibility for the College of Teachers and teacher education to her replacement in the Professional Development Division.

Larry Kuehn has in his portfolio political action, crisis management, and strategic planning. Larry also provides staff support to the Task Force on Teaching Conditions and Professional Practices.

Priorities for this new division include improved use of technology, more effective two-way communications, better systems for research and organization, and a faster response to emerging issues.

## Highlights: Winter Representative Assembly

The winter meeting of the Representative Assembly took place January 27 and 28. President Elsie McMurphy summarized the state of bargaining around the province, congratulating teachers for their hard work and their solidarity, which are combining to produce strong first contracts. McMurphy spoke for all when she described it as a "sweet feeling."

The sweet feeling was reinforced on Saturday morning when delegates were treated to the news that Terrace teachers had achieved an agreement. The assembly rose to its feet, cheering and clapping. The representative for Terrace went home with the best wishes of the assembly, and more than \$1,000, collected from the delegates.

Not so sweet were McMurphy's concerns about the government's plans to implement the recommendations of the Royal Commission. Reminding delegates that the timeline for responding to the commission report was ridiculous, she pointed out that the implementation timeline is worse. "All teachers are concerned that good ideas, recommendations we wholeheartedly support, could fail because they are not implemented carefully, thoughtfully, with the appropriate involvement of the teaching profession," McMurphy said.

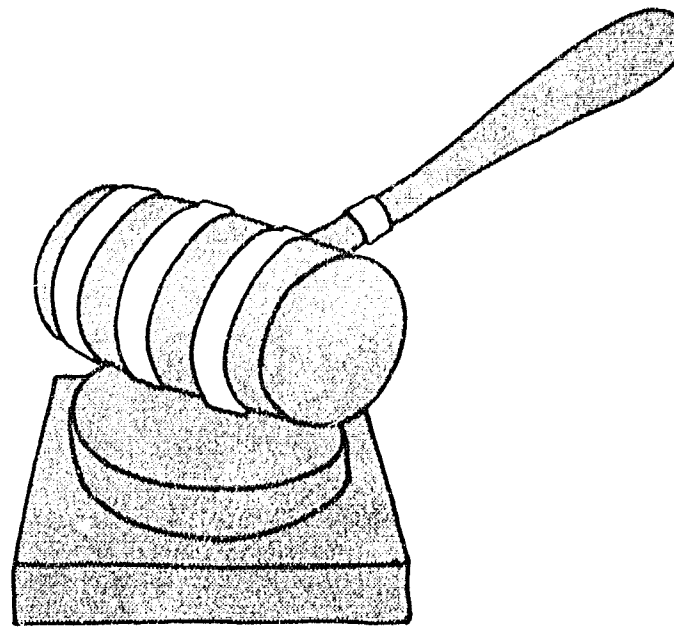
Saturday morning, LARs met in small groups to discuss the leadership report and to provide feedback to the Executive Committee on organizational change and budget priorities for 1989-90.

The Saturday lunch hour was devoted to "creative job action," as representatives from locals that have experienced strikes joined representatives from

locals contemplating job action, to share concerns and exchange good ideas. A strike manual, now in draft, will incorporate the lessons learned from experience.

The Representative Assembly also did the following:

- adopted the Finance Committee's recommendations to the AGM, which include a fee recommendation of 1.10% of actual salary plus 0.15% allocation to the Reserve Fund and an increase to 0.70% to the Salary Indemnity Plan.
- recommended some principles for distributing grants to locals and established that, for grant purposes, the minimum local fee must be \$200.
- advised the Executive Committee to rescind its motion to dismiss the Children's Rights Committee.
- narrowly defeated a motion to move the AGM to the Victoria-Day long weekend.



- approved amendments to strike-fund policy 10.F.10, which governs expenditures from the Reserve Fund relating to withdrawal of members' services.
- passed a motion encouraging locals to make improvement of the status and working conditions of substitute teachers a local priority.
- encouraged locals to support colleagues who are on strike by establishing strike-support funds.
- condemned the tuition-fee increases at UBC and SFU.
- referred to the Executive Committee a motion to provide grants to cover the cost of collective-agreement training for staff representatives.

## Let's reform our fight against sexism

by Stuart Westie

My recent experience with bargaining caused me to ask myself, what contribution can men make to the goals of the BCTF's Status of Women Committee? I believe I am a strong advocate of sexual equality, and I hope that this is your perception after you read this article. The following is not a hard position, only a "trial balloon" I hope will prove thought-provoking.

I believe the Status of Women Committee as it is constituted has outlived its usefulness and, indeed, has historically been an underachiever in our organization. Regrettably, it has never enjoyed widespread acceptance from the membership, and it has been particularly difficult for males to access. It is moving far too slowly toward achieving its goals, and it should be redefined and restructured. I propose that it be replaced with a "Non-Sexist-Environment Committee" to be co-chaired by a female and a male and composed of equal numbers of females and males.

The committee itself would develop goals, strategies, and tactics, but I suggest these three as basic:

- Eliminate sexist behavior within our schools;
- Undertake affirmative action regarding equal numbers of men and women at all grade levels, at all levels of special responsibility (administrative officer, superintendent, department head);
- Create non-sexist curriculum (including courses addressing sexism).

The list of goals could be far more inclusive (the issue of student course selection and career selection comes to mind), but I think the above goals, broadly interpreted, can be inclusive. Further, it is not my intent to be thorough so much as to provide an idea.

I think I'll also leave the discussion of implementation to another day; although I suggest that while some of the above goals are huge in their demands on time and money, the first one is rela-



Westie



Pedrini

## Speaking out

tively easy and inexpensive to achieve.

I conclude by suggesting that the attainment of the above goals is crucial and urgent and should be attempted by all of our members (female and male) who embrace them as a priority. We have progressed, as a society, beyond the question of *whether* sexual equality should be attained to that of *how* it should be achieved. Women have done a good job of defining the issues quite clearly and will continue to do so, but the job of the BCTF is to see that the goals are attained. We need a broad-based, non-sexist structure to do that. The "Non-Sexist-Environment Committee" may be the vehicle for this purpose.

Stuart Westie is president of the Cariboo-Chilcotin Teachers' Association.

## Current Status of Women structure is working

by Lisa Pedrini

I welcome Stuart's support for eliminating sexism from education. But here we part company.

In working for social change, the BCTF Status of Women program has two major goals: to eliminate sexism from education, and to increase the involvement of women in all facets of education. Social change is slow and incremental.

Working for change is by no means an easy job; in fact, it requires a lifetime commitment.

Jane Gaskell (education faculty, UBC) states, "In the process of trying to achieve equal opportunity, we encounter a world framed in the image of men's experience and that world is ultimately where the problem lies." To eliminate sexism, we face the weight of the entire patriarchal culture, which seeks to reframe completely the way we look at and operate in our world, and which seeks to redefine the power relationships within our society. In the words of Greta Hofmann Nemiroff (director of The New School at Dawson College, Montreal), "... there has never been a ruling class that's voted itself out of power." Perhaps this is why, in Stuart's view, the program hasn't received widespread acceptance from the membership.

Stuart's challenge that the Status of Women Committee has outlived its usefulness implies that the present structure has made as many gains as possible; yet, in contradiction, his statement that the program has been the under-achiever in the federation, implies that the program has not achieved enough. Stuart has hit on the central problem, that of slow and incremental change. It's easy to feel frustrated by the slow but necessary process of education and awareness raising.

The statement that the Status of Women program has been an under-achiever in the federation is simply not

borne out by the facts. The work of the program has focussed on three major strands: curriculum, bargaining, and skills development for teachers.

In skills development, more than 70 workshops have been presented in all parts of the province for each of the past several years. Topics include non-sexist teaching, assertiveness, public speaking, time management, action planning, bargaining, journal writing, the media, and sexism.

In curriculum, we have worked to achieve a family-life program in the curriculum resources, and A/V resources.

In bargaining, teachers have successfully negotiated clauses in contracts on protection from sexual harassment, paid maternity leave, parenthood leave, and educational leave for first degrees.

The Status of Women Committee has also helped develop much of the policy in the *Members' Guide to the BCTF*. We can be proud of the stand the federation has taken on gender equity. The BCTF submission to the Royal Commission on Education contained a number of recommendations on gender equity, four of which have been adopted by government.

The membership of the provincial Status of Women Committee has always been entirely female because of the importance of women's involvement in achieving their own equality. As Heather-jane Robertson (CTF director of professional development) said at the recent PD strategy conference, "There's something wrong with the notion that someone else can empower you." Women must empower themselves. Rights earned cannot be taken away; whereas rights granted can be removed. The "granting" belies a "power over" relationship, rather than one of equality. Men can and have been involved in the program, and certainly all teachers must be committed to equality if we are ever to achieve our goals.

I suggest that women continue to define the issues — the role of the Status of Women Committee is, after all, advisory — and that committed teachers everywhere work to eliminate sexism. A broad-based, non-sexist movement, rather than a structure, will ensure our success.

Lisa Pedrini is co-ordinator of the BCTF's Status of Women program.



# Teacher bargaining:

A VIEW FROM THE OUTSIDE

by Steve Waddell

Fourteen, fifteen percent over two years. And real improvements in working conditions thrown into the deals. Incredible. Two years ago, who would have thought things would turn around for teachers like this? Now you're the ones showing the way and setting standards for the rest of the public sector union movement.

To think that teachers are now legally union members. You've acted like unionists before, with the pension strike in the early 70s, your support of solidarity, and your continual request to be a legal union. But then there is all that talk about being a "professional."

Professionalism and unionism. That's been an issue for our Health Sciences Association members, too. For health-care professionals, like lab technologists and pharmacists, whose work can mean the difference between life and death, the issue of unionism is as controversial as it is for teachers. In our 1971 founding constitution, we said that we wouldn't strike. That was removed a few years later when negotiations were stalled. In



Vancouver Teachers' Federation bargaining team, (l-r) Allan Buim, Jane McEwen, Warren Hale, Leo Boissy, Don Briard, Sheila Pither, Don Reader, Maureen MacDonald, Steve Norman. Not shown, Susan Smyth. Tim Pelling photo

1986, with an offer of 0%, 1%, and 2% over three years, we had rotating strikes. The result was about 19% over three years.

I can imagine the internal arguments for teachers.

"If we're professionals, we have a commitment to provide a service. We shouldn't strike."

"A commitment to quality means you're

willing to fight for it, including going on strike."

"Professionals are ruled by their individual consciences. No one else should be able to tell me that I can't cross a picket line to go to work."

We've got to stick together. We have responsibilities, as a group, to the democratic decisions of the group."

The government did its best to unite

teachers by kicking them around for so long. The final argument for many teachers must have been, "We've got to stand up for ourselves and the education system. We can't take any more."

I was surprised how strongly teachers reacted to the legislation that finally gave them the right to strike. Even with separating out the principals, and setting up the college, it seemed to be a clear net gain for teachers.

Up to now, people talked about 5% as being the achievable goal. Teachers have shown that some of the losses to inflation over the past few years can be won back.

The issues of class size, hours of work, and preparation time are similar to issues our members face in terms of workload, patient load. Surveys have shown that heavy, even excessive, workload is common for health-care professionals.

Our members have real concerns, too, about the quality of health care. The challenge for us in future bargaining will be to explain the relationship between our contract demands and the public benefit of good health care.

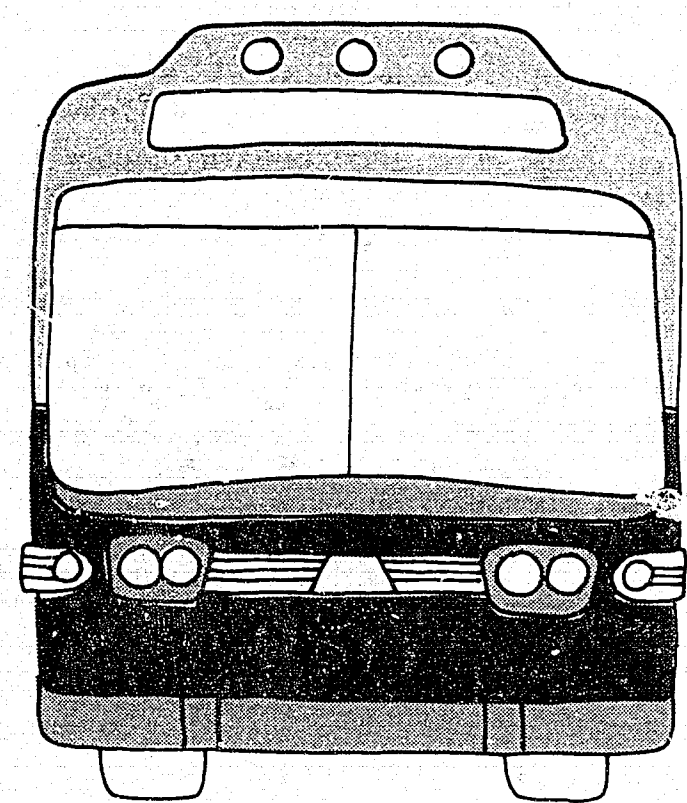
The government has recently made commitments to implement improvements in the education system. If it had made such promises earlier, I wonder if public support for teachers — and solidarity among teachers — would have been as great?

On the other hand, would the government have made any commitments without the teachers' actions?

*This is the personal opinion of Steve Waddell who is communications officer for Health Sciences Association. HSA begins bargaining in March for a provincial agreement covering acute care hospitals.*

# Teachers at the wheel

CONTROVERSY  
CONTINUES



by Ralph Sundby

At some time in your teaching career, you may be faced with driving students somewhere — to the game, the library, just around the block. Should you do it? The controversy continues.

Teachers transporting of students to extra-curricular activities has been a hotly debated issue for years. Virtually everyone agrees that field trips as well as extra-curricular music and sports have significant educational value. The controversy surrounds how students get there. Questions of safety and job jurisdiction are paramount.

Peter McCue, president of Nanaimo District Teachers' Association, believes it's time all members adhered to federation policy, which is "quite clear" in its opposition to teachers driving buses and participating in transportation societies.

"Now that we're a union, it's time to clean up our act and assume a greater respect for the territory of our brothers and sisters," says McCue. "We get very upset when we see non-professionals taking on tasks we define as teaching."

McCue cites BCTF policy 17.16, which states, in part:

"Teachers should refrain from:

a. driving buses for the purpose of transporting students; and  
b. participating in societies or other such business arrangements that are made to transport students on curricular or extra-curricular activities."

He goes on to note that the federation has numerous long-standing policies defining the line between teaching tasks and those tasks which can be performed by teacher aides and auxiliaries. The policies, McCue contends, are in response to school board attempts to establish programs in which lower paid, uncertified personnel are asked to perform duties on the teaching side of the line. He agrees that teachers are guilty of having a double standard if they maintain such policies while doing the work of professional drivers.

Some professional drivers object to teachers driving buses (often owned by the school district or by a transportation society). Govind Sundram, CUPE national representative assigned to school district locals, says there have been complaints and a number of grievances over teachers driving buses.

"Union drivers feel they have been

deprived of both regular shift time and overtime work as a result of teachers' driving," says Sundram. "It puts our members because we have constantly co-operated when there have been problems with teacher aides doing teaching. We have made it plain to them that they are not to accept tasks that are considered teaching."

Sundram adds that a number of the grievances over bus driving include safety concerns. It's not that teachers aren't considered good drivers, but breadth of experience is obviously an important factor when unexpected circumstances arise.

Without detracting from the issue of job jurisdiction, most people feel that the safety question is paramount. Murphy's Law tends to operate in spite of all precautions, and few accidents are more tragic than those involving bus loads of children.

Flo Reid, president of Cranbrook District Teachers' Association, submits that teachers have such an important role assigned to them as trip supervisor and instructor, they should not be driving. "Teachers can't possibly give their full attention to driving," says Reid. "They're too involved in, and distracted by, the other aspects of their responsibilities."

When fatal accidents do occur, coroners are careful about attributing blame. Nevertheless, their recommendations often support the use of professional drivers. In March 1988, five members of a boys' basketball team were killed in a high-way collision north of Prince George. While Coroner John Wolsey attached no blame to the driver of the van, he recommended that before using private vehicles, "schools should ensure there is

no other reasonable alternative, i.e., charter vehicles."

In recent years, the education ministry has issued directives with a view to ensuring that all pupil transportation meet regulations and safety criteria established by provincial regulatory agencies. Everything from loading lists to mechanical inspection and liability insurance is dealt with, and many of these become the responsibility of the teacher as trip supervisor. Some teachers feel these responsibilities are onerous enough to preclude their driving.

Safety measures and legal liability aside, no driver can be insulated from the blame a driver may incur through a lapse of attention or an error in judgment. The coroner's report on the Mount Washington ski-trip accident (1984) seems to support Reid's view in setting out clearly differentiated roles for drivers and teachers. Ongoing commercial driver education is recommended with regular requalifying and upgrading.

"The most chilling aspect of this accident was the enormous potential for human disaster," said the coroner after numerous findings including the opinion of the jury that the driver (a professional) faced with a runaway bus selected the only course of action open to him in the circumstances. "His action may have avoided more severe injuries to passengers."

It follows that placing the safety of all in the hands of a qualified professional driver is the best solution for students and teachers alike.

Ralph Sundby is a staff person in the BCTF Member Services Division.

# Global connections



## SAANICH AND AFRICA LINKED

by Beverly Davis

Discuss sustainable development in a Grade 6 class? Absurd," you say. Kids surprise us, and my students last year were no exception. Our global education project moved naturally and comfortably into a sophisticated study of a sustainable environment, giving me a great sense of confidence about the future.

After I attended a global-education seminar of non-governmental agencies with the presidents from the Environmental Education PSA and the Social Studies PSA, we discussed ways of incorporating the materials of various non-governmental agencies into school programs.

*As we studied our personal histories, we found ourselves discussing how the way we developed our community affected the environment.*

I started to work with Roland Case, from UBC, to design a project to link B.C. classrooms with classrooms in Africa. We planned the project with an integrated approach, trying to provide an opportunity for the students to use research, language, social studies, science, and art skills.

We began by focussing on citizen-to-citizen communication. Students thought about what they wanted African students to know about them and what information they would like in return. We prepared a "culture" box to send to our counterparts in an African school. We included drawings, graphs, cartoons, a tape of our favorite music, and our family profiles.

But gradually, subtly, our focus moved to an environment-to-environment study. Looking back, I think it changed as I read the Brundtland report and couldn't ignore the obvious. I was motivated to action as a result. That's so with kids, too.

The family profiles provided the bridge to the study of the local, and the global environment. We discussed different kinds of families, explained how our families had changed, and made predictions about African families.

We considered some historical questions. How long have our families lived in this area? Why did they come here? How has our community changed? As we studied our personal histories, we found ourselves discussing how the way we developed our community affected the environment. The students realized that the changes in the community and the environment were partly the result of human actions, human decisions. They also realized that the actions resulted from choices.

I asked the students to explore their concerns about the environment, changing the focus from the past to the present and the future. They did research on their personal issues, personal choices. We could then discuss the concept of a sustainable environment with real understanding. We could talk about Africa as a community with an environment, an environment undergoing change because of human actions and human interactions with the environment.

The students made sophisticated generalizations and predictions. They knew that we don't have as many fish now. They knew about problems with sewage disposal. They found people in the community who could tell them how things had changed. The action research was difficult sometimes because the government officials put them on hold. "They don't want to talk to us," they told me.

After the research, each student presented it to the others answering four questions: What is the problem? What are the "experts" doing about the problem? What are some possible solutions? What action do you recommend?

And what issues did Grade 6 students choose? The trees on the Malahat, the future of animals, the ozone layer, world hunger, nuclear war, acid rain, the ocean, garbage. I tried to have them focus on local issues. They were able to reconcile the global and local issues easily. The student who chose world hunger knew that there are food banks in our neighborhood, so that person's research was on hunger in our community.

If students think about such issues when they are 10 years old, they will be making more than recommendations when they are adults. They will be making decisions based on research, on information, and on values like sustainable development. They know that their future is also their responsibility.

My only disappointment in this project is that the exchange with an African classroom hasn't yet taken place. Perhaps a field study is in order.

Beverly Davis teaches at North Saanich Middle School, and she is president of the B.C. Peace Educators' Association.

# Resources

## Environmental education

### Organizations

Global Tomorrow Coalition. 1325 G. Street, N.W., Suite 915, Washington, DC 20005-3104. Reports, research, teaching packets (elementary and secondary) and resources centre/lending library to support action on long term global problems related to population, resources, environment, and development. Environmental Educators' PSA now a member of this organization.

Environmental Educators' Provincial Specialist Association. Membership based on BCTF membership: active, associate, affiliate, or honorary. Contact Debby Stagg at BCTF, 731-8121, local 334.

### Resources

*Conserving Kingdom: Video and Teachers' Guide.* Available from the B.C. Ministry of Environment. Elementary K-7. Educational material focuses on the use of energy and other resources and the problems and challenges of waste management.

*Journal 88.* Produced and distributed by the Environmental Educators' Provincial Specialist Association. Lists learning activities, articles, and information. K-Jr. Secondary. Excellent bibliography of environmental resources and environmental organizations. Available at a cost of \$5. Send request and payment to: Ernie Cordonier, 2510 Skeena Drive, Kamloops, BC V2E 1V5, (H)828-0026, (S)376-7231.

### BCTF Lesson Aids

#### Elementary

LA 9501 *To Save This Planet*, by *The Globe and Mail*. 8 p. This special report, reprinted from the April 13, 1988 edition of *The Globe and Mail*, includes articles on reforestation, toxic waste, the ozone layer, garbage disposal, chemical pollution, the spreading deserts and the diminishing rain forests, and an article by David Suzuki on playing Russian roulette with world environment. 1 to 10 copies \$0.50 10 or more copies \$0.35

LA 9537 *Treasure in the Trash: Class Activities for Solid-Waste Management*, prepared by Public Affairs and Communications Branch, Ministry of Environment, 26 p. This kit suggests activities for elementary and junior secondary teachers, to help students develop an understanding of solid-waste problems and to explore some of the options and alternatives to current waste-disposal practices. A 23-page book, a Yukkie Hunting License, a "Litterathon" idea and pledge sheet, and a "How and What to Recycle" resource sheet are included. \$1.00

LA 9559 *Water: A Resource Unit about UNICEF and Water*, developed by the Educational Subcommittee, UNICEF, Ontario, 10 p. A unit to help children understand the relationship between UNICEF, clean water, and their own place in the global village. Includes a variety of activities in four separate teaching units. Suitable for intermediate. \$1.65

#### Secondary

LA 2077 *Social Studies Reading Kit — Resources/Environment*, produced by Victoria International Development Education Association, 33 p. This kit looks at global resources — limits to growth; energy resources — conventional and alternative; desertification; water resources — crisis, resource, impounding, diseases; environment — Third World; acid rain; pesticides; dumping. Suitable for Grade 11. \$6.50

LA 4029 *Encore — An Environmental Education Teaching Kit*, developed by the Ministry of Environment. Includes an introductory booklet, a field-trip-site catalogue, and 256 large, sturdy, attractively designed cards. Although written at the junior secondary reading level, the kit has also been used successfully with younger and older students. \$25.00

LA 4097 *Resources and Wastes*, produced by the Ministry of Environment. A supplementary teaching aid for science, social studies, consumer education, and environmental education at the Grade 8 to 12 level. It is a series of eight modules in a three-ring binder. The package encourages waste reduction and promotes resource conservation in British Columbia. \$10.00





## Distinguished educator addresses conference



Norman Goble, recently retired secretary general of the World Confederation of Organizations of the Teaching Profession, stilled the PD conference participants with his reflections on teachers' experiences worldwide.

Why is it that no occupational group seems to cause as much trepidation, or arouse as much opposition, as teachers do when they offer to assume and exercise responsibility?" Norm Goble asked in his keynote address at the BCTF's *Taking Charge of Our Profession* conference.

And he explained, in language often elegant, how teachers experience opposition in all parts of the world to their taking control of their profession.

Goble gave conference participants a world perspective based on his experience as secretary general, first of the Canadian Teachers' Federation, then of the World Confederation of Organizations of the Teaching Profession.

He offered some reasons for the universal "flutter in political stomachs" when teachers speak of responsibility, autonomy, and partnership.

One reason is a perception of teachers as fellow citizens of children and adolescents who inhabit the schools, a sub-conscious tendency to associate them with an age group "everyone knows is immature and, whenever the chance is offered, riotous."

Another reason linked directly to the Royal Commission comment is that students should learn how to think. "Of course, everybody wants young people to learn to think," Goble observed, "but what and how they should think are, for some people, vexing questions."

Helping youth to think for themselves puts teachers into the ancient conflict between generations and into the equally ancient conflict with political rulers, who view education as more disturbing than stabilizing.

Goble gave examples from a number of countries where a phrase like *transformational teacher leadership* is seen as profoundly threatening, intolerably provocative.

Yet a great number of governments, including the government of Canada, endorsed a UNESCO recommendation at a meeting in Paris, 1966, that teaching be regarded as a profession. "Teachers' organizations should be recognized as a force which can contribute greatly to educational advance, and which therefore should be associated with the determination of educational policy," says the recommendation. And the UNESCO recommendation says that authorities should promote the establishment of a wide system of in-service education, available free to all teachers.

Goble asserts, it's time to satisfy the important provisions of the recommendation jointly adopted by the governments of the nations 22 years ago: "Teacher organizations, which embody, collectively, the experience, the perceptions, and also the professional autonomy and professional expertise of the teacher must be expected and allowed to assume the dominant responsibility for determining the form and the timing of in-service."

Goble's call for autonomy and responsibility was the focus of discussions at the conference over the next two days.

## International Women's Day: March 8

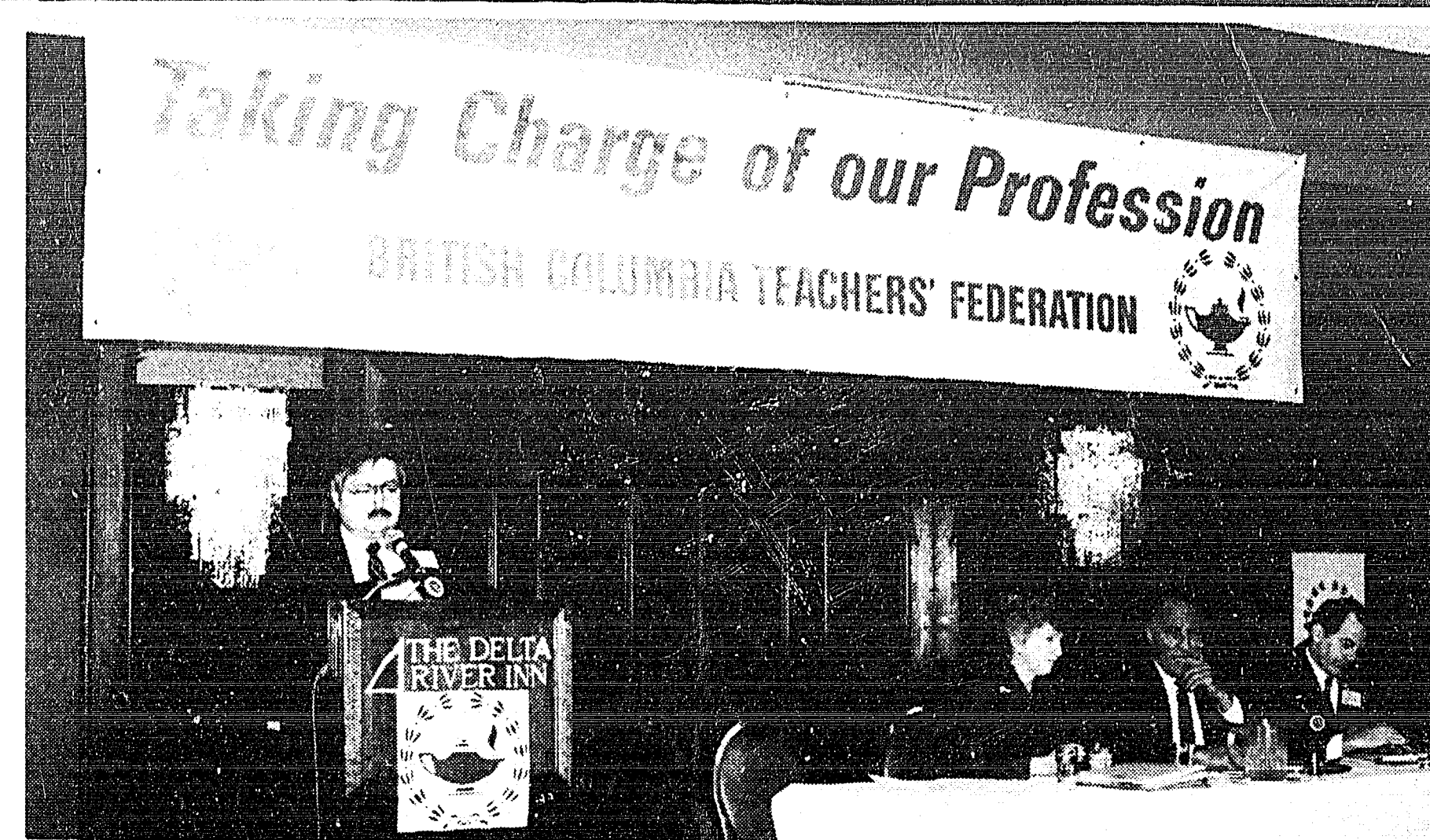
International Women's Day commemorates a march by women garment workers in New York City on March 8, 1857. The women stopped work to protest bad working conditions, a 12-hour day, and low pay. As the march moved from their poor neighborhood into the more affluent section of the city, it was violently broken up by police. Seventy women were beaten, and many, arrested.

Three years later, women garment and textile workers formed their first union. On March 8, 1908, after the death of 128 women trapped in a fire at the Triangle Shirtwaist Factory in New York City, 15,000 women workers from the garment and textile industry marched, echoing the demands of their sisters 50

years earlier: shorter working hours, an end to child labour, safe working conditions, and equal pay. Their slogan, "Bread and Roses," rang through the streets: "Bread," the symbol of economic security, and "Roses," the symbol for a better life.

International Women's Day is celebrated in countries around the world, but only recently has it been revived in North America, with the rise of the women's movement in the '60s. Each year, thousands of women across Canada join their sisters in marches, meetings, celebrations, and a re-dedication to the continuing fight for "Bread and Roses."

Source: Reprinted with permission from *Sisterhood*, Vol. 12, No. 2, February 1988.



# TAKING CHARGE OF THE PROFESSION

## A BCTF LEADERSHIP CONFERENCE

They came together in Richmond from all corners of British Columbia, from diverse communities and schools, with the needs of their students at heart. They came to discuss how they, as teachers, could take greater control of their professional lives and thereby enhance the education of their students.

Two hundred and seventy-five local presidents, professional development chairpersons, provincial committee members, and PSA presidents gathered on the January 19-21 weekend to renew their commitment to professionalism. They

heard that commitment is essential to address many outstanding educational and social issues. Through workshops on: dealing with conflict creatively, public speaking, local organizing, and influencing the public, they learned how.

They hoped to hear about the proposed legislative changes from the minister of education when he addressed the group Saturday morning. That was, after all, why that weekend had been chosen. They did not, and were disappointed. Lost was an important opportunity to talk directly with the minister on changes that would undoubtedly affect their lives and the lives of their students.

Into that atmosphere of anticipation Mr. Brummet came — in good faith, but empty-handed. He told stories of good teaching and spoke of the need for

teacher support in any changes that would occur. What followed was a presentation by Mike Zlotnik, director of the BCTF's Professional Development Division, vividly describing the teachers' hopes for the new legislation, their legitimate opportunity to be "professional," to run their own professional development program, and to collaborate as equals on curriculum and educational policy matters.

Is it any wonder that the minister and the messenger collided? When something is so important to teachers, emotions run high. Is it any wonder that such a charged atmosphere brought a strong reaction? We hope the dialog will continue. Teachers want many opportunities to talk to the government about education, teaching, and learning. The PD conference was a start.

Right: clockwise from bottom left — Honourable Tony Brummet; Rachel Rey and Judy Cutchie; Beverly Davis, Kit Taylor and Roberta Scotthorne; Ken Novakowski, Elsie McMurphy, Tony Brummet and Mike Zlotnik; Judith Turner; Patti Holm; Dale Kelly; workshop group.



## Income Security



Mike Grenby

### Saving for your child's education, your retirement

by Mike Grenby

The best way to save for a child's education or your own retirement is through simple discipline. Forget any get-rich-quick or something-for-nothing schemes. Set up a basic savings/investment program, and, except for a periodic review, leave it alone to get the job done.

For example, your simply putting your child's family allowance into an account in the child's name every month, starting at the child's birth, could easily see the child through university.

*Forget any get-rich-quick or something-for-nothing schemes. Set up a basic savings/investment program and leave it alone to get the job done.*

A projection prepared by Ryan Carter, of The James E. Rogers Group Ltd., a Vancouver firm of consultants and brokers for financial products and services, shows that a \$33/month family allowance deposit earning 10% would pay for four years' post-secondary education based on 6% inflation and a cost of \$2,500 a year in terms of today's dollars.

The projection assumes the family allowance is indexed for inflation and you have the financial institution roll the money into a high-interest term deposit every time the family allowance account reaches \$100.

When you open an account in your name in trust for the child, the interest the money earns is considered the child's for tax purposes. Unless the child has significant other income, he/she will pay no tax on the interest. If the child does not go on to post-secondary education, the money could be used for any other purpose on the child's behalf. Revenue Canada makes an exception for the family-allowance payment (refer to Infor-

mation Circular 79-9R; you can get a free copy from your local tax office).

If you give any money to a child under 18, the person making the gift must declare any interest or dividends the money earns. (Capital gains or business income are the child's for tax purposes.)

Once the child reaches 15, however, you could give funds to be invested in a compound-interest deposit or a Canada Savings Bond. The interest would not have to be declared until the third year, by which time the child would be 18 and would declare the income as his or hers. I'll deal with this approach in more detail and also cover other income-splitting ways to save tax in my column in the May issue of *Teacher*.

What about a registered education savings plan (RESP)? Such plans allow money to grow tax-free and then tax the income earned by the RESP funds in the student's hands when the money is paid out for post-secondary education.

If the child does not go to a qualifying institution and there is no other designated student, however, all the earnings are paid to an educational institution, and only the principal is refunded to you, less any commissions and other charges. Programs like the Canadian Scholarship Trust Foundation and University Scholarships of Canada refund the principal (minus commissions) in the first year and fund the second, third, and fourth years of post secondary schooling from the pool of earnings. In other words, those students who continue benefit from those who drop out. So while an RESP can be a good way to save both tax and money, you must review risks and costs. Also note that contributions to an RESP are not deductible.

If you are a skilled investor, you could choose investments to produce capital gains — at the moment, tax free up to \$100,000 — and then provide money if the child continues past secondary school. This way, you have complete control. If the child doesn't need your support, you can use the money toward your retirement, for example.

Turning to **retirement planning**, let's start at the beginning. Regular saving — having your financial institution make automatic transfers to an RRSP (registered retirement savings plan) or other investment program — is the best way to achieve results.

Put \$1,000 a year into an RRSP earning 10%, and in 20 years, thanks to the tax-sheltered growth, you will have \$63,002. Persist six more years, and you will almost double that total, to \$120,100.

That example illustrates the power of compound interest. In the first 20 years, the \$20,000 you contribute earns \$43,002 interest. Yet in only six more years, the \$26,000 you contribute will earn \$95,100 interest. And if you save your \$1,000 a year for 35 years, you will have almost \$300,000. Put aside \$3,500 a year, and you can be a millionaire without winning the lottery.

"Who has any spare money — even \$1,000, let alone \$3,500 a year?" you ask. "There are so many things to do now: furniture, a new car, holiday. And shouldn't I pay off my credit card first? Then the car loan? And then the mortgage — having saved up a down payment to buy a home in the first place, that is?"

Yes, yes, and yes. And that's the challenge: to get your priorities straight. Regularly saving toward retire-

ment doesn't have to mean banishing forever new furniture or a special holiday. It may mean four years of local holidays while you save for that special trip in the fifth year. It may mean a second-hand car instead of a new one. (Invest the difference.)

Review my how-to-invest column in November's issue of *Teacher*. For example, pay off non-deductible debt quickly, and then switch those monthly payments into an investment program of guaranteed investments, mutual funds, or revenue property.

You must balance present needs and wants with future needs and wants. But unless you plan to die before you retire, you will have to make some sacrifices now if you want more than just your pensions later.

*Mike Grenby writes a nationally syndicated "money" column and is an independent personal financial adviser associated with The James E. Rogers Group, Vancouver.*

*If you have a question about your personal finances — debt, saving, investing, banking, insurance, retirement, etc., please write to Mike Grenby, c/o Teacher, B.C. Teachers' Federation, 2235 Burrard St., Vancouver, BC V6J 3H9. Mike cannot reply individually, but will answer as many questions as possible in this column.*

For further information on the teachers' pension plan, see Bruce Watson article, January *Teacher*, p. 12.

### Reinstatement in the pension plan

A contributor who has previously withdrawn contributions from the teachers' pension plan and who returned to service subsequent to July 1, 1973 may repay the refund and reinstate the earlier service provided the absence between contributory periods is less than three years.

You may now be able to reduce the period in which you did not contribute to the pension plan to three years or less if you were caring for your child(ren) under the age of seven years.

If, during this latter period you were employed, the time employed will be deducted from the total permissible absence period in determining whether reinstatement will be permitted.

Teachers who consider they are eligible to reinstate earlier service under this provision should write to the Superannuation Commission at 548 Michigan Street, Victoria, BC V8V 4R5. You should send the commission the birth certificate(s) of the child(ren) together with a statement that you were either not employed, or, if employed, a statement of the days/months worked.

### Pension fund investments

The following is the position of the Teachers' Pension Fund as of December 31, 1988.

1. Annual rate of return as of December 31, 1988	9.7%
Annual Canadian CPI	4.1%
Real rate of return	5.6%
2. Current rate of return on December 31, 1988	
Fund A — securities purchased prior to January 1981	\$ 519M 9.5%
Fund B — securities purchased since January 1981	1,729M 10.5%
Fund C — Inflation Adjustment	
Account	213M 10.1%
Interest	<u>33M</u>
Total Fund	\$2,494M

### The BCTF Assistance Society

The Assistance Society, one of the least known groups within the federation, carries on its work in a quiet, unassuming way.

The society exists to administer funds for the benefit of teachers, former teachers and their dependents who apply for financial help as a result of some personal or family emergency, such as sudden illness, fire, accident.

Assistance is given in the form of interest-free loans or, in special circumstances, grants. The recipient is expected to repay the loan within a reasonable time. If the person's circumstances warrant, the time period is either extended or shortened.

Unfortunately, teachers mirror society at large with the result that some loans have to be collected through collection agencies, some are written off through bankruptcy proceedings and in some cases the teacher just disappears.

In one case a person received a loan of \$8,000 nine years ago when the family home was damaged by fire. His repayment was set at \$25 per month which he has since raised to \$50; however, in spite of his greatly increased family income and the request of the society to repay the loan, he has refused. This refusal means the society has \$3,900 (as of February 1, 1989) less money than it would otherwise have to help others.

Although these cases represent a breach of the faith the society exhibited in giving the assistance, their number is very small relative to those who agree to adjust their repayment schedules in keeping with their changed circumstances.

Those who adjust their repayments as their fortunes improve and who pay off their loans promptly are the ones who make the society's work rewarding.

The society is funded from the interest on the residual funds from the former provincial and Vancouver Teachers' Medical Services Associations plus any voluntary contributions or legacies that may be bequeathed to it. Prior to the present society coming into existence in 1971 the BCTF had a benevolent fund to assist teachers in need.

Membership consists of those persons who were members of the predecessor associations as of 1971, others who are members of the BCTF or who are in receipt of a teacher's pension and who apply for membership, and 10 persons named by the BCTF Executive Committee.

The society annually elects eight directors who carry out its day-to-day work. Four of the directors must be from the 10 persons named by the BCTF and one must be a retired member.

The federation supports the society by doing all the secretarial, accounting and administrative work. Applications are handled in confidence and may be obtained by calling the Income Security department at the BCTF.

The society is another example of teachers helping teachers.

### Tax department interested in your settlement

Nothing escapes Revenue Canada, including your retroactive pay. This salary will be taxed in the year in which it is paid, that is 1989. Do *NOT* consider it when you prepare your 1988 tax form.

# Ruby

by Susan Clarke

As a freshly matriculated teacher, nothing so terrified me as my first five minutes in my new profession. The bell rang. The classroom door closed. And I stood before my class ALONE. Alone before a sea of pimply, gum-chewing faces, 30 or so 15-year-olds whispering, popping bubbles, and burping. In those first five minutes, I hunted madly, desperately, for just one face that wasn't saying through a practiced smirk, "I dare ya." "Dare ya ta make me sit here, dare ya ta interest me." "I dare ya ta LIKE me!"

My search lasted the full five minutes, well past writing my name on the board and passing out the *Parlons Français* textbooks with the cracked green cardboard covers. "Hey!" yelled a shrill tenor at the rear, "My Chapter One is all stuck tegedda wid snott!" The room erupted in screams of adolescent hilarity, the entire back row of desks became bongo drums, and a boy, laughing hysterically, fell onto the floor and writhed in the delicious agony of it all. "Oh God," I thought, "Oh, God."

Then I found the face. A bemused smile made her look older than 15, or at least wiser. The eyes were round and dark, the cheeks were full, and the whole face was framed in short cropped dark hair. Above all, this face was friendly, and above all else, I needed a friend.

The face was Ruby's, and just then, Ruby winked. It was like an answer to prayer. I suppressed an overwhelming desire to run out of the room, and I smiled. I just stood there and smiled and waited. Pretty soon, the bongos died out, faces heretofore buried on desk tops emerged, red and tear streaked from laughter, and even the boy on the floor climbed back noisily into his desk.

That was only the first time Ruby saved me from utter humiliation. Ruby, in fact, taught me how to teach. When I got boring, Ruby would prop her plump cheek on one fist and doze off. When I got angry, she shot back a look that said, "Cool it; you're supposed to be the grown-up around here." And when I graded too rough, she tore up the test in bite-sized pieces and stuffed it into the ink well. At any given moment, I knew where I stood with my 15-year-old audience just by checking Ruby's expression.

In return, I never once, not once in a whole school year, called on Ruby. She sent vibes 400 feet in all directions that said, "Call on me, and it'll be the last time your vocal chords resonate!" This was a tough bargain; after all, a French class, and the Canadian minister of education determined that even the western provinces be bilingual.

I wasn't simply responding to adolescent blackmail, however. There were other serious considerations. For one thing, Ruby was more comfortable using a native language different from the English of her classmates. She was native Indian whose ancestors had lived for centuries in what is now British Columbia. (That was before civilization came with its Indian missions, residential schools, and compulsory French classes.) Ruby and her Indian classmates spoke perfectly good English, which made them bilingual already, though the minister of education hadn't seemed to grasp this. The most complicating factor was that Ruby didn't need to express everything verbally. She communicated beautifully without words. After all, wasn't I studying adolescent

psychology under her tutelage?

My job, then, was to find a way to pass Ruby in French without making her talk. Three times a week after school, I visited the quonset where she and seven other teenage girls lived with their "house parents." The rooms there were overflowing with clothes, curlers, lipstick tubes, and half-eaten snacks, and on my way to Ruby's room, I invariably bumped into a girl sauntering down the hallway "doin' the mashed potato." In that hour after school when radios and phonographs were verboten, Ruby and I tackled French. She talked more freely then, and I could see what she knew and figure out how to test her in writing back in class.

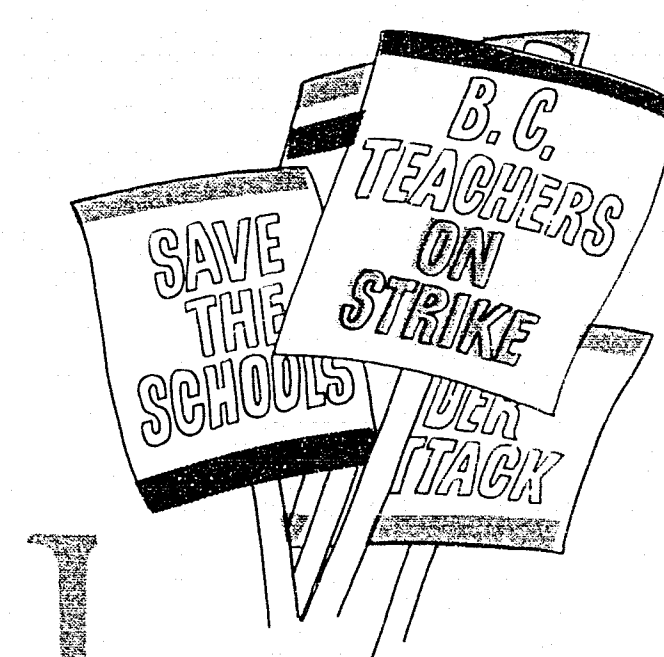
We went on like this, with Ruby teaching me how to teach the white kids and the Indian kids, for the whole school year. All but one passed; even he would have if he'd come to French class more than once a week.

On the last day of school, a fine, clear day in June, we had a picnic on the soccer field. We enjoyed volleyball games, races, soccer, softball, high-jumps, wrestling, and general horsing around, followed by summer's gastronomical delights: hotdogs, hamburgers, and tubs of ice-cold pop. As I lay stretched out on the grass, Coke in hand, recuperating from umpiring a softball game, I overheard Ruby talking to a girl a year her junior. "It's OK here, I guess, but I dunno how all these fancy classes gonna get me a job at the pulp mill." I heard Ruby burst open a potato chip bag as she continued, "You gonna have Miss C. next year for French, I 'spose. She ain't too good. Real young and inexperienced, ya know."

My heart would have dropped to the soles of my feet if I hadn't been flat on my back. Then, suddenly, everything became as clear as the sky overhead, and I had to laugh right out loud. Though Ruby had passed, I'd flunked? And so had the minister of education!

*Susan Clarke, formerly a teacher, is currently an editor at a legal publishing house in Minneapolis, Minnesota. She wrote this piece based on her experience teaching in a B.C. native Indian mission school.*

## Working-class hero



I begin by paraphrasing a Christmas song by John Lennon: "So this is strike time and what have we learned?"

We've learned that two hours outdoors in the wind and the rain is a long time, and that those who work constantly outdoors, earn their daily bread.

We've learned that two-hour picket duty, socializing with colleagues, for \$40, doesn't pay for rent, groceries, and car insurance.

We've learned that after many years in a federation hoping for the best

advantages of being profession and union, after six years of teacher bashing with the worst disadvantages of being neither union nor profession, we have lost our naivete and schizophrenia and are now union members, bruises and all, forever and ever, amen.

We've learned that we have unflinching, unquestioning support from CUPE office workers and from IWA bus drivers, janitors, and maintenance workers, and that, when it comes their turn to hit the bricks, we can do no less for them.

We've learned that a segment of the population is permanently, viciously anti-teacher and anti-union.

We've also learned that another segment of the public, I believe a larger one, sympathizes with our cause, recognizes it as fair, and demonstrates their solidarity with us.

We've learned that colleagues rarely spoken to in the last few years what with our busy schedules, our cliques, and our prejudices, have families, hobbies, personalities, hopes, and problems very much like ours and that we do not need another picket line to be close to one another again.

We've learned that the future is not as

secure or predictable as some of us thought and that we'd better, as a union through strike funds and as individuals through rainy-day bank accounts, prepare for more of the same; two years down the road or sooner.

We've learned that adversity often brings out the best in people and that the camaraderie, solidarity, and sense of purpose we've felt as brothers and sisters in a worth-while struggle should not quickly surrender to the petty bickering and bitching of the day to day working routine.

We've learned, above all, that we are working people, not working against each other, but working for the pride and dignity of other working people, that we are not, as many of us secretly or not so secretly believed, better than garbage collectors, millworkers, or postal union workers, that we are, literally and biblically, brothers and sisters in a united cause.

I end by quoting John Lennon again: "A working class hero is something to be."

*Herb Hladý is a teacher in Cowichan. (reprinted from the Cowichan Strike Bulletin)*

## In Brief

### • Special families needed for special-needs children

The Special Needs Adoption Demonstration Project serves youngsters over two years of age who have emotional, physical, or mental handicaps; children with histories of abuse, neglect, or multiple placements, and infants with moderate to severe medical problems (for example, fetal alcohol syndrome).

The project is holding a massive recruitment campaign to enlarge the bank of special needs adoptive homes.

For more information, contact the North Shore Family Services Society at 988-5281, or the Ministry of Social Services and Housing at 660-3143 and ask for the office closest to your home.

### • The changing structure of Canadian families: implications for education

Although the total number of families in Canada increased by 10.3% between 1980 and 1987, the number of families with children under age 16 decreased by 0.6%, and the number of families without children under age 16 increased by 21.6% over the period.

Average family size decreased from 3.76 members in 1971 to 3.18 in 1986, or by 15.4%, and the average number of children under age 16 in those families decreased from 1.31 to 0.84 or by 35.9%.

Young couples are choosing to postpone marriage and also to postpone parenthood. Increasing numbers of children are affected by family breakup and are living with one parent and seeing the other parent in a different family setting. Generally, traditional family structure is losing ground to a lone-parent family structure.

Between 1980 and 1986, real incomes of all families declined slightly from \$30,819 to \$30,480, or by 1%. Real income of families with children under age 16, however, declined more sharply: from \$30,655 to \$29,374, or by 4.2% over the six-year period.

Average income of lone parent, female-headed families in 1986 was \$17,353, or only 39% of that for two-parent families at \$44,919.

(Reprinted from October 1988 CTF Economic Service Bulletin)

### • Prayers in schools

In response to the recent Supreme Court ruling regarding reciting the Lord's Prayer in schools, the Burnaby School Board approved the following motion: "That wherever devotional exercises are undertaken in Burnaby schools, there be no specific requirements of individuals, but rather that a brief period of silent devotion be undertaken to allow full freedom of expression for all individuals." Passage of the motion is an acknowledgement of the ethnic and racial diversity among students and teachers in Burnaby, allowing them to worship in their own way.

### • Teachers/school administrators find SEVEC summer immersion key to language success

SEVEC (Society for Educational Visits and Exchanges in Canada) is offering two summer immersion experiences — one for school administrators, one for teachers of French as a second language. Increase your fluency in French, enrich yourself through the French-Canadian culture, and develop professional contacts.

The administrators' immersion runs three weeks, July 5 - July 26, 1989, followed by the teachers' immersion, July 29 - Aug. 19, 1989.

Individual basic cost for the SEVEC summer immersion experience is \$1490, covering registration, tuition fees, workshops, and most weekday recreational and socio-cultural activities; this cost also includes a residence room, with breakfast and lunch. Financial assistance is available.

Application deadline: May 15, 1989. Call or write for more information:

SEVEC  
1815 Alta Vista Drive, Ste. 101  
Ottawa, ON K1G 3V6  
(613) 998-3760



## B.C. College of Teachers

### Membership Reinstatement

What are some implications of non-payment of the annual college membership fee?

• **What happens if a person did not pay the fee by January 15, 1989?**

All persons holding a valid teaching certificate became members of the College of Teachers when it was created on January 1, 1988. The annual fee for 1988-89 was due on October 31, 1988. Certificate holders who had not paid the fee by January 15, 1989 were suspended from membership in the college.

• **What is the effect of that suspension?**

A person whose membership is suspended for non-payment of fees is not eligible to be employed, pursuant to Section 145 of the *School Act*, by a school district as a teacher or administrative officer in a public school.

• **Does suspension of membership for non-payment of fees affect certificate status?**

Section 25 of the *Teaching Profession Act* provides that failure to pay fees does not have the effect of cancelling a member's certificate of qualification. A person could, for example, still teach in an independent school while not paying fees.

• **How does a person have his/her membership reinstated?**

A person with a suspended membership will have to complete an application for reinstatement. He/she will have to provide a current work history, current references, and answer membership-application questions regarding criminal records. In addition, the applicant will have to pay the \$200 reinstatement fee. All applications for reinstatement will have to be considered by the Qualifications Committee.

### Teacher Evaluation

Currently under discussion by the college is its role in the evaluation of members. The Professional Development Committee (chaired by Peter Ellis) has held two meetings with stakeholder groups, including representatives of the B.C. Teachers' Federation, the B.C. Principals' and Vice-Principals' Association, and the Association of B.C. School Superintendents.

The college appears to have both mandatory and optional responsibilities under the *School Act* and regulations and under the *Teaching Profession Act* in the area of evaluation.

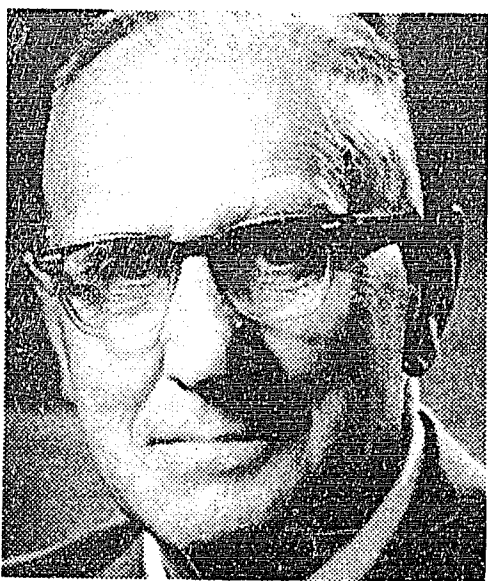
A number of principles have been guiding the committee discussion. One is that evaluation procedures of the college should apply to all members and not just to "teachers" as currently defined in the *School Act*. A second principle is that the procedures should be based on the five basic rights of teachers as defined by UNESCO. The third is that the college should not attempt to override the evaluation procedures that have been or will be contractually agreed upon in each district.

An issue paper on evaluation will be available soon. If you have questions or concerns, contact your zonal college councillor.

### 1989 Annual Meeting

The 1989 Annual Meeting of the College of Teachers will be on May 25, 26, or 27, 1989 in Vancouver. The exact date, time, and location of the meeting are yet to be determined.

## In Memoriam



**Colonel John N. Burnett  
(1899-1989)**

**BCTF President, 1937-38**

1987 marked the 50th anniversary of John N. Burnett's BCTF presidency. As on many similar occasions, he was honored at the AGM that year. His unusually rich career spanned several decades and organizations. In addition to his BCTF presidency, Burnett served as teacher, principal in both Burnaby and Vancouver, school inspector, Richmond superintendent, and later as a staff person for the BCSTA as director of education.

"Burnett was a feisty straight talker," says Bob Buzza. "Few can touch the dedication and variety that went into his career."

He also made time for active service in both World Wars. And on the home front, helped raise two sons, Ken and Jack, with his wife Louise.

Burnett was one of those rare individuals who was an honorary life member of the BCTF and the BCSTA. B.C. education was the beneficiary of his tireless efforts.



**Dr. Leo Marshall (1928-1989)**

Dr. Leo Marshall, North Vancouver superintendent, died on January 25, 1989. Coincidentally, the same night, the 1989 Vancouver Teachers' Association and school board negotiating teams reached agreement on their historic collective agreement. Leo would have approved.

He has been called an innovator, an advocate for all children, and an outstanding superintendent. Leo Marshall was also a great friend of teachers. "If you had the occasion to meet him once," says Nancy Hinds, "Leo Marshall would always stop and welcome you back to North Vancouver the next time he saw you. He made you feel good about being a teacher and your contribution to education."

He served as teacher, vice-principal and principal in Saskatchewan, and also as executive assistant for the Saskatchewan Teachers' Federation until 1975 when he moved to B.C. Dr. Marshall acted as North Vancouver's assistant superintendent until 1984, when he became superintendent.

He is survived by his wife Connie and his four children, Tim, Susan, Michael and Paul.

He will be remembered through a scholarship to be established in his name; and by his words: "No matter how hard-done-by you feel, look around, you'll find somebody who is worse off."

## Teachers Remembered

### NAME

Kenneth Armstrong  
Ruth Ball  
Lorne Barclay  
Sarah Beach  
Arthur Bellis  
Dick Braun  
Joyce Brown (Badman)  
Thomas Brown  
Ragna Brownlee  
Jean Buckle (Marshall)  
Viola Bumstead  
Eric Chamberlain  
Julia Clark (Barber)  
Anna Coggin  
Agnes Conroy  
Marjorie S. Cook (Fisher)  
Harold Dew  
Helen Fenny (Tingley)  
Norman Fenton  
Dorothea Fisher  
Edward Fodor  
George Graham  
Alfred Greenwood  
Evelyn Haakonsen  
(Suttleworth)  
Joseph Hadfield  
Joseph E. Henry  
Maria Hettinger  
Edith Hitchen (Taylor)  
Clara Houldridge (Johnson)  
Annie Hughes (Munro)  
Eleanor L. Jolliff  
Anwar H. Khan  
Harry King  
Orest Kosmyinka  
Paul Kusnir  
John G. Leluck  
Lillian Luoma (Martin)  
Helen Mackay  
Gwen MacKenzie (Ferguson)  
Herman Mang  
Elsie Maxfield (Kotlowy)  
Sheila McPherson  
Hester Nelson (Richards)  
Laura May Nesbitt (Bowyer)  
Jacob Nickel  
Cyril Nixon  
Lila Palmer (Fraser)  
Hugh Parker  
Fred Parsons  
Geraldine Pratt  
William Prior  
Helen G. Putnam (Graham)  
David Riddley  
Mary Rose (Justin)  
Evelyn Rowe (Bradley)  
Norman Sallis  
Norman Sanford  
Evelyn Schawalder  
(Frankforth)  
Helen Shears  
William F. Slight  
Barbara Steel  
Kathleen Stone (Poole)  
Edna Stuart  
Dorothy Sutherland  
Joseph S. Terry  
Avedene Thornton (Berg)  
Joyce Turner (Berner)  
Ruhamah Utnedale  
Maxine Von Wittgenstein  
(McKenzie)  
Ernest White  
Margaret Wilson

### DIED

September 20, 1988  
September 30, 1988  
November 18, 1988  
May 1, 1988  
September 29, 1988  
September 4, 1988  
February 11, 1988  
October 22, 1988  
July 21, 1988  
October 26, 1988  
October 21, 1988  
October 14, 1988  
September 17, 1988  
November 8, 1988  
October 6, 1988  
September 21, 1988  
November 3, 1988  
August 2, 1988  
December 3, 1988  
July 7, 1988  
November 27, 1988  
August 24, 1988  
August 25, 1988  
September 27, 1988

September 5, 1988  
September 14, 1988  
May 19, 1988  
November 5, 1988  
August 5, 1988  
October 9, 1988  
July 26, 1988  
July 29, 1988  
September 27, 1988  
July 26, 1988  
August 19, 1988  
July 19, 1988  
November 9, 1988  
December 22, 1988  
August 20, 1988  
August 14, 1988  
July 16, 1988  
August 30, 1988  
December 3, 1988  
September 1, 1988  
September 5, 1988  
October 22, 1988  
November 6, 1988  
September 19, 1988  
October 16, 1988  
December 27, 1988  
August 31, 1988  
September 13, 1988  
August 13, 1988  
June 10, 1988  
June 25, 1988  
November 16, 1988  
August 23, 1988  
August 9, 1988

September 29, 1988  
July 24, 1988  
January 1, 1987  
August 2, 1988  
September 14, 1988  
November 23, 1988  
September 30, 1988  
November 5, 1988  
December 2, 1988  
November 6, 1988  
October 1, 1988

May 31, 1988  
November 7, 1988

### LAST TAUGHT IN

Kitimat  
Hope  
Vancouver  
Vancouver  
Cowichan  
Kamloops  
Vancouver  
Burnaby  
New Westminster  
Merritt  
Vancouver  
Nanaimo  
Merritt  
Prince George  
Vernon  
Burnaby  
Vancouver  
West Vancouver  
Central Okanagan  
Nanaimo  
Trail  
Coquitlam  
Victoria  
Richmond

Chilliwack  
Trail  
Vancouver  
Nanaimo  
North Vancouver  
Vancouver  
Vancouver  
Vancouver  
Vancouver  
Victoria  
Nelson  
Williams Lake  
Vancouver  
New Westminster  
Maple Ridge  
Chilliwack  
Vancouver  
New Westminster  
Vancouver  
Nelson  
Vancouver  
Campbell River  
Burnaby  
Abbotsford  
Surrey  
West Vancouver  
Sechelt  
Vancouver  
Burnaby

Vancouver  
Peace River  
Central Okanagan  
Prince Rupert  
Grand Forks  
Vancouver  
North Vancouver  
Prince Rupert  
Qualicum  
Surrey  
Vancouver

New Westminster  
West Vancouver

## Substitutes

## TEACHERS-ON-CALL

by Cathy McGregor

Just like doctors and nurses who are called in because of an absence, a teacher on-call — a substitute — is fully trained and able to assume the full duties of his/her absent colleague. A teacher on-call meets the added challenges of filling a job on short notice and/or filling many different jobs over the school year.

We recognize the teacher on-call, or substitute, as a professional colleague in terms of responsibility. How can the local association and the BCTF recognize the teacher on-call in terms of rights?

- Include their unique issues in local bargaining objectives: right to work, right to recall, payment on scale, fair evaluation, due process, benefits.
- Involve them in local decision-making.
- Ensure that local communication systems take into account that substitutes are not regularly part of a particular school unit.
- Involve them in district in-service days.
- Develop and support a substitute teacher network within the local.
- Include them in other networks, for example, staff representatives, Professional Development chairpersons, Status of Women and Program Against Racism contacts.
- Provide a constitutional guarantee of their right to participate.

Teachers on-call have equal responsibility in the delivery of quality education. We must make sure they have equal rights as colleagues in our local associations.

Cathy McGregor is a former substitute teacher who is now president of the Kamloops District Teachers' Association and member-at-large of the BCTF Executive Committee.

## PD Calendar

### APRIL

#### April 6-9 SEATTLE

National Science Teachers' Association Annual Convention. The B.C. Science Teachers' Association encourages all B.C. elementary and secondary science teachers to attend. Contact Lon Mandrake, 591-6166, or Susan Slater, 420-3232 for information.

#### April 7-9

B.C. Teacher-Librarians' Association conference and AGM, Richmond Inn. Theme: Pacific Rim. Pre-conference workshop April 7: Microcomputers and School Libraries. Contact Isabelle Lincke, S: 273-9351.

#### April 14

Regional Provincial Intermediate Teachers' Association conference, "Kids Are Special," Nelson. Contact Pat Dooley, 352-6681.

#### April 14-15

Environ '89, a conference and workshops presentation of Environmental Education Provincial Specialist Association, Tribune Bay Outdoor Education Centre, Hornby Island. \$50 includes workshops, materials, all meals, simple accommodations (bring sleeping bag), EEPsA membership, and a social. Contact Roger Hammill, Tribune Bay Joint Use Committee, Ballenas Secondary School, Box 1570, Parksville, BC V0R 2S0, H: 248-5347.

#### April 14-15 EDMONTON

Lifelong Learning: Guiding the Gifted into the '90s, Alberta Teachers' Association gifted conference, Edmonton Westin. Keynote: George Betts. \$70 members; \$100 non-members (before March 1). Contact Jim George, ERG III, 1123 87th Avenue S.W., Calgary, AB T2V 0W2.

#### April 26-28

Canada-Latin America Consultation on Human Rights and the Disappeared, co-ordinated by the Center for Education, Law & Society, Simon Fraser University. Call 291-3845.

#### April 27

A one-day conference for Lower Mainland secondary school students, running concurrently with the above-noted conference. Contact Sally Ogis, CoDevelopment Canada, 873-5011.

#### April 28-29

Annual conference, Association Provinciale des Professeurs de l'Immersion et du Programme Cadre, SFU. Contact Josette Desquins, 291-3628.

#### April 29 (changed from April 22)

B.C. Association of Teachers of Classics AGM and program, St. Peter's Church, 30th and Walden, one block east of Main, Vancouver, 09:00-15:00. Contact Fred Robinson, 605-2151 West 39th Avenue, Vancouver, BC V6M 1T6, H: 266-5287, S: 922-3291.

### MAY

#### May 3-7 SEEBC, ALBERTA

Fourth International Earth Education Conference, "Learning To Live Lightly..." Yamnuska Centre, Seebe, Alberta. \$300+ Contact the Institute for Earth Education, Box 880 Station G, Calgary, AB T3A 2G6, or Jeff Reading (403) 294-8339 or Megan Jentz (403) 264-7062.

#### May 4-6

Blast off with Business Education: BCBEA spring conference, Renaissance Hotel, Vancouver. Contact Fred Brown, Kitsilano Secondary School, 2550 West 10th Avenue, Vancouver, BC V6K 2J6, H: 688-1942, S: 736-0344.

#### May 4-6

CASLT Canadian Association of Second Language Teachers Inc., annual conference, "Second Language Teachers — Growing Professionally," Westin Bayshore Hotel, Vancouver. Keynotes are Stephen Lewis and Pierre Clave. Contact J. Daoust, SD 42, 22225 Brown Avenue, Maple Ridge, BC V2X 8N6.

#### May 5

Learning Assistance Teachers' Association annual general meeting and conference, "School-Wide Study Skills. A Day with Gayle and Don Smith," Schou Centre, Burnaby. Contact Dave Lipscombe, 321-0948.

#### May 5-7

B.C. Secondary School Model United Nations Conference, University of Victoria, an opportunity for Grade 11 or 12 students to develop a better understanding and awareness of the UN. Contact Mary Ransberry, University Extension, UVic, Box 1700, Victoria, BC V8W 2Y2, 721-8465.

#### May 11-13

Impact '89, the computer conference for all teachers and administrators, co-sponsored by Computer-Using Educators of B.C. and University of Victoria Faculty of Education. Contact Conference Services, UVic, Box 1700, Victoria, BC V8W 2Y2, Fiona Hyslop, 721-8475.

#### May 11-14 BANFF

Women and Mental Health, Social, Economic, and Political Perspectives, Banff Springs Hotel, Banff, Alberta. Contact Marilyn Hart, Canadian Mental Health Association, Alberta North Central Region, 9th floor, 10050-112th Street, Edmonton, AB T5K 2J1, (403) 482-6091.

#### May 12-13

University of Victoria 23rd annual neuropsychology workshop, "Learning and Adjustment in Learning-Disabled and Brain-Injured Children. Contact Morag MacNeil, Psych., UVic.

#### May 12-14 LAKE LOUISE

English Language Arts Council conference, "Clearing the Way," Chateau Lake Louise, Lake Louise, Alberta. Contact Ann Calverley, c/o One Kingsway, Edmonton, AB T5H 4G9.

May 13 Postponed to October 14

Shared Visions, a mini-conference (08:30-12:30). See October 14 entry.

#### May 13-14

B.C. Primary Teachers' Association chapter presidents' conference and annual general meeting, Sheraton Plaza 500, Vancouver. Speaker: Peter Smilanch.

#### May 14-17

Focus '89, "One Destination — Many Roads To Take," the B.C. conference for those living and working with children and adults with severe to moderate disabilities, Victoria Conference Centre, Victoria. Contact Barbara Smith, Victor School, 2260 Victor Street, Victoria, BC V8R 4C5, 595-7511.

#### May 19-22

International Symposium on Arts for Young Audiences, Vanier Park, site of Vancouver Children's Festival. The 1989 symposium features keynote Stephen Lewis and 25 presenters from 11 countries leading seminars, workshops, and forums on a wide variety of topics. \$225. Contact The Canadian Institute of the Arts for Young Audiences, 302-601 Cambie Street, Vancouver, BC V6B 2P1, 687-7697.

#### May 17-20

International Perspectives: Partnership in Special Education, an international conference in special education, University of British Columbia. Contact Mang Csapo, Department of Educational Psychology and Special Education, University of British Columbia, 2121 Main Mall, Vancouver, BC V6T 1Z5.

#### May 18-21

Mosaic '89, 1989 national conference of the Canadian Council of Teachers of English (to include Northwest Regional Conference of the National Council of Teachers of English), Hotel Vancouver. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

#### May 25-27

BCPE conference, University of Victoria. Contact Dr. Dave Turkington, Faculty of PE, UVic, or Brian Revel, PEPSA president: 635 - 261st Street, RR5, Aldergrove, BC V0X 1A0. H: 856-6744, S: 859-6794.

#### May 25-27 EDMONTON

Canadian Guidance and Counselling Association annual conference '89, "Strategies for Wellness," Edmonton. Keynote: Jean Grotien; other speakers: Jack Canfield and Dr. Donald Meichenbaum. Contact Garnet Millar, (403) 422-6326, or Gerald Cossitt, (403) 422-6326.

#### May 26 to June 4 is Canada's Fitweek

For further information on a program put together by the Canadian Intramural Recreation Association (CIRA) and the Canadian Association for Health, Physical Education, and Recreation (CAHPER) for schools across Canada, contact Diane St-Denis, CAHPER, C-6,333 River Road, Vanier, ON K1L 8H9.

### JUNE

#### June 22-25 EDMONTON

Canadian School Librarians' Association conference, "Choice Making — Risk Taking," Edmonton Convention Centre. \$250. Contact Betty Matwchuk, 9407 96A Street, Edmonton, AB, H: (403) 465-7279, O: (403) 487-5137.

### JULY

#### July 13-15

"Preparing for the Year 2000," national conference of the Canadian Down Syndrome Society, School of Child Care, University of Victoria. Contact 2000, Conference Services, University of Victoria, PO Box 1700, Victoria, BC, V8W 2Y2.

#### July 14-27

Refresher Course in Life, Canadian Outward Bound Wilderness School, for educators and human-service professionals. \$1295 tax-deductible tuition includes all equipment, food, and instruction. Call toll-free 1-800-268-7329.

### AUGUST

#### August 5-18

Refresher Course in Life, Canadian Outward Bound Wilderness School, for educators and human-service professionals. \$1295 tax-deductible tuition includes all equipment, food, and instruction. August 5-26, \$1495. Call toll-free 1-800-268-7329.

#### August 29-30

B.C. Association of Mathematics Teachers Summer Conference, Point Grey Secondary School. \$50 fee includes BCAMT membership for those eligible. Contact Dave Ellis, 2086 Newport Avenue, Vancouver, BC V5P 2H8, H: 327-7734. OCTOBER

## October 20, 1989 is a province-wide PD day

### October 14

Shared Visions, a mini-conference (08:30-12:30), sponsored by the Association of World Citizens for a Universal Curriculum, Vancouver. \$20. To contribute to the ideas market, contact Melanie Zola, 5-1019 Gilford Street, Vancouver, BC V6G 2P1, S: 224-1392, H: 669-6701. Registrar is Janna Atkinson, c/o Hazel Trembath Elementary School, 1252 Paula Place, Port Coquitlam, BC V3C 2W2.

### October 19-21

Provincial Intermediate Teachers' Association fall conference, Langley.

### October 19-21

B.C. Primary Teachers' Association fall conference, "Sage Connections," Kamloops. Contact Grace Sinnema, 35227 Marshall Road, Abbotsford, BC V2S 5W4, H: 859-5854, S: 853-7730.

### October 19-21

B.C. Technology Education Association conference, Richmond. Contact Ken Caig, c/o C.E. London Junior Secondary School, 10331 Gilbert Road, Richmond, BC V7E 2H2, H: 590-6853, O: 277-3161.

### October 20

Lower Mainland B.C. School Counsellors' Association conference. Contact Alvie Christie, c/o Cariboo Hill Secondary School, 8580 16th Avenue, Burnaby, BC V3N 1S6, H: 224-5472, S: 525-4311.

### October 20

Annual North Island Learning Assistance Teachers' Association conference.

### October 20

Third Northern Learning Assistance Teachers' Association conference.

### October 20

First Central Learning Assistance Teachers' Association conference. Contact Larry Dixon, c/o Brocklehurst Junior Secondary School, 985 Windbreak Road, Kamloops, BC V2B 5P5, H: 372-9786, S: 376-1232.

### October 20-21

B.C. Business Education Association conference, "The New Curriculum."

### October 21

Update '89, a one-day conference for teacher-librarians sponsored by University of British Columbia and B.C. Teacher-Librarians' Association. Contact Ron Jobe, Faculty of Language Education, UBC.

### NOVEMBER

#### November 17-18

Conference of the Association for Educators of Gifted, Talented, and Creative Children in B.C., "Focus on Critical Thinking." 1990



# Tough lessons in multiculturalism

by Gosia Kawecki

*"It is hereby declared to be the policy of the Government of Canada to...promote the understanding and creativity that arise from the interaction between individuals and communities of different origins;...(The Multiculturalism Policy of Canada)"*

- A mother is devastated and depressed because her daughter lives with a man of a different race. She says she cannot face her community because of the shame.
- A young man in an English-language course requests a transfer to another class where there are more people from his country of origin. He says that in his class, too many students are from "backward countries" and not very bright.
- A grandmother is upset because her granddaughter often plays with boys of various racial backgrounds. She says she worries that the little girl may get confused and in the future marry "the wrong kind."

Much of what has been said and written about racial prejudice and cultural intolerance implies that cultural insensitivity is a problem of main-stream society. Yet the mother, the student, and the grandmother in the situations cited here all belong to ethnic minorities.

New Canadians are often identified by the multiculturally aware as subjects of discrimination and prejudice and are not given a forum to discuss the fears and misconceptions they harbor about the "different" people they encounter after arriving in Canada.

Most immigrants choose Canada not because of a strong desire to live in a multicultural society but because of a strong desire to make a better life without fear of persecution.

To many, the concept of multiculturalism is foreign. The countries they come from are mainly homogeneous, or they are dominated by one culture that tries to impose its values on minority groups. So the cross-cultural co-existence and interaction they all knew is not the same as it is, or is meant to be, in Canada.

Immigrants bring to Canada the experience of living in a cultural and social environment drastically different from what exists here.

Are we, together with these immigrant groups, prepared to address intolerance in the broader context of cross-cultural interactions, not just in the dealings between the majority and minorities?

For many years, we had a simplistic notion of multiculturalism. Ethnic celebrations, focussing on food and the arts,

were seen as an expression of cultural differences. Fortunately, we now also talk about our different beliefs, perceptions of the world, and general attitudes, which were shaped by the unique experiences indigenous to our cultural backgrounds.

What the federal multiculturalism policy has recognized officially has been known unofficially for many years: multiculturalism is the basis of Canadian society, and it forms the common ground that allows us to identify ourselves as Canadians.

We are different but at the same time united in the name of equality, tolerance, and appreciation of cultural diversity.

The importance of multicultural education has been acknowledged by community leaders, ethnic groups, and schools. University courses in ethnic studies, sensitization of professionals through seminars and workshops, and multicultural education in schools all assist Canadians in overcoming cultural biases and developing cultural understanding. This educational process is based on the premise that intolerance and prejudice are rooted in ignorance and that once we learn about each other's society of origin, cultural barriers will crumble.

Newcomers do not have equal opportunities to learn about Canada's cultural diversity and multicultural identity. There is limited discussion of our obligations as members of a society composed of people representing a variety of races, religions, customs, and beliefs.

Isn't it time to start multicultural education among adult new Canadians, as it has been started in our schools, when they are still searching for cultural identity and a place in the new society?

The language training and basic cultural orientation the new Canadians receive now may help some get by. But it may not be enough for everyone to understand the nature of multicultural society at its best, where cultural intolerance and racial prejudice have no place.

We need a well-developed educational program that would teach multiculturalism and its practical applications in everyday interaction with various cultures. A program from which we all can benefit, whether we have been in Canada for a week or for a lifetime. Are we ready for it?

*Gosia Kawecki is co-ordinator of volunteers at MOSAIC. She immigrated to Canada from Poland in 1974.*

This article, edited for *Teacher*, first appeared in *The Vancouver MOSAIC*, Winter 1988.

*March 21 is the anniversary of the parliamentary passing of the Proclamation of the Second Decade for Action to Combat Racism and Racial Discrimination*

Join with other Canadians in their daily efforts to recognize and celebrate racial differences, and to promote conditions of fairness and justice without discrimination based on race, national or ethnic origin, color, or religion.

## Classified

### FOR RENT

**Summer/Easter Break Rental.** Kerrisdale/UBC bus route, lg. 1 bdrm. Phone 261-8244 or write 101-2244 W. 40 Ave., Van. V6M 1W6.

**Fully-furnished house avail.** July-Aug. in Maple Ridge. 25 min. to SFU. 5 min. to lakes and mountains. 45 min. to Van. \$600/mo. Phone 467-6985 or write C. Lacroix, 11885 Meadowlark Dr., Maple Ridge, BC.

**2 bdrm. suite in Richmond.** July & Aug. \$500/mo. Phone 271-5407.

**Sunny 1 bdrm. basement suite,** near UBC gates, \$600/mo. N/S. Phone 224-8080.

**July & Aug. 1989, Vancouver.** 2 bdrm. house, completely furnished, close to SFU and Kootenay bus loop, great view, parks close by. \$700/mo. Phone 291-8184.

**For lease, large family home in Pitt Meadows.** Avail. for 1 yr. beginning July/89. 5 bdrms. furnished, pool, hot tub, \$1200/mo. Unfurnished negotiable. References required. Phone 465-6831 (evenings).

**1 bdrm. suite, West End Van.** highrise, view, parking, pool, fully equipped and furnished. Avail. April 1/89, negotiable 6 mo. to a yr. \$600/mo. Phone 683-3953.

**Near UVIC, main floor of spacious home.** 1 bdrm. plus den, fully furnished, lovely secluded yard and deck. July-Aug. Adults, no pets, references required. \$200/wk. Phone 592-9144.

**Furnished A-frame on Denman Island.** Water view, sleeps 6, use of 9' sailing dinghy incl. Avail. June 1-Aug. 31. \$125/wk. Writer: J. Leary, Box 1578, Parksville, BC VOR 2S0.

**Prime Victoria home.** 200 yds. from ocean, next to nature park, newly-renovated older home on 1/3 acre. Over 3000 sq.ft., 4 bdrm., den, fam. rm, 3 bthrms. plus. Short term furn. \$350/wk or unfurn. \$1500/mo. May 1 on. Phone 598-1358.

### WANTED TO RENT/EXCHANGE

**Wanted to rent or exchange homes/summer cottage.** Sunshine Coast, Point Roberts, Keats. 3 bdrms. by young Canadian family living Singapore. July 1 or 10 through Aug 19. Call collect 6-8 p.m. 738-1705 (Van.)

**House/Car Exchange to Cornwall, England.** 17th Century, 3 bdrm. detached cottage nr. Penzance, Cornwall. Avail. from July 22 - Sept. 3. Inquiries: Mr. & Mrs. D. Davies, Spring Mead Cottage, Trew, Breage, Helston, Cornwall, England, (0736) 762615.

### TEACHER EXCHANGE

**Maths/Science High School teacher from Tasmania, Australia.** Wishes to exchange teaching position and house with teacher from B.C. for the 1990 calendar year. For more info., phone Paul O'Halloran, work: Ulverstone High School (004) 25 1433 or home: (004) 25 3500. Home address: Harvey's Road, North Motton, Tasmania. 7315 Australia.

### TRAVEL

**Maui-Kihei Condo** — oceanview, 1 bdrm, deluxe amenities, microwave, DW, TV/VCR, jacuzzi, pool, tennis. Special rates from \$350/wk. US. Air Car Condo pkg from \$525 US pp dbl occ. Phone (415) 585-6903.

**High Country Cycle Tours** offers all inclusive student bicycle tours in the beautiful Rocky Mountains, Banff, Lake Louise, and Jasper. For brochure write Box 20144, 205 - 5th Ave. SW, Calgary, Alta T2P 4H3.

**High Country Cycle Tours** offers all inclusive 4-day bicycle tours of the Gulf Islands during Spring Break, departing Vancouver on March 28. Write to Box 20144, 205 - 5th Ave. SW, Calgary, Alta T2P 4H3.

**Apartment in Spain** — 2 bdrm, in sunny Malaga, short or long term rental. Phone 876-4383 or write A. Segura, 745 W. 26th Ave., Van. V5Z 2E7.

**Puerto Vallarta** — Mexico. 3 bdrm., 2 bath condo, beautiful tropical garden, 2 pools, health spa, tennis, golf, 1 1/2 blocks to beach. Tastefully furnished. Teacher owned. Phone 743-5256 (Mill Bay) or 386-3495 (Victoria). Summer or winter. Book early.

**Travelling companion(s) wanted.** Aug/Sept. '89 to Jan. '90. Circle Pacific. Phone 852-2217 evenings.

**Eagle's View Bed & Breakfast.** Modern home, 5 min. from golf and O'Keefe Ranch. Rates: \$25(S), \$40(D), RR7(6-22), Vernon V1T 7Z3.

### MISCELLANEOUS

**Vancouver P.N.S. Reunion.** 1938-39 Class reunion, June 22, 1989. Phone Dorothy 261-7645 or Phyllis 937-0710.

**Retirement Dinner.** Frank Mitchell, principal, Sparwood Elem. School will be retiring this year after 42 yrs. service. A retirement dinner will be held for him on June 17, 1989.

Out-of-town visitors wishing to attend this event are requested to call Jan, 425-7172, or Gayle, 425-6928, after school hrs.

**Montessori Elementary** accepting applications for openings in the elementary level. 6-9 and 9-12 to start in fall 1989. This established and expanding school, located in Surrey has 6 classrooms, 4 primary and 2 intermediate. Respond with resume to Cindy Cunliffe, 17237 - 24th Ave., RR 11, White Rock, BC V4B 5E7.

**Montessori Scholarship Offered.** Surrey Montessori Society offers a scholarship for elementary AMI Montessori teacher training at an accredited AMI institution. July/89-June/90. Applicants must hold a valid B.C. teachers' certificate. Apply in writing with a resume to Cindy Cunliffe, 17237 - 24th Ave., RR 11, White Rock, BC V4B 5E7.

**For Sale.** Reasonably priced Apple II educational software for elementary and jr. and sr. high school applications. Less than \$1/program. Schools, computer clubs, home CAI, computer labs. Public domain — not copy-protected. Make your own copies. Catalog: \$1 (refundable on first order), stamped envelope, 10% educators' discount. IBM-compatible educational software also available. Contact: Educational Software, Box 777, Breton, Alta T0C 0P0.

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## Opportunities for Teachers...

## BECOME A BCTF ASSOCIATE

Every year the BCTF offers workshops and training programs for its members. Facilitators for most of these are classroom teachers, trained by the BCTF, and provided release time to offer the workshops.

Would you like to become a BCTF Associate, one of the teachers who offers these workshops? Apply now, to be considered for the 1989-90 school year.

In May, selected teachers will take part in a generic BCTF Facilitator Training program, followed by specific training to facilitate workshops in:

**Continuing Education programs, such as "Needs Assessment" and "Co-operative Education"**

**The Staff Representative Training Program**

**Status of Women workshops**

**Program Against Racism workshops**

Further information and specific criteria are available by writing or calling Berniece Stuart at the BCTF.

**The deadline for receipt of applications is April 13, 1989.**



## School Field Trip

### SAN JUAN ISLANDS CRUISE WHALE MUSEUM—FRIDAY HARBOR (from Resort Semiahmoo, Blaine, WA)

A five hour tour and cruise aboard the Star of Semiahmoo vessel focusing on the wildlife, history and current facts of the San Juan Islands. We'll explore the northernmost boundary islands of Sucia, Potos, Clements Reef, the rugged coastlines of Orcas, San Juan, Waldron, Speiden and Wasp Islands, and visit Friday Harbor for a tour of the Whale Museum. We should have many opportunities to view the marine life that abounds here; seals, porpoise, and seabirds. Binoculars and route maps are provided.

Cost per Student and Teacher: \$14.00 U.S.  
10:00 AM Thurs., Fri., May 4 - June 9, 1989



**Gray Line Water Sightseeing**  
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**B.C. Teachers' Federation**

## EXECUTIVE DIRECTOR

Applications for this continuing position are invited by 17:00, April 10, 1989. Appointment will be July 1, 1989, or a mutually acceptable date prior thereto. The executive director reports to the Executive Committee, and serves as chief staff officer.

Detailed information is available by writing or phoning the Personnel Department, 2235 Burrard Street, Vancouver, BC V6J 3H9 (metro 731-8121; B.C. tollfree 1-800-663-9163.)

*The BCTF has an affirmative action policy for women, visible minorities, native Indian and disabled persons.*



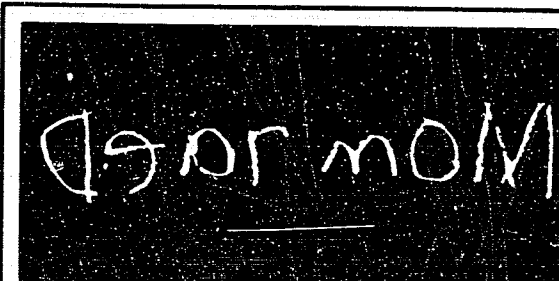
## British Columbia Global Education Project

The BCTF has applied to the Canadian International Development Agency (CIDA) for funding for a three-year global education project. Five BCTF members are needed to serve three-year terms on the proposed management committee which will set policy and direct operations of the project. Their work will include recruiting and overseeing the activities of the project co-ordinator, monitoring the program, exercising budget control, and ensuring proper liaison and reporting to CIDA.

The immediate goals of the proposed project are to mobilize, coordinate and support global education initiatives in B.C. schools. The ultimate aim is to foster a sustained, deeply embedded commitment in B.C. schools to promoting the globally-educated person.

**Obtain application forms from Berniece Stuart at the BCTF.**

**Application deadline is April 7; appointments are scheduled for the April 14-15 Executive Committee meeting.**



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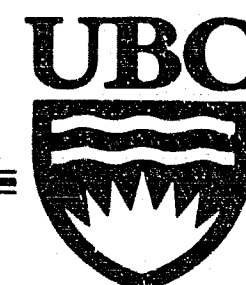
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# March 21



The offer of appointment is subject to budgetary approval.



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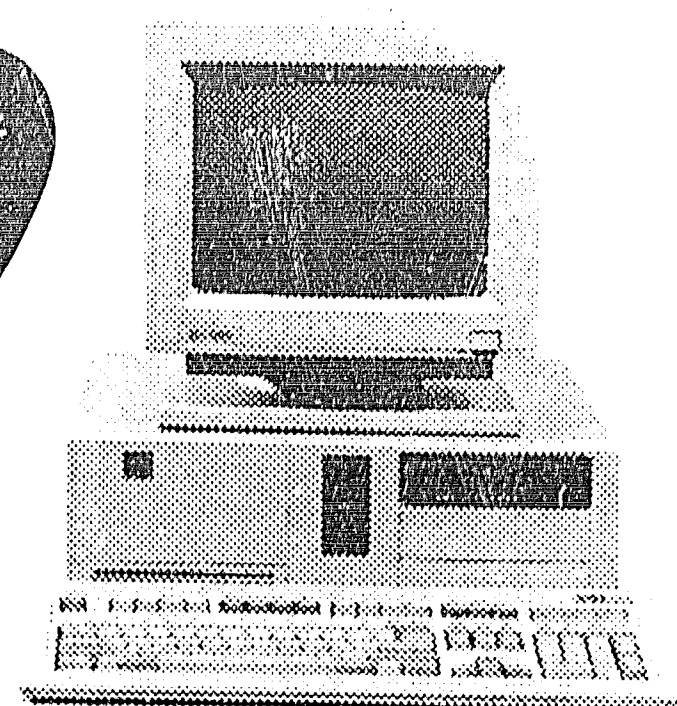
For more information, contact:

Dr. Raymond F. Latta, Dept. of ARPE - International Summer Programs, SDSU College of Education, San Diego, CA 92182 - (619) 594-3767

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\* Please Note: the registration fee for the Canadian Institute sites will be at Par / \$275.00 Canadian

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\$275.00 Canadian, Toronto, Ontario August 8 - August 11, 1989		School	
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## TEACHING OPPORTUNITIES YUKON TERRITORY SEPTEMBER, 1989

The Yukon Department of Education employs 300 teachers who work in the public and separate schools of the Territory. There is usually a 10 per cent turnover in staff each year and applications are invited for the following general types of teachers.

Teachers for the Public Schools (Kindergarten - Grade 12)  
Teachers for the Separate Schools (Kindergarten - Grade 9)  
Teachers of French Immersion (Kindergarten - Grade 9)  
Teachers of French As A First Language (Kindergarten - Grade 9)  
Administrators (Kindergarten - Grade 12)

### GENERAL INFORMATION

- All applicants must hold a valid teaching certificate from a Canadian province.
- There are 26 schools in the system. All of the schools, except one (Old Crow), are accessible by road.
- Salaries and conditions of employment are determined by the terms of a Collective Agreement which is negotiated by the Yukon Teachers Association and the Government of the Yukon.
- The Schools are in session for 190 days and follow the British Columbia programme of studies with some local adaptations.
- The Department of Indian Affairs does not operate any schools in the Yukon.
- Prospective teachers should be capable of considering all aspects of their pupils' development. This must be interpreted from a position of educating pupils in a system which encompasses two cultural perspectives.

Initially, applicants should request an application form and a copy of an illustrated brochure "Teaching in the Yukon".

Requests should be sent to:

Teacher Recruitment Officer  
Department of Education  
Government of the Yukon  
Box 2703, Whitehorse, Y.T. Y1A 2C6

**Yukon**  
Education



# Myths and misconceptions: WHOLE LANGUAGE

by Norma Mickleson

*"In the midst of winter, I finally learned that there was in me an invincible summer." — Albert Camus*



Victoria Primary teacher Margaret Reinhard has been using the whole-language approach for 20 years. Her partner, Linda Picciotto is not shown in this photo.

Jeff Barber Photos



Whole-language classrooms are lively laboratories where students tie learning to their dynamic daily experiences. Life — themed across the curriculum — is the starting point to this integrated language approach.

Like the writing process before it, the whole-language approach has caught on in British Columbia. Its success can be attributed to the coming together of research and good teaching common sense of what works best for children.

Whole language is a philosophy of education that engages children in meaningful ways, across the curriculum. It is consistent with both the B.C. curriculum guide, which states that the major goals of the language arts are to help children become effective communicators, grow in their love of literature, and understand their language and how it is used. (*B.C. Language Arts Curriculum Guide, 1978*) and consistent with the recent Royal Commission Report, which notes that "the study of English . . . can be characterized as 'the ordering of personal, vicarious experience through language.' Fundamental to

each of these is a view of children as active participants in their learning, a view the commission holds to be extremely important." (*B.C. Royal Commission, 1988, p. 96*)

In moving into the educational mainstream, whole-language has gathered its critics. It is time to set the record straight on what whole-language is and is not.

**Myth 1: Whole-language teachers do not teach skills.**

**Fact:** In whole-language programs, skills are better taught than ever before. Knowing facts about discrete linguistic elements does not constitute a skill. Skills, according to Webster, constitute "ability, proficiency, or expertness." In the language arts, skill development means getting better at *using* language: listening, speaking, reading, writing, and reflecting.

What whole-language teachers do not do, is use a so-called "skills program" developed far from the classroom — a program arranged in some kind of arbitrary, hierarchical sequence. They do not work from isolated lists of words, or

worksheets, where all children are expected to get "the right answer" and are punished for it if they don't by having to "correct their work" — sometimes five or ten times. Rather, in the context of the actual language children use, whole-language teachers focus on whatever their students need in order to get better. Spelling, grammar, and language usage are all dealt with daily across every age/grade level and in all subjects.

**Myth 2: Content subjects are not taught in whole-language classrooms.**

**Fact:** Content subjects are the *basis* of the language activity in a classroom. Children think as historians in history, as geographers in geography, as mathematicians in arithmetic, and as musicians and artists in the fine arts, and they begin to do so as early as Kindergarten. At the University of Victoria, we have developed an "integration grid": reading, writing, listening, and speaking are considered processes as are problem solving, risk taking, and evaluation.

Content-area themes are commonly used in whole-language classrooms to focus on appropriate activities such as completing research reports, participating in group discussions, and using the library.

**Myth 3: There is no structure in whole-language classrooms.**

**Fact:** Of course there is structure, but it is very different from that seen in many so-called "traditional classes." Whole-language teachers do not believe that sitting in rows, looking at the back of someone's head, and working quietly for 11 or 12 years is the way to improve communication or to develop functioning, responsible citizens. Rather, they believe that children will learn to be problem solvers, to co-operate, only to the extent that they are given opportunities to solve problems and to co-operate. Therefore, within a curricular plan, children are afforded choices and opportunities to make decisions, to work in groups with others of various academic levels, to take responsibility for their actions, and to evaluate themselves and others. A reading time may be planned, but often choice is allowed as to what is read. This is not always the case; sometimes shared reading is used. A time for writing is planned, as is time for social studies, science, and mathematics. At such times, the classroom resembles a wonderful, busy workshop rather than a theatre full of silent spectators.

**Myth 4: A child-centred program means that the children do anything they want, if they want, when they want.**

**Fact:** In child-centred programs, within the context of the curriculum, the previous experience and knowledge base of the children are of primary consideration. Why sit through arithmetic or spelling lessons if you already know the material being presented? Why wait for a turn in a dull, boring oral reading

"lesson" when you could have read the whole book in the time it took to complete one story?

Madeline Hunter calls this process of ascertaining where the children are, "monitoring and adjusting," and it is inherent in a child-centred program. Teachers monitor the children's knowledge and adjust their teaching accordingly.

**Myth 5: There are no standards in a whole-language classroom.**

**Fact:** The opposite is true. Not all children, however, are expected to reach or maintain the same standard. All are encouraged to go as far as they are able; those who are having difficulty are given appropriate help.

No longer is getting through one basal reader critical to success. Instead, children read many, many books in a year. Good literature is the core of the reading program in whole-language classrooms, and writing for real purposes is the focus of the writing program.

**Myth 6: Whole-language teachers do not evaluate.**

**Fact:** Evaluation occurs continuously in whole-language programs as the children go about their work. Evaluation is an integral part of curriculum development and implementation. At the University of Victoria, we have developed an evaluation model that incorporates evaluation into the instructional process and an "evaluation quad" that enables the teacher and the school to develop a profile of achievement for each student.

Always attention is paid to each child's achievement and to what is needed in order for the child to improve the standard of his/her work.

**Myth 7: There is no research base for whole language.**

**Fact:** An enormous research base supports whole language. Linguistics, sociology, psychology, early childhood education, neuropsychology, and psycho linguistics have contributed to our knowledge about language and how it is learned. Harste, Burke, Woodward, Calkins, Smith, Goodman, Wittrock, Holdaway, Cambourne, Halliday, Clay, Newman, Goodlad, Wigginton, and Graves are some of the individuals whose work is familiar now to most teachers. Whole-language teachers are basing their work on current research in literacy acquisition and learning.

Whole-language teachers are bringing about major changes in our ways of educating children, changes that are enhancing literacy acquisition. Whole language seeks to provide roots from which children can grow and, at the same time, wings that will enable children to ascend the heights of human endeavor.

*Norma Mickleson is a professor at the University of Victoria, and is known internationally for her work on language education.*

References and resource list available upon request.

## NEWSMAGAZINE OF THE B.C. TEACHERS' FEDERATION

FEBRUARY/MARCH, 1989  
VOLUME 1, NUMBER 5

### Inside:

3 SALARY INDEMNITY FUND

4 EXECUTIVE COMMITTEE CAMPAIGN STATEMENTS

7 ANNUAL GENERAL MEETING AGENDA

8 AGM QUIZ PERSONAL PLANNER

# Teacher

*A special BCTF Newsletter supplement to the Teacher newsmagazine*

## Special AGM edition

BCTF ANNUAL FINANCIAL REPORT FOR THE YEAR ENDING DECEMBER 31, 1988

### General Operations

#### Auditors' Report

The Members,  
British Columbia Teachers' Federation

We have examined the combined operations balance sheet of the British Columbia Teachers' Federation as at December 31, 1988, the combined operations statement of changes in financial position for the year then ended and the statements of revenue, expenditure and fund balance of the general operating fund and reserve fund for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly

included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Federation as at December 31, 1988 and the results of its operations and the changes in financial position for the year then ended in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Vancouver, B.C.  
February 17, 1989

Touche Ross & Co.  
Chartered Accountants

### Combined Operations Balance Sheet as at December 31, 1988

Assets			Liabilities and Members' Equity		
	1988	1987		1988	1987
<b>CURRENT</b>					
Cash and term deposits	\$ 1,246,260	\$ 120,636	CURRENT		
Marketable securities	5,532,145	5,426,610	Accounts payable	\$ 675,804	\$ 1,014,736
Membership fees and other receivables	3,027,355	2,826,345	Current portion of obligation under capital leases ( <i>Note 6</i> )	129,391	178,420
Inventories and prepaid expenses	203,341	158,444		805,195	1,193,156
	10,009,101	8,532,035	OBLIGATION UNDER CAPITAL LEASES ( <i>Note 6</i> )	348,804	462,902
			DUE TO		
			Provincial Specialist Associations	320,755	264,569
				1,474,754	1,920,627
			MEMBERS' EQUITY		
			General Operating Fund	3,348,950	4,023,885
			Reserve Fund	5,739,345	5,104,438
			William R. Long Memorial International Solidarity Fund ( <i>Note 7</i> )	85,148	71,312
			Capital Project Fund ( <i>Note 8</i> )	1,716,171	—
			Other Funds	2,225	2,225
				10,891,839	9,201,860
				<u>\$12,366,593</u>	<u>\$11,122,487</u>
FIXED ASSETS ( <i>Note 5</i> )	2,238,096	2,177,954			
	<u>\$12,366,593</u>	<u>\$11,122,487</u>			

Salary Indemnity Fund (*Note 2*)  
Approved by the Executive Committee

*See accompanying notes to financial statements.*



Combined Operations  
Statement of Changes in  
Financial Position

for the year ended December 31, 1988

	1988	1987 Restated
SOURCES OF CASH		
Fees received for all funds (Note 3)	\$11,904,885	\$12,786,510
Investment income received	420,841	507,411
Proceeds on sale of investment property	2,058,000	—
Proceeds on sale of fixed assets	—	117,297
	<u>14,383,726</u>	<u>13,411,218</u>
USES OF CASH		
General Operating Fund expenses paid	11,666,096	9,502,795
Reserve Fund expenses paid	859,767	1,920,306
William R. Long Memorial International Solidarity Fund expenses paid	191,196	169,355
Capital Project Fund expenses paid	17,236	—
Construction of parking garage	209,014	210,991
Purchase of fixed assets	146,512	466,580
Salary Indemnity Fund	62,746	51,942
	<u>13,152,567</u>	<u>12,321,969</u>
CHANGE in cash, term deposits and marketable securities during the year	1,231,159	1,089,249
CASH, term deposits and marketable securities, beginning	<u>5,547,246</u>	<u>4,457,997</u>
CASH, term deposits and marketable securities, ending	<u>\$6,778,405</u>	<u>\$5,547,246</u>

General Operating Fund  
Statement of Reveune,  
Expenditure and Fund Balance  
for the year ended December 31, 1988

	1988	1987
REVENUE		
Allocation of membership fees (Note 3)	\$10,818,204	\$11,115,555
Investment property income	<u>75,262</u>	<u>57,083</u>
	<u>10,893,466</u>	<u>11,172,638</u>
PROGRAM EXPENDITURE		
Government Management Finance and Administrative Services	2,185,612	2,030,193
Professional Development	1,434,699	1,136,072
Bargaining Teacher Personnel Services	2,869,063	2,529,342
	<u>2,504,855</u>	<u>2,319,885</u>
	<u>1,760,447</u>	<u>1,576,689</u>
Net Cost of borrowing	<u>826,622</u>	<u>843,732</u>
	<u>11,581,298</u>	<u>10,435,913</u>
	<u>51,260</u>	<u>47,116</u>
	<u>11,632,558</u>	<u>10,483,029</u>
NET REVENUE BEFORE EXTRAORDINARY ITEM	(739,092)	689,609
EXTRAORDINARY ITEM		
Gain on sale of investment property (Note 4)	1,702,152	—
	<u>—</u>	<u>—</u>
NET REVENUE AFTER EXTRAORDINARY ITEM	963,060	689,609
FUND BALANCE, beginning	4,023,885	3,334,276
NET TRANSFER TO CAPITAL PROJECT FUND (Note 8)	(1,637,995)	—
FUND BALANCE, ending	<u>\$ 3,348,950</u>	<u>\$ 4,023,885</u>

Reserve Fund  
Statement of Revenue,  
Expenditure and Fund Balance  
for the year ended December 31, 1988

	1988	1987
REVENUE		
Allocation of membership fees (Note 3)	\$ 958,542	\$ 1,544,488
Investment income	<u>563,254</u>	<u>531,268</u>
	<u>1,521,796</u>	<u>2,075,756</u>
EXPENDITURE		
First Contract Support	216,665	—
Fair Settlement Campaign (Net of CTF contributions of: 1988 \$205,691; 1987 \$696,249)	370,230	1,847,441
Constitutional Challenge	10,614	82,503
Royal Commission	64,593	—
Miscellaneous	<u>64,807</u>	<u>73,038</u>
	<u>726,909</u>	<u>2,002,982</u>
Write-down of marketable securities	<u>159,980</u>	<u>36,462</u>
	<u>886,889</u>	<u>2,039,444</u>
NET REVENUE	634,907	36,312
FUND BALANCE, beginning	5,104,438	5,068,126
FUND BALANCE, ending	<u>\$5,739,345</u>	<u>\$5,104,438</u>

Salary Indemnity Fund

Auditors' Report

The Members,  
British Columbia Teachers' Federation  
We have examined the balance sheet of the British Columbia Teachers' Federation Salary Indemnity Fund as at December 31, 1988, and the statements of revenue, expenses and fund balance and changes in financial position for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly

included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Fund as at December 31, 1988 and the results of its operations and the changes in financial position for the year then ended in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Vancouver, B.C.  
February 17, 1989

Touche Ross & Co.  
Chartered Accountants

Salary Indemnity Fund

Balance Sheet

as at December 31, 1988

	Assets	1988	1987
CURRENT			
Cash and term deposits	\$ 3,455,229	\$ 5,121,912	
Marketable securities	—	21,002,449	
Accounts receivable	<u>1,909,419</u>	<u>1,635,958</u>	
	5,364,648	27,760,319	
INVESTMENTS (Note 3)	24,488,831	—	
FIXED ASSETS	<u>9,220</u>	<u>13,559</u>	
	<u>\$29,862,699</u>	<u>\$27,773,878</u>	
Liabilities and Fund Balance			
CURRENT			
Accounts payable	\$ 389,534	\$ 516,642	
Accrued liabilities for outstanding claims, short-term (Note 4)	<u>1,857,000</u>	<u>2,351,000</u>	
	2,246,534	2,867,642	
DUE TO GENERAL FUND	<u>62,868</u>	<u>122</u>	
	<u>2,309,402</u>	<u>2,867,764</u>	
PROVISION FOR CLAIMS — Long-Term (Note 4)			
Disabled Life Reserve, claims reported	14,252,000	10,500,000	
Claims incurred but not reported	<u>9,393,000</u>	<u>7,285,000</u>	
	<u>23,645,000</u>	<u>17,785,000</u>	
FUND BALANCE	<u>3,908,297</u>	<u>7,121,114</u>	
	<u>\$29,862,699</u>	<u>\$27,773,878</u>	

Approved by the Executive Committee

See accompanying notes to financial statements.

NOTES TO FINANCIAL STATEMENTS

DECEMBER 31, 1988

- SIGNIFICANT ACCOUNTING POLICIES
  - 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.
  - Investments  
Investments are recorded at cost since they are held as long-term investments. In the event of a permanent decline in market value the investments would be written down to recognize the loss.
  - Fixed assets  
Fixed assets are recorded at cost. Depreciation is calculated on the straight-line method based on their estimated anticipated useful lives.
- PURPOSE AND FEES OF THE FUND  
The purpose of the Salary Indemnity Fund is to provide short-term and long-term income benefits to members disabled from employment as a result of illness or accident.  
The total fee is 0.55 percent of gross salary (to a maximum \$50,000 of salary).
- INVESTMENTS  
During the year management reclassified the Federation's investment portfolio from current assets, to long-term investments. This was done for financial presentation purposes only since the nature of the portfolio did not significantly change.  
The market value of long-term investments as at December 31, 1988 was \$24,460,950. The difference of \$27,881 between market value and cost is considered a temporary decline in value and is expected to be recovered in future years.
- CLAIM BENEFITS AND PENSION CONTRIBUTIONS  
All accrued liabilities for claims, are based upon an actuarial evaluation as of December 31, 1988.  
As a result of the current year's actuarial review, adjustments were required for claim benefits and pension contributions attributable to prior years and these adjustments are included in the claims expense of the current year.
- INVESTMENT MANAGEMENT AND TRUST COMPANY FEE  
The investments of the Salary Indemnity Fund are managed by a professional investment firm in accordance with investment restrictions as established by the BCTF and the Trustees' Act (B.C.) and are lodged for safekeeping with a trust company.
- CONTINGENT LIABILITY  
A former member petitioning on his own behalf and on behalf of the members of the British Columbia Principals' and Vice-Principals' Association has initiated an action against the Federation demanding a proportional share of the members' equity. The Association has initiated an action against the Federation demanding a proportional share of the members' equity. The eventual outcome of this action is not determinable at this time.

Salary Indemnity Fund

Statement of Revenue,  
Expenses and Fund Balance

for the year ended December 31, 1988

	1988	1987
REVENUE		
Membership fees (Note 2)	\$ 5,293,464	\$ 5,639,120
Teachers' share of unemployment insurance premium reductions	1,130,439	1,125,324
Investment income	<u>2,678,470</u>	<u>2,804,253</u>
	<u>9,102,373</u>	<u>9,568,697</u>
EXPENSES		
Claim benefits (Note 4)	11,207,883	11,629,670
Pension contributions (Note 4)	<u>466,481</u>	<u>446,163</u>
	<u>11,674,364</u>	<u>12,075,833</u>
Excess of expenses over revenue before administrative expenses	(2,571,991)	(2,507,136)
Administrative expenses		
Administrative expenses	536,174	432,723
Investment management and trust company fee (Note 5)	<u>104,652</u>	<u>104,633</u>
	<u>640,826</u>	<u>537,356</u>
Write-down of marketable securities	—	817,172
NET DEFICIT for the year	(3,212,817)	(3,861,664)
Contribution from Great West Life	—	1,077,283
FUND BALANCE, beginning	7,121,114	9,905,495
FUND BALANCE, ending	<u>\$ 3,908,297</u>	<u>\$ 7,121,114</u>

Salary Indemnity Fund

Statement of Changes  
in Financial Position

for the year ended December 31, 1988

	1988	1987 Restated
SOURCES OF CASH		
Proceeds on sale of investments	\$16,915,895	\$35,576,384
Fees received	5,323,250	5,558,248
Teachers' share of unemployment insurance premium reductions received	1,003,418	1,194,899
Investment income received	2,339,895	2,193,067
Contribution from Great West Life	—	1,077,283
General Operating Fund	<u>62,746</u>	<u>51,942</u>
	<u>25,645,204</u>	<u>45,651,823</u>
USES OF CASH		
Purchase of investments	20,239,928	36,659,896
Paid to claimants	5,835,435	4,918,657
Pension contributions paid	478,549	327,970
Administrative expenditures paid	755,866	522,900
Purchase of fixed assets	<u>2,109</u>	<u>13,559</u>
	<u>27,311,887</u>	<u>42,442,982</u>
CHANGE in cash and term deposits	(1,666,683)	3,208,841
CASH and term deposits, beginning	<u>5,121,912</u>	<u>1,913,071</u>
CASH and term deposits, ending	<u>\$ 3,455,229</u>	<u>\$ 5,121,912</u>

See accompanying notes to financial statements.

Notes to Combined Financial Statements — December 31, 1988

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

- 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.
- Inventories  
Inventories are valued at cost or net realizable value, whichever is the lower.
- Investment properties  
Investment properties are recorded at cost.
- Fixed assets  
Fixed assets are recorded at cost. Depreciation is calculated on the straight-line method based on their anticipated useful lives ranging from between three and fifteen years.  
The capitalized values of the assets acquired under capital leases are amortized on a straight-line basis over the terms of the respective capital leases.

2. BASIS OF COMBINATION

These financial statements include the results of the General Operating Fund, the Reserve Fund, the William R. Long Memorial International Solidarity Fund and the Capital Project Fund.  
The Salary Indemnity Fund is reported on in a separate set of financial statements and is not included in these financial statements.

3. MEMBERSHIP FEES

The membership fee during the year ended December 31, 1988 was 1.25 per cent of the gross salary of a member with an allocation of 0.1 per cent of the gross salary amount to the Reserve Fund. The General Operating Fund allocates 1.86 per cent of its fee revenue to the William R. Long Memorial International Solidarity Fund.

4. INVESTMENT PROPERTIES

	1988		1987
	Original Cost	Accumulated Depreciation	Net Book Value
1601 West Broadway Land	\$56,528	--	\$ 56,528
2204 Cypress Street and 6th Avenue Land	--	--	309,990
Building Improvements	--	--	45,858
	<u>\$56,528</u>	<u>--</u>	<u>\$412,376</u>

During the year the Cypress Street and 6th Avenue property was sold. The gain on sale of \$1,702,152 is made up of the proceeds on sale of \$2,058,000 less the book value of land and building improvements of \$355,848.

5. FIXED ASSETS

	1988			1987
	Original Cost	Accumulated Depreciation	Net Book Value	Net Book Value
Land	\$ 205,528		\$ 205,528	\$ 205,528
Buildings	1,865,064	598,212	1,266,852	1,105,455
Furniture and equipment	483,449	242,372	241,077	207,498
Computer software	189,924	66,018	123,906	125,402
Equipment under capital lease	710,652	309,919	400,733	534,071
	<u>\$3,454,617</u>	<u>\$1,216,521</u>	<u>\$2,238,096</u>	<u>\$2,177,954</u>
Depreciation expense was: 1988 — \$293,774		1987 — \$296,667		

6. CAPITAL LEASES

The federation has entered into a number of capital leases for the acquisition of telephone, computer and office equipment. The future minimum lease payments for these leases are: 1989 — \$177,819; 1990 — \$172,466; 1991 — \$103,955; 1992 — \$73,482; 1993 and subsequent years — \$60,876; for a total of \$588,598; less attributed interest of \$110,402 for a total obligation of \$478,196.  
The interest rate attributed in the various capital leases includes both fixed and floating interest rates.

7. WILLIAM R. LONG MEMORIAL INTERNATIONAL SOLIDARITY FUND

	1988	1987
Fund Balance, beginning	\$ 71,312	\$ 30,001
Fee allocation (Note 3)	205,032	210,666
Expenses	(191,196)	(169,355)
Fund Balance, ending	<u>\$ 85,148</u>	<u>\$ 71,312</u>

8. CAPITAL PROJECT FUND

	1988	1987
Fund Balance, beginning	\$ —	—
Transfer from General Operating Fund	2,058,000	—
Transfer to General Operating Fund—Parking Garage	(420,005)	—
Net Transfer from General Operating Fund	1,637,995	—
Investment income	95,412	—
Expenses	(17,236)	—
Fund Balance, ending	<u>\$1,716,171</u>	<u>—</u>
Represented by:		
Term deposits	\$1,104,110	—
Marketable securities	489,700	—
Accounts receivable	52,383	—
General Operating Fund capital leases	99,717	—
Due to General Operating Fund	(29,739)	—
	<u>\$1,716,171</u>	<u>—</u>

The purpose of the Capital Project Fund is to:

- finance capital expenditures to improve the BCTF building
- finance, through capital leases with a five year term, the purchase of major items of equipment
- finance, through capital leases with a five year term, the purchase of office equipment by local associations

9. THE BRITISH COLUMBIA TEACHERS' FEDERATION STAFF RETIREMENT PLAN

The Federation maintains a contributory defined benefit pension plan which covers substantially all of its employees. The plan provides pensions based on length of service and final average earnings.  
Based on an actuarial valuation performed as at January 1, 1988 the present value of accrued pension benefits and the net assets available to provide for these benefits at market related value are as follows.  
Accrued pension benefits \$4,098,000  
Pension fund assets \$4,408,000  
As at January 1, 1988, the date of the most recent actuarial evaluation, the fund had a surplus of \$310,000.

10. PRIOR YEAR'S FIGURES

Certain of the prior year's figures have been reclassified for comparative purposes.

11. CONTINGENT LIABILITY

A former member petitioning on his own behalf and on behalf of the members of the British Columbia Principals' and Vice-Principals' Association has initiated an action against the Federation demanding a proportional share of the members' equity. The eventual outcome of this action is not determinable at this time.

Executive  
committee  
leadership  
recommendations

Recommendation 1  
Education Policy/PD

To ensure that individual teachers, school staffs, locals, PSAs and this federation take charge of the teaching profession by exercising leadership on matters of education policy and professional development.

Recommendation 2

Bargaining and Contract Enforcement

To provide support for locals to (a) raise membership awareness of local contract provisions, (b) implement, administer, and enforce local contracts, (c) prepare for the next round of negotiations.

Recommendation 3

Class Size

To establish recognition of class composition as a critical factor in student learning and teacher workload, and to reduce class sizes.

Recommendation 4

Social Issues

To encourage and support programs at the local level that: (a) ensure that teachers have an understanding of the social conditions and issues that influence student growth and development and (b) empower teachers to act as advocates on behalf of their students.

Recommendation 5

Involvement

To strengthen member knowledge of, and involvement in the federation and the local through (a) better processes for the active participation and empowerment of members and (b) better communications, including timely, two-way communications.

Recommendation 6

Organization

To continue, within financial limitations, the process of developing improved organizational effectiveness for meeting the changing needs of local associations, PSAs, and members.

El Salvador

Video: *Teachers are Targets: El Salvador*  
1989 28 minutes CBC Producer: Lorne Wallace.

Teachers from B.C., Alberta, and Ontario give a vivid account of their teaching experience in El Salvador. A must for every educator concerned about Central America and global education.

For more information or to purchase a copy: Teachers' Committee On El Salvador, P.O. Box 65392, Station F, Vancouver, BC V5N 5P3. Telephone: 254-6505, 255-1653.

A teacher delegation to El Salvador is being organized for two weeks this summer. Contact the teachers' committee at the above address.



# 1989 Annual General Meeting

As required by the Society Act, the following formal notice of the 1989 Annual General Meeting is being made to all BCTF members, pursuant to by-law 8.1 by publication in this AGM edition of the *BCTF Newsletter*.

The Society Act and by-law 8.1 require that the notice of meeting include:  
(1) notification of the time and place of the meeting;  
(2) notification of any special resolutions;  
(3) the audited financial statements for the year ended December 31, 1988.

## Notice of meeting

The 73rd Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Sun-

day, March 26, 1989 at 19:00 and continuing to Wednesday, March 29, 1989.

## Special resolutions

The Annual General Meeting will be asked to consider five special resolutions. These resolutions are:

### Recommendation 7

That the second paragraph of by-law 5.15 be renumbered 5.16, and that the balance be renumbered accordingly and that the reference, in the proposed by-law 5.16, to by-law 5.16 be renumbered 5.17.

### Resolution 109

#### Burnaby Teachers' Association

That by-law 8.1 (page 16) and by-law 9 (page 17) be amended by deleting the words "the BCTF Newsletter" and replacing them with "a BCTF publication."

### Resolution 115

#### Burnaby Teachers' Association

That by-law 5.8 (pages 14-15) be amended by inserting after the first sentence: "The Executive Committee members shall appoint an executive director every four years."

### Resolution 116

#### Burnaby Teachers' Association

That by-law 5.16 (page 15) be amended to read: "When a budget has been established in accordance with by-law 6.10, the Executive Committee may vary the budget, by recommending to the RA expenditures either in excess or below that allocated in the budget, only by a resolution assented to by a majority of at least two-thirds of the Executive Committee."

### Resolution 117

#### Burnaby Teachers' Association

That the following be added as a by-law: "When a budget has been established for the general fund in accordance with by-law 6.10, the Executive Committee may change that budget only by a resolution assented to by a majority of the Representative Assembly."

# Executive Committee Campaign Statements

## President



**Ken Novakowski**

Successful negotiation of comprehensive collective agreements has brought significant improvements in our teaching conditions and professional rights. These contracts were won by teachers — through their unity and their resolve — with the advice and assistance of the federation to local executives and bargaining teams. As a federation, we must now ensure that locals receive this

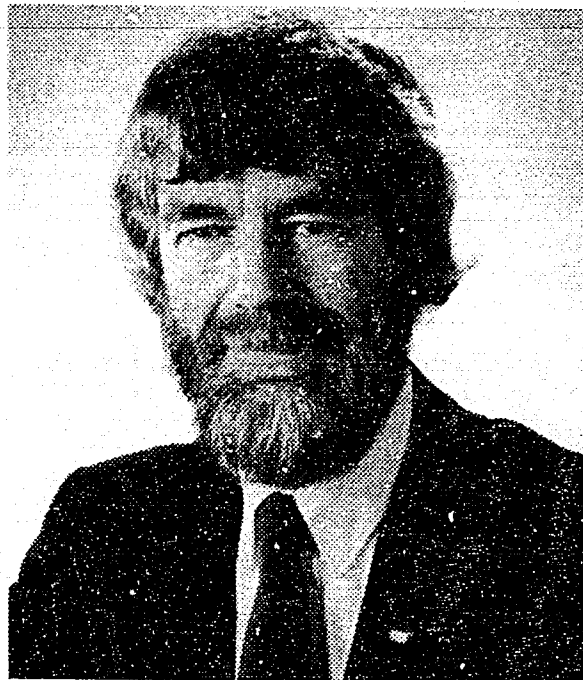
same type of support for contract implementation and enforcement that was provided for local negotiations and local job actions.

We must take charge of our profession and its ongoing development. Our major efforts this year in bargaining PD provisions and in responding to the issues raised by the Royal Commission and government policy directions must continue if we are to affect the course of public education. The '80s represented the challenge to achieve full bargaining rights. The challenge of the '90s is to develop a teacher union capable of influence and leadership in education and social policies.

To that end, we must continue to review our communication processes, membership opportunities, and organizational priorities to maintain the BCTF as a strong provincial voice for all teachers on matters of provincial concern, and to support the activities of locals in bargaining and other local matters.

**Experience:** *Provincial:* Currently First Vice-President BCTF; Member-at-Large, BCTF Executive Committee 1987-88; Local association representative, 1979-82; *Local:* President, Langley Teachers' Association, 1987-88, 1980-82; Chairperson, Langley Class Size Committee, 1986-87; President, B.C. Social Studies Teachers' Association, 1980-82.

## First Vice-President



**Ray Worley**

will also be significant as teachers seek to implement some of the recommendations of the Royal Commission and to participate in determining education policy.

All issues that influence the direction and nature of our organization, such as the relationship between the BCTF and the College of Teachers, should be discussed extensively, with full member participation. Better communications and wider member involvement are important goals.

The BCTF should continue to express teachers' views on issues that affect students and teachers, both in and out of classrooms. Our professionalism demands it.

I believe that support for local associations, member ownership of the BCTF, and the provision of services to individual teachers are top priorities as we continue to build a federation of strong locals. I want to serve teachers on an Executive Committee dedicated to meeting the challenges and achieving the goals outlined above.

**Experience:** *Provincial:* Member-at-Large, Executive Committee (1987-89); Local association representative 1981-83, 1986-87; AGM delegate 1981-88; Member of Bargaining and Professional Rights Task Force 1984-86. *Local:* Vernon Teachers' Association; Bargaining Committee 1978-89; RA chairperson 1983-84; First vice-president 1984-86; President 1986-88; Past president and chief negotiator 1988-89. *Education and Teaching:* B.A., M.A. (English Language & Literature) University of Canterbury (N.Z.); 23 years as classroom teacher in New Zealand, England, West Germany, and Canada; 15 years in B.C. Currently teaching in Vernon.

## For Second Vice-President



**Kay Howard**

Two years ago, when I was first elected, as member-at-large, I believed that involvement of members in the decision-making of the federation was the most important issue. Although much has happened since then, with the formation of 75 local unions and the negotiation of first contracts, members have yet to become fully involved. While we are all feeling more powerful and secure as the result of work done by locals in achieving our contracts, the operations of the building on Burrard Street remain a mystery to most.

I believe this to be our responsibility as members of the executive. We must find ways of communicating with each teacher, of encouraging feedback, and of being receptive to ideas once we have received them. Working through locals, the networks, and PSAs is very important, but perhaps the most effective way to reach individual teachers is through the staff rep. Staff reps can facilitate the acquisition of the knowledge and skills necessary for us to enforce our new contracts and to take control of our professional lives. By working together, we can use our combined strength to ensure that our union is truly democratic.

**Experience:** *Provincial:* Member-at-Large, Executive Committee (2 years); CTF delegate (2 years); AGM delegate (7 years); Teacher Personnel Committee (1 year); Bargaining Committee (1 year); Finance Committee (1 year); Status of Women Committee (3 years) zone co-ordinator, workshop facilitator and designer, 18 mos. as co-chairperson. *Local:* Status of Women contact (2 years); Bargaining Committee (6 years); Local president (2 years). *Education and Teaching:* Educated in Yorkshire and Kent, England. B.A. (Geography), London University; M.Ed. (Administration) UVic. Teaching: Substitute — Alberni (2 years); Grades 7-12 Social Studies, French and Western Civilization, Qualicum (13 years).



**Alice McQuade**

Once again, teachers have a great deal to be proud of — we have successfully negotiated strong foundation collective agreements. In this past year, the BCTF has been able to respond quickly and effectively to support local bargaining. This next year will bring even stronger and more difficult challenges.

The BCTF must face these imperatives:

- support locals in contract implementation and enforcement;
- continue the process of building an organization which responds to members' needs and addresses all teaching concerns, social, economic, and professional;
- continue to maintain and enhance our leadership in the professional growth and development of teachers;
- institute a process of deliberative planning and maximize member involvement in order to face difficult decisions.

Our focus has been and should continue to be development of social programs at local level that will involve more teachers. As an executive, we set a priority to meet the needs of members, locals, and PSAs. At the same time, we have been able to reduce our projected deficit.

As a candidate for the 1989-90 Executive Committee, I will continue the ongoing commitment to building a federation that is open, democratic, positive, creative, and responsive. To that end, I offer my skills, knowledge and experience.

**Experience:** *Provincial:* Member-at-Large, Executive Committee (1 year); BCTF rep on Ministry Facilities Committee (1 year); Pensions Committee (6 years); PD associate (2 years); Status of Women workshop facilitator (over 20 workshops over 5 years); Labour Affairs Advisory Committee (2 years); PSA executive (4 years); Labour Education Committee (2 years); AGM delegate (11 years). *Local:* President, vice-president, secretary, treasurer, bargaining team; Chairperson, staff representative assembly; Public Relations Committee; Working & Learning Conditions Committee; Bargaining Committee; Local specialist association president. *Education and Teaching:* B.A. (geography, commerce) SFU; PDP SFU; preparatory work for M.B.A. SFU. Teaching: 10 years in Delta, Business Education and Social Studies, Grades 8-12.

## For Second Vice-President



**Rina Berkshire**

I believe the BCTF must continue in its direction of increased accountability and openness. The organizational change which occurred in 1988 was a necessary first step. It is essential that the federation remain strong and to do so, it requires greater membership input and involvement. Members must experience ownership of their federation.

The federation must develop goals which will allow for consensus, rather than division, amongst the membership. By avoiding possible alienation of members, the BCTF will become less susceptible to government interference.

With costly fees, the membership must feel that they are receiving worthwhile services and benefits. They must also feel confident that resources are being allocated wisely.

I believe the BCTF must continue its commitment to support locals, while preserving local autonomy. Although a strain on our resources, it is necessary, because the federation will only be as strong as its locals.

I am seeking this position because I believe I bring a new perspective to the federation. Because of my broad local experience, I understand the concerns of locals. I will promote the strengthening of our locals and ultimately, the federation. To this goal, I pledge my time, energy, and skill.

**Experience:** *Provincial:* AGM delegate (2 years); Local association representative alternate (have attended RAs, May '88 to present); Participant in teacher negotiator training session and summer leadership conference. *Local:* Currently president, Campbell River; 2nd vice president (1 year); Treasurer (7 years, 1982/88); Status of Women chairperson (1 year); Local program co-ordinator (1 year); Staff Rep (7 years); Member of bargaining committee and negotiating team (3 years); PD school rep (2 years); PSA rep to district PD committee (5 years); Chairperson, Home Economics LSA (5 years); Member of school-based in-service committee (2 years). *Education and Teaching:* B.Ed.(sec.); major H.E.c., conc. SS, UBC 1976; Teaching: classroom teacher, home economics, family studies, consumer education (1977-88).



**Rick Cash**

The struggle to achieve first contracts has resulted in a high degree of unity within our organization. A strong effort to promote understanding and enforcement of our new contracts is necessary. To that end, a major portion of our resources must be directed at assisting locals in educating members and training staff reps for the new reality.

While reinforcing our success in our bargaining function, we must also promote and protect our professional-development effort if it is to remain within our control. Encouraging provincial specialist associations to maintain a high profile within the federation will assist in delivering their services to members and in raising the awareness of the tremendous work the BCTF does in Pro-D. As well, responsible and effective communication with the College of Teachers, the Ministry of Education, and other interest groups, must take place to ensure our control of the teaching profession.

At the same time, we must continue to examine the structures within our organization to ensure the greatest effectiveness in reaching all our members. Through widespread input, debate, and democratic decision making, we need to make sure that our services, programs, and networks are relevant and supported by the majority.

If elected to the Executive Committee, I will work hard for a relevant and united federation.

**Experience:** *Provincial:* AGM delegate (8 years); Local association representative 1987-89; Bargaining Committee 1988; Summer conference participant (8 years). *Local:* Action Planning and Strike Committee chairperson 1989; Sign-up and certification organizer 1987; President 1985-87; Bargaining chairperson 1984-85 (18 mos.); Working & Learning Conditions chairperson 1981-83; Staff representative 1980-83; Intermediate Teacher's Association chapter president 1978-79. *Education and Teaching:* B.Ed. SFU; Teaching: 12 years experience.



## For member-at-large



### David Chudnovsky

The priority for our federation must be to implement our new collective agreements and give teachers increased control over their professional and working lives. These contracts cannot be enforced by the BCTF executive, by federation staff, or even by local executive committees. They will be enforced by staff representatives and teaching staff in hundreds of schools across the province.

Therefore, the BCTF must provide funding that enables every staff representative to be trained in the content, implementation, and enforcement of the local agreement.

Our commitment to local training and support will have to include continuation and improvement of the grant structure that allows small and outlying locals to employ their presidents.

We always need to look carefully at the federation's resources. Financial efficiency and responsibility will be best achieved by making use of the expertise and enthusiasm of working teachers — our provincial committees, our PSAs, our professional development initiatives, and our Status of Women and Program Against Racism networks are fundamental strengths of the federation.

The BCTF must be built from the bottom up: strong, articulate staff representatives, organized united locals, and a federation that provides the democratic processes, solidarity, and leadership which the teachers of British Columbia deserve.

**Experience:** *Provincial:* Local association representative (1 year); Substitute Teachers' Association, BCTF Committee Against Racism; member, Association for Community Education; Adult Basic Education Association; Board of Directors, Surrey-Delta Immigrant Services Society. *Local:* President (2 years); Vice-president, Secretary; Chairperson of anti-racism committee; Working and learning conditions committee; Bargaining chairperson; Chief negotiator (2 years); Bargaining committee; Economic welfare committee. *Education and Teaching:* B.A. (Honours) York University; B.Ed. University of Toronto. Taught at nursery school, elementary school, secondary school, and university level in Ontario, England, and British Columbia.

support those activities and programs that will give every classroom teacher in this province ownership of our organization. This support must be both moral and financial.

A clear commitment to these democratic principles, broad, successful experience, and a willingness to work hard on behalf of all members are what is offered. Ask for your support in my candidacy for member-at-large.

**Experience:** *Provincial:* AGM delegate (7 years); Staff Representative Training Facilitator (2 years); Children's Rights Committee (2 years); Hilroy Selection Committee (3 years); PSA Council/PSA Council Executive (5 years); B.C. School Counsellors PSA Executive (9 years, 2 years president). *Local:* President (3 years); Local association representative (GR 2 years); Secondary rep on executive (2 years); Curriculum Committee (2 years); Bargaining/Agreements Committee (5 years, 3 years on negotiating team); District Employee Assistance Program Committee (3 years); Counsellors ISA Executive (7 years); Industrial Health and Safety Committee (3 years); *School:* Staff Committee (9 years); Staff committee chairperson (1 year); Staff representative (8 years). *Community:* Nanaimo City Advisory Planning Commission (Chairperson 6 years); Nanaimo City Family Division of Prov. Court Committee (Treasurer 2 years); Advisory Board Member to Parents in Crisis (1 year); Community Rep. Malaspina College Social Sciences Review (2 years). *Education and Teaching:* B.Ed.(Sec) UVic; M.Ed.(Counselling Psychology) UBC. Teaching: 14 years secondary teaching in Nanaimo S.D. (English, social studies, law, counselling, 3 yrs. public relations co-ordinator).

### Peter McCue

It is important as a federation that we have a clear sense of where we are going and the processes that will be used to reach the goals set by our members. This is especially true as we redirect our energies from successfully-negotiated first contracts to the administration of those contracts, and to an examination of the kind of BCTF we want. If we don't have a sense of purpose, ownership, responsibility or know where it is that we wish to go, then anyone can take us there. We cannot afford that.

It is crucial to the vitality of this organization that the democratic traditions of membership involvement, input and ownership are not only retained, but enhanced. This is a time for taking control of our profession in the fullest sense. Membership control is not something that can be "fast tracked" or that can be forgotten for expediency's sake.

A major focus for us during the next year must be to foster, promote, and



### Cathy McGregor

We have much to celebrate as we approach the 1989 Annual General Meeting. Teacher bargainers around the province have shown that strong member commitment and resolve can achieve our goals. We have made much progress in putting educational policy on the agenda of the classroom teacher through local associations, PSAs, field service programs, and networks. We have truly declared our intentions to be a union of professionals.



### Wanda Richards

Last spring and throughout this year, local associations involved their members in determining bargaining goals, influencing school boards, and educating the public about the issues surrounding our first contracts.

This grassroots support, which incorporated many people in the decision making processes, has resulted in excellent contracts, guaranteeing class-size lim-

Many new challenges must be faced. We must continue our efforts to evolve into an organization that is responsive and responsible to members and local associations. This means improving communication strategies and finding new ways to engage all members in creating a strong collective voice for teachers.

Essential to this strategy are effective professional development programs which provide the leadership opportunities and the support necessary to allow teachers to "take charge."

Bargaining must remain a priority. It is critical to enforce the rights gained through our collective agreements and build on our considerable successes.

Much work lies ahead. I believe that my experience and leadership at the local and federation level will help to build a strong democratic union for all members.

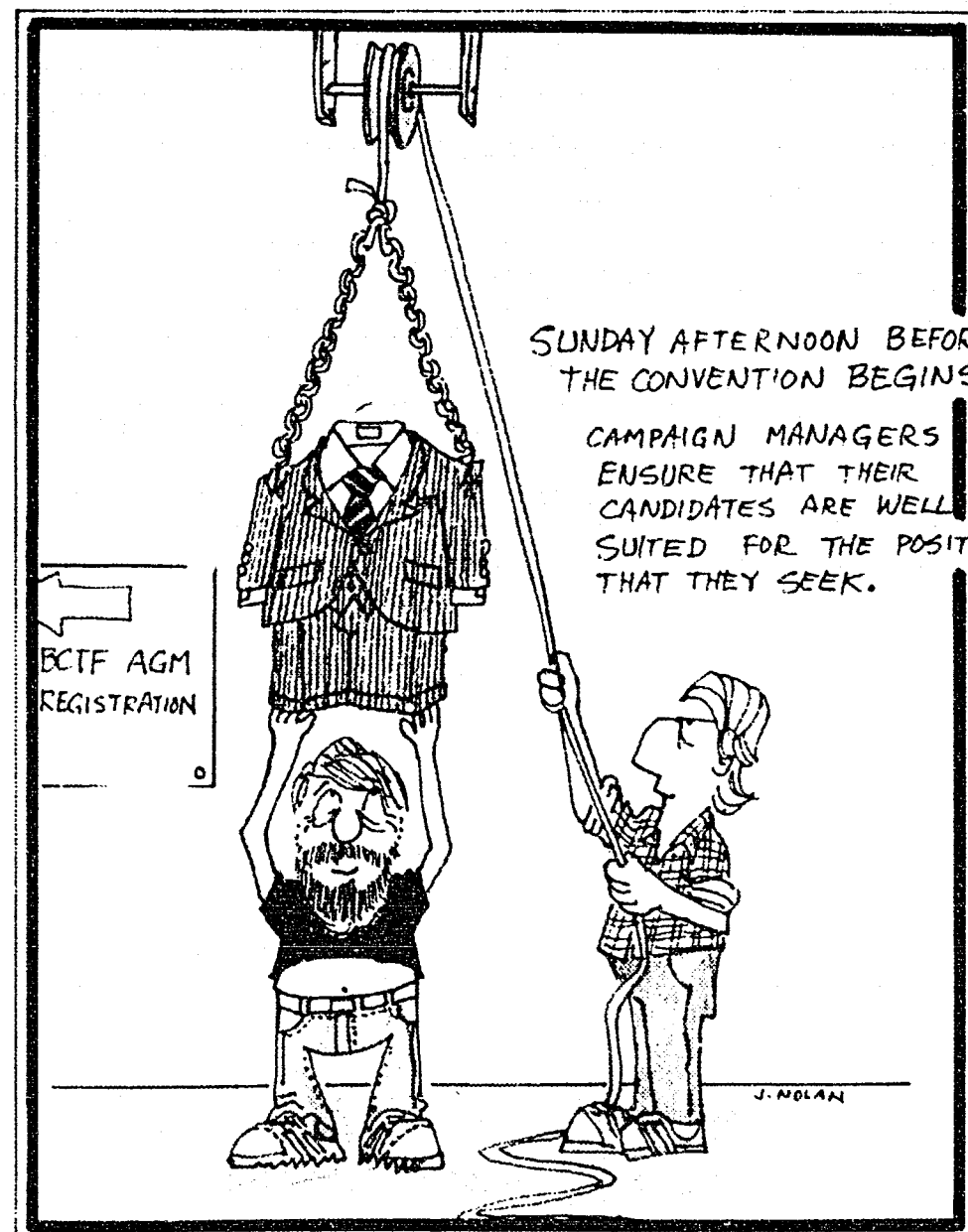
**Experience:** *Provincial:* Member-at-Large, Executive Committee (1 year); AGM delegate (4 years); Local association representative (1 year). *Local:* President, 1st and 2nd Vice-president, Member-at-Large, Chairperson of UTAC, scholarship, political action, job action, public relations committee; Bargaining team (3 years); Joint personnel policy (5 years). *Education and Teaching:* Born and educated in Victoria; B.Ed. UVic; Teaching: substitute Victoria and Sooke, Kamloops primary teacher/elementary librarian (11 years).

its, preparation time for all teachers, supervision-free lunch hours, and many other provisions.

Member ownership of the processes used and the resulting unity within the local associations should be encouraged and adopted for the provincial model. The B.C. Teachers' Federation needs to involve the classroom teacher in determining federation directions.

The BCTF must reflect the attitudes and concerns of teachers on critical issues: the new School Act, the impact of the looming teacher shortage on class size, the availability of both specialists and substitute teachers, new curriculum implementation, and gender equity. To do this, the BCTF must organize on the principal of "maximum participation of the maximum number of people" and empower all teachers by allowing them to share in our struggle to improve the status of teaching as a profession.

**Experience:** *Provincial:* Chairperson, Working & Learning Conditions Committee; Alternate local association representative. *Local:* Local association president; Vice-president; Working & Learning Conditions Committee chairperson; Bargaining chairperson; Communications chairperson; Staff representative; Primary local specialist association president. *Education and Teaching:* Born in Vancouver, attended schools in Vancouver and Burnaby; B.Ed., UBC. Teaching: Primary and intermediate grades in Maple Ridge school district.



## Hear the Candidate election statements

Sunday:

21:00

Monday:

16:30



Back row: L-R David Mitchell, Sue Yates (staff), Kit Krieger, Jim Skinner (staff), Andy Krawczyk, Jim Caldwell. Front row: L-R Larry Kuehn (staff), Sandy McArthur, Sheila Pither, Valoree Baker, Lydia Picucha, Terry Eastman. Absent: Wes Knapp (staff).

## Task force on teaching conditions and professional practices reports on Tuesday

The Task Force on Teaching Conditions and Professional Practices is considering the optimum classroom/school/learning environment - a massive task considering the changing nature of the society, the changing needs of the students, our changing understanding of learning styles and teaching processes, changes in provincial legislation, changes as a result of recently negotiated collective agreements, changes in public and political attitudes to education.

The task force will study:

- BCTF class size criteria and standards;
- additional criteria for determining other appropriate class size standards based on factors affecting the classroom learning environment such as the concept

of staffing for needs based on class composition;

- teaching load criteria that take into consideration such factors as:
  - (i) pupil contact hours per week,
  - (ii) total student teaching load,
  - (iii) teaching assignment/preparation,
  - (iv) subject preparations,
  - (v) marking load,
  - (vi) reporting/evaluation requirements,
  - (vii) other.
- criteria for professional development and curriculum assessment, development and implementation at the teacher/classroom/school level as part of a professional's teaching load;
- changes in professional practices, teaching styles and their impact on curriculum development.

## Annual general meeting agenda March 26-29, 1989

### Sunday, March 26 19:00

#### Preliminaries

- (a) Adoption of chairpersons, scrutineers, tellers, Resolutions Committee,
  - (b) Adoption of Agenda — Admissibility of VESTA resolutions
- Report of the President
- (a) Recommendation 7
  - (b) Resolutions 109, 115, 116, 117
- Strikes and Job Actions
- (a) Recommendation 39
- Policies and Procedures Recommendations
- (a) Recommendations 8-14, 34
  - (b) Resolutions 110, 112
- Membership
- (a) Recommendation 31

### 21:00

Election Statements from Candidates for Table Officer positions

### 21:30

Adjourn

### Monday, March 27, 1989

#### 09:00

Audio-Visual Presentation

#### 09:30

Leadership Report

- (a) Recommendations 1-6

#### 11:45

Questions of Committees

#### 12:00

Report of the Executive Director

#### 12:30

Lunch

#### 14:00

CTF Address - Sheena Hanley

- (a) Resolution 131

#### 14:30

Finance

- (a) Recommendations 15-26
- (b) Resolutions 113, 125, 128, 132

#### 16:30

Election Statements from Candidates for Member-At-Large positions

#### 17:00

Adjourn

#### 20:30

Dance

### Tuesday, March 28, 1989

#### 09:00

Education Policy

- Overview/Discussion
- Recommendations

#### 11:00

Report of the Task Force on Teaching Conditions and Professional Practices

- (a) Resolutions 118, 127

#### 11:30

Recommendations 40, 41, 42

#### 12:00

Part-Time Teaching

- (a) Resolutions 107, 124

## Need a break?

Consider the benefits of isometric exercises — a larger number of muscle units are used to their maximum than in traditional physical fitness exercises, no special equipment is required, tension relief as well as physical fitness are the results, single muscles or muscle groups can be isolated for exercise, exercise can be done when joints are damaged or painful, exercise can be done while bedridden, or confined to a chair at the Annual General Meeting.

Try these when the debate causes your neck to stiffen! Hold each pose for 6 seconds.

#### Head and Neck

1. Make fists with your hands. Place your fists on your forehead near your temples. Push your head forward against the pressure of your fists.
2. Clasp your hands behind your head and push your head backward while you provide resistance with your hands.
3. Put one hand on top of the other and place them under your chin. Press downward with your head while you press upward with your hands.
4. Put your chin on your chest. Put one hand on the top of your head. Raise your head while you provide resistance with your hand.
5. Put your left hand against your left temple. Push your head to the left while your provide resistance with your hand. Repeat on the right side.

#### Arms, Shoulders, Chest

1. Raise your arms in front of your chest, fold your elbows and grasp each wrist with the opposite hand. Hold tightly while you attempt to pull your arms away from each other.
2. Put your palms together in front of your chest and push your hands together.

3. Sit on a chair with your feet flat on the floor. Grip the sides of the chair and try to lift yourself off the seat, while pushing down with your body weight.
4. Sit on a chair with your feet flat on the floor. Extend your arms down beside your body. Put your palms on the sides of the chair facing toward your body. Spread your fingers apart. Press inward with your hands.

## An invitation to lunch

Delegates are invited to attend a luncheon with Alok Mukherjee, Race Relations Advisor for the Toronto Board of Education, on Wednesday, March 29. Mr. Mukherjee will speak on the subject of racism.

Tickets are available at the PAR booth. Mr. Mukherjee's participation is made possible by a grant from the Secretary of State.

#### 09:45

Status of Women

- (a) Resolutions 101, 102

#### 10:15

Annual General Meeting

- (a) Recommendation 33
- (b) Resolution 111

#### 11:15

Organization of the BCTF

- (a) Recommendation 32
- (b) Resolution 114

#### 12:00

Awards

#### 12:30

Adjourn

#### 14:00

College of Teachers

#### 14:45

Advisory Committees

- (a) Resolutions 104, 121

#### 15:15

Summer Conference

- (a) Resolution 108

#### 15:45

Unfinished Business

- Late Resolutions
- New Resolutions

#### 17:00

Adjourn

### Wednesday, March 29, 1989

#### 09:00

Elections

#### 09:15

Address — B.C. Federation of Labour Labour Affairs

- (a) Recommendation 30
- (b) Resolution 130



