

Teacher

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Incremental change...it works! *report intermediate sites*

by Charlie Naylor

Bev McDicken and Rod Allen, of Chandler Park Middle School, in Smithers, used an \$8,000 Ministry of Education grant to develop a new forensic-science unit.

John Price, Noreen Morris, and John Hall, of Lord Kitchener Elementary School, in Vancouver, bought \$3,000 worth of release time so that they could develop methods and tools for student assessment. Jean York, one of B.C.'s first native principals in the public-school system, applied \$10,000 to a joint project between her school, Lytton Elementary School, and neighboring Kumsheen Secondary School. The project, on anger management, conflict resolution, and mediation, is designed to improve the interpersonal and communications skills of students, staff, administrators, and community members.

Each of these innovative projects was supported financially by an Intermediate Developmental Site Grant from the Ministry of Education. Each was designed and led by B.C. teachers.

Bev McDicken and Rod Allen developed a new science unit, improved their students' co-operative learning techniques, and forged links with SFU and Lower Mainland schools. Their forensic-science unit has students solve (fictional!) murder mysteries through real-life application of forensic techniques, including fingerprinting and soil analysis. Volunteer teachers donate hair samples, fingerprints, and mug-shots — a new slant on co-operation among teachers. Integration of the unit with English includes the production of mystery stories, while social studies focusses on archaeological digs.

Linking with SFU's Allan MacKinnon provided a resource for improving co-operative learning in science classes, and the Lower Mainland school connections promoted exchange of ideas and techniques, leading to further innovations. This year, for instance, McDicken and Allen hope to forge a satellite TV link with a Lower Mainland school, with a class in each school serving as a jury for a mock trial based on the forensic evidence analyzed and presented by the other class.

McDicken says, "It was definitely worth the work ... it gave us the mandate to teach the way we'd like to teach ... that's the best thing ... to throw away the readers, throw away the text, teach an integrated unit, and not feel guilty about it any more, not worrying that we weren't covering all the chapters we were

See "Incremental change" page 6



Students at Chandler Park Middle School, Smithers, eagerly solve a (fictional!) murder mystery in a new forensic-science unit, designed by teachers Bev McDicken and Rod Allen and funded by a Ministry of Education Intermediate Developmental Site Grant.

— McDicken photos

Social studies not just global current affairs

In response to Patrick Clarke's article on the social studies curriculum (Volume 4, No. 3), I would agree that relevance to present day global problems is important, but I disagree that making the curriculum a single-issue concern for global current affairs is the best way to change it. Any qualified social studies teacher is constantly relating the traditional curriculum content to present day concerns. This is precisely how you make the content relevant. More important, this is how you connect students to their roots and how you give them the vicarious experience necessary to understand the complex realities of our modern world.

A single-issue curriculum will leave our students rootless and directionless. Already we see the consequences of this in the way the Canadian constitutional question is understood. The Grade 10 history curriculum offers a wonderful opportunity for teachers to enlighten students on the crisis so that we might get better proposals for resolution than those coming from our present B.C. political leaders. **François Brassard**
Victoria

A school by any other name, LAU, WELNEW

I am responding to an article that was written in the October issue of *Teacher*. The article challenges us to seek names for schools after members of the under-represented groups such as visible minorities, baseball players, or those people whose hands get dirty when they go to work. The Saanich people have chosen a name that does more than that.

LAU, WELNEW is a name that is an excellent example of the immense possibilities for naming schools and their school portables. How do you pronounce the name? What an intriguing and authentic challenge. LAU, WELNEW, of course, has tremendous significance to the Saanich people. LAU, WELNEW refers to the place of refuge.

The Saanich people at the time of the flood anchored themselves to LAU, WELNEW Mountain. LAU, WELNEW Mountain was a place of refuge and still is symbolically for the children of the Saanich people. LAU, WELNEW Mountain is known as Mount Newton to other community members of the Saanich Peninsula of Vancouver Island.

My challenge to innovative and conservative decision makers is to label their schools and school buildings for significant places of their history.

Loretta Hall
Principal, LAU, WELNEW Tribal School, Brentwood Bay

Misguided impressions of South African education

I am a Rotary exchange student from South Africa attending Kamloops Senior Secondary School. I was pleased to discover that schooling in my country was the subject of an article in your September issue of *Teacher*. Upon reading it, however, I was amazed to discover some unfortunate, misguided impressions Mr. Kuehn had of South African education.

For over 40 years, the black people of South Africa were openly discriminated against by law, in all facets of life, including schooling. As of the middle of 1990, the country saw a massive turnaround that would shake the world. Apartheid was to end. When Kuehn visited S.A. in late June '91, he found, however, that all was not as simple as it had sounded. During that first year, a number of schools had begun to integrate other races, but most black children were still enduring poor conditions. How long did the world think it would take to integrate the children of a nation of 30 million black people? If integration is to succeed, with a minimum of conflict, I believe it will take no less than a decade of massive effort before schooling opportunities seem to be equal for all races.

The complexity of the situation is vast. The writer was understandably perturbed by the inequalities in education. He seemed to suggest that somehow a lowering in the standard of white education might even out the situation. This is fraught with disaster. Funds need to be channelled to where the greatest need lies, but what is already developed must remain and be opened to all. The destruction thereof would serve no purpose.

Upon hearing from the principal of an exclusive white school encouraging racial integration that there had been no racially based incidents, Kuehn smelled deceit. Why does it sound so impossible that, upon discovering that the newcomers were essentially the same as themselves, the races would accept each other without external conflict? Perhaps this is an opportunity for the adults of the world to learn something from the effective simplicity of a child's social skills.

I write not to dispute the facts. South Africa has a long way to go before the dark shadow of the past is escaped and equality is reached. I suggest that an effective, peaceful, long-term solution to the dreadful atrocities of our past is the agenda that most South Africans desperately seek.

I would like to set up a dialogue with Kuehn to discuss the possible intentions and implications of the South African government's actions with regard to questions such as school funding, squatters, poverty, as well as a host of other dilemmas with which the country is struggling today.

As a South African, I pray with confidence that, with due caution and effort shown on all sides, I will ultimately greet a land where equality and freedom are more than lofty ideals. They will be awe-inspiring realities.

Sean Broomhead
Kamloops

Sound administration can prevent "double jeopardy"

In the November-December issue of *Teacher*, Randy Noonan's "case of double jeopardy" is a horror story.

When the 16-year-old, Jim, became insolent, the principal should have shown his support for the teacher by sending the boy home until he learned some manners. The superintendent should have backed the principal. The school board should not have been involved, nor should the College of Teachers.

In a secondary school in Prince George, a lady teacher who objected to a boy's insolent behavior was told to "F-off". The principal promptly removed the teenager from school. As superintendent, I supported the principal.

Two days later, the boy's parents complained to me that the principal was ruining their son's education. I told them that the real harm lay in their inability to teach their son manners and respect for adults. The next day, the youngster apologized sincerely to the teacher and was re-admitted. The boy and his parents and I became good friends. At no time was the school board involved.

On another occasion, a young elementary teacher came to my office in tears. She told me that she had slapped a student, and his mother was going to phone the Minister of Education and get her fired. I asked her what the boy had done. When she explained, I said "He deserved it! However, corporal punishment unfortunately is now against the law, so don't use it. Meantime, go back to school and continue teaching. You won't lose your job, because I'll protect you."

The minister did phone and was satisfied when I said I'd handle the matter. Again, the school board was not involved.

In 1958, I took over from Bill Allester the principalship of the George Bonner Secondary School, in Cobble Hill. At a reunion last summer, four former students told me that I had strapped them. One

nan said, "And those weren't my cigarettes I was smoking — they were hers" (pointing to a companion). When I said that I would probably be lynched today, they laughed and said they wished that schools today had the excellent discipline we maintained at George Bonner.

Isn't it a pity that our system of education has become so gutless and that persons presumably in positions of authority are now apparently powerless.

Dave Todd
Lac La Hache

"Recipe" humor misses mark

As someone who enjoys humor, I was pleased that the last issue of *Teacher* attempted to provide a lighter touch with Kit Krieger's "Recipe." However, his put-downs of administrators and school boards was not, I believe, in keeping with the best of BCTF policy. The federation has long championed the rights and dignity of women and minorities and has opposed put-downs of any group. Your excellent reputation in this area is well deserved. Don't lose it.

Humor? Oui. Put-downs? Non.

R.L. Williams
University of Victoria

The Sacred sink

In the September issue of *Teacher*, some writer suggested that instead of naming new schools (there aren't any around to be named anyway), we should name our portables. What a lovely idea. I suggest that we gather together all the portables in the province and baptise them as *The Sacred Sink* since that is where, for the last ten years, the Sacreds washed their hands of public education.

Louise MacMaster
Surrey

Arguments against labour affiliation lacking

Lorraine Walsh's reasons for opposing labour affiliation (as stated in the November/December issue of *Teacher* on page 6) are more interesting for what they don't say. Walsh does not take issue with the arguments in favor of affiliation advanced by Peter Northcott, even though she has heard them several times before. Does this mean she accepts that affiliation with the CLC would give B.C. teachers direct access to all the 80% of unionized workers in B.C.? Teachers could then use this access to build support for public education in a way not available in the past. Presumably, she also accepts that there would be enhanced opportunities for co-ordination and support for collective bargaining, expanded influence on federal and provincial legislative programs, and increased co-operation and influence in working toward progressive change. If not, we need to hear from Walsh.

As for her reasons for not joining, so Ken Georgetti ran off at the mouth a couple of times. For the record, his comments seem to have had exactly the opposite effect Walsh suggests they were intended to have. Hardly seems like worrying about. The news on Jack Munro is equally encouraging; the inside gossip is that Jack Munro will not be around much longer.

Dan Blake
Surrey

Teacher

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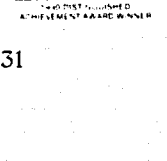
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BCTF delegations meet with new government ministers

On pensions

Ken Novakowski describes his recent meeting with Lois Boone, the minister responsible for public-sector pensions, as open and positive. On December 11, 1991, a BCTF delegation (Ken Novakowski, president, Ray Worley, vice-president, Elsie McMurphy, executive director, and Ken Smith, pensions staff) outlined changes to the Pensions (Teacher) Act sought by teachers. Novakowski noted that Boone is the fourth government minister to be presented with the same requests in as many years. Although Boone could not yet commit her government, the request will receive a very early review by the cabinet, possibly as early as this January.

The brief to government contained the following requests:

- increase government contributions to halt the erosion of the funding level of the plan.
- require all teachers to be plan members.
- reduce the vesting period from 10 years to 2.
- lock in contributions once a vested pension is achieved.
- provide for unreduced pension from age 55 when age plus service equal 85.
- provide for reduced pensions based on 0.6% per month reduction for each month under "85" or age 60.
- clarify and improve provisions for purchase of leaves of absence, including discretionary-leave days.
- improve the reinstatement-of-refund provision.
- provide for non-discriminatory death benefits.
- indexation of the CPP offset.
- provide medical and dental benefits for retirees at no cost to the retiree.

Of all the requests, the call for an "85" formula has the greatest interest among teachers, Novakowski told the minister. The government indicated that it wished to enter into discussions with plan representatives regarding governance and cost sharing. Recent changes to the teachers' pension plan in Ontario establish a partnership between teachers and government for design and administration of the plan and management of the pension fund. However, the two parties also have equal responsibility for any future shortfalls in funding the pension plan, a commitment that currently rests fully on the shoulders of the B.C. government.

"I look forward to discussing such proposals with the government, but the government will have to come up with some solid proposals on what it intends to do with the large unfunded liability that exists today," said Novakowski. "The future of the teachers' pension plan could be exciting."

— Ken Smith



A BCTF delegation meets with Lois Boone (far right), Minister responsible for public-sector pensions, to request changes to the teachers' Pension Act. (Centre: Ken Smith, BCTF pensions staffperson).

On change, education funding, collective bargaining



President, Ken Novakowski, overviews BCTF brief in meeting with Anita Hagen, minister of education, and minister responsible for multiculturalism and human rights. — Jeff Barber photos

B.C. Principals' and vice-principals' claim: an update

In June 1988, the B.C. Principals' and Vice-Principals' Association filed a petition in B.C. Supreme Court for an order "that the BCTF be wound up" with an alternative claim that the BCTF provide "compensation" to administrators on the grounds that "the affairs of the BCTF are and have been conducted in a manner oppressive and unfairly prejudicial" to them.

In March 1990, Mr. Justice Maczko ruled that the BCP&VPA had the standing to conduct the court case. BCTF immediately appealed that decision.

The date for the appeal hearing has finally been set for February 1992, in the B.C. Court of Appeal. The result of that appeal should be known shortly thereafter.

If the BCTF succeeds in its appeal, that

would most likely be the end of the matter.

If the appeal is unsuccessful, the parties would then proceed to trial on the merits of the case, although many other technical issues would need to be addressed prior to any trial.

No amount has been specified by BCP&VPA in the claim for compensation.

BCTF President Ken Novakowski, expressed the federation's position in this way to the 1990 AGM: "We will do everything in our power to ensure that not a penny of the resources this federation has built up to protect and serve working teachers will be turned over to an organization that represents educational managers."

That remains the federation's position.

— Ray Worley

Thinking together...

A BCTF conference featuring a host of leading B.C. educators. Delta River Inn, April 9 (evening), April 10, & 11, 1992. \$200 registration fee (includes lunch; accommodation extra).

To register, contact Liz Lambert or Donna Coulombe, BCTF, 731-8121 or 1-800-663-9163 (toll free).

Teachers as leaders...

If you're interested in:

- Teachers as leaders
- Students as self-evaluators in pursuit of quality
- Management without coercion

Don't miss Joan Dalton, February 15. (See PD Calendar, p. 20)

Get involved in determining your worklife HAVE YOU?...

- Thought about what you want in your contract next time?
- Sent bargaining ideas to your staff representative or local association?
- Attended a school-based union meeting to discuss bargaining objectives (lower class sizes, class composition, prep time, etc.)?
- Filled in your local's bargaining objectives survey?
- Gone to a general meeting to ratify the bargaining objectives?

BCTF Lesson Aids Service

Have you visited the Lesson Aids Service lately? One hundred and eighty new titles have been added to the inventory of lesson aids over the last two years. New subject sections have also been added to the catalogue including global education, environmental education, French immersion, English as a second language and primary program. Over 800 different lesson aids for K to 12 are listed in the present catalogue. Consult the 1991-92 Lesson Aids catalogue in your school library, and either mail in your order with an authorized purchase order or cheque, or visit the Lesson Aids display room at the BCTF. Office hours are 09:00 to 17:00 weekdays, and 09:00 to 12:00 Saturdays during September, October, January and February. During July and August, the service is open from 08:00 to 17:00 Tuesday through Friday.

Incremental change from page 1 supposed to. It shifted from content to skills, was much more learner-focused, and hands on."

The Intermediate Program is allowing teachers to experiment in ways that suit individual teachers and is welcomed by teachers like McDicken and Allen. "Intermediate Developmental Site grants are not mandated; you can dip in as you feel ready. If change were forced on teachers, there'd be a lot of anxiety."

On the west side of Vancouver, Lord Kitchener Elementary School (550 students, K - 7) is a long way from Smithers. John Price and Noreen Morris submitted a proposal developed with Vice-Principal John Hall to "see if we could find some tools and methods that could help us evaluate students, and connect the evaluation to the type of teaching that we already did."

With the \$3,000 they received, the teachers gained release time to develop the idea of assessing students through student portfolios. Quickly realizing that portfolios per se might not be enough for their purposes, they decided to utilize the portfolios as a basis for student-led conferences, in which students discussed and evaluated their work with parents and teachers. While both teacher and student are responsible for selecting work, students are responsible for leading the conferences with parents, developing skills of self-evaluation. Price and Morris prefer a form of educational change that, in their words, "fits into the regular mess of school." They find that developing portfolios fits into their philosophy of schooling and that student and parent reactions have been positive:

"With a one-hour workshop, the chances of moving change along are slim. But if you can support people over a long period of time and allow them a flexibility, you're going to see significant change."

Vancouver teachers

"Learning is a continuum, not a comparison. Portfolios help students to see progress — things they can do now that they couldn't do before. When students see progress, they want to make more, not because their work is being rewarded with As, but because they want to keep learning something."

Both teachers have formed extensive networks with other teachers as a result of the innovation, joining a workshop of all the Vancouver Intermediate Developmental Site teachers to swap ideas and discuss progress. They also greatly value the freedom to make incremental changes at their initiative, to progress at a pace that suits them:

"With a one-hour workshop, the chances of moving change along are slim. But if you can support people over a long period of time and allow them a tremendous amount of flexibility, then you're going to see significant change."

Jean York is principal at Lytton Elementary School, which has about 80% native students, three native teaching/administrative staff and four native teaching assistants.

"When I first joined the school I was quite surprised to find that many of the students were really angry, but they were unable to talk about or communicate their anger," says York.

She helped obtain \$10,000 for a joint project with nearby Kumsheen Secondary School on anger management, conflict resolution, and mediation, aiming to improve the interpersonal and communi-

cations skills of students, staff, administrators, and community members. In the first phase of the project, teachers from both schools attended workshops by external consultants who talked about anger management and offered models of conflict resolution. Teachers brought to the workshops real scenarios of school-based conflict that they had experienced, and they developed strategies to deal with them. York views the long-term goal of the project as fitting within the general philosophy of the Intermediate Program: enabling students to gain control over their own destinies by working in harmony.

Carson Graham Secondary School, in North Vancouver, is an 1,100-student, Grades 8 to 12 school. The \$11,000 Intermediate Site Grant has allowed teachers to design an integrated study-skills unit for their incoming Grade 8s. The application for funds was made by the school's vice-principal, Len Slade, with the support of six Grade 8 teachers of English, social studies, and science. Slade's role is viewed positively by Barb McKinley, Science Department head, and Kathleen Barber, Social Studies head. They describe what they perceive as the ideal role of an administrator in educational change:

"Administrators should find ideas, provide opportunities, bust themselves to make it possible for teachers to do things, because that's why they have the job they have. They don't need to control teachers, but should aim to provide opportunities to teachers. It's difficult for teachers to find the time and energy to put forward proposals, so it's good for administrators to write them, then turn the project over to teachers."

According to the teachers involved, Slade clearly epitomized such a role:

"Len was a facilitator. He made it possible for us to do what we do best: investigate teaching. This innovation is totally teacher directed."

With the money, the six teachers in the project investigated how to facilitate the Grade 8 students' entry into their new school. With some release time, teachers attended B.C. conferences and initiated planning days, paid some honorariums to visiting speakers, and, once a priority of developing a study skills unit had been established, purchased curriculum materials for students.

The project develops students' organizational, study, and critical thinking skills through a co-ordinated, supportive approach across social studies, science, and English. Teachers met with their feeder schools' Grade 7 teachers and visited each others' classrooms to observe and reflect on some of the new ideas and teaching methods generated in workshops. McKinley and Barber rekindled their enthusiasm for teaching and reduced what they perceived to be the isolation of teaching in a secondary school.

They also noted positive reactions from students: "Students feel much more comfortable with teachers; they know we talk together about them in a positive way. The teacher-student relationship has changed to a more comfortable one."

These recent teacher innovations represent a small part of current, on-going educational change developed and controlled by teachers in British Columbia and funded with Intermediate Developmental Site Grants from the Ministry of Education. Practitioners can develop broad mandates in ways that they consider appropriate to their students, to their style of teaching, and to their communities. Teachers across the province are researching, observing, reflecting, and developing new ideas in collaborative groups. With an ongoing commitment to this form of teacher-led, incremental change, perhaps there exists a better chance of developing future programs based on the practices and knowledge of teachers.

Charlie Naylor is a researcher in the BCTF Research and Technology Division.

Teacher representatives return to Intermediate Steering Committee

by Candice Morgan

At the end of October, BCTF representatives returned to the Intermediate Program Steering Committee, as participation on ministry committees resumed.

General uncertainty surrounded the program. Teacher perceptions about the future of the Intermediate Program ranged from those who thought the program was "dead and gone" to those who were optimistic about it.

The last nine months

Much had gone on during our absence from the committee. Unlike other ministry committees, which had all but shut down without the teacher members, the Intermediate Program Steering Committee continued to function to meet the original deadline of September 1991 for publication of the foundation document.

One task completed last spring was the analysis of over 3500 responses to the Draft document, representing the views of approximately 20,000 individuals. Many respondents to the draft Intermediate Program indicated support for the underlying ideas of the program, but asked for greater conceptual clarity and expressed doubt or concern about the ministry's commitment to provide adequate support and resources over the long-term implementation of the program.

Publication of the foundation document had been scheduled for fall 1991, but when then Minister Stan Hagen announced in September that he was, among other unilateral actions, appointing industrialist

Edgar Kaiser to review the Intermediate and Graduation programs, the program team turned the delay into opportunity by issuing, in the interim, another draft of the document for general response and feedback, which would then be published in final form by the fall of 1992.

Program explored at developmental sites

In the meantime, many teachers were continuing with their own exploration of how the program might be brought to life in the classroom. (See page one story, Charlie Naylor.) Intermediate development sites are examples of teacher/school-initiated projects that attempted to identify practices consistent with the intent of the program, to develop new strategies or approaches, or to reflect on teaching practice in light of the program's principles of learning. Staff from Educational Innovation toured the province to videotape developmental-site participants in action. The sites selected for this type of sharing were a sample, based on representative criteria such as geographic area, rural and urban sites, a variety of school configurations, single classroom or district projects. They did not define or identify a correct model of the program. Rather, by focussing on teachers' ideas of what the program could look like, the Developmental Sites supported the concept of the teacher and classroom as the centre for educational change. This process exemplified how education partners (in this case, the Intermediate Program Steering Committee, Project Team, and Educational Innovation representative Dallas Cristofolini) can collaborate on an idea to create a climate conducive to the changes.

A decision about when to release a package of print materials and videos documenting site participants' experiences

is pending while the new minister seeks advice from the education stakeholders and works with them to design an effective overall plan that will share leadership in the program of educational change.

Teacher representatives on the Intermediate Steering Committee: **Dean Chatterson** (alternate), **Kimberley David Denyer**, **Cowichan Ken Johnson**, **Central Okanagan Sally Marr**, **Prince Rupert Candice Morgan**, **Qualicum**

by Ian Wright

Behind every curriculum lies a conception of the ideal person. The Year 2000 presents a picture of such a person: skillful, knowledgeable in many subjects, and exhibiting numerous character traits. In analyzing the foundational Year 2000 documents (*Our 2000: A Framework for Learning, Primary Program: Foundation Document, Intermediate Program, and Graduation Program*) I discovered 90 character traits, some of which are used in a variety of contexts. For example, the student is supposed to be *appreciative* of dramatic work, Canadian literature, cultural differences, and so on. Thus, although I counted the term *appreciation* but once, the ideal person exemplifies various appreciations. The student is also motivated, autonomous, affectionate, critical, caring, empathic, ethical, honest, imaginative, productive, responsible, respectful, self-motivated, thoughtful, tolerant, and versatile, to name but some of the dispositions, traits, sensitivities, qualities, and attitudes deemed desirable.

Of the many questions that can be raised about this list of character traits, I want to concentrate on one, the justifications explicitly presented or implied by the Year 2000 documents. I support the position that people be criti-

cal, caring, responsible and so on, but I am concerned that, at times, these are being advocated for inadequate reasons. The major goals of the Year 2000 initiative are predicated on the phrase, "a healthy society and a prosperous and sustainable economy are achievable when educated citizens striving to be the best they can be."

Without a prosperous and sustainable economy, human rights can be ignored, and the likelihood that the disadvantaged will be cared for dwindles. Yet, the Year 2000 documents ignore this moral rationale and focusses on prudential reasons. We are informed that we should develop an appreciation for the variety of cultural groups that live in Canada, not for any moral reasons but because diverse people bring a richness to the community. Lack of moral reasons is also evident in the rationale for continuous progress. That students learn at different rates has long been recognized by educators, but the reason for taking this seriously in the Year 2000 documents seems to be that continuous progress will lead to more effective learning of content. Continuous progress is thus viewed as a means to effect the learning of content, and the whole notion of continuous progress as a moral ideal that respects the autonomy of the learner has been ignored.

Other parts of the Year 2000 documents are unclear as to the message intended. Documents claim that "Learners [should be allowed] to leave their options open," and students should be judged on meeting high expectations and less on

performance relative to a group. This suggests some commitment to either equality of opportunity and learner autonomy, or rampant individualism. And this raises some significant questions. Are the writers of the Year 2000 documents extolling the virtues of individualism (a western ideal) or those of collectivism (an ideal that prevails more in non-western cultures)? Or is the intent to balance the best from both worlds? And just what concept of a healthy society do the curriculum developers hold, and how does their ideal person fit into it? On the one hand, students are told to be caring, empathic, and so on; on the other hand, they are told to be critical and reflective. Presumably students are not supposed to be critical of being empathic or caring. Or the curriculum developers have a conception of being critical and reflective that entails being empathic and caring.

The writers of the Year 2000 documents seem to have tried to create a balance between the interests of the individual and those of society. Goals are supported by such phrases as "in order to make a contribution to the well-being of society while pursuing personal objectives," and "in order to ensure the improvement of society and the economy." That they have failed to address adequately the moral notions integral to a healthy society is a pity, however, because education is a moral enterprise.

Ian Wright is an associate professor of the Department of Social and Educational Studies, UBC.

RESEARCH

Current research under way at BCTF

The Research Division is currently researching mainstreaming and educational change.

As the BCTF research project on *mainstreaming/inclusion* commences, a search of Canadian teacher unions' publications reveals some interesting material, including *All Together Now: A Special Handbook for Elementary/Secondary Teachers*, produced by the Ontario Catholic Teachers' Association in 1990. The book includes sections on responding to individual needs in the classroom, classroom management, computers in the classroom, enhancing self-esteem, evaluation, and volunteers in the classroom and a comprehensive description of exceptionalities, with some suggested approaches for teachers. This is a very useful, pragmatic guide for teachers who may not have specialist knowledge of the needs of exceptional students and who need a reference document to assist their teaching of integrated classrooms. The book is available from the Ontario Catholic Teachers' Association, 400-05 St. Clair Avenue East, Toronto, ON M4T 2Y8, for \$30 including postage. Please send cheques with orders.

With regard to *educational change*, the Research Division has written "A Summary of Four Papers from the Coalition of Essential Schools." The coalition represents one of the more progressive reforms in the U.S.A., and these (1991) papers discuss the roles of administrators in educational change, teacher-run schools, professional development in a grassroots educational reform movement, and the potential for divisions among teachers in schools where reforms are taking place. Contact the Information Desk for a copy of this paper.

— Charlie Naylor

They're talking about this book

Book review

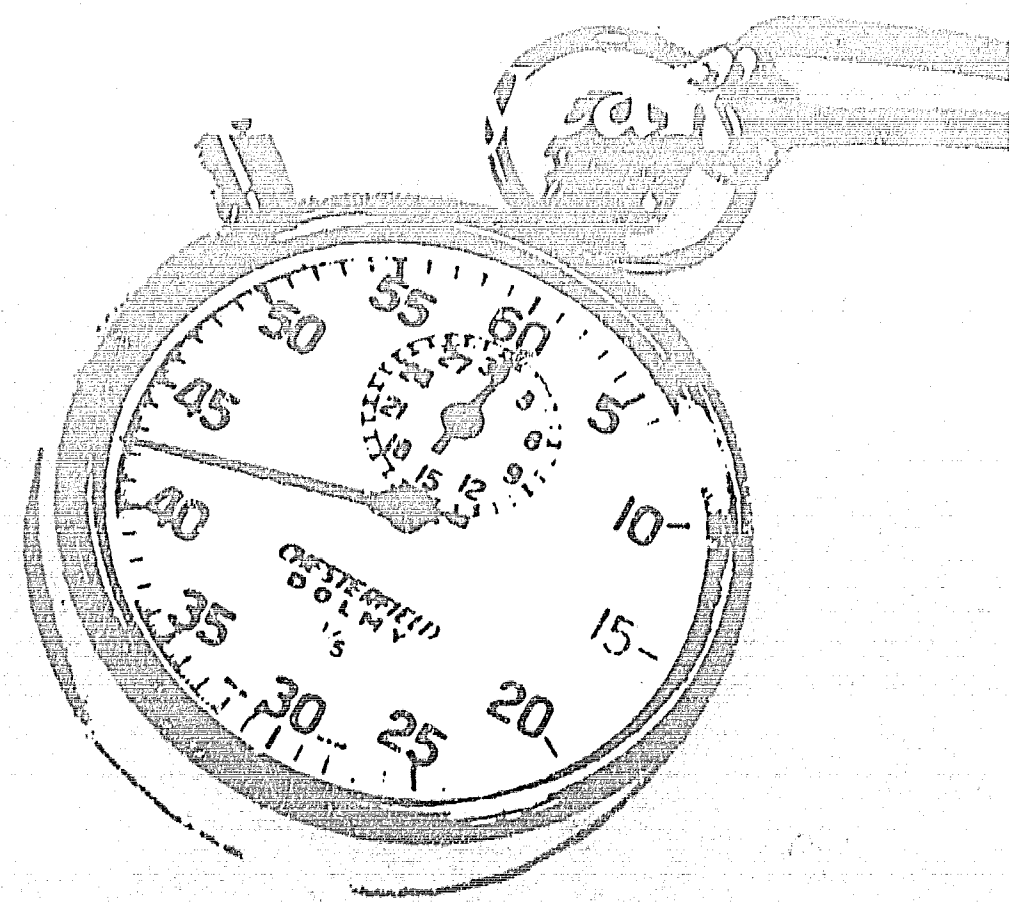
The *7 Habits of Highly Effective People*, by Stephen Covey (available at Duthies & Banyen Books) is one of the best reads in the latest crop of professional/personal development books.

It outlines the value of planning, listening, leading, collaborating and balancing life's many parts in a very readable and inspiring way.

The seven habits espoused include:

- *Be proactive* — principles of personal vision
- *Put first things first* — principles of personal management
- *Think win-win* — principles of interpersonal leadership
- *Seek first to understand, then to be understood* — principles of empathic communication
- *Sharpen the saw* — principles of balanced self-renewal.

Source: *Making Change*, Staff Development Council of B.C. newsletter, February 1991.



Ten-cent philosophy

It's frightening to look back and realize how many of your mistakes were carefully planned.

Experience is what you get when you didn't get what you wanted. There's a mighty big difference between good, sound reasons, and reasons that sound good.

It's not enough to do the right thing; you must also do it the right way.

Nothing makes for good old days more than a bad memory.

Thanks to new banking technology, kids no longer think that money grows on trees. Now they know it comes out of a wall.

Source: AFSCME/CALM.

Shift habits of mind; free the students

by Grant Wiggins

1. *Stop teaching the material sequentially* — the novice can easily see all the logical bits as a whole.

Mathematics is not best learned as a logical sequence of ideas, postulates and theorems — any more than history must be taught by reading the encyclopedia from A to Z or textbooks chronologically. Such a view confuses the logical laying out of results with a methodical and effective way of learning. The logical (as opposed to a spiral or performance) way of learning makes it hard for students to see the whole and how the parts interrelate. And students quickly fall behind because they are given only one linear, sequential path to follow — at one speed.

2. *Ensure that assignments are higher order. Don't make it appear that all questions and problems have one right answer.*

Always provide or open up possibilities for judgment, alternative theories, begin all units with essential questions. (See my article on thought-provoking curricula in *American Educator*.)

3. *Get student work quickly under way — within five minutes.*

Save all lectures for the second half of class; don't frontload information that students cannot grasp or appreciate — especially vocabulary. Make content be learned as the effect of needing it to solve a problem or answer a question.

4. *Devise a structure that makes you free to coach.*

Put the performance goals (products expected), criteria, and procedures in writing. Get out of the habit of verbalizing the lesson in steps, thus making students

constantly ask you questions about what to do next and why the task is being done. *Pose a problem that is an intriguing mystery, but demystify the class, the goal, the procedures, and your expectations.*

5. *Make collaboration between students not merely desirable but necessary, a function of the requirements for successful performance.*

Get out of the habit of hoping for and exhorting students to interact co-operatively; make the curriculum require it. Carve up the task into smaller pieces — the jigsaw puzzle approach to curriculum design and small-group work.

6. *Don't talk and act as if everything is (equally) important.*

If everything is important, then nothing is important to students. Make clear, by the quantity and quality of time spent, the course essentials — the priorities. A corollary: Stop teaching important things only once.

7. *Break the habit of teaching as telling. Begin reflecting on what form of teaching/learning is most appropriate at what time and for what kind of goal.*

When should you lecture? Conduct a seminar? Coach skill? What is the best use of class time? Out-of-class time? Homework? Divide the class or the week into distinct sections to reinforce the commitment to appropriate variety.

8. *Stop assuming that students have (or ought to have) the right interests, attitudes, and habits, and start teaching them.*

How does one teach the right attitudes and habits? Not by exhortation or didactic teaching.

9. *Work to avoid egocentrism.*

Have you forgotten how hard it was to make sense of your discipline when you first studied it? Recall that most significant discoveries in the history of ideas were greeted with skepticism and resistance based on knowledge. Assume that your students will likely find many points obscure and even counter-intuitive.

What is essential must be experienced as essential — that which is constantly required, invoked, practiced and actively used in performance. Essential facts and theories can only be understood as the results of one's own work; they are not self-evident notions learnable through words but the residue of focused activities and inquiries in effective performances — *habits of mind*.

Source: *Student-as-Worker Toward Embracing a Effective Curricula*, by Grant Wiggins.

Mr. Koyama's story:

by Carollyne Sinclair



ANOTHER IN OUR SERIES: NARRATIVES OF TEACHING

In a revealing narrative, Carollyne Sinclair, a Vancouver teacher, lingers in lived memories of her experiences teaching English to seniors in Hokkaido, Japan. On reflection, she questions curriculum that centres on content, even the child-centred curriculum wherein teacher and student collaborate to select topics. Could such curricula be paralyzing spontaneity? Join Carollyne in her questioning.

Japanese calligraphy by June Aoki

many, and I had visions of his troops standing before him at attention. "They sent us to Sakhalin. Do you know?"

"Yes, the Sakhalin Islands, north of Japan."

"Sakhalin is Japan," he stated firmly. "Then invasion of Manchuu. You know Manchuu?"

"Yes, Manchuria."

"There we were taken prisoner and sent to U.S.S.R." Koyama emphasized each letter. "Tashkent. They sent us to Tashkent. Five years — forced labour. Do you know forced labour?" he insisted at me. His eyes were intense.

"Yes," I said, shrinking back, thinking, "I know of forced labour but I do not truly know forced labour."

"Many of my friends died. Dear friends," Koyama hesitated a long time before he said, "I think of them for many years, and I cry. Now, still, I think of them, and I cry."

My eyes filled with tears, for I had heard my father echo Koyama's words about his friends who died in Japanese prisoner of war camps. On the night before I flew to Japan for my teaching assignment in 1984, my father sat me down at the kitchen table, doing little to hold back the anger in his voice, and repeated the POW stories with more vivid details than I'd heard before: accounts of beatings, cruelty, and starvation. I had heard of forced labour. But in Canada, during the recession, I was without a teaching job. Japan offered me what I wanted. To my father, in some way, I was a traitor.

Koyama moved close to me, his eyes burning with rage. "I cry, but I don't hate," his voice seething, as he emphasized the last three words. He more loudly repeated, "I don't hate." His head fell to one side, and his voice mocked, "... because ... I am ... Japanese ... and we do not express that emotion." Each syllable burst forth from clenched teeth. He stiffened and returned to himself and repeated, this time in neutral tones, "I do not hate."

We both sat silent, breathing deeply, regaining our equilibrium. He began again, "Now I am happier." But always I think of my friends who died ... and I ... I live ...

He looked at me. "Five years of forced labour. Do you know forced labour?" he implored. He shook his head slowly and said wearily, "Very hard." The war is over, and I return to Hokkaido. I have nothing. I start again. But I am old. Koyama leans forward and tilts his head a little, as if to ask understanding, "I miss my chance."

In Japan, there are career steps that begin to weed the successful early in life. Performance in junior secondary school determines the choice of senior secondary, which, in turn, is the factor that selects the candidates for a prestigious university. Graduation from such a university ensures a good job, a good life with benefits that far exceed salary, housing, and retirement.

"I miss my chance. I too old. But I try anyway. Do you know Fujitsu?" Koyama looks for a reaction in me. His arms stretch wide as he says, "World's largest computer company — very big. Do you know?"

I regretted that I did not know. For to know the size of Fujitsu is to know that Koyama is part of the grandeur of that company. IBM and Macintosh I know. Maybe soon I'll know Fujitsu.

He ignored my compliment and returned to his story. "I too late. I miss my chance." With these words the furrows deepened on his face and his body sagged. His voice was neutral as he said, "I have good life. Wife, family. Still, I cry, you know?" He looked at me for understanding and blurred out, "Five years! Forced labour ... His voice trailed off in regret, "So many friends dead ..."

Koyama-san looked at me directly and switched into a less rehearsed form of

speech. "I want you know. All time I want tell you in Sapporo but I not English."

We looked at each other for what seemed a long time.

"I happy man now. Happy," he smiled and beat his chest with one fist and reached over to his gift for me, hibiscus carved in wood. "Happy," he repeated, "woodcarver, very good. Ichiban wood-carver," he laughed and pointed to his wife who had remained seated, listening in silence to his story. "Family, wife, happy. Silver Club, start happy. Carol-san, number one teacher!" Koyama gave me, his former teacher two thumbs up. He laughed and grinned and his wife joined him, waving two thumbs up, giving the cheer in Japanese.

The laughter subsided and he hung his head for a moment. Then he looked deep into my eyes and said, "You come Sapporo. You teach us English. You make us laugh. We young again. You come back."

Our curriculum goal: English? Fun with English?

We had laughed a lot as a class. The Silver Club had been my second assignment, my first adults after a series of English classes with preschoolers. Eager to learn commands in Japanese to get the attention of the toddlers, I had quickly picked up the language I'd heard my Japanese team-teaching partner use. Floundering with all the assignments, and exhausted, I had been cutting my Japanese lessons. I was unaware that I had been learning Japanese baby talk.

Armed with my flashcards, textbook, and visual aids, I'd entered my first Silver Club class with an air of confidence. After introductions, we got to the review part, where I held up flashcards. I thought I'd throw in my first Japanese command, Kore nan-da? (What's this?) The men gasped, turned red, and attempted to hold back their laughter. The women covered their mouths and giggled. Once they made eye contact with another Silver Club member, there was no holding the laughter back. My intonation and pitch resembled that of the Japanese instructor. I thought, "I repeated the instruction, and they roared. Mr. Tomimori, a tall, sedate gentleman, took off his glasses and wiped his eyes, choking all the while. Mr. Ohmoto turned red and elbowed his neighbor. Several lessons later, I was to learn that my commands were not suitable Japanese for adults.

My baby-talk commands were perfect, however, in a more important way. They endeared me to those people. I was a learner, too, fumbling with their language and willing to take a risk.

With each class, the decorum tumbled. In Japan, the aged have less need to observe the stiff social conventions. The stops were out. As I walked in to greet my students weekly, I had the feeling that Mrs. Nakamura had instigated a plan to have a little fun with me in class. At a designated point in my contrived lesson, she would shuffle up, grab my flashcards with her withered hands, and impersonate me, with her own bent frame imitating my every gesture. All the while, she was conducting the class in an uproarious English review. The Silver Club students responded to the cards as I heard my pitch and intonation coming from Mrs. Nakamura.

Normally I would feel inept at such a scene, but the mimicry was hilarious. I realized that my goal of teaching English was not necessarily shared as enthusiastically by my students. Their curriculum was not English; their curriculum was fun.

Some had never played cards before, so I introduced the childhood card game Fish for the opportunity to practise requests and the *do* verbs. "Do you have any fives? Yes, I do. I have two fives. May I have them, please?" Mrs. Ohara

began bringing her battery-operated card shuffler to ensure that Mr. Takeuchi could not keep any up his sleeve. However, members' desire to win the game resulted in a swift shift into Japanese. My initial attempts to turn things back to English were futile.

A simple form of Poker was another favorite. Each member of a group received a number card that was to be placed above his or her head in full view of all other members. The objective was to guess one's own number through the process of elimination. In the English class, they were to guess their own numbers *in English*. Once the action began, though, there was little English in the game, only shouts of Roku desu! (It's six) Ja nai! (No). Mrs. Abe told me that most of the members were getting together on the weekend to practise English card games.

The school that employed me was contracted to send teachers to the Doshin classes for four months, after which time, for variety, they usually were replaced. The Silver Club members, anticipating a turnover, petitioned the organization to ensure that Carol-san would stay. They wanted the fun to continue.

When my Silver Club students came to the Doshin English class, they entered a foreign country where the rules were unknown, or, if known, to be broken. To extend the metaphor, the students were willing to overthrow the dictator if it met their needs. They made up their own rules. They had fun and played in ways they hadn't since childhood.

To laugh and to be connected with other people is to be young again. Mr. Koyama told me he now has Silver Club members as friends with whom he plays golf three times a week. He is more fit now than I remember him six years ago. He is part of things. He is with people who can laugh together.

Mr. Koyama's story beckons a question: What is curriculum anyway?

As teachers, we often think that curriculum is a content area — social studies or curriculum guides or unit plans. That is the curriculum-as-plan, what is handed down from policy-makers and over which teachers have little control and students far less control. It can be child-centred — students select the topics and teachers collaborate with them to make their own meaning. But students have needs to be met that school, in the traditional sense, does not satisfy. Meeting those needs is part of the lived curriculum, often hidden and intangible. The hidden curriculum in my Silver Club classes was fun. Someone said that fun is part of the job that you don't have to do, but doing it may be the best part of the job. Fun is the intangible joy of the classroom. Fun enabled my students to leave behind a past that paralysed their spontaneity. Fun allows us to embrace life and to be in the moment, and more important, to make connections with others. The Silver Club students learned English in ways that resemble what would take place naturally at home, with guests over a dining-room table through laughter and conversation.

I ask myself, Can being incorrect, such as using my Japanese baby talk, actually help students to learn because it models risk taking and failing? Can a teacher make a difference in the lives of others by setting up conditions that enable laughter? Can laughter enhance learning? Fun can transform us, both teachers and students, so that we can touch each other in our everyday lives. Laughter allows us to be vulnerable, fully human, and accessible to others. Through the sharing of laughter and fun, we satisfy the lived curriculum and celebrate being human.

Carollyne Sinclair teaches at False Creek Elementary School, Vancouver. She is completing her master's studies at Simon Fraser University.

Opinion

Should administrative officers be members of staff committees?

YES

by David Chudnovsky

The most important characteristic of a good staff committee is its encouraging and developing collegiality and democratic decision making at the school level. In Surrey, as in many other districts, our collective agreement provides for one administrative officer to be a member of the school-staff committee. For the most part, the system works.

To be effective, staff committees need three things:

1. *Structures that fit the particular needs of the school.*

Some schools are big; some are small. Some are secondary schools; some are elementary schools. Some need a staff committee that is a committee of the whole; some need a staff committee that is representative. The collective agreement should recognize differences and provide ample opportunity for a staff to choose the structure right for them.

NO

by Gale Tyler

The North Vancouver Teachers' Association's collective agreement has a clause entitled *NVTA School Staff Committees*. NVTA is in the title because we restrict staff-committee membership to members. This clause began as a debate in the local over a proposed NVTA policy. After several months of careful consideration and fairly heavy debate, the local association passed a policy that excludes administrative officers from the staff committee. The policy formed the basis for the clause the association took into its first contract negotiations.

The arguments used in favor of excluding administrators from staff committees were prompted by the new legislation. The legislation that removed AOs from membership in the union had radically altered the relationship between AOs and teachers; our members believed that the decision-making structures of the school had to be changed to reflect this legally changed relationship. AOs had become agents of the board rather than members of the association, and they were no longer beholden to the decisions of the local's members. Teachers, with the right to negotiate equally with management, now have to make autonomous union decisions. It is important for us to formulate union positions and policies that express the concerns of our members without the influence of administrators. Another less important consideration was the number of different meetings required at the school level. The staff committee in our district is the union committee, effectively eliminating one kind of meeting at the school level.

Would our members change the model to include administrators now that they have experience with the present model? Although the staff reps I asked all said

2. *Broad areas of responsibility.*

The staff committee should have as broad a range of responsibilities as possible. The staff-committee role in developing and maintaining effective communication, reviewing school policies and procedures, staffing and budgeting, professional development, health and safety, etc., all grist for the staff committee's mill, should be laid out in the collective agreement.

3. *Grievability.*

The processes and decisions of a staff committee should be protected by the grievance procedures in the contract. Our collective agreement provides that a school administrator "shall not unreasonably refuse to implement the recommendations of the staff committee" and, "in a case where an administrative officer rejects a recommendation of a staff committee or a majority decision of a staff meeting, the administrative officer will submit the reasons for rejection, in writing, to the staff committee."

This means that if an administrative officer (AO) chooses not to implement the decision of a staff committee, the AO's

they would improve the model that exists, none of them wanted to include administrators.

Here are some of the reasons the North Vancouver staff representatives gave for continuing to exclude administrators from the staff committee:

- The meetings are union meetings. Non-union members can take part to provide information at the union's request or to present to the staff committee an issue the administrator wants teachers to make a decision about.
- Staff committee meetings are the formal arena in which teachers can raise issues arising from the collective agreement. Frank discussions could not take place in the presence of the other party to the agreement.
- The staff committee represents teachers and presents their views to the AO. Such representation would be diminished if the AO were present during the discussion and/or decision making that led to the presentation of teachers' views.
- The AO calls a staff meeting to bring his/her concerns, information, and discussion topics to the teachers. Staff meetings can be held once a month, and attendance is mandatory.

The Gulf Islands local has a staff-committee structure that also excludes AOs. I asked the president, Jack Braak, if the local would choose to have administrators on them now. The union had wanted administrators on staff committees, but the board did not. During negotiations, the union bent to the board's position, and the contract clause that was developed excludes AOs. Despite the union's earlier position, the union does not want to change the clause. Braak believes that the membership is strengthened by the opportunity to meet without AOs.

If you have not been convinced to exclude AOs from staff committees I invite you to read a submission by the B.C. Principals' and Vice-Principals' Association to the Minister of Education, Stan Hagen,

decision is grievable as to its reasonability and as to whether the AO followed procedures. The requirement to put in writing the reasons for such a refusal is another important constraint on an administrative officer's power, and an encouragement of collegial, democratic, decision making.

Should the AO be a member of the staff committee? In our district, we have chosen the model that requires one AO to be a member. We believe, whatever the model, decisions of the staff committee will have to be discussed, debated, and worked out with an AO. He/she might as well be on the staff committee.

So far, this model has worked well. However, we believe that the most important question is not Should the AO sit on the staff committee? but Does the structure work for teachers?

If our staff-committee clause stops broadening the avenues for democratic and collegial decision making for Surrey teachers, we'll start looking at new models.

David Chudnovsky is vice-president of the Surrey Teachers' Association.

In September 1991. The antipodal position of administrators compared to the position of teachers is clearly documented. Commenting on the present bargaining system, the brief states, "...the present bargaining system has had a negative impact on the educational programs of our students. We believe that no student time should be lost to resolve disputes..."

In the section, "What should be bargained," these comments are found: "We contend that the scope of present bargaining is too broad." "We are particularly concerned with the erosion of the right to manage which results from this over widening scope of bargaining. It is becoming almost impossible to some school districts for principals to exert the kind of creative, flexible leadership needed at the school level."

A Surrey teacher, unhappy that Surrey's staff committees must have AOs on them, related an experience that he says reinforced his belief that AOs must be excluded. One September, the administrator told the staff committee that the board had told him that because their school was overstaffed, one of them had to be transferred. He said that he would give them until the next day for one of them to volunteer and that if no one would volunteer, he would decide who would go. The teachers on the staff committee were understandably upset, and one of them decided that a better approach would be to question the board's numbers and, if necessary, develop a strategy for proving that the additional teacher was needed in the school, which had many special needs. Teachers developed the strategy and brought it back to the staff committee for ratification. The administrator then was able both to debate and to vote on the strategy and actions even though he could not take part in the actions and, of course, was obliged to carry out the directives of the board.

Gale Tyler is a teacher at Carson Graham Secondary School, North Vancouver.

Key issues for 1992 Annual General Meeting

Labour affiliation, social responsibility,
national unity, curriculum winners

Shaping BCTF social- responsibility policy

by Beverly Davis
and Don Walmsley

At the Annual General Meeting of the BCTF in March 1992, delegates will debate a policy framework on social responsibility. The framework addresses three issues regarding social responsibility: the principles for setting policy, the federation's role, and the role of teachers. The framework has been developed by the Task Force on Social Responsibility, based on focus discussions with members, discussions with federation committees, and responses to questionnaires to committees and provincial specialist associations.

Why is the B.C. Teachers' Federation involved in social responsibility?

Professionally responsible teachers are committed to fostering the growth and development of all individuals, to the end

that they will become and be self-reliant, self-disciplined, participating members with a sense of social and environmental responsibility within a democratic society. Professional responsibility involves a commitment to non-sexist, non-racist education and dedication to the equal consideration of all individuals. All of us, whether we teach mathematics, sciences, social studies, English, languages, arts, crafts, physical education, etc., are helping our students inquire into human values, experiences, and understandings. Respect for persons, for democratic process, and for equality, and a deep concern for justice, are integral to educating students for citizenship in a democratic society. Social issues strike to the core of what teaching and education are all about. For example:

- Hungry children cannot concentrate in a classroom.
- Racism undermines self-esteem.
- Sexism limits options.
- Fear of war and violence steals children's hope.
- Violence against women and children damages classroom success.
- Our children's future depends on protecting the environment.
- Illiteracy denies full benefits of citizenship.

- Sexual abuse affects children at school. We teachers are involved in social responsibility because issues, conditions, and concerns in society are enmeshed with learning, teaching, and schooling.

Social-responsibility policy setting in the BCTF

The BCTF bodies that set policy are the Executive Committee, the Representative Assembly, and the Annual General Meeting. The AGM is the sovereign body. The Executive Committee and the Representative Assembly implement policy through programs, services, and initiatives.

In the matter of the Executive Committee's taking public policy positions, the task force found a diversity of strongly held views. The Executive Committee is responsible for taking public positions where existing policy gives direction. The proposed policy framework calls for the Executive to consult with locals prior to taking public positions on emergent issues that are likely to be controversial. The task force believes that this provision will enhance democracy, improve membership understanding of emergent issues, and build unity within the membership.

A number of members expressed the concern that they did not want the federation compromising their own deeply held

Notice of AGM '92: March 15-18

As required by the Society Act, the following formal notice of the 1992 Annual General Meeting is being made to all BCTF members pursuant to by-law 8.1 by publication in this edition of *BCTF Newsletter*. The 76th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Sunday, March 15, 1992 at 19:00 and continuing to Wednesday, March 18, 1992.

beliefs and commitments. For this reason, the task force believes that explicit policy should articulate the right of members to dissent from BCTF positions and statements (subject to the Code of Ethics). Members retain their rights as citizens to express their views on social issues. They do not have the right to purport to speak for teachers when they contradict the positions of the federation.

The task force believes it important that all members have the opportunity to debate the policy framework. We invite you to take the opportunity to participate in discussions and to provide direct input to the task force at the local level. A task force member is prepared to attend a local executive meeting if requested.

The complete text of the policy framework is in *Reports and Resolutions* (1992 AGM). As well, copies of the task force report can be ordered or additional information requested by calling Holly Watson, Professional Development Division, BCTF. The task force will receive input up to February 26, 1992.

Members of the BCTF's Task Force on Social Responsibility are Beverly Davis, Lisa Duprey, Ghamim Harris, Don Reader, and Don Walmsley.

SIP premiums to increase

by Karen Harper

A \$7 million deficit in the Salary Indemnity Fund operations to June 30, 1991 will require another increase to the SIP premium.

The federation's Income Security Committee had expected a deficit of \$2 million, given that the premium increase approved by the 1991 AGM did not take effect until September. The unexpected deficit arises from increased use of Salary Indemnity Plan (short- and long-term benefits) over the last 18 months, which could not have been projected based on past experience.

An unexpected part of the increased use is due to the significant stress in teaching. An expected portion of the continuing and ongoing increase results from the aging of the teaching force; a greater number of teachers are in their mid-40s and older. This same group of teachers is more likely to become disabled to the degree that long-term benefits are

required. Seventy-five percent of long-term recipients are 46 years of age or older.

In 1990, one in forty teachers received SIP benefits. One year earlier, the ratio was one in fifty.

Not only is SIP experiencing this unexpected increase in disability claims. Insurance industry plans are also reporting greater usage, particularly white collar plans. It appears that stress is endemic in the workplace.

Members face an important choice: raise the Salary Indemnity Fund premium, or lower Salary Indemnity Plan benefits. A premium increase is required, even if benefits are reduced, to protect the benefits granted to date. The Income Security Committee, after exhaustive consideration of a wide range of options, including reduction of future benefits, is recommending to the AGM a premium increase that will maintain benefits at their current level and amortize the unfunded liability over a five-year period.

The committee is also recommending an additional increase to support the elimination of the two-year limitation on benefits for those with psychoneurotic problems, and to support the establishment of rehabilitative/vocational counseling services to help disabled members return to appropriate employment, adjust to their disabilities, where necessary, and

obtain benefits from the Salary Indemnity Plan and federal benefit programs, which would reduce the recommended premium by 0.10%.

The premium being recommended by the committee is 2.06% of salary, with 0.37% going to short-term, (0.30% for benefits and 0.07% for the unfunded liability), and 1.69% going to long-term (1.20% for benefits, 0.14% for the unfunded liability and 0.35% to eliminate the psychoneurotic limit). The current premium is 1.00% (0.20% for short term, 0.80% for long term).

If the unfunded liability were amortized over 10 years, the new premium would be 1.97%; over 15 years, it would be 1.94%.

To maintain premiums at current levels would require halving the current level of benefits — a significant reduction.

A teacher earning \$50,000 annually will be paying \$1,030 for SIP benefits. This same teacher in 1992 will pay \$1,107.60 for Unemployment Insurance (insuring only 60% of income to \$36,920, for a maximum benefit of \$1,704 monthly (taxable) for 17 to 50 weeks). The likelihood of the teacher's collecting the UI benefits is significantly less than the likelihood of being on SIP.

For the Canada Pension Plan, the teacher and the employer will each pay \$696 in 1992, for a total of \$1,392

(increasing each year until 2010), to provide a retirement benefit of a maximum of \$605 (at age 65). Closer to home, to ensure your health, full MSP premiums are currently \$420 for a single person and \$840 for a family of three. To insure for dental health, the average full dental plan premium for a single person is \$700 and \$1,437 for a family. Car insurance for a 1989, medium sized compact will be between \$1,000 and \$1,350 in 1992, the full driver discount applied.

The cost of other disability plans is revealing. The premium for the Health Labour Relations Association is 3.25% of salary (long-term disability only). There is no short-term plan, so members take UI sickness benefits if their sick leave does not carry them over the six-month waiting period.

Introduced in the '40s, the SIP has been a life raft for many B.C. teachers. It is a raft in danger of foundering unless revenues are increased. The use has probably plateaued, so further unpleasant usage surprises are unlikely. Paying more is never easy, but when you consider the proposed premium increase in SIP premiums, consider your colleagues whose lives have been affected by sudden illness, and consider the odds: 1 in 40.

Karen Harper administers the BCTF's Salary Indemnity Plan.

ending June 30, 1991

President's comments

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

The financial statements cover the six-month period ending June 30, 1991, reflecting the decision to change the financial year end to June 30 from December 31 so that fiscal and budget periods coincide.

General Operating Fund expenses exceeded revenues by \$44,906 for the six-month period covered by these financial statements. When members receive all their retroactive salary increases, last year's fee revenue should be increased by up to \$200,000, leaving a revenue over expenditure balance of over \$150,000 for the six-month period. For the current budget year, ending June 30, 1992, the Representative Assembly has approved a budget with a surplus of \$124,000.

The statements have been reformatted to show more clearly the portion of the membership fee that is being directed to local associations in the form of grants. For the 12-month period, ending June 30, 1991, grants amounted to \$1,857,859 or 13% of the federation's operating revenue.

The federation has been through a tumultuous period in its history, and the stress on the organization resulted in a significant erosion of its financial strength. Each fall the federation borrows more than \$1 million dollars to cover operations during the period in which no fees are received. A number of years of surplus budgets will be required to rebuild cash resources in order to reduce annual borrowings. At the same time, the continuing pressures to maintain or to increase current services, as well as a need to address new concerns and commence new initiatives, make surplus budgeting almost impossible.

The Executive Committee cannot completely satisfy all the competing demands while staying within the current operating revenue; yet it is committed not to ask for any increase in the regular membership fee. In order to address this problem, a review of current budget allocations has been initiated, which could result in recommendations to the Representative Assembly for a significant reordering of current expenditures, so that the federation is able to achieve its priorities within current fee resources.

As well as the problem of controlling operating expenses, job actions resulted in the Reserve Fund being reduced from \$5.9 million to \$2.7 million between December 31, 1990, and June 30, 1991. With the replacement of the Reserve Fund by the Collective Bargaining Defence Fund and an Emergency Fund, \$1.7 million was transferred to the Collective Bargaining Defence Fund. This is far less than the \$20 million objective for the fund, a problem recognized by the last AGM when it approved a special one-year increase in fees allocated to this fund. This should result in a Collective Bargaining Defence Fund balance of over \$8 million dollars by June 30, 1992. The Executive Committee looks forward to this fund reaching a reasonable level over the next year or two.

The operations of the Salary Indemnity Fund showed a loss of \$8.9 million for the six month period ended June 30, 1991, resulting in an unfunded liability of close to \$7 million. The causes of this loss are being analyzed and options developed for report and recommendation to the AGM.

Ken Novakowski

Management Responsibility for Financial Statements

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

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

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

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

Elsie McMurphy
Executive Director

Derek Holden, C.A.
Treasurer

Deloitte & Touche
Chartered Accountants

Vancouver, British Columbia
October 25, 1991

STATEMENT I

Combined Operations

Balance Sheet as at June 30, 1991

<u>ASSETS</u>	<u>June 30 1991</u>	<u>December 31 1990</u>
CURRENT		
Cash and term deposits	\$ 424,865	\$ 1,416,652
Marketable securities	3,462,375	3,457,875
Membership fees and other receivables	2,252,395	3,992,424
Inventories and prepaid expenses	255,193	208,138
	<u>6,394,828</u>	<u>9,075,089</u>
DUE FROM		
Salary Indemnity Fund	0	47,429
INVESTMENT PROPERTIES (Note 7)	56,528	56,528
FIXED ASSETS (Note 8)	<u>2,785,537</u>	<u>2,962,330</u>
	<u>\$9,236,893</u>	<u>\$12,141,376</u>

LIABILITIES

CURRENT		
Accounts payable	\$1,356,734	\$ 928,355
Current portion of obligation under capital leases (Note 9)	<u>97,327</u>	<u>88,362</u>
	1,454,061	1,016,717
OBLIGATION UNDER CAPITAL LEASES (Note 9)	59,027	119,190

DUE TO		
Provincial Specialist Associations	429,650	537,024
Salary Indemnity Fund	<u>14,924</u>	<u>0</u>
	<u>1,957,662</u>	<u>1,672,931</u>

MEMBERS' EQUITY

General Operating Fund	2,882,748	2,927,654
Reserve Fund	2,703,829	5,938,555
William R. Long Memorial International Solidarity Fund (Note 10)	145,565	107,831
Capital Project Fund (Note 11)	<u>1,544,864</u>	<u>1,492,180</u>
Other Funds	2,225	2,225
	<u>7,279,231</u>	<u>10,468,445</u>
	<u>\$9,236,893</u>	<u>\$12,141,376</u>

Salary Indemnity Fund (Notes 2 & 3)

Approved by the Executive Committee

[Signature]
[Signature]

Combined Operations Auditors' Report

The Members
British Columbia Teachers' Federation

We have audited the combined operations balance sheet of the British Columbia Teachers' Federation as at June 30, 1991, the combined operations statement of changes in cash resources and the statements of revenue, expenses and fund balance of the general operating fund and reserve fund for the period then ended. These financial statements are the responsibility of the federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, these financial statements present fairly, in all material respects, the financial position of the federation as at June 30, 1991 and the results of its operations and changes in its cash resources for the period then ended in accordance with generally accepted accounting principles.

STATEMENT II
Combined Operations
Statement of Changes in Cash Resources

	For the 6 months ended June 30 1991	For the 12 months ended December 31 1990
SOURCES OF CASH		
Fees received for all funds (Note 4)	\$10,782,568	\$15,499,609
Investment income received	296,818	463,276
	<u>11,079,386</u>	<u>15,962,885</u>
USES OF CASH		
General Operating Fund expenses paid	7,299,051	13,999,500
Reserve Fund expenses paid	4,645,929	1,092,086
William R. Long Memorial International Solidarity Fund expenses paid	107,808	253,091
Capital Project Fund expenses paid	44,908	33,300
Purchase of fixed assets	31,331	331,337
Salary Indemnity Fund	(62,354)	18,203
	<u>12,066,673</u>	<u>15,727,517</u>
CHANGE in cash, term deposits and marketable securities during the period	(987,287)	235,368
CASH , term deposits and marketable securities at beginning of period	<u>4,874,527</u>	<u>4,639,159</u>
CASH , term deposits and marketable securities at end of period	<u><u>\$3,887,240</u></u>	<u><u>\$4,874,527</u></u>

STATEMENT III
General Operating Fund
Statement of Revenue, Expenses and Fund Balance

	For the 6 months ended June 30 1991	For the 12 months ended December 31 1990
REVENUE		
Allocation of membership fees (Note 4)	\$7,682,426	\$13,784,480
DIVISIONAL OPERATING EXPENSES (Note 6)		
Management and Legal Aid	655,642	1,426,137
Organization Support	2,531,484	4,078,569
Finance and Administrative Services	1,199,431	2,167,489
Professional Development	1,216,406	2,563,528
Bargaining and Member Services	1,094,085	2,269,647
	6,697,048	12,505,370
Grants to Local Associations	<u>978,428</u>	<u>1,628,804</u>
	7,675,476	14,134,174
Net Cost of Borrowing	<u>51,856</u>	<u>195,668</u>
	7,727,332	14,329,842
NET EXPENSE	(44,906)	(545,362)
FUND BALANCE at beginning of period	<u>2,927,654</u>	<u>3,473,016</u>
FUND BALANCE at end of period	<u><u>\$2,882,748</u></u>	<u><u>\$2,927,654</u></u>

STATEMENT IV
Reserve Fund
Statement of Revenue, Expenses and Fund Balance

	For the 6 months ended June 30 1991	For the 12 months ended December 31 1990
REVENUE		
Allocation of membership fees (Note 4)	\$1,165,402	\$2,005,597
Investment Income	245,801	535,744
	<u>1,411,203</u>	<u>2,541,341</u>
EXPENSES		
Strike & Lockout Pay	3,261,896	581,980
Bill 82	607,498	0
Special Support to Peace River North	252,111	0
PR Costs re Job Actions	204,319	49,307
Support to Locals re Grievances	127,574	194,775
Year 2000	67,222	269,177
Job Action Grants	37,056	0
Provincial Election	27,368	0
Certification Sign Up	26,910	96,277
Other	33,975	195,432
	4,645,929	1,386,948
Write-down of marketable securities	0	39,900
	<u>4,645,929</u>	<u>1,426,848</u>
NET (EXPENSE) REVENUE	(3,234,726)	1,114,493
FUND BALANCE at beginning of period	<u>5,938,555</u>	<u>4,824,062</u>
FUND BALANCE at end of period	<u><u>\$2,703,829</u></u>	<u><u>\$5,938,555</u></u>

6. DIVISIONAL OPERATING EXPENSES

The federation allocates operating expenses of the general operating fund to individual programs which are grouped within a divisional structure. The following is a listing of the major program areas within each division.

	January 1 - June 30, 1991
Management and Legal Aid	
Management & Personnel	\$ 465,233
Legal Aid & Internal Relations	190,409
Organization Support	
BCTF Governance	985,470
Organizational Development (leadership development training)	123,044
Communications	675,806
CTF & International Program	398,881
Affiliation with Labour	34,946
Information Services	222,117
Membership-Records, Recruitment, Retention	91,220
Finance and Administrative Services	
Treasury and Accounting	285,415
Computer Services	354,894
Administrative Services	189,346
Purchasing and Building Management	369,776
Professional Development	
Teaching Rights & Practices	425,793
Community Development & Outreach	306,977
Social Responsibility	232,374
Curriculum Services/Professional Opportunities	251,262
Bargaining and Member Services	
Bargaining	957,594
Income Security	136,491
	<u>\$6,697,048</u>

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

	January 1 - June 30, 1991
Salaries & Benefits	\$3,505,295
Table Officers' Salaries, Accommodation & Expense Allowances	107,794
Travel	231,863
AGM, RA, Meetings	1,057,651
Grants (includes all grants; those to local associations and others)	1,041,199
Printing, Distribution, Photocopying	483,553
Conference Costs	134,656
Organization Memberships	398,765
Consultant & Legal Fees	177,411
Public Relations/Communications	219,965
Equipment Rental, Purchases & Maintenance	100,547
Depreciation	205,296
Property Taxes, Operating Expenses, Insurance	304,269
Miscellaneous	64,226
Administrative Charges & Overhead Recovered	(146,530)
Program Revenue (includes Lesson Aids sales, Labour Canada grants, Teacher newsmagazine ads & subscription revenue)	(210,484)
	<u>\$7,675,476</u>

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

	June 30 1991	December 31 1990
CSPO Revenue	\$263,546	\$306,497
CSPO Expenses	(263,593)	(253,087)
Net (Expense) Revenue	(47)	53,410
Balance at beginning of period	53,410	0
Balance at end of period	<u>\$ 53,363</u>	<u>\$53,410</u>
Balance comprises:		
Accounts receivable	\$ 69,807	\$ 1,802
Accounts payable	(123,170)	(55,212)
	<u>\$ (53,363)</u>	<u>\$ (53,410)</u>

7. INVESTMENT PROPERTIES

The federation owns a property at 1601 West Broadway, Vancouver which is currently leased out under long term lease. This property is stated at cost. Current market value substantially exceeds cost. This property has been offered for sale.

8. FIXED ASSETS

	1991			1990
	Original Cost	Accumulated Depreciation	Net Book Value	Net Book Value
Land	\$ 205,528	\$ —	\$ 205,528	\$ 205,528
Buildings	2,402,452	774,202	1,628,250	1,661,469
Furniture & equipment	1,308,526	502,368	806,158	889,449
Computer software	189,924	151,938	37,986	56,980
Equipment under capital lease	448,841	341,226	107,615	148,904
	<u>\$4,555,271</u>	<u>\$1,769,734</u>	<u>\$2,785,537</u>	<u>\$2,962,330</u>

Depreciation expense for the period ended June 30, 1991 was \$205,296 (for the year ended December 31, 1990-\$428,895).

9. CAPITAL LEASES

The federation has entered into a number of capital leases for the acquisition of computer and office equipment. The future minimum lease payments for these leases are: 1991-92-\$108,790; 1992-93-\$19,344; 1993-94-\$14,478; 1994-95 and subsequent years-\$39,155; for a total of \$181,767; less attributed interest of \$25,413 for a total obligation of \$156,354.

The interest rates attributed in the capital leases are floating prime rates.

	June 30 1991	December 31 1990
10. WILLIAM R. LONG MEMORIAL INTERNATIONAL SOLIDARITY FUND		
Fund balance, at beginning of period	\$107,831	\$100,049
Fee allocation (Note 4)	145,542	260,873
Expenses	(107,808)	(253,091)
Fund balance, at end of period	<u>\$145,565</u>	<u>\$107,831</u>

	June 30 1991	December 31 1990
11. CAPITAL PROJECT FUND		
Fund balance, at beginning of period	\$1,492,180	\$1,368,549
Investment income	97,592	156,931
Expenses	(44,908)	(33,300)
Fund balance, at end of period	<u>\$1,544,864</u>	<u>\$1,492,180</u>

The Capital Project Fund was set up from the proceeds derived from the sale of real estate property deemed surplus to the needs of the federation. The purpose of the fund is to finance capital improvements to the BCTF building and to finance, on a lease basis, major items of equipment for the use of the federation and its local associations.

12. THE BRITISH COLUMBIA TEACHERS' FEDERATION STAFF PENSION PLAN

The federation maintains a contributory defined benefit final average pension plan which covers about one-half of its employees, and a defined contribution pension plan for a smaller number of employees.

Tri-annual actuarial valuations are prepared using the projected accrued benefit method pro-rated on service with the assets valued using market-related value, with 5-year averaging of investment income.

	January 1 1990
Accrued benefits	\$5,064,000
Pension fund assets	\$5,652,000

A contingency reserve of \$389,000 equal to 10 per cent of the defined benefit member liability has been provided for out of the surplus.

13. 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.

Notes to Combined Operations
Financial Statements
6 months ended June 30, 1991

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

- 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 anticipated useful lives:

Furniture and equipment	3 to 15 years
Computer software	5 years
BCTF building	until the year 2015

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.

- Fiscal year**
The federation has changed its fiscal year from December 31 to June 30. These statements cover the six month period ending June 30, 1991 in order to accommodate this change.

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 a separate set of financial statements and is not included in these financial statements.

3. SALARY INDEMNITY FUND

- Purpose and Fees**
The purpose of the Salary Indemnity Fund is to meet the obligations of the Salary Indemnity Plan which provides income benefits to members disabled from employment as a result of illness or accident. The total fee allocated to the Salary Indemnity Fund was 0.70 per cent of gross salary (to a maximum of \$50,000 of salary) for the 1990-91 membership year. The 1991 Annual General Meeting approved an increase in the total fee to 1 per cent of gross salary, without any maximum, effective for the 1991-92 membership year, as well as approving certain improvements in benefits.

- Unfunded liability**
As at June 30, 1991, the Salary Indemnity Fund had a fund deficiency of \$6,991,603 which represents an excess in the actuarial estimate of potential claims over the carrying value of funds invested to pay those claims. This fund deficiency is the responsibility of the federation.

4. MEMBERSHIP FEES

- The membership fee for the year ending June 30, 1991 was 1.35 per cent of the gross salary of a member with an allocation of 0.175 per cent of the gross salary amount to the Reserve Fund.
For the year ending June 30, 1992 the 1991 Annual General Meeting approved a fee of 1.60 per cent of gross salary. This includes an allocation of 0.175 per cent to the Collective Bargaining Defence Fund and an allocation of 0.025 per cent to the Emergency Fund. It also includes an additional allocation for 1991-92 of 0.25 per cent of salary to the Collective Bargaining Defence Fund.
From July 1, 1991 the Reserve Fund has been replaced with the Collective Bargaining Defence Fund and the Emergency Fund.

- Fees recorded are based on actual salaries paid to members. Retroactive salary increases may generate additional fee revenue in the range of \$190,000 to \$340,000 to the General Operating Fund; \$30,000 to \$50,000 to the Reserve Fund; and \$2,000 to \$4,000 to the W.R. Long Memorial International Solidarity Fund.

The General Operating Fund allocates 1.86 per cent of its fee revenue to the William R. Long Memorial International Solidarity Fund.

5. BUDGETARY INFORMATION

Budgetary comparison cannot be provided because the federation prepares its budgets on a membership year basis (July 1 to June 30) and the fiscal year is on a calendar year basis. From July 1, 1991 onward the fiscal and budget years will coincide. Comparative budget figures will then be available.

Salary Indemnity Fund

Auditors' Report

The Members
British Columbia Teachers' Federation

We have audited the balance sheet of the British Columbia Teachers' Federation Salary Indemnity Fund as at June 30, 1991 and the statements of revenue, ex-

penses and fund deficiency and changes in cash resources for the period then ended. These financial statements are the responsibility of the federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also in-

cludes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the fund as at June 30, 1991 and the results of its operations and changes in its cash resources for the period then ended in accordance with generally accepted accounting principles.

Deloitte & Touche
Chartered Accountants
Vancouver, British Columbia
October 25, 1991

STATEMENT I Salary Indemnity Fund Balance Sheet as at June 30, 1991

ASSETS	June 30 1991	December 31 1990
CURRENT		
Cash and term deposits	\$ 505,292	\$ 5,071,192
Accounts receivable	2,469,291	2,326,957
	2,974,583	7,398,149
DUE FROM		
General Operating Fund	14,924	0
INVESTMENTS (Note 3)	34,641,598	28,781,564
FIXED ASSETS	18,534	20,686
	<u>\$37,649,639</u>	<u>\$36,200,399</u>
LIABILITIES AND FUND DEFICIENCY		
CURRENT		
Accounts payable	\$ 373,631	\$ 318,698
Accrued liabilities for outstanding claims, short-term (Note 4)	2,703,611	2,164,072
	3,077,242	2,482,770
DUE TO		
General Operating Fund	0	47,429
	3,077,242	2,530,199
PROVISION FOR CLAIMS		
Long-term (Note 4)	41,564,000	31,742,000
FUND (DEFICIENCY)		
BALANCE	(6,991,603)	1,928,200
	<u>\$37,649,639</u>	<u>\$36,200,399</u>

Approved by the Executive Committee

STATEMENT II Salary Indemnity Fund Statement of Revenue, Expenses and Fund Deficiency

	For the 6 months ended June 30 1991	For the 12 months ended December 31 1990
REVENUE		
Membership fees (Note 2)	\$ 5,341,932	\$ 8,361,482
Teachers' share of unemployment insurance premium reductions	912,257	1,382,336
Investment income	1,345,448	1,811,649
	7,599,637	11,555,467
CLAIM EXPENSES		
Claim benefits (Note 4)	9,901,346	12,722,357
Pension contributions (Note 4)	332,113	474,594
	10,233,459	13,196,951
Excess of current period's claim expenses over revenue before administrative expenses	(2,633,822)	(1,641,484)
(Increase) reduction in prior periods' claim and pension expenses (Note 4)	(5,934,589)	2,412,266
(Net claim expenses) adjusted net revenue before administrative expenses	(8,568,411)	770,782
Administrative Expenses		
Administrative expenses	288,274	568,743
Investment management and trust company fee (Note 6)	63,118	103,467
	351,392	672,210
(LOSS) INCOME for the period	(8,919,803)	98,572
FUND BALANCE, beginning of period	1,928,200	1,829,628
FUND (DEFICIENCY) BALANCE, end of period	<u>\$(6,991,603)</u>	<u>\$ 1,928,200</u>

STATEMENT III Salary Indemnity Fund Statement of Changes in Cash Resources

	For the 6 months ended June 30 1991	For the 12 months ended December 31 1990
CASH FROM (USED IN) OPERATIONS		
SOURCES		
Fees received	\$5,388,951	\$ 8,294,396
Teachers' share of unemployment insurance premium reductions received	784,717	1,434,145
Advances from General Operating Fund	0	18,203
	6,173,668	9,746,744
USES		
Paid to claimants	(5,346,952)	(7,335,196)
Pension contributions paid	(390,841)	(423,970)
Administrative expenditures paid	(352,676)	(669,842)
Advances to General Operating Fund	(62,353)	0
	(6,152,822)	(8,429,008)
Net cash from operations	\$ 20,846	\$1,317,736
CASH FROM (USED IN) INVESTING ACTIVITIES		
SOURCES		
Investment income received	1,417,949	2,704,602
Proceeds from sale of investments	7,004,133	22,944,320
	8,422,082	25,648,922
USES		
Purchase of investments	(12,998,482)	(24,165,851)
Purchase of fixed assets	(10,346)	(3,180)
	(13,008,828)	(24,169,031)
Net cash from (used in) investing activities	(4,586,746)	1,479,891
CHANGE in cash and term deposits	(4,565,900)	2,797,627
CASH and term deposits, beginning of period	5,071,192	2,273,565
CASH and term deposits, end of period (Note 7)	<u>\$ 505,292</u>	<u>\$5,071,192</u>

Notes to Salary Indemnity Fund Financial Statements 6 months ended June 30, 1991

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

- Investments**
Investments are originally recorded at cost since they are held as long-term investments. In the event of a permanent decline in market value, the investments are written down to reflect the decline in market value. The resulting balance is known as the carrying value. The carrying value is not increased to reflect any subsequent increase in market value.
- Fixed assets**
Fixed assets are recorded at cost. Depreciation is calculated on the straight-line method based on anticipated useful lives.
- Fiscal Year**
The federation has changed its fiscal year from December 31 to June 30. These statements cover the six month period ending June 30, 1991 in order to accommodate this change.

2. PURPOSE AND FEES OF THE FUND

The purpose of the Salary Indemnity Fund is to meet the obligations of the Salary Indemnity Plan which provides income benefits to members disabled from employment

as a result of illness or accident.

The total fee was 0.70 per cent of gross salary (to a maximum of \$50,000 of salary) for the 1990-91 membership year. The 1991 Annual General Meeting approved an increase in the total fee to 1.00 per cent of gross salary, without any maximum, for the 1991-92 membership year.

Fees recorded are based on actual salaries paid to members. Retroactive salary increases may generate additional fee revenue in the range of \$115,000 to \$205,000.

3. INVESTMENTS

The market value of long-term investments as at June 30, 1991 was \$36,161,901 compared to a carrying value of \$34,641,598.

4. CLAIM BENEFITS AND PENSION CONTRIBUTIONS

All accrued liabilities and provisions for claims are based upon an actuarial evaluation as of June 30, 1991. This evaluation uses standard claims tables modified to reflect plan experience. In subsequent periods the accrued liabilities and provisions for claims are adjusted based upon actual plan experience. These adjustments have in the past significantly changed the claims expenses of prior periods.

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

5. UNFUNDED LIABILITY

As of June 30, 1991, the Salary Indemnity Fund had a fund deficiency of \$6,991,603 which represents an excess in the actuarial estimate of potential claims over the carrying value of the funds invested to pay those claims. Elimination of this unfunded liability is dependent on investment performance, fee increases, claims experience and/or changes in benefits.

6. 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 federation and the Trustees' Act (B.C.) and are lodged for safekeeping with a trust company.

7. CASH AND TERM DEPOSITS

The decrease in cash and term deposits at year end from \$5,071,192 to \$505,292 reflects the decision of the investment manager to hold a higher portion of the investment portfolio in long term investments.

8. 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 fund. The eventual outcome of this action is not determinable at this time.

Quebec teachers seek self-determination

Quebec teachers reject the concept of Quebec as a "distinct society," Lorraine Pagé, president of the CEQ, told the BCTF Executive Committee at an early January meeting.

The CEQ is the 100,000 member labour central that represents teachers and other workers in francophone schools in Quebec.

Pagé explained that "for Quebecers, Quebec is a nation, and not a distinct society. The refusal to consider Quebec as a nation, and calling it a 'distinct society', maintains a colonial approach to the Quebec reality."

At its 1990 convention, the CEQ delegates unanimously adopted a policy calling for "the national independence of Quebec" and directing the union to be active in the process leading to independence. The union, in following up, commissioned a poll of its members and found that 84% supported independence.

Pagé said that it is important to settle the issue of independence because it distracts from focussing on other social issues of importance. Politics in Quebec is defined by positions on federalism or independence, obscuring and distracting attention from social democratic issues.

"At the same time the progressive forces in Quebec have taken a clear position of

independence, their co-operation with progressive groups in Canada has increased," a recognition of common interests on many social and economic issues.

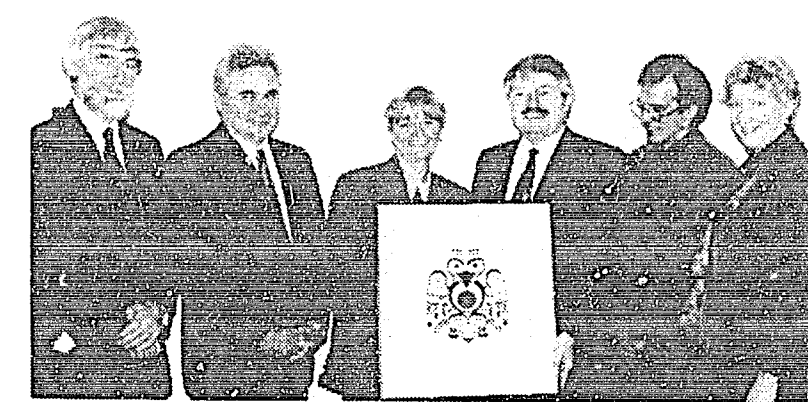
Pagé called for recognition of the principle of self-determination.

"I want to re-emphasize," she said, "that progressive forces in Canada should be unambiguous in recognizing the right to self-determination. You can make a major contribution by supporting the principle, whether it applies to aboriginal people or Quebec."

She also called for progressive groups to work for respect for democratic traditions if Quebec does decide to separate. "In the situation of potential panic, it will be important to avoid undemocratic action, including calls for armed intervention."

Pagé acknowledged the concerns of those who see the presence of Quebec within the country as an important feature in defining Canada. "When this process is complete, we will have two nations, but we will be capable of building alliances on social and economic issues, and constituting a counterweight to the American vision."

BCTF executive members were clearly surprised and shaken by the clarity and strength of the pro-independence position



Delegates from CEQ receive momento from the BCTF executive. (Left to right) Ray Worley, Michel Agnaffé and Lorraine Pagé (CEQ), Ken Novakowski, Daniel Lachance (C.C.Q.), Elsie McMurphy. — BCTF photo

Early morning thoughts as I wait for the phone to ring

by Yvonne Lord

lie, cocooned in bed. I supervise, from a distance, my daughter's preparations for her school day. I have coffee beside the bed ... right beside the telephone. At this point in my day, I don't know whether I want that phone to ring. I am a teacher-on-call.

I like to work for teachers who are going to workshops. They call days, sometimes weeks, ahead of the day they need me. I know before I lay me down to sleep, if out of bed next morning I must leap. Every other morning is uncertain, and I wait, half-dreading, half-eager for the call.

Most students consider a day with a sub a holiday in desks. Children who would normally deport themselves decorously turn instantly into ravening fiends. This is the source of my dread. What if, somewhere in the district, I find a class that is as smart, as cynical, and as unprincipled as the class I was in 20

years ago? We once drove a teacher-on-call from the room in tears.

Another time, we confused a teacher terribly by smiling every time he put his hand in his pocket and then going pokerfaced when he removed it. By the end of the class he was keeping his hand in his pocket despite the odd feeling of having an entire class smiling while he explained an esoteric point of algebra.

Maintaining order is the prime consideration for a teacher-on-call. Teachers may forgive your not following their lesson plans, but principals never forgive mayhem. (Of course you get the more difficult students once you develop a reputation for being able to handle anything that is thrown at you.)

Regular teachers have only one or two weeks in which their prime consideration is keeping order. Once order is established, it is possible to settle into doing schoolwork. For a teacher-on-call, there is rarely enough time to establish rapport with the students. Unless you are called back to the same school, to the same class, time and time again, every assignment is a new challenge in establishing enough authority to be able to get down to work.

My best tool for keeping order is my ability to memorize names quickly. A seating plan helps, for then I just memorize the names in order of seats before the kids come in. If I actually have to connect names to faces, it's a little slower, but after one roll-call, I can usually get a third right. If a commotion erupts in a certain part of the room, I just use whatever name I remember from that part of the room. It doesn't matter if the kid is in on the commotion; for the simple act of remembering one name makes all those

taken by educators in Quebec.

"Tears welled in my eyes," said Second Vice-President Alice McQuade, "when I realized that they are absolutely clear, that there is no ground for compromise, that they are determined for Quebec to be independent. They said there is life after separation, but what is that life? I am so frightened that as two countries we will be ripe for picking off by the Americans."

President Ken Novakowski said, "It is not inevitable that Quebec will separate, nor do I want them to. But I have come to terms in my own mind that if they choose to separate, we will have to accept that. I have faith that we will be able to develop a new arrangement between two countries."

"If we are going to help people deal with this issue effectively, we have to help them understand that the way people in Quebec see Quebec is NOT the same way people in other provinces see it," executive member David Chudnovsky contended.

"What would be useful in helping keep Quebec in Canada?" he asked. "It would be to accept the principle of self-determination, because to do otherwise simply fans the flames of anger in those in Quebec who see it as a nation. In an international context, where many people have declared themselves to be nations in the last couple of years, how can we expect the people of Quebec to accept that they don't have the right?"

The BCTF Representative Assembly is expected, at its January 25 meeting, to adopt positions on a number of issues related to the constitution. These are executive recommendations related to Quebec:

- We recognize Quebec as the home of a nation and the right of its people to self-determination.
- We encourage Quebec to remain in Canada.
- If Quebec chooses to remain in Canada, we affirm the right as well as the legislative authority of Quebec to protect and promote its historic roots, language, and culture.

— Larry Kuehn

kids wonder if I remember their names as well, and can hold them accountable.

My favorite student ploy, from this viewpoint of a teacher, is the name-trade. I went through an entire day calling two boys by the wrong names. But the silly fellows answered to the names they had adopted for the day, so what did I care? Before recess, I had figured out the switch, for some of their classmates giggled every time I referred to one or the other of them. After that, I used every opportunity to use their names, and held eye contact while doing so. They were model students for the rest of the day.

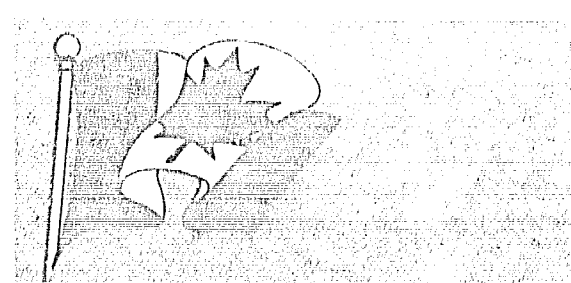
Absent teachers sometimes leave group work. But unless a clearly defined product is to be handed in at the end of the class, group work tends to be a dead loss. Analysis consists of trying to figure out the best way to bug the teacher-on-call, and synthesis consists of making up jokes around your name, hairstyle, clothing, and whatever else the kids can think of.

I'm a teacher, and a good one. I don't want to babysit; I want to teach.

— Teacher-on-call

For many students, group work is license to move around the room, avoiding the actual project. Working in pairs is somehow different. In pairs, I suppose the students are engaged one on one and neither of them has time enough to get distracted by the fish in the tank or the gym class outside.

Some teachers try to make it too easy



National unity

Teachers have been asked to discuss with other Canadians new constitutional provisions for Canada.

The Canadian Teachers' Federation has initiated debate on the issues, and has asked its affiliates across the country to take part as well.

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for you, setting up an entire day of worksheets, coloring assignments, and videos. I'm a teacher, and a good one. I don't want to babysit; I want to teach. I want to watch what happens to kids when they sink their teeth into an idea.

I worked one day after a prominent politician made a silly remark about abortion. The entire high school was humming — there was no way I was going to be able to teach algebra to the Grade 11s, for they were in no state to listen or to concentrate on math. I filed the lesson plans the teacher had left for me, and in each class, I moderated a debate on abortion.

Although the students were angry, although they were emotionally engaged, I had no disciplinary problems that day. We had a meaningful issue to wrestle with, to understand, to form opinions on. Kids, in my experience, are trouble makers mostly when they're bored. We weren't bored that day.

I dreaded, however, reporting to the teacher for whom I was working. (After every assignment, I write extensive notes to the regular teacher.) I was pleasantly surprised when she told me that I had done what she would have done. Education is not about applying the distributive principle to algebraic expressions, but it is about learning how to think and learning how to hear and weigh arguments. Bless her heart. She approved my being teacher that day and not just a specialized babysitter.

And so, on weekday mornings, I sip my coffee and try to decide whether I want that phone to ring or not.

Yvonne Lord is a teacher-on-call in Merritt.

Keep your word!

by Constance Rulka

These Macadonians," wrote Plutarch in the first century, "are a rude and clownish people; they call a spade a spade." It was not a *horticultural implement*, nor yet a *f-ing shovel*. It must be a sign of old age in a former teacher of English, but more and more I shy away from the unintelligible convolutions of officialese at one end of the scale and the automatic obscenities at the other, and I wish we could celebrate our possession of one of the richest languages in the world by using it in a form that actually communicates what we want to say.

The long-winded prose of formal documents is a daily irritation. Just today, I read: "He will be proactive in offering to assist administrative officers in the creation and delivery of quality communications initiatives from the school level." Doesn't it mean simply: "He will offer to help with the school newsletters"? U.S. Congressman Maury Maverick coined the word *gobbled gook* for such writing, saying it was like the noise made by a turkey: a gobble followed by a gook. Do we write like that because we want to be sure we have covered all the avenues, or because we must use the current buzz words to let everyone know we are out there in the mainstream and dog-paddling right along?

If we haven't had a *paradigm shift* lately, it's almost as bad as having an irregularity of the colon. A *standard norm* (though it sounds like the opposite of a Fat Albert) has to be established before we can even comment on the weather. We must *prioritize* because we have taken on *stakeholders* who buy into our *initiatives*, and with a little *strategic planning*, and by *collating their input*, we can bring about an *implosion* of roles that will both *enable* and *empower* us as *educators* to be *proactive* in *maximizing the potential* of our learners. Of course, this must be done in a *spirit of collegiality*, within the *fiscal framework* and adhering to the *timeline* shown in our *flowchart*. We have turned our speech from a search-light into a smoke-screen. As Goethe said, "When an idea is wanting, a word can always be found to take its place."

Thank goodness we seem to be getting away from *at this point in time*, which used to come like a hiccup in even the shortest speech, but I think that the new use of *impact* is almost as bad. *All learners will be impacted* produces a horrid vision of hapless students disappearing into a gigantic garburator for ultimate disposal. What is wrong with using the verb *affect*, instead of saying, "The new rule will *impact* on administrators"? Are writers nervous about the difference between *affect* and *effect*?

A more offensive addition, though, has to do with hearing impairment. After speaking at some length in the carrying voice most teachers are blessed with, one receives the amazing response across the table, "I hear what you're saying," as if there could be any doubt about that.

Worse than that, the person follows with, "What I think you are trying to say is ..." and he tries to paraphrase what you said, implying that you need to have an interpreter or to have your words filtered through a clearer brain.

I have not yet found anything to disprove the strong correlation between ability to think and size of vocabulary. Our species finds it easiest to think in words. Anything that limits our students' vocabulary, therefore, does them a disservice; and, listening to the *lyrics* of some popular songs, one sometimes fears that the repertoire may eventually shrink to an assortment of grunts, squeals, and moans — with whatever thought processes those sounds entail. Words are tools, but if they are allowed to become blunt, or if they are sloppily used, the job of communicating will never go well. Everybody knows what happened to the words *fantastic*, *awesome*, *neat*, *cool*, *dumb*, and *gay*. They have been removed from our vocabulary, and we are the poorer for their loss. "There are fairies at the bottom of our garden" has been robbed of magic. When *deadly* marked the ultimate in approbation, we took a group of students to Russia, where the food was often unrecognizable to westerners. The one time ice-cream appeared was an occasion for celebration. One student told the waiter that the dessert was "deadly" — and we felt lucky not to have started an incident.

The Anglo-Saxon expression for giving information is "unlocking the word-hoard," but I am sure a lot of us deplore the overwhelming use of four-letter Anglo-Saxon words, particularly by teenagers, in altogether inappropriate situations. I especially dislike the *shit* word; but, in my distant youth, people did occasionally say, "What a lot of poppycock!" I discover, though, that it is really no improvement on "What a load of B.S.!" since the Dutch *pappkak*, means *soft manure*. However, I do think it a pity for our language to bog down (all puns intended) in the less attractive anatomical functions, when English gives us the means to express ourselves with precision, subtlety, and grace in so many pleasant ways.

Undoubtedly, language is linked with *style*, so difficult to develop in students. "The Roman mob was a bunch of slob" may be graphic; but it does lack a certain sharpness of definition. Only by reading great writers can students develop a feeling for language and learn to recognize excellence. That is not what I am concerned with here, though. More important is that neither students nor adults waste our heritage of language through sheer laziness — using the same obscenity to cover a dozen different situations, covering up the scarcity of ideas with the current, tired catch-words, and hiding behind worn out verbal formulas because we are too lazy to put our thoughts into our own words.

Like living things, the language must grow and change. Computer literacy has, of course, added a dimension to it, as have all the developments in technology. In the past, traders and explorers brought back new words and expressions: now the computer buffs do. The ability of students nowadays to tap so many sources of information through the computer: magazines, encyclopedias, and other

... "He will be proactive in offering to assist administrative officers in the creation and delivery of quality communications initiatives from the school level."



works of reference, should give a tremendous boost to the size of their working vocabularies, so long as the research papers they produce do not just become collages of plagiarized ideas and data. The television, at its inception, was prophesied to be opening a window on the world; but, as someone said, we just pulled the blind down over that window and used it as a screen on which to show old movies. We cannot waste our chances like that again.

It is tragic to discover that we have the technology to carry what we want to say over great distances and in every direction, yet we lack the basic ability to send out our meaning clearly at one end and have it received without misunderstandings at the other. It is easy to appreciate Oscar Wilde's paradox that "the British and the Americans are two peoples separated by a common language" when we see how we use this wonderful tool to garble meanings, put a strait-jacket on ideas, and muck-rake around the out-house.

Since the failure of Esperanto, English could become the Lingua Franca of the world, the binding, bonding element in this global village — so let us give a little thought and put a little effort into preserving it!

Constance Rulka, a retired teacher, is currently a school trustee for the Howe Sound School District.

Restructuring

The office with the big titles on the doors is taking on many new roles as schools restructure.

Central office staff are changing from sole decision makers and supervisors to facilitators.

Those in a traditional office would operate in the following way:

Mandate office-developed instruction programs.

Direct staff development, personnel decisions, and curriculum design.

Use a chain of command and promote stability.

Communicate with schools through principals, seldom actually visiting the site.

Limit collaboration between schools and districts, keep little account of achievement or failure, and see policy as the letter of the law.

Operate within narrow job titles, with offices for each separate service program and little communication.

Arrange the budget by program. But many restructured districts have transformed central office responsibilities and attitudes so that staffers now:

Let schools determine budget allocation, personnel, and staff development.

Set goals but let schools design methods for achieving them, with a strong emphasis on accountability.

Communicate readily with schools and among central office departments.

Allow diversity within programs, instruction, and curriculum.

Modify policy when reasonable.

The two key words to these new trends seem to be *support* and *flexibility*. Administrators are learning to use their own strengths to make those who work for them strong.

Source: Kenneth Towel and Michael Holzman, "Topping Roadblocks ...," *American School Board Journal*, Vol. 178, No. 5, May 1991, 1680 Duke Street, Alexandria, VA 22314, (703) 838-6722.

Behind those buzz words

What do the buzzwords about school reform really mean? *Education Today* offers a quick primer for parents:

Restructuring: (quoting Michael Timpane) "has to do with thinking differently about the objectives of the individual school and changing the functions of people."

"In reality" [ET editors quoting Timpane indirectly], "restructuring the educational system means that administrators lose power and teachers and parents gain influence in school decisions."

School Choice: "Parents have the opportunity to select which school their children will attend within some geographic area, such as their city."

"In reality" [ET quoting Leonard Lund], "there are two kinds of choice — choice from among all public facilities in an area, [and] choice which provides parents with a voucher worth a certain amount of money...good at any public or private school."

School Governance: "Who controls the schools and how much power [should] various political and administrative authorities have?"

[ET again quoting Lund:] "There are conflicting trends — a movement toward greater local control, [and] a movement toward national standards."

Source: *Education Today*, 376 Boylston Street, Boston, MA 02116, 800-927-6006.

INTERNATIONAL DEVELOPMENT WEEK:

Get your students involved

by Marian Dodds

International Development Week, February 3-7, is a perfect time to highlight ongoing global education work. This year's theme, *One Planet, One Future*, can be further explored as we head toward the largest world meeting ever on the environment. In June 1992, the United Nations Conference on Environment and Development, also called the Earth Summit, will be in Rio de Janeiro, Brazil. The 159 countries participating will examine models of development endangering our environment and will discuss poverty, patterns of consumption, economic growth, and rising population.

Help your students critically analyze the impact of development on our common future. The following suggestions are adapted from the International Development Week Activity Guide produced by the Canadian International Development Agency (CIDA). CIDA has other free resources for educators, including magazines for young people, maps, and poster-style country profiles. Write to Youth Editions, Box 1310, Postal Station B, Hull, PQ J8X 9Z9 for an order form.

● Organize a school-wide debate on the issues being discussed in preparation for the Earth Summit in Rio de Janeiro this June. Have students represent developing countries and industrialized nations. Classes could work together to develop solutions to environmental issues.

● Find out which teachers in your district have worked on Project Overseas, and invite them to speak.

● Choose several aboriginal peoples from around the world to study; find out how nature is an integral part of their daily life and culture, and compare this to our own lives. Find out how aboriginal people are showing leadership in environmental issues today.

● Bring a grocery bag full of common food items to class and unpack it. Have small groups identify and locate the country of origin of the foods or the ingredients that make up the food. Speculate on what would happen if our supply were cut off. Pretend that we cannot get vegetables or fruits from any other country. Have students ask grandparents how they ate in their youth and where their major food supplies came from.

● Find out where various gemstones and precious metals (ivory, gold, musk, diamonds) come from, and how the search for them has affected the economy and the environment of developing countries.

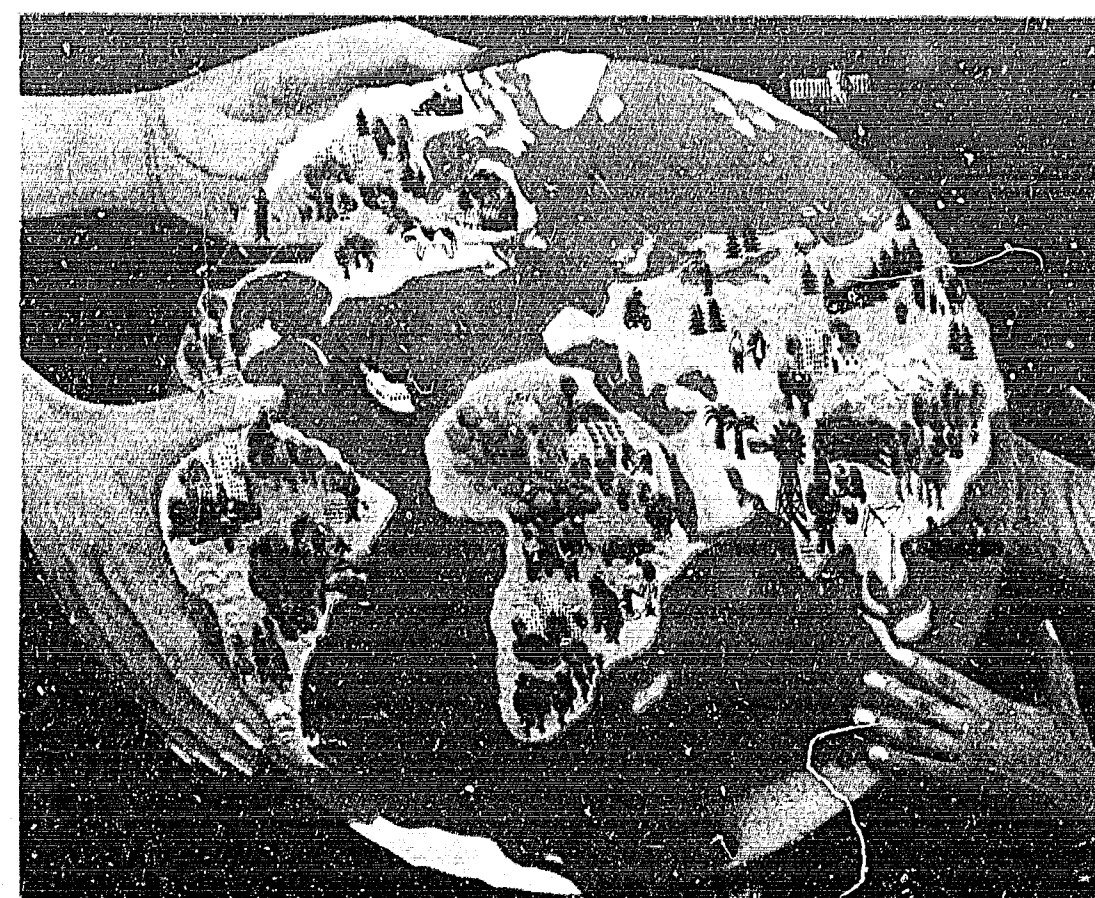
● Research and discuss the goods that come from endangered species and whether or not they are being sustainably managed.

● Invite students who have immigrated to Canada from developing countries to bring in photos, clothing, or special objects and tell the class about their country of origin. Find out how their beliefs and traditions connect to nature in their home countries, and which traditions their families keep. Compare with native Canadians.

● Examine the way the media covers development and the environment from an event-based approach. Invite speakers from local and international organizations working in developing countries to broaden the perspective.

● Find out how water comes to your tap. Visit a local filtration plant. Collect sam-

February 3-7



ples of water from a local stream or river. Have it analyzed to determine what diseases you might catch if this were your main source of drinking water. Find out what diseases might be caught from drinking from a stream in a developing country. Find out how water is used there, how it is treated, and how it is brought into homes.

Marian Dodds is a teacher at Windermere Secondary School, Vancouver.

United action needed between Latin American and Canadian teacher unions

Changes in the economy are spilling over onto schools and teachers. Demands are heard for reshaping classrooms because of international competition.

Teachers need a voice for education at the international level with organizations that are gaining importance in the new global economy. That was the message brought to the BCTF by Michel Agniaieff, the general secretary of the Centrale de l'Enseignement du Quebec (CEQ), the 100,000 member union representing teachers and other workers in Quebec's French schools.

Agniaieff was with a CEQ delegation that met recently with BCTF representatives to discuss areas of co-operation in international programs. CEQ President Lorraine Page and Vice-President Daniel Lachance also talked about the CEQ's support for an organization to represent all the teacher unions in North and South America.

The proposed North American Free Trade Agreement and efforts to expand it to the entire hemisphere, create an imperative for teachers to have a collective voice.

An organization called CEA (Confederacion de Educadores Americanos) has existed for some 60 years, bringing together Latin American teacher unions every four years. The CEQ has already

started working with the group, and it has proposed a joint program with the BCTF and other interested Canadian teachers' unions to support activities of the CEA.

Both the CEQ and the BCTF have long histories of solidarity work with Latin American teacher unions. Both could increase effectiveness by sharing experiences. Pooled resources will also be eligible for matching funds from the Canadian Government through its development agency, CIDA.

"The BCTF's W.R. Long International Solidarity Committee and the executive will seriously consider this proposal," BCTF President Ken Novakowski told the Quebec visitors. "I'm quite enthusiastic about the opportunity for B.C. teachers to build a closer relationship with our Quebec colleagues through this project."

— Larry Kuehn

Global education conference

FOCUS ON INTEGRATION

The Global Education Project is organizing a major conference for B.C. teachers, to be held May 7-9, 1992, at the University of British Columbia. The general theme of the conference is "Teaching Our Common Future." A particular focus will be integration and how we can use global education as a means to connect subjects, themes, and teaching approaches.

The conference will feature demonstrations of teaching ideas, student work, and new approaches to teaching that show how global education's broad application across grade levels and subjects and its foundation for teaching in changing and challenging times.

A highlight of the conference will be the "World Game." Instead of hearing a traditional keynote speaker conference,

participants will play the game enacted on a large map of the world spread over a gymnasium floor. In playing the game, teachers will become better acquainted with the state of the planet, and they will receive some excellent ideas on how to bring global issues to their students.

The conference will offer group sessions for primary and intermediate level teachers as well as more specialized sessions in art, music, drama, and communications. All the workshops will demonstrate the broad application of global education.

A resources fair will demonstrate some of the latest materials in global education.

A complete conference program will be available in early March. To avoid disappointment, register now. Call Leona Dolan at the BCTF for information. — Patrick Clarke

Social animators prepare for social action

by Monique Pongracic

To be *socially literate* in a new world order of the same old stuff you must refine several processes. First, you must learn to become a better witness, to see what is better hidden. You must become a better listener, to hear what is spoken in silence. You must begin to feel through the skin the prickly sensation of this world's realities so that you may scratch the surface beyond its illusions. You must begin to taste the salty bloodiness of racism and poverty. You must touch the earth, to know the rawness of its rape. You must learn to orchestrate all these senses, to understand and animate them.

If you live a model of social literacy that values experiential knowledge in particular, education must include more than what is possible in the classroom.

The Peace Education Centre of B.C. (PEC) has for a decade stretched the boundaries of secondary education for youth and their instructors. Recently, the centre has undergone self-examination and internal change adjusting to the so-called *new world order*. Now the centre is organizing its latest project, training social animators and organizing the next Youth for Global Awareness Conference.

The project just begun is centred on the notion that global citizens must possess the skills to act upon their intellectual and emotional realizations about the world.

PEC is offering a series of skill-development workshops over several months that will allow participants to tackle issues of interest: how to speak effectively in public, how to use media contacts, how to write letters that get the point across, and how to manage interpersonal conflict. As these skills are developed in individuals, the requisite group skills of social animators will also be honed. Participants will put their skills to use in organizing the next Youth for Global Awareness Conference. This conference passes on to other youth what students have learned and serves as a model of animation. The process is centred on consensus decision making and a non-hierarchical structure that allows equal participation from students and educators.

Anyone, student or educator, interested in taking part in this process should call Helene Minishka, 321-1351.

Monique Pongracic is a student in the Women's Studies Program at SFU and is active in the global awareness movement.



One public school goes corporate route to fund raising

by Rosalind Kellett

In June, 1991, the West Vancouver School Board accepted a recommendation from its district management committee that alternative ways of raising funds be sought. Sentinel Secondary School principal, Peter Lefavre seized this opportunity and hired a staff development officer to embark on a program to raise \$750,000 for his school over the next three years.

Lefavre bypassed his staff and talked to his parents' executive; they suggested he hire Alan Holender, a professional fund raiser with experience getting funds from business for a college in Edmonton and, recently, for Vancouver General Hospital. In July, Lefavre went directly to Superintendent Doug Player for permission to hire Holender; approval was given, *provided* only school funds be used. The parents' group hired Holender for \$32,000 for six-months to get the project off the ground. The salary is essentially coming from parents, along with some school funds from cafeteria sales. Holender's contract will be renewed when the progress of the project is assessed in February 1992.

The development plan

When interviewed in October, Holender had only just begun to set up the elaborate fund-raising machinery. Thirteen committees, including grandparents, alumni, parents, and students themselves, are envisioned. Ten committees already have one or two people on them. Eight committees are basically parents' groups dedicated to fund raising in specific ways. For example, the Athletic Support Committee is expected to have former school athletes donate money.

Half the funds each year are to come from major gifts (\$150,000) from corporate friends and wealthy individuals. Holender is expecting a parent to chair this Major Gifts Committee. The head of the West Vancouver Chamber of Commerce has agreed to chair the Business Booster Committee; the hope is his

committee will raise \$5,000 in each of the next three years.

Parents are expected to contribute most (\$75,000 or 30%) of the remaining money; an annual parents' campaign is highlighted by a rummage sale and an auction with a \$50,000 goal. Alumni are expected to give \$20,000 annually, students are expected to raise \$5,000 annually.

Fifty parents attended the *Development Council* meeting on October 15, 1991. By Christmas, each committee was to have endorsed a specific fund-raising project.

Teachers are to make up *wish lists* and are not expected to be involved directly in fund-raising activities, although three teachers are on the Visual and Performing Arts committees, which will seek contributions from former students in the programs.

What are the funds for? Lefavre indicated that none of the funds will be directed to staffing or professional development. The school board chairperson, Jean Ferguson, assumes funds may be used in any area permitted by the Ministry of Education. Lefavre's initial plan includes a capital campaign to build a school theatre. Other potential expenditures are science equipment, state-of-the-art industrial technology, and books.

School split over proposal

The Sentinel staff is split over the fund-raising initiative. Two of the 13 subject departments are refusing to co-operate with the development officer. Teachers supporting the plan look forward to an end to the "fund raising of the past." Art teacher Barbara Sunday and technology co-ordinator John Isernia welcome the fact that teachers will no longer have to participate in "morally questionable events" such as casino nights. Teachers will be able to devote more time to teaching.

Teachers' opposition to the project focusses on the lack of consultation and on potential for increased inequities in the school system. They fear that the staff committee will be usurped by the new fund-raising bureaucracy, the Action Planning Committee, which will make decisions on the disposition of funds. Modern language teacher Michelle

Metcalf-MacFarlan fears curriculum matters and instruction will be ignored as "this money business" becomes the primary focus in the school. Teacher-librarian Morag Macdonald questions the morality of the project. "We should be trying to make schools equitable, not create more riches for the rich." Both worried about possible strings attached to money from private donations. Despite the talk and controversy, all teachers agreed, they had seen no money yet.

The development plan, if successful, would place Sentinel School in a financial position far superior to any other public school in B.C. School board officials were asked their opinion on the equity issue. Superintendent Doug Player believes that the school can only benefit by the increased contact and support from the community. He argued his primary responsibility is not to ensure equity but to provide the best education possible for the students of West Vancouver. He believes the resources will enable schools to meet the high expectations of West Vancouver parents, difficult to meet with funds provided by Victoria.

Jean Ferguson feels that the board should use the West Vancouver parents' "energy, initiative, and expertise to find alternative forms of funding that will allow the students in this district to have hands on new technology." The principle of equity does not concern her. "No one could ever find fault with that principle (equity), but it's only a principle. There isn't equity in public education today."

Ferguson places primary value on parent involvement of all kinds. "You can contribute to fund raising without expending any funds yourself — you can give of your time, your energy, your expertise in seeking others who may raise funds."

Implications

While the Sentinel initiative is a first for British Columbia and probably Canada, it has many predecessors in the United States. Corporate sponsorships, although controversial, are widespread. Districts facing chronic underfunding and eroding support from all levels of government are compelled to find funding from any source to maintain basic services. In the highly decentralized American system, equity is not an issue in public education. The Canadian tradition in public education is quite different. The assignment of responsibility for education to the provincial governments has produced a system characterized by relative equity; the difference in funding between the richest and the poorest district is small.

Is the Sentinel project a harbinger of a new era in which ambitious fund-raising programs widen the gap among schools and districts? How will a provincial government that has never had to deal with major inequities respond to growing disparity among public schools? Will government respond to successful fund raising by shirking more of its responsibility to fund public education and place a greater onus on the local community to provide basic services?

How much of the principal's time and energy will be devoted to supervising and promoting fund-raising activities? Is fund raising part of the job description of an

educational leader? Principal Lefavre has given authority to Holender but reserves the ultimate responsibility for the program.

Will parents, alumni, students, and members of the business community tolerate incessant requests for funds?

Is fund raising of this scale the precursor to a greater role for direct private or corporate funding for schools of choice?

What began as school-based activities to raise a bit of extra cash for field trips and material extras has been upscaled dramatically in this Sentinel School version.

It brings cause for reflection by all of us concerned with financing public education.

Rosalind Kellett is a teacher at Windermere Secondary School, Vancouver and former member of the BCTF Education Finance Committee.

RESEARCH Business takes on education

In researching the *corporate agenda* for Canadian education, we have prepared a summary/synopsis of the following reports, called "Business Takes on Education."

Focus 2000: Report on the Task Force on Education and Training. The Canadian Chamber of Commerce, August 1989.

Reaching for Success: Business and Education Working Together. First National Conference on Business-Education Partnerships. Conference Board of Canada, July 1990.

Learning To Win: Education, Training and National Prosperity. The report of the Human Resource Development Committee, National Advisory Board on Science and Technology, April 1991.

Canada at the Crossroads: The Reality of a New Competitive Environment. (The Porter Report), October 1991.

The Prosperity Initiative: Prosperity Through Competitiveness & Learning Well, Living Well. Ministry of Supply and Services Canada, October 1991.

Just to whet your appetite for finding more about the marvels of the corporate agenda, and its closest governmental supporters, the federal Conservative government, here's a quote from then Minister of Employment & Immigration Barbara McDougall, in 1990:

"The Prime Minister has called for a national debate on education and economic competitiveness to examine key issues, including: lifelong learning, preparation of students for the workplace, the need for highly qualified professionals, and continuing education and training... This means business must tell education what kind of training it needs and education must listen harder."

Business takes on Education is available from the Information Desk in the BCTF Resources Centre.

Write to us
If you have an opinion on the growth of school fund raising in B.C., write to us, c/o editor, Teacher newsmagazine.

Ellie's story

by Linda Tate

Even our year-end party was awful. I just could not be by myself. The children reacted, too. I did not know whether to sigh, cry, or throw-up. I was leaving. Just when I thought the day was through, Ellie appeared. She had missed the bus and didn't know what to do. She was on the verge of tears.

Ellie is second to the last of six children. She had been incredibly quiet all year. At times Ellie worried me because I was not sure what or how much she was absorbing. Some of my colleagues would come in and remark on Ellie's unusual appearance, her vacant stare. I approached her as I imagine a fisherman would when attempting to catch the big one: gently reeling in, being sensitive to pulling too hard, knowing when to give some slack.

I spent a lot of time talking with Ellie. She did not say much, but what she said

showed an awareness of what was going on around her. That she was quiet, very quiet, troubled me. Was her quietness a form of shyness or a sign of her not understanding? She often asked her neighbor what and how to do things; she always seemed three or four steps behind the rest. However, with encouragement, bit by bit, she began to speak up in class. I was pleased for her. Ellie began to read with me. She decided she wanted to read *Clifford, the Big Red Dog*. We both like dogs. I smile thinking of her struggling with each word and my encouraging her more than I had encouraged anyone before. I knew that if Ellie met with failure, she would give up and slip in to the "learning difficulties" category. Ellie kept trying, and I kept encouraging.

By March, Ellie was reading fluently. She often had her nose in a book, and she had no problem retelling what she had read. Ellie finished the year very successfully.

Now, back to the last day of school. I offered Ellie a ride home. She happily accepted, and we walked hand-in-hand to the office to call her mom to see if our plan would meet with her approval. It did.

Ellie climbed into my old, dusty, Mazda station wagon full of boxes. (I was moving right after school.) I was just about to step into the car when the mother of one of the students I had taught the previous year stopped me. She had a gift of chocolates for me as a thank you. I was overwhelmed.

I got into the car. Ellie, wee thing that she was, sat frozen in the seat. "Chocolates," I said. "This is a bonus!" I passed the candy bag to Ellie and suggested a chocolate "for the road." Then I had to explain to her what I meant by that. We both laughed. We proceeded along the asphalt road that hot June day, both happily sucking on rosebuds and chatting. I remember thinking how much fun it was, how much I liked just being with kids.

We finally arrived at Ellie's driveway. It was a half-mile of dirt and dust, and as we bumped and bounced our way to the

house that sat on a mound overlooking a sunny, dry valley, Ellie pointed out the cows, the sheep, and a goat, along with their respective shelters. At the top, I met her dusty dogs and gave them a pat and a hug despite my white dress.

Ellie did not say anything as she stood on the front step surrounded by chaos. I did not say anything either. We shared lots of emotions, lots of thoughts. As I opened my mouth to say goodbye, Ellie said, "I'll try to think," and she pointed to her head. "No, I'll try to keep you here. I'll try not to forget," she said still pointing to her head and frowning. I smiled a warm, deep, smile. "I'll always remember you, Ellie. No matter what. You'll be right here. Always," I pointed to my heart.

Ellie smiled as if to confirm that I had understood what she meant. She nodded and said, "I know I'll think about you, but maybe I can't think about you all the time. I might forget. That's easier (pointing to her heart). But, I'll try to think about you, like, just right now." We smiled, and if love can be sent through looks, I could feel hers for me and mine for her. Before I could speak another word, Ellie closed the door gently behind her.

I turned toward my car. My eyes marvelled at the picturesque valley below, the tall dry weeds, the huge garden patches, the lush green firs. I could hear sounds of the animals as they moved and munched in the afternoon heat, and I could hear Ellie's voice, like the sweet sound of a violin as it begins to play. "Mom!"

The moment had ended. It had seemed an eternity, a slice of time in between time, where everything is still and calm and beautiful. It was a special moment, the kind the world stops for.

I almost had to shake myself to move on, from the driveway, from my life in that small rural community. That one moment holds a special spot in my heart, a spot reserved for Ellie, forever.

Linda Tate, a former teacher in Gulf Islands, currently at George Jay Elementary School in Victoria, wrote this story while studying for her masters program at University of Victoria.



Retirement seminars

Retirement seminars, designed to help you (and your spouse) prepare for the next third of your life, will be held throughout the province. Seminars start at 09:00 unless otherwise noted.

Richmond, February 15, 1992

Best Western Richmond Inn

Coquitlam, February 22, 1992

Best Western Coquitlam Motor Inn

Langley, March 7, 1992

Sunrise Golf & Racquet Centre

Vernon, March 28, 1992

Village Green Inn

Victoria, April 4, 1992

Victoria Conference Centre

Williams Lake, April 11, 1992

Overlander Motor Inn

Sechelt, April 23, 1992

Driftwood Inn (16:00 - 21:00)

Powell River, April 25, 1992

Beach Garden Resort (16:00 - 21:00)

Powell River, April 25, 1992

Beach Garden Resort (09:00 - 12:00)

Prince George, May 2, 1992

Coast Inn of the North

Lost teachers

If you know the whereabouts of the following persons, please contact the BCTF Income Security Department.

Patrick Byrne, last taught in Prince Rupert SD

Francine Dutil, last taught in Greater Victoria SD

Linda Fisher, last taught in Central Okanagan SD

Susan Holmberg, last taught in Central Okanagan SD

Annette Peterson, last taught in Prince George SD

Anthony Verhaaf, last taught in South Cariboo SD

Pension-fund investments

Based on market values, your pension fund earned 17% over the 12-month period ending September 30, 1991. This is 1.9% better than the measurement indices but 2.3% less than earnings in the Municipal Pension Plan, which is invested entirely in government bonds.

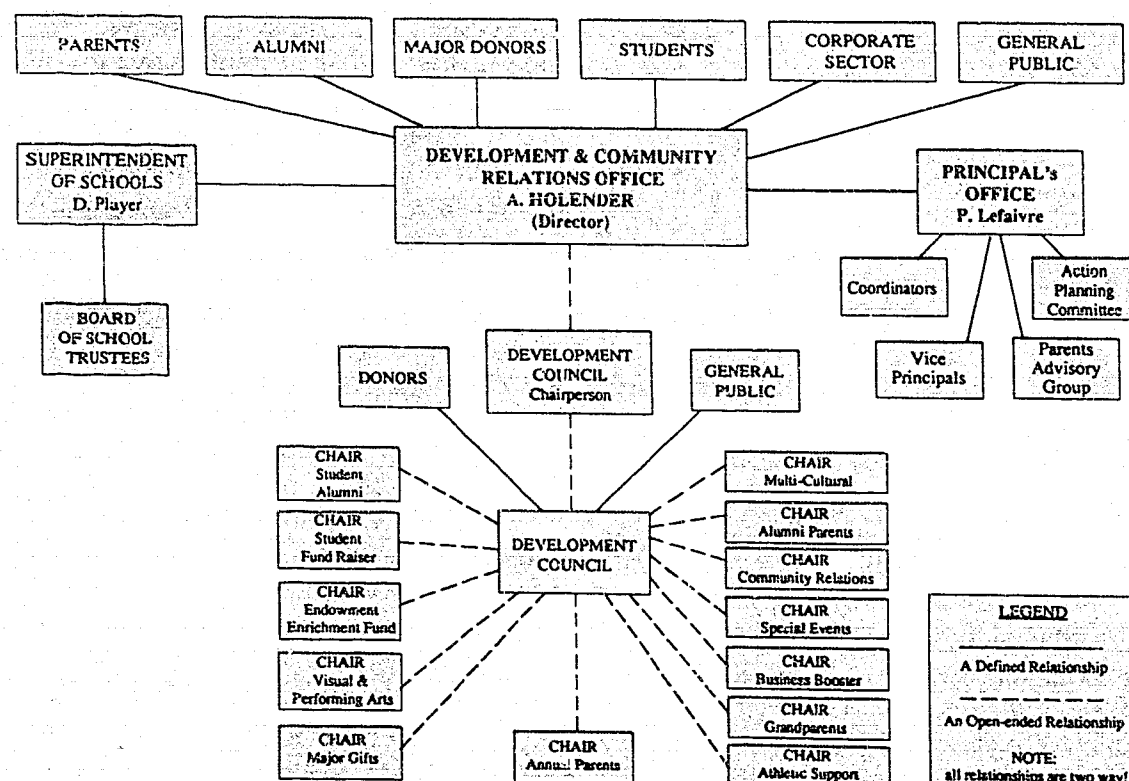
The decline in interest rates has pushed up the sales value of bonds, creating the large market-value increases.

At the quarter end, 30.9% of your fund was invested in Canadian equity (stocks), 8% in foreign equity (non-US), and 1.6% in real estate.

Pensions increase 5.4%

Pensioners will receive a 5.4% increase January 1 to offset the rising costs of living. At September 30, 1991, the Inflation Adjustment Account stood at \$333 million. The fund is currently invested in short- to medium-term government bond issues. The cost of providing the 4.2% cost-of-living increase last January was \$56 million, which was almost entirely paid for by excess interest earnings of \$52 million.

Ken Smith and Karen Harper, of the BCTF's Income Security Department, write this column for Teacher.



Sentinel Secondary School's flow chart showing relationships of fund-raising committees.

To health with curriculum



BECAUSE THEIR FUTURE MEANS A LOT TO YOU...

In November, all Canadian families will learn about the Growing Up Series Family Video through an insert in their Family Allowance cheques.

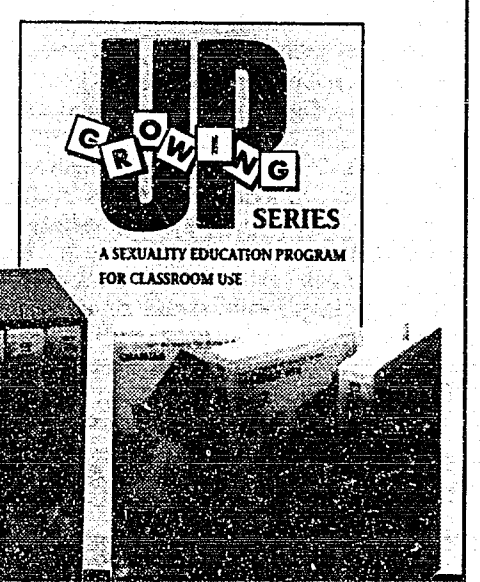
Here's an opportunity for schools, teachers, and librarians to support the Family program with the Professional series.

Available to you for \$79.95 (plus taxes)* the series, designed for nine- to twelve-year-olds, includes 3 VHS cassettes and a Teacher's Guide.

To purchase, send purchase order (made out to the Receiver General for Canada) or cheque to: Growing Up - Professional Series NFB Customer Services, D-19 P.O. Box 6100, Station A Montreal, Quebec H3C 3H5

or call the NFB toll-free number for your area: Atlantic Canada 1-800-361-7104 Quebec 1-800-363-0128 Ontario 1-800-367-7710 Western and Northern Canada 1-800-661-7967

* Offer valid in Canada only



McCreary health study from page 24

- to enable monitoring of changes in risk behavior and adolescent health status over the next decade.
- to compare the health status and risk behaviors of adolescents in B.C. with those of adolescents in the United States.
- to produce information that will assist health-care planners and educators to develop health-promotion strategies to improve adolescent health status and reduce the frequency of risky behaviors.
- to produce information that will enable service providers to monitor the effect of school- and community-based prevention and health promotion programs.

"These last two objectives are very encouraging for us," said BCTF First Vice-President Ray Worley, "and they are the main reasons we agreed to join the project steering committee. We are convinced that this won't be 'just a study' but will produce data that will inform us as teachers and help us become better able to support our students through the crucial teen years."

Teachers throughout the province will be asked to provide time for the school survey — a questionnaire designed to be completed in a single class period. Researchers from the McCreary Society will facilitate the administration of the questionnaire.

"I urge teachers to help with this important research," Worley said. "I see a big payoff for us and for our students."

— Elaine Decker

PD calendar

February 14 VANCOUVER

Second Annual Conference on History in the Schools, "Reading Historical Texts: New Problems and Old," co-sponsored by B.C. Social Stud., Teachers' Association and the Department of Social and Educational Studies, UBC. Contact Peter Sokas, Department of Social and Educational Studies, UBC, Vancouver, BC V6T 1Z5, 822-5374.

February 15 DELTA

Teachers as Leaders, presented by Joan Dalton, Australian author of *Adventures in Thinking*, Glasser/Quality Schools workshop, Delta Resource Centre. Contact Daphni Clifton, 241-8762.

February 18-22 VICTORIA

Basic intensive week in Glasser Control Theory training, Victoria. Contact Shelley Brierley, 536-4200.

February 21-22 NORTH VANCOUVER

B.C. Art Teachers' Association conference and AGM, Carson Graham. Major keynote: Arthur Erickson. Contact Bill MacDonald, 987-6667, F: 987-8967.

February 24 to March 2 is Freedom To Read Week

February 25-29 VANCOUVER

Basic intensive week in Glasser Control Theory training, Vancouver. Contact Shelley Brierley, 536-4200.

February 27-28 VANCOUVER

B.C. School Counsellors' Association conference, "Revitalizing Family Connections," Coast Plaza at Stanley Park, Vancouver. Contact Kathi Adams, 1166 West 14th Avenue, Vancouver, BC V6H 1P6, H: 734-32698, S: 738-3191.

February 27-29 SECHLT

Hospital/Homebound Provincial Specialist Association conference, Rockwood Lodge, Sechelt. Contact Hanne Ratzburg, H: 885-9872, S: 885-9872, F: 886-8169.

February 27-29 VICTORIA

Teachers of Home Economics Specialist Association annual conference, "Perspective '92, Catch the Rainbow," Victoria Conference Centre. Contact Mary Soby, 4630 Rocky Point Road, RR2, Victoria, BC V9B 5B4, H: 474-6145, S: 478-5501.

February 28-29 RICHMOND

For-Ed '92, "Communities, Forestry, and the Environment," a conference for teachers and Grade 10-12 students, Delta River Inn. Contact Anne Bishop, 661-5385, F: 661-5235.

MARCH

March 1-7 is Education Week

March 3-7 VANCOUVER

TESOL '92, 26th annual convention and exposition of Teachers of English to Speakers of Other Languages, Inc., "Explore and Discover, Vancouver. Contact TESOL, Inc., 300-1600 Cameron Street, Alexandria, VA 22314, (703) 836-0774, F: (703) 836-7864.

March 7-11 KAMLOOPS

Basic intensive week in Glasser Control Theory training, Kamloops. Contact Shelley Brierley, 536-4200.

March 12-13 RICHMOND

Special Education Association Conference, "Swimming Together in the Mainstream," a conference for regular education and special education teachers, Delta Pacific Resort Hotel, Richmond. Contact Joyce Pauls, H: 859-3015, S: 859-7820, F: 854-1427.

March 19-21 CALGARY

11th Annual Conference of the ATA Computer Council, "Synergy '92: People, Ideas, Technology, Falliser Hotel. Contact Bill Leonard, Cambrian Heights Elementary School, 640 Northmount Drive N.W., Calgary, AB T2K 3J5, 284-2246.

March 24 VANCOUVER

MDAC Conference on Neuromuscular Disorders, Holiday Inn, 711 West Broadway, Vancouver. Contact Jane Little or Susan Creighton, Muscular Dystrophy Association of Canada, 303-1338 West Broadway, Vancouver, BC V6H 1H2, 732-8799.

March 26-27 WILLIAMS LAKE

Provincial Intermediate Teachers' Association regional conference, Columetza Senior Secondary School, Williams Lake. Contact Sheila Wyse, 1160 Western Avenue, Williams Lake, BC V2G 2J7, H: 392-2969.

APRIL

April 2-5 VANCOUVER

Twelfth National Conference of Carl Orff Canada, "Melody/Melodie from Sea to Sea on Potpourri," Waterfront Centre Hotel, Vancouver. Contact Joyce Wallace, 6170 Cypress Street, Vancouver, BC V6M 3S2, H: 261-0420, S: 879-6571.

April 3-5 BRACKENDALE CANCELLED

Environmental Educators' Provincial Specialist Association spring conference.

April 6-10 TERRACE

Basic intensive week in Glasser Control Theory training, Terrace. Contact Shelley Brierley, 536-4200.

April 3-5, 11-12 VANCOUVER

Teacher special — basic intensive week in Glasser Control Theory training, Vancouver. Contact Shelley Brierley, 536-4200.

April 10 COQUITLAM

Learning Assistance Teachers' Association Spring Conference and AGM, Winslow Centre, Coquitlam. Speaker: Robert Armstrong. Contact John Baulder, Box 132, Anichton, BC V0S 1M0, H: 652-2787, S: 652-4401.

April 12-15 VICTORIA

Focus '92, last in the series "Integration: A Shared Belief," Victoria Conference Centre, Victoria. Contact Barbara Smith & Associates, 614 Foul Bay Road, Victoria, BC V8S 4H3, 598-1069, F: 598-2358.

April 25 BURNABY

B.C. Teacher-Librarians' Association Spring Conference and AGM, Burnaby. Contact Patricia Finlay, 5649 Carson Street, Burnaby, BC V5J 2Z4, H: 438-6269, S: 420-3619, F: 420-1294.

April 30-May 2 VANCOUVER

B.C. Business Education Association Spring Conference, Vancouver Trade & Convention Centre and Pan Pacific Hotel. Contact Bob Soper, c/o 1755 Barclay Street, Vancouver, BC V6G 1K6, 684-6467, OR Janice Riverni, c/o VSB, 1690 West Broadway, Vancouver, BC V6J 1X9, 732-5438

MAY

May 1 BURNABY

BCETA Spring Conference, Simon Fraser University, Burnaby. Contact Marg Frederickson, 970 Gilroy Crescent, Coquitlam, BC V3J 3T1, H: 939-5781, S: 291-7301.

May 1-2 ANGLE

Quality Schools Conference, Brookwood Secondary School, Langley. Contact Marvel Rogers, 888-3113, F: 888-3578.

May 1-2 PORT ALBERNI

First Nations' Education Association conference, Port Alberni. Contact Anne Robinson, Site 301 C-30 RR 3, Port Alberni, BC V9Y 7L7, H: 723-3573, W: 724-5542.

May 17-21 MACKENZIE

Basic intensive week in Glasser Control Theory training, Mackenzie. Contact Shelley Brierley, 536-4200.

May 21-23 VANCOUVER

PRIDE Canada's (Parent Resources Institute for Drug Education) Eighth Annual National Conference on Youth and Drugs, University of British Columbia. Contact Marie Boechler, 1-800-667-3747, F: (306) 933-8837.

May 23 VANCOUVER

B.C. Primary Teachers' Association AGM, University of British Columbia. Contact Chris Bischoff, 956 Tronson Drive, Kelowna, BC V1Y 4E1, H: 763-9332, S: 762-7221, F: 763-8543.

May 30-June 1 VICTORIA

"Inter-Faith Education in Schools: Enhancing Multiculturalism," Lester B. Pearson College of the Pacific. Contact Terre Flower, Box 7384, Station D, Victoria, BC V9B 5B7, T/F: 360-1259.

JUNE

Canadian Environment Week

June 1 to 7, 1992 is

June 3-5 OTTAWA

Canadian Guidance and Counselling Conference, "Counselling — A Capital Idea — Une idee capitale," Ottawa, Ontario. Keynotes: Allen E. Ivey and Stephen Lewis.

June 4-6 VICTORIA

Physical Education Provincial Specialist Association Conference on the Teaching of Physical Education (AGM June 5, a.m.), University of Victoria. Contact Lucy Goodbrand, 16427 Glenside Place, Surrey, BC V3R 9R2, H: 583-6399.

June 26-July 1 VANCOUVER

Certification in reality therapy, International Reality Therapy Convention, University of British Columbia. Keynote: Dr. William Glasser. Contact Shelley Brierley, 536-4200.

JULY

July 12-15 SASKATOON

Canadian Home Economics Association Conference '92, "Breaking All Barriers — Social and Global Space," Saskatoon, Saskatchewan. Contact Karen Webster, BCHEA president, 11765 Chateau Wynd, Delta, BC V4E 3C9, 594-5595.

SEPTEMBER

September 24-27 NARAMATA

Naramata '92 — Celebrating Diversity in the Classroom, Naramata Conference Centre. Pre-conference September 24-25; main conference 25-27. Contact Maureen Docharty, 732-1117.

OCTOBER

October 16 LOWER MAINLAND (TBA)

ESL PSA Annual Conference. Contact Vicki Rogers, 731-2157, F: 739-0093.

October 16 LOCATIONS TBA

Learning Assistance Teachers' Association regional conferences. Contact Jennifer Blenkinsop, LAFA president, 2906 Argo Place, Burnaby, BC V3J 7G3, H: 421-4055, S: 939-9247.

October 16 VANCOUVER

B.C. Teacher-Librarians' Association's "Update '92," UBC. Contact Patricia Finlay, 5649 Carson Street, Burnaby, BC V5J 2Z4, H: 438-6269, S: 420-3619, F: 420-1294.

October 16 VICTORIA

B.C. Teacher-Librarians' Association's "Update '92," UVic. Contact Patricia Finlay, 5649 Carson Street, Burnaby, BC V5J 2Z4, H: 438-6269, S: 420-3619, F: 420-1294.

October 16-17 VERNON

Provincial Intermediate Teachers' Association Annual Fall Conference. Contact Janice Tapp, Box 185, Fraser Lake, BC V0J 1S0, H: 699-6466, S: 699-6233.

October 16-17 ABBOTSFORD

B.C. Primary Teachers' Association Annual Fall Conference. Contact Chris Bischoff, 956 Tronson Drive, Kelowna, BC V1Y 4E1, H: 763-9332, S: 762-7221, F: 763-8543.

October 16-17 LOCATION TBA

Annual conference, Association for Educators of Gifted, Talented, and Creative Children in B.C. Contact Dave Halme, 3391 Hilkon Road, Duncan, BC V9L 4B1, H: 748-955, S: 749-6634, F: 749-6222.

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Spring break cruise on the S.S. Norway, Miami, the Bahamas, St. Maarten, St. John, St. Thomas. \$1199. Call SpringFest 590-0600.

Getaway vacation connections rents privately owned lakeshore houses and cabins, chalets, houseboats, motorhomes for year round vacations. For brochure 464-2436 or 1383 Charter Hill Drive, Coquitlam, BC V3E 1P1.

Adventures Abroad. Turkey. Greek Isles for summer. Egypt at spring break. Egypt, Morocco, Costa Rica/Guatemala for Christmas. Prices from \$2830 CDN including flights, sightseeing, many meals and good hotels with ensuite. Small group tours. Also journeys to Indonesia, Syria/Jordan, Kenya, South Africa, Yemen and Iceland. Brochures available. Adventures Abroad, 310-1037 W. Broadway, Vancouver, BC V6H 1E3. Tel: (604) 732-9922. Toll free 1-800-665-3998 outside Greater Vancouver.

Hawaii spring break. Depart March 14, package includes airfare, 8 nights hotel in Waikiki. Airport transfers, baggage handling, lift greeting and a welcome breakfast from \$899. Call Sport Tours, Vancouver 732-7622 or toll free 1-800-661-9648.

For sale

Earth from Space. posters, post cards, decals, T-shirts, wholeearth balls, wildlife globes, earth books for kids. Sustain Ability Learning Services for a sustainable future. Phone 521-8052 (New Westminster).

Weatherwae Bed & Breakfast. Character home near Government House, 4 min. to town. King/queen beds with ensuite baths (one with jacuzzi), down quilts and antiques. Private livingroom with fireplace. Gourmet breakfasts. Daily/weekly rates.

October 16-17 PITT MEADOWS

Annual conference, B.C. Association of Teachers of Mathematics, Pitt Meadows Secondary School. Contact Keith Chong, O: 463-8200, F: 463-4181.

October 16-17 VANCOUVER

B.C. Association of Teachers of Modern Languages Annual Fall Conference, Hyatt Regency Hotel. Contact Bob Swankborough, BCATML president, 1670-4350 Beresford, Burnaby, BC V5H 2H8, H: 438-417, S: 590-2255, F: 590-2588.

October 16-17 COQUITLAM

B.C. Technology Education Association Annual Fall Conference. Contact Brian Tivy, 10992 McAdam Road, Delta, BC V4C 3E8, H: 583-2859, S: 931-3574.

October 17-12

Science and Technology Week: "Inventors — The Spirit of Innovation," Contact Science and Technology Week co-ordinator, 2nd Floor, 1022 Government Street, Victoria, BC V8V 1X4.


NOVEMBER

November 17-20 VANCOUVER

National Conference on Inner-City Education. Some participants: Mike Harcourt, Anita Hagen, Faye Brownlee, Frances Bula. Contact Patti Lefkos, c/o 1130 Keefer Street, Vancouver, BC V6A 1Z5, 254-0821, F: 253-4303.

Compiled by Debby Stagg, BCTF PD Division

tors, Projects, Inertia; Simple Harmonic Motion; Mechanical Waves; Light. The modules include notes, labs, seminar readings, worksheets and exams. The cost per module is \$18.67. A complete set \$134.40. Contact, Write for You! Box 2014, Olds, AB T0M 1H0. Sailboat C36 1981 Prepared and tested for offshore. Radar, Monitor, Loran, Awin, Inverter, B. Gallows, Custom Dodger, CQR 45 360 chair, etc. change of plans. \$98,000. Phone 1-800-378-5260 evenings.



UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF EDUCATION

Faculty Associates

The Faculty of Education invites applications from teachers who are interested in becoming Faculty Associates for the academic year 1992-1993. Faculty Associates typically have responsibility for the supervision of student teachers and instruction in one or more of the following curriculum and instruction areas at the primary, intermediate and/or secondary levels:

Art	Physical Education
Business	Language Arts
Reading	English
Mathematics	Science
Home Economics	Modern Languages
Social Studies	Music
Industrial Education	

Qualifications: Faculty Associates responsible for the supervision of student teachers typically hold a Bachelor's degree, membership in the B.C. College of Teachers, and have three or more years of successful teaching experience. In addition to these qualifications, Faculty Associates who have instructional responsibility in one or more of the above named curriculum and instruction areas typically hold a graduate degree in the relevant area.

Application Deadline: 15 February 1992


Please direct applications to:

Dr. Murray Elliott
Associate Dean (Teacher Education)
Faculty of Education
University of British Columbia
2125 Main Mall
Vancouver, B.C. V6T 1Z5

(The offer of appointment is subject to budgetary approval).

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THAILAND

Teachers' Tour
June 30-July 22/92

INDONESIA

Teachers' Tour
June 30-July 22/92

SINGAPORE/MALAYSIA

Teachers' Tour
June 29-July 17/92

For further information please contact:

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SAN DIEGO STATE UNIVERSITY


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For more Information, contact
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SDSU College of Education, San Diego, CA 92182
Phone: (619) 594-3767 FAX: (619) 594-4687



BURNABY VILLAGE MUSEUM

6501 Deer Lake Ave. Burnaby, B.C. V5G 3T6

SCHOOL PROGRAMS SPRING 1992

Avoid Disappointment! Book Early!
ADVANCE BOOKING REQUIRED, 293-6500

Burnaby Village Museum is proud to announce the following high quality programs for the Spring 1992 season.

A Good Day's Work

Suitable for: Grades 2,3,4,5
Times: 10:00 - 11:40 a.m. or 12:30 - 2:10 p.m.
Available: Monday-Thursday February 3 - May 28 Capacity: 50 students
This decented tour focuses on the lives and jobs of working people in pre-1925 B.C. society. The children will see how changes effected certain trades and the people in them. The tour also illustrates the variety of services early communities could provide as they grew. The program features visits to the Blacksmith, Print Shop, Elworth Kitchen and more!

The Museum Adventure Visit

Suitable for: Kindergarten, Gr. 1
Times: 10:00 - 11:40 a.m. or 12:30 - 2:10 p.m.
Available: Fridays February 7 - May 29 Capacity: 50 students
This tour program provides an enriching museum experience for young children. The emphasis is on active participation as the children visit exhibits that illustrate life, work and family in a pre-1925 urban community. Students will complete simple activity sheets with assistance from their teachers, parents and staff.

The 3 R's

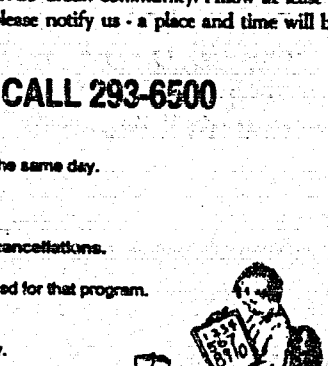

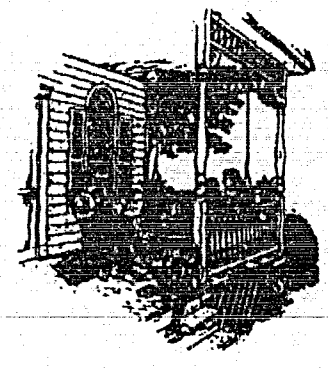
Suitable for: Grades 3,4,5
Times: 10:00 - 11:30 a.m. or 12:30 - 2:00 p.m.
Available: Monday-Friday February 3 - May 28 Capacity: 32 students (exceptions)
Your students relive a typical day in a 1920's classroom when "The 3 R's" were the focus of school life. The children receive mini-lessons in reading, writing and 'rithmetic' and experience the social environment of the times. Authentic texts and recess games are used.

June Discovery Days

Suitable for: Kindergarten - Gr. 7
Times: Various from 10 a.m. to 1:30 p.m.
Available: Monday-Friday June 1-26 Capacity: 50 students per reservation time
A 'self guided' visit in which teachers and parents lead groups of 10-12 children around the entire museum. Staff are stationed in many exhibits and will explain aspects of life in a pre-1925 urban community. Allow at least 1 1/2 hours for a visit. If your class plans to eat lunch at the museum please notify us - a place and time will be reserved for you.

ADVANCE BOOKING REQUIRED, CALL 293-6500

Bookings may be made between 10am and 2pm Monday to Friday.
Cost for EACH PROGRAM is \$2.50 per child, \$4.50 per child if you book two different programs on the same day.
Booked programs are GST FREE.
One adult is admitted free per 10 students. Additional adults cost \$2.50 each.
Pre-visit packages will be mailed if the booking is made at least 2 weeks prior to the visit.
Please notify us as soon as possible if you must cancel. A penalty fee may be levied for sudden cancellations.
Please notify us if you have students who special needs.
The museum reserves the right to book other classes into your reservation time up to the limit specified for that program.
Please let us know if you plan to eat your lunch at the museum.
All programs have been specifically designed to complement the B.C. Social Studies Curriculum.
Bookings for June Discovery Days begin March 2, bookings for all other programs begin immediately.
Suggestions to improve our programs are welcomed.



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This 15-day program price includes:
Air Fare from Vancouver to Japan and return, Canadian and Japan Air Taxes, Hotel Accommodation/meals where necessary and a Homestay Arrangement which includes school visits, technical visits, local sight seeing and exchange program activities.

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For further information please contact:

HIMARK TRAVEL SERVICES, INC.
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- This ventilation rate can easily double operating costs, however energy recovery ventilation can recover up to 70% of the energy in stale exhaust air and place it into fresh incoming air reducing operating costs.
- Continuous ventilation with heating and/or cooling options will provide you and your students with a comfortable and healthy indoor air environment independent of outside conditions.

In Ontario and B.C. more than 500 portables have been equipped or retrofitted with energy recovery ventilation systems providing safe and clean environments without high noise levels. Energy recovery provides very low operating costs even at 15 cfm per student. The result is filtered, warmed fresh air entering the classroom on a continuous basis. It's like having a window open year round providing a healthy environment for learning minds. Please call or write for further information.

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Many teachers will be able to contribute about \$2,800 more after pension contributions.

TCU will assist you to determine exactly how much you may contribute.

TCU RRSPs have no fees - not even the withdrawal fees that some financial institutions have recently introduced. You can talk to us about RRSPs - no fees - no obligations.

Instant Tax Receipts are issued by TCU when you buy a TCU RRSP. We know you want to file your tax refund as soon as you can get to it.

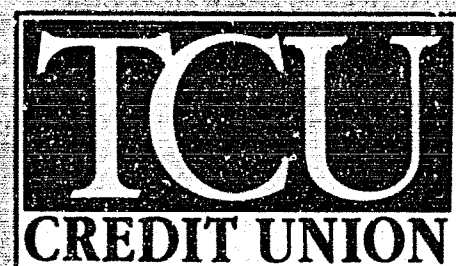
TCU has a complimentary handbook on RRSPs available just for the asking. Call your closest branch or use the toll-free number to Oakridge.

Over Contributions

It may be to your advantage to utilize the \$8,000 Over Contribution to RRSPs now permitted by new regulations. You can defer tax on the earnings even though Over Contributions do not defer current year taxes. TCU staff can explain the advantages to you.

We would like to help you maximize your RRSP investment opportunities. A sound retirement plan can let you retire earlier and provides for higher income and more fun in the Golden Years.

Call us soon.



Toll free for Oakridge Branch, TCU Insurance and Administration 1-800-663-3345

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Application deadline is March 2, 1992. Graduate credit, lodging available. For more information and an application, contact:

The Centre for Continuing Education
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READ UP ON IT is the National Library's annual campaign to promote Canadian books and reading. The Library's 1991/92 kit is aimed primarily at elementary school children. It contains a poster, bookmark, colouring sheet and reading lists produced by the National Library, the Canadian Children's Book Centre and Communication Jeunesse. This year the kit also contains a reading list for adults.

These kits are mailed to teacher/librarians across Canada every fall. A limited number of kits are available on request. For more information please contact:

READ UP ON IT, National Library of Canada, 395 Wellington Street, Ottawa, Ontario K1A 0N4.
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To health with curriculum

"LEARNING FOR LIVING" SETS COURSE

by Arlene Burden

Years of frenetic activity aimed at solving health-related problems of children and youth in this province has had little impact. We have certainly increased children's knowledge about issues such as HIV/AIDS, substance abuse, sexual abuse, and nutrition, however we have done little to change the continuing negative health behaviors of our young people.

The band-aid approach as a solution to the health problems affecting children is not working. We will never, in the education or health-care systems, have enough money, time, or resources to tackle each issue as it arises. The solution? An education and prevention program that can help students make informed and positive decisions affecting their health and welfare. The intent? To have *healthy children in healthy schools in healthy communities*. Such a program has been developed for B.C. It is called *Learning for Living*.

Although B.C. is the last province in Canada to have a comprehensive school health program, Learning for Living is probably a unique and innovative approach to school health. The Learning for Living curriculum is a mandated health and guidance program developed by the Ministry of Education for students primary to graduation. It helps students develop self-esteem and acquire the knowledge and skills necessary to make responsible, informed choices so they can lead empowered, purposeful, fulfilled lives. The program develops attitudes that allow students to take advantage of new opportunities and, at the same time, handle confidently the stresses of uncertainty and change. The Learning for Living curriculum is to be integrated into the humanities strand of the common curriculum.

As the Learning for Living program was being developed, the need to create a comprehensive approach to Learning for Living that integrated a number of topics in health and guidance became apparent: decision making, relationship skills, self-esteem, drug-abuse prevention, healthy living, and career education. Parents, students, educators, health professionals, school trustees, and the general public had long been calling for such a comprehensive curriculum.

For at least two decades, the literature has advocated a comprehensive approach to school health programs. Such an approach co-ordinates three basic components: instruction, services, healthy environment. This means that our schools must go beyond merely instructing children about health. To truly be effective,

health education instruction must be sequential Primary to 12, planned, and comprehensive, and taught by qualified, competent, confident teachers. Educators must also be prepared to create and maintain a healthy school environment. This environment includes the psychological and social climate as well as the physical surroundings in which staff and students live and work. A healthy school environment adapts the social and physical surroundings to preserve and enhance the health and well being of all. It is also an environment free from discrimination, harassment, and intimidation, in which individual differences and cultural traditions are respected.

The services offered to students reinforce the preventive aspect of the Learning for Living curriculum and provide support and intervention to those at risk or in crisis. Some services are provided by school and district personnel; others may be provided outside the school by social services and health professionals, including family physicians, community-health nurses, and dentists. By integrating the three components of a comprehensive Learning for Living program (instruction, services, healthy environment), educators can incorporate most Learning for Living concepts and skills into daily activities.

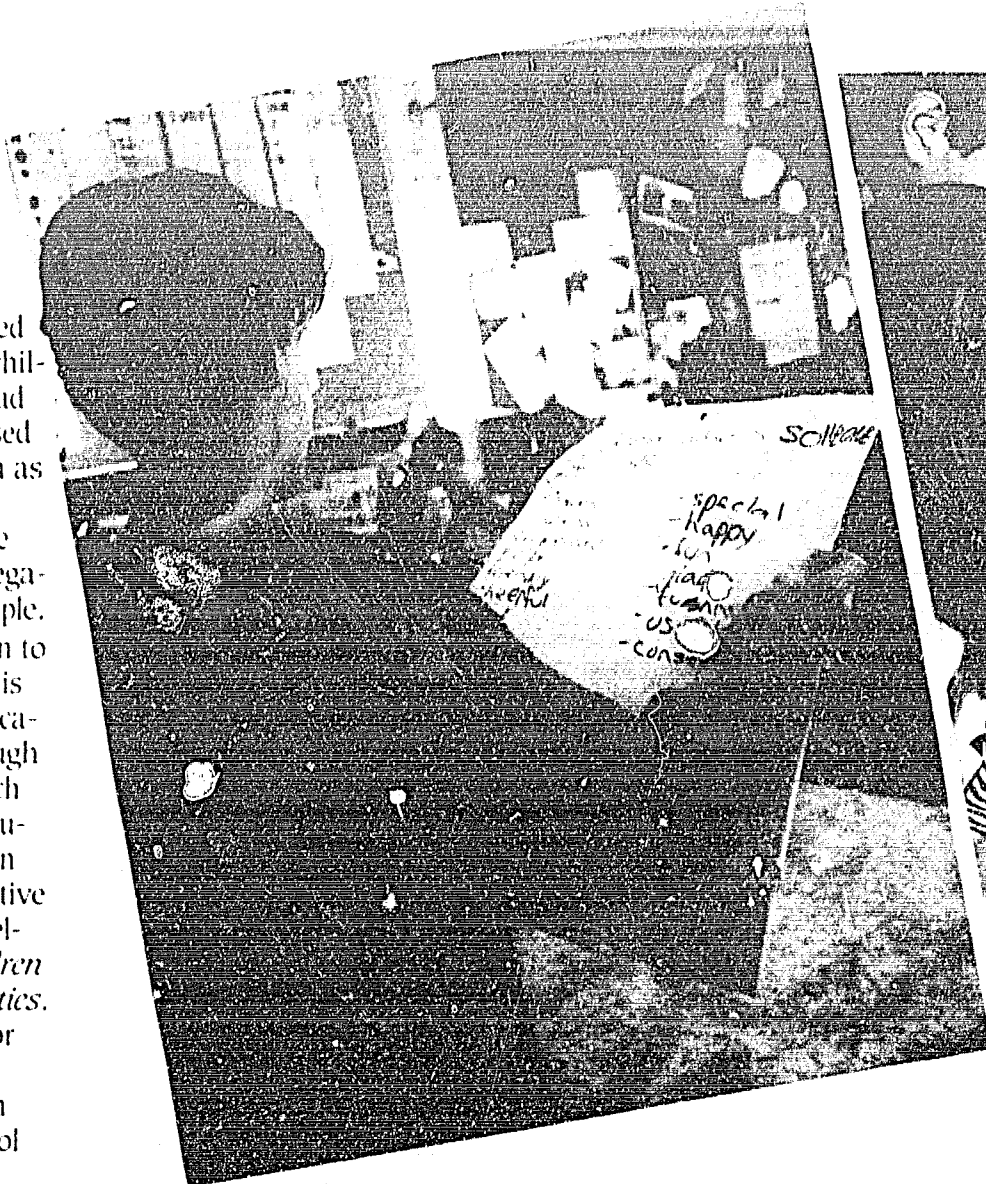
Learning for Living, like no other program offered in schools today, provides a tremendous opportunity to influence the lives of children and youth. The emotional

stability of tomorrow's adults depends on the health and well-being of today's children. Educators have long felt their role regarding and responsibility for the intellectual development of children; however they realize that children cannot learn when they are hungry, drugged, distressed, depressed, abused, ill, fearful, or hopeless. Today, teaching the whole child requires that we give equal attention to the child's social, emotional, physical, and spiritual development. The Learning for Living program is a wonderful resource to assist educators to meet those goals.

Children's health is crucial to their success in every stage of life. Health and education are closely linked. The need for a comprehensive program in B.C. is clear.

When we give the program the time it needs, when competent and confident teachers teach health-related topics in effective and affective ways, we can help children to live healthy, purposeful, and fulfilled lives, with attitudes that allow them to take full advantage of the opportunities available and that enable them to control and improve their well-being. The program takes a holistic, comprehensive approach emphasizing prevention and health promotion. We need to make Learning for Living a reality in B.C. We cannot afford not to.

Arlene Burden is the co-ordinator of the BCTF's Learning for Living implementation project.



Changing risky behaviors of our young people requires a comprehensive approach including instruction, services, and a healthy school environment. B.C.'s new Learning for Living Program tackles that challenge.

- Burden and Vancouver School Board photos

B.C. YOUTH HEALTH STATISTICS

Highest teenage substance-abuse rate in the country

Twenty-six thousand reported cases of child abuse (9,000 cases of child sexual abuse)

Thirty-six thousand children suffering from psychiatric disorders

Mental health services lacking or non-existent

Suicide — the second most frequent cause of death for 15- to 19-year-olds (15,000 attempts in B.C.)

Five thousand HIV positive persons in B.C., 90C with AIDS (130 teens have HIV or AIDS)

Self-esteem lowest of all children in Canada

Parent-child relationships worst of all children in Canada

Increase in angry, violent children

Increase in youth crime

Increase in children/youth injured in accidents

Increase in family violence

Increase in eating disorders

Source: For information, contact Arlene Burden, 731-8121.

McCreary health survey profiles B.C. youth

The adolescent population is the only one that has failed to show improved health status in recent decades.

Adolescents are disproportionately represented in health problems linked to violence, drug and alcohol use, stress and depression, and sexual behaviors.

Because little information is available on the health status and risk behaviors of adolescents in B.C., services and programs for youth are usually based on the char-

acteristics, needs, or problems attributed to them by adults, rather than on their actual behaviors and attitudes.

To address this problem, the McCreary Centre Society is conducting an Adolescent Health Status and Risk Behavior Survey of B.C. youth, 12 to 19 years old, in 1992. The research will include a school survey, a household survey, and a survey of special groups unlikely to be reached through the school survey. The

BCTF will be appointing a teacher to the project steering committee.

The objectives of the research are as follows:

- to measure the health status of adolescents in B.C.
- to identify risk behavior patterns among adolescents in B.C.
- to compare adolescent health status and risk behavior in the eight regions of the province.

See "McCreary" page 19