

# Teacher

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## Executive committee opens dialogue on bargaining structures

by Ray Worley

The face of the employer on the other side of our teacher bargaining table is changing. Government passed Bill 78—the Public Sector Employers Act—in July 1993 to ensure that *not* school boards, but the provincial cabinet itself, has the main say in teacher collective agreements. How does that affect teacher bargaining?

A quick history lesson. For more than 75 years, the BCTF has been the teachers' voice, working to improve public education, raise the status of the profession, and promote the welfare of teachers. In 1981 we began a campaign to claim full collective-bargaining

rights in law, to match the collective action we had historically practised. Although it was probably not Premier Vander Zalm's intention, that legal right to negotiate was granted in 1987 through Bills 19 and 20. Teachers voluntarily signed into their locals and their provincial federation, and every one of the 75 local associations chose to bargain terms and conditions of employment under the Industrial Relations Act.

Since then, local associations have bargained three rounds with their local school boards. Contracts have guaranteed teachers lunch breaks,



class-size limits, fair processes for posting, filling and transfer, constructive processes for implementation of professional-development support, defined hours of work and work year, and economic benefits. Leadership, hard work, clear communication, member commitment, and solidarity among locals contributed to our bargaining success. But things are changing. Four key elements now severely limit school boards' capacity to reach a "made at home" deal with teachers:

1. the creation of the Public Sector Employers' Council.
2. the creation of a compulsory membership Education Sector Employers' Association.
3. total provincial control over funds school boards receive.
4. an increase in targeting funds to specific types of expenditure.

*Leadership, hard work, clear communication, member commitment, and solidarity among our bargaining locals contributed to success. But things are changing.*

See BARGAINING page 5

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## Federation office moves on March 7

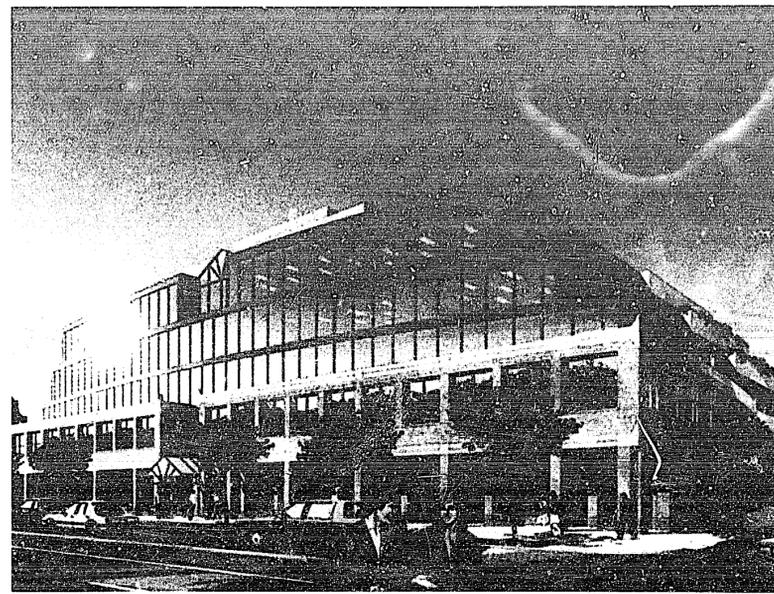
**New address**  
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Vancouver, BC V5Z 4P2

**New phone number - 871-BCTF (871-2283)**  
Toll free stays the same: 1-800-663-9163

**New fax numbers**

Bargaining Division	871-2286
Income Security	871-2287
Legal Services	871-2288
Organization Support Division	871-2289
- Communications	
- Teacher Newsmagazine	
- Staff Rep Training	
<b>Executive/Management offices</b>	871-2290
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- Facilities	- Personnel
- Global Education	- Purchasing
- Member Records	- Treasury
<b>Research &amp; Technology</b>	871-2294
- Resource Centre	- Computer Services
- Records	- Graphics

Help us! We will be packing and moving on Friday, March 4. We will be unpacking on Monday, March 7. Please help us by restricting non-urgent calls on these days.



## Your federation, inside out

by Berniece Stuart

You have, no doubt, experienced the value of moving as a means of getting rid of a lot of junk that accumulates over the years. The BCTF is no different. In preparation for the big move from Burrard Street to 6th and Ash, a "purge" day was organized. Everyone received guidelines on what to throw out, and huge barrels were given to each department in anticipation of the volume of trash to be recycled.

Given the print-intensive organization the BCTF is known to be, it doesn't take much imagination to visualize the results, indelicately described by someone as the Burrard paper enema.

By the time all was said and done, three tonnes of paper were dispatched. The Maintenance Department rolled 50 barrels down to Receiving, schlepped 130 boxes (87 out of Accounting alone), and recycled 200 empty binders from PD, just for starters.

Prior to our purge day, I proposed a contest to staff to see who could unearth the most outdated and irrelevant document or item from their

files, drawers, binders, or whatever. I received some gems.

Mavis Lowry discovered her certificate for five BRIC shares, issued to her in August 1979. She wasn't happy to part with the certificate until she was advised that the value is now 78 cents. "You can't even buy a Starbucks coffee for that now," she grumbled.

A 1960 *National Geographic* landed on my desk, which ran an ad for the Underwood "home office." Dad would have less night work at the office, with the Add-Mate, which adds, subtracts, multiplies, and SUBTOTALS! Dad's figures are right every time!

Kathy Powell was going through some suppliers files, and found a service booklet for the Smith-Corona typewriter. The cover pictured the perfect secretary (a woman, of course) embracing the machine. Kathy remarked that she couldn't remember worshipping her typewriter to that extent, but then again, her memory isn't as good as it used to be.

While burrowing through some old EC meeting notes, I came up with a roll-call vote in which Crawford, Hoover, Howard, Mackenzie, Thomson, Worboys, and Worley voted in the affirmative, and Eastman, Lombardi, McMurphy, and

## Purge day



Novakowski voted in the negative.

An article written by John Church asked the question: The 1984 Curriculum—Will It Save the Future? John predicted that "a dwindling, diminishing, decreasing number of highly skilled positions in the future are to be safeguarded for a small elite....Dignity will be hard to maintain in the face of an uncertain, if not hopeless, economic future."

Pat Clarke proudly submitted a framed letter, dated May 25/84, from then Minister of Education William

Vander Zalm, referring to Action #C830318 in the Supreme Court of B.C. In the letter, he apologized for statements purported to have been made by him. I don't believe this is something that is to be thrown out. I assume it will move to the new building and hold a prominent place in Pat's new office.

Kathleen Kolisnek submitted a *BCTF Employee Guidebook* from 1976 that brought tears of nostalgia to my eyes. Under a section entitled "General," we were advised that:

- Work starts at 9.00 a.m. and stops at 5.00 p.m. Typewriters should be opened and ready for work at 9.00 a.m. They should not be covered before 5.00 p.m.
- Always tear up work that has to be destroyed before you throw it away. (Always double check to see that you don't tear up the wrong copy!)
- Always remember that you have only one pair of hands and can do only one thing at a time. Do it accurately and as quickly as possible.

A section on telephone manners and techniques advised staff not to raise our voices or shout. Our voices were to be natural, expressive, and distinct. "It is not enough to say that you are interested in a caller's problem, you must

sound interested to be truly convincing." (Is that what's called emoting?) We were instructed to place the receiver down gently if we needed to walk away from the phone. "If you put the phone down with a bang, the caller gets quite a jar!"

There were a couple of items of a non-print nature that require special mention. Dorothy Robinson uncovered a hair net left behind by our staffroom attendant who retired from the BCTF in 1989. And Debby Stagg was thrilled to discover those spagetti-strap, gold-lame dancing slippers she had been hunting for for so long. I don't believe gold-lame dancing slippers would have conformed to the BCTF dress code back in 1976, although the guidebook doesn't specifically rule them out.

It's been fun tripping down memory lane, but I am being interrupted by the ringing of my telephone. Oops, just dropped the phone in the ear of some unsuspecting member. Better reread pages 14 and 15 of the guidebook. "Grasp receiver firmly in your hand...."

Berniece Stuart is an administrative assistant in the BCTF's Organization Support Division.

# Teacher

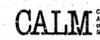
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"The B.C. Teachers' Federation does not endorse or promote any products or services presented in the advertising sections of the newsmagazine."

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

## Weary of the labels

While I welcome the BCTF's interest in students learning English as another language, I am concerned about the research being conducted. We are replaying an old record and perpetuating the stereotypes. "All students are not created equal; there are some who need to be labelled ESL and segregated from other students who are not labelled ESL."

I have grown as weary of the labels, as many of the students and parents are weary. It is time we stopped teaching ESL students and started teaching students, in this case students who happen to be learning English—it could just as easily have been French, PE, music, art, or any other subject.

An inclusive school would begin with the notion that there are students in schools, that all students are welcome and equal, and that all students and teachers have a right to receive appropriate professional development, training, support, and services. It is time the BCTF practised equity and inclusion.

**Vicki Rogers**  
Vancouver

## Attention: Teachers from Ontario

Prior to September 1, 1976, Ontario educated teachers received credit for Ontario Grade 13 as equivalent to first-year university in B.C. A lobby group has been formed to reinstate Grade 13 prior to 1976 as first-year university credit for TQS purposes. Are you affected by the current policy? Support our lobby group by contacting Alice Fleming, #110-1177 Bowie Avenue, Coquitlam, BC V3J 1T9.

**Alice Fleming**  
Coquitlam

## Telephones in portables

I recently read that all portables at a school should have telephones, for safety's sake.

I spoke to the principal of Cougar Creek Elementary School, in Surrey, about this, as I was a teacher on call there and encountered the no telephone problem. He replied "That is a stupid idea." He is a male and does not have his office in a portable.

This is an issue of concern to females in the schools. I am obliged to teach in such a school, in spite of perceived danger in the portables, because it is a matter of earning a living but that doesn't mean that I am at ease in such a portable.

**Name withheld**

## Two BCTF parties

Two parties control the BCTF Executive. For at least the last five years, the only candidates running for the BCTF Executive have been nominated by the *Teachers for a United Federation (TUF)* or *Viewpoint (VP)*.

These parties operate on the principle of, "If you don't ask, we won't tell." Their candidates, with a minor exception last year, have never identified themselves in their literature as being nominated by a particu-

lar party, and the parties have never put forward their platforms to be publicly examined. They control the executive, and do so without any meaningful BCTF membership discussion of that fact and its implications.

To help start that discussion, I offer some questions you can ask if colleagues from your area win a party nomination to run for the BCTF Executive:

"Which party nominated you?"  
"Will you identify yourself as a member of that party in your literature and speeches?"  
"Why did you choose that party?"

"Who is paying your campaign expenses?" (It could be a hefty charge, as this year the limit has been removed. Some locals have paid campaign expenses in the past. Local members could pay a candidate's expenses fruitlessly, as they watch their candidate withdraw from the ballot at the AGM, in order to support a party candidate from a different local. Both TUF and VP use this tactic.)

"If two equally qualified BCTF members are up for Executive approval to serve on a committee, will you automatically support the one from your party? Have you told your party this?"

"Will you vote as the party orders on certain issues? If yes, which issues? Have you told this to your party?"

TUF and VP control the BCTF Executive without meaningfully stating what their platforms are.

Fair is fair. The parties may not have stated a platform because they do not have one, or their philosophies may not differ enough to support different platforms.

In either case—having no platforms or willfully withholding the platforms from any real public discussion—the federation is in no position to lecture other groups on the value of democracy.

**Garth Holmes**  
Williams Lake

## Teacher impresses

I received a copy of the October 1993 issue of *Teacher News* magazine and was impressed by the very professional format and the content of the articles and opinions. It is a quantum leap from the usual newsletter format of internal publications.

**Catherine Young**  
UBC

## Redraws history

I appreciate receiving *Teacher*. In vol. 6, no. 3, Nov./Dec. 1993, p. 4, there is a map of B.C. showing that B.C. has regained the Alaskan panhandle stolen from B.C. in 1903 by the Americans with British connivance. When was the rectification made, and how is it that no Canadian nationalist knew of this amazingly important recompense?

**John Church**  
Vancouver

## Write to us

Letters to "Readers Write" may be edited for reasons of legality, taste, brevity, and clarity. To be considered for publication, they must be not more than 150 to 200 words, signed, and include a home phone number for verification.

## Fundraising responses

A teaching position, any teaching position, has no definite boundaries; a school day can be as long as one wants it. An elementary teacher must be an expert in language arts, mathematics, science, art, French, physical education, etc., in one or more grades. One must doctor the physical hurts that may occur in and around the school and direct proper care to those students who have medical problems and special needs. One must be a psychologist for the behavioral problems that arise in the classroom or elsewhere on the school grounds. The list of required expertise goes on...

The teacher must be imaginative and find out, if not already know about every topic under the sun. One must be a creative writer to write three sets of report cards, which leads to some 75 report cards a year. In the two 40 minutes of preparatory time one has per week, one must find the time to do one's daily, weekly, and yearly planning, correcting, and returning order to the classroom. Daily tasks are limitless, but one must also quickly research fetal alcohol syndrome or Torrette syndrome if one thinks a student may suffer from it.

Where does one find time to be available for students, colleagues, and parents, and help out with co-curricular activities and still have time and energy left to attend union meetings or even have lunch in peace? (God forbid putting more hours into a day.)

The list of involvements is phenomenal. One must be a teacher to appreciate it, and it is certainly mind-boggling how teachers are stretched every year and survive, and happily go back for another year every September. And now what? Fundraising!

So where, may I ask, is that in the philosophy of education? Are teachers hermits, chained to the school 24 hours a day, 365 days of the year...? When do the duties stop? When does dedication become obsession? When does one's life not become one's own?

I am a teacher. All I want to do is teach.

**Beverly Hiscock**  
Prince George

Thanks for allowing Mr. Skala to respond so correctly regarding the fundraising funnel we educators are being sucked into. As a recent member of a district fundraising committee (in which representation was visible from administration, parents, CUPE, school board, and teachers), I was mildly surprised that none of us seriously suggested that there be no fundraising of the gambling sort for public schools. The only fundraiser that seemed to bring equal opportunity to all schools was the fundraiser phenomenon of them all: the casino night (estimated to raise between \$8,000 and \$12,000 for one night's work! I fear, Mr. Skala, it is already too late, but what should one expect perhaps from a government system that openly advertises the funding of social programs by lottery losers.

**Ron Raible**  
Coquitlam

## Vision Awareness Week March 6-12

*Vision and literacy: There's a clear connection*

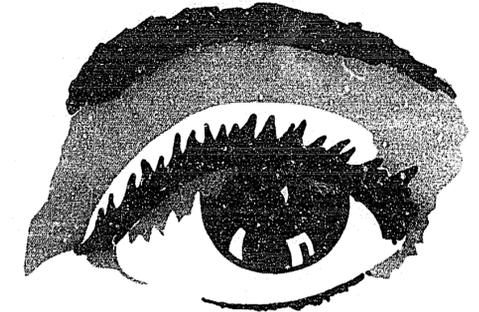
"If you can't see it, how can you read it? Good vision and literacy—there's a clear connection." Much information has been generated about illiteracy and the problems it causes society. Nearly 40% of adult Canadians have some problems reading, writing, and dealing with numbers. Sixteen percent of adult Canadians do not have the literacy skills required to perform everyday tasks, such as reading a newspaper, filling out an application, or reading product information on food packages.

An obvious but often overlooked cause of illiteracy is poor vision. By promoting vision's connection to literacy, the Canadian Association of Optometrists hopes to raise Canadians' awareness of the importance of good vision in developing good reading skills.

One estimate says that at least one of every six children has a visual performance problem. We know that not all such problems are easily detected. We also know that of those adults with poor literacy skills who were tested, three-quarters failed at least one section of a visual screening test. We believe that many adults with poor literacy skills were once children whose vision problems went undetected. Optometry has a role to play in eliminating illiteracy. Early optometric intervention in detecting and correcting visual problems is an "ounce of prevention" that will save many "pounds of cure."

BCTF joins with the CAO to work together on the literacy challenge.

For more information and materials, call B.C. Association of Optometrists 270-9909.



## Operation Eyesight Universal

Operation Eyesight Universal collect old eyeglasses and use them for their programs in the developing world. Send your used eyeglasses to Operation Eyesight Universal, Box 123, Station M.

Calgary, AB T2P 2H6 or drop them off at the Vancouver regional office at #815 - 602 West Hastings Street, Vancouver.

For more information, call Operation Eyesight 687-3555 (Vancouver).

## What's up in your local?

### Surrey

Surrey Teachers' Association Convention Committee organized a major coup in getting British media education Masterman to deliver the keynote speech at their annual convention on March 4. Masterman is the author of *Teaching the Media*, and has a widespread influence on media teachers in Great Britain, Europe, Australia, and North America.

"Masterman is no ivory-tower intellectual," says Dan Blake, North Surrey Secondary School teacher. "He has taught in primary (elementary), grammar, and comprehensive schools in Britain. He has also taught at the teachers' training college, and is currently Reader in Education at Nottingham University, England."

For a taste of Masterman, get a copy of V 25, N 2-3 of *English Quarterly*, the journal of the Canadian Council of Teachers of English and Language Arts. To hear him in person, attend an all-day workshop at the CIS Centre, Surrey school board on Monday, March 7. Approximately 20 places are available for teachers from outside Surrey District. Call Judith Coffin, Elgin Park Secondary School, 538-667E, for registration information.

### Vernon—Baby's first book

In 1992-93, the Rep. Assembly of the Vernon Teachers' Association sponsored a "Baby's First Book" program reports local president, Bev Gess. A pamphlet outlining the importance of books and reading to children at an early age was designed by members. Small cardboard books that toddlers can easily hold, were ordered. These books are labeled as "Baby's First Book," presented by the Vernon Teachers' Association, packed with a pamphlet, and delivered to the hospital for distribution to newborns.

Response has been excellent. Over 1,000 books to newborns have been distributed since last spring. Feedback from nursing staff is positive and supportive for the continuation of the books to infants.

**Task force on French programs and services**

**RESEARCH**

**A legal brief: Reporting child abuse**

by Kirk Beck and James Ogiuff

The initial and long-term effects of child maltreatment range from minor to profound physical, psychological, and behavioral problems for victims. Tragically, in the most severe cases, child abuse and neglect result in the death of a child. In an effort to protect children from maltreatment, every province in Canada (except the Yukon) has enacted mandatory child-abuse reporting laws. Given that children spend a large proportion of their time in the educational setting, school personnel are in a unique position to observe and detect patterns of child abuse. Research shows, however, that less than 20% of all reports originate from school personnel. This article summarizes the basic features of B.C.'s child-abuse-reporting law for school personnel.

Under the Family and Child Service Act of British Columbia, school personnel, along with other adults, have a legal obligation to report suspected child maltreatment. Failure to do so constitutes a statutory offense, punishable by a fine and/or jail sentence. A breach of this duty may also lead to civil liability and/or professional misconduct. A person who files a report of suspected child abuse in good faith is immune and protected from legal liability. The objective of this provision is to encourage reporting by removing the threat of legal

action. Only in a case when the report was made with malicious intent or without reasonable grounds is that person liable for criminal or civil penalties.

A child may need protection when the actions (or omission of actions) of those responsible for the child cause injury or harm or put the child at risk for injury or harm. In B.C., incidents of child maltreatment include sexual, physical, and emotional abuse, and neglect.

The law does not require that the teacher or school worker have proof or evidence that a child has been abused. Rather, the legal standard to report is having reasonable grounds to believe that a child needs protection. It is not necessary for school personnel

to have first-hand knowledge (e.g., child discloses abuse directly to teacher) to file a report. Because the legal requirement is reasonable grounds to believe, it is better to err and report suspected child abuse than err and not report suspected child abuse.

The duty to report child abuse and neglect overrides a claim of confidentiality, except solicitor-client privilege. That is, the protection of information does not apply in cases of suspected abuse, and a report must be filed.

Reports of child abuse are made to a Ministry of Social Services social worker or the Helpline for Children (Zenith 1234). A teacher who delegates the duty to report to another person (e.g., principal, district counselor) does not

fulfill his/her personal duty and responsibility to make a report to social services, and is liable to criminal and/or civil penalties for breaking the law.

Reports are made by telephone, by letter, or in person. Generally, when filing a report of suspected child abuse, the social worker will need to know: the child's name, birthdate, and address; the names and addresses of the parents, the name and address of the alleged perpetrator; your name and address, and the details of the incident leading to the report. After receiving this information, the social worker must investigate the report to determine if the child needs protection. Urgent matters are referred immediately to the police, who are responsible for

criminal investigations.

In summary, school personnel have the opportunity to detect and report incidents of child abuse. However, deciding to report suspected child abuse is not always easy. Often school personnel are concerned about interfering with private family matters, parental reactions, a report's resulting in the immediate removal of the child from the home, making a false report, and legal liability. Despite these concerns, people suspecting child abuse and neglect must report the suspicion. School personnel need to be reminded that they are fully protected from legal liability for reports made in good faith. Given this information, it is hoped that school personnel will become more engaged in continued efforts to protect children from abuse.

This summary is prompted by the findings of a recent article investigating teachers' knowledge of, compliance with, and attitudes toward B.C.'s child-abuse reporting law. A copy of the findings is available from Dr. James Ogiuff, Department of Psychology, at Simon Fraser University. The authors thank all the teachers who participated in this study.

Direct questions about reporting requirements to the nearest Ministry of Social Service. For more information and detailed guidelines regarding the prevention of child abuse and neglect, refer to the *Inter-Ministry Child Abuse Handbook: An Integrated Approach to Child*

*Abuse and Neglect*, 1998 edition, available from Crown Publications Inc., 546 Yates Street, Victoria, BC V8W 1K8.

*Kirk Beck is a graduate student, and James Ogiuff is a professor, at Simon Fraser University.*

**It's no surprise: child poverty is on the rise**

Four years ago, Canada's Parliament unanimously passed a goodwill resolution targeting the elimination of child poverty by the year 2000. Now, anti-poverty activists say child poverty won't disappear by then—instead, the rate will double.

Here are some of the statistics released recently by Campaign 2000, a coalition of groups fighting child poverty.

- More than 1.2 million Canadian children were living in poverty in 1991, a 30% increase in the previous two years.
- Canada had 436 food banks registered in February 1993, a jump of 100 from the previous August.
- The richest 20% of Canadians collected 40% of pre-tax income in Canada in 1991.
- Six percent of the country's pre-tax income was collected by the poorest 20% of Canadians.

Source: *Labour News & Graphics*, CALM.

**BARGAINING from page 1**

We see the Public Sector Employers' Council (PSEC) as an institutional expression of a social-democratic approach to central planning in the public sector. The idea is to bring together employers, unions, and government to work out social priorities and to allocate resources to meet them.

However, B.C.'s PSEC gives the final word to the cabinet, without the other players' necessarily achieving consensus, or even participating. Unions are not even at the table!

PSEC and the Employers' Association aren't the whole story. Education funding—or underfunding—still influences bargaining. Local school boards' right to raise local taxes has been curtailed through referendum requirements. The provincial government exercises control through setting the block funds, and limits local discretion by targetting funds, that is, tying money to specific activities.

Bill 78 limits even more the autonomy of the local school boards we face. Bill 78 also opens the way for boards or government to establish provincial or regional employer structures. How will we protect the diverse needs of 75 locals? How will we keep local teachers and teacher leaders in the driver's seat in

bargaining that is influenced by international economic trends? Can we continue our current method of local bargaining?

We don't yet have the answer to these initiatives because the employers' structure is still taking shape. We do have a process that has worked in the past. Teachers get information. They study and think. They talk. They explore alternatives. They make a collective decision. They learn new behaviors.

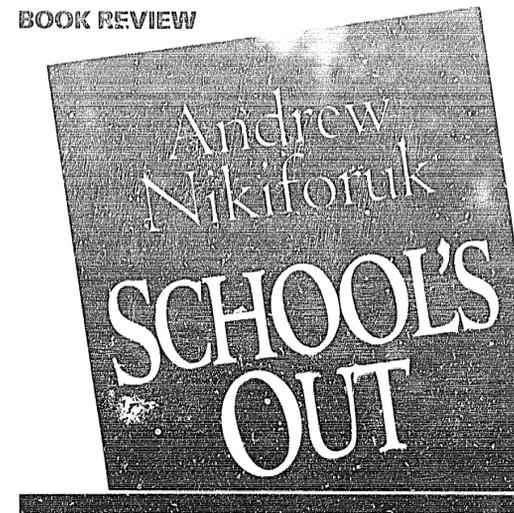
At our January meeting, the BCTF Executive Committee initiated this member discussion with the following motion.

"That the BCTF initiate activities, including visits to locals by Executive Committee members, to provide information, promote discussion, and invite feedback regarding the effects of Bill 78 and the possible alternative bargaining structures, and at the same time, reinforce the need for local teacher control of bargaining and for greater unity and commitment in the next round of bargaining."

This rethinking will be complex, difficult, and time consuming, and we are already very busy people. The good news is, together teachers can handle it.

*Ray Worley is president of the BCTF.*

**BOOK REVIEW**



**School's Out: The Catastrophe in Public Education and What We Can Do About It**

Nikiforuk, Andrew. Macfarlane Walter & Ross, Toronto: Canada (1993) pp.xiv: 207.

by Nancy Sheehan

Andrew Nikiforuk's *School's Out* is an example of the latest growth industry in Canada, an industry that appears regularly, hits fever pitch during recessions, and is characterized by "back to the basics," "psycho-babble," "anti-intellectualism," and "feel-good activities." The catastrophe in public education, according to the book's cover, is that "our schools have become a costly, bureaucratically dominated day-care system, producing kids who can't add, write, or think." To support this thesis and, no doubt, promote sales, the author gives chapters titles such as "What's Wrong?" "The New Idiocy" and "What Went Wrong—the Great Divorce."

Despite such disaster hyperbole, Nikiforuk promotes the public school system, he argues that he does not want to see it destroyed or replaced with a voucher system and he believes that there are many good schools and good school boards. He believes that schools and teachers need to respect children's interests and to use a variety of pedagogical tools to engage children in learning. Nikiforuk thinks the schools have taken on too much, thus crowding the time available for the basics and therefore contributing to the catastrophe. He blames the schools, teachers, and administrators for this, forgetting that schools are products of society and it is society that expects schools to perform functions previously in the jurisdiction of families, communities, and churches.

*School's Out* is part polemic, part history, and part practical guide: this strength makes it difficult to refute, but it is also why the book fails to convince a critical and educated public of the catastrophe. Nikiforuk

schools need to teach moral character, not sex and drug education, arguing that there has been no decrease in sexual activity among teenagers since courses on sex education were introduced in the schools. He seems to have separated the schools from the society in which they exist.

Nikiforuk fails to examine education today within its current context, as well as historically. Although he says that his book is part history, he does not portray a good historical sense of developments in schooling. I would argue that there are two constants in education: the war between progressives and conservatives and the longing for a golden era in which the three Rs (called "basics" today), discipline, an emphasis on the classics, rules for written language (grammar), and learning by rote memory dominated Nikiforuk, argues that he is progressive, but he comes across as anti-progressive.

Schooling is a product of the society, and we cannot divorce the school from either its historical or its current context. Time spent on TV viewing, organized sport, art lessons, weekend leisure, and after-school work are important in Canada; therefore, we need to take them into account when we compare our school system with that of other countries or with schooling of past eras. Nikiforuk points to international tests indicating that Canada is ranked, along with the U.S., at the bottom of international comparisons. He fails to specify exactly where Canada falls on the graph in the international tests, and he does not mention those mathematics tests, for example, in which B.C. students ranked second to Korea. To take our school system out of its societal context and compare it with systems in Korea and Japan (which have very different societal expectations, respect for education, and attitudes toward leisure activities) and conclude that our system is failing, is to do an injustice to our educational system, to teachers, and to the public in Canada today.

*It is easy to forget that schools cannot be all things to all people, that society today is very different from that of yesterday.*

—Nancy Sheehan  
Dean of Education  
University of British Columbia

As an example of a wonderful community culture, he praises yesterday's one-room schoolhouse; at the same time, he denounces today's non-graded or multi-aged classrooms as inadequate. Surely one-room schools are prime examples of non-graded classrooms.

His definition of education is narrow: "to educate means to bring up young people in the culture and traditions of their parents, so that they are better able to serve the community."

He makes several outrageous comments: for example, he believes that "good families put child-rearing ahead of career-climbing and always make sure there is one parent at home" without considering the need, both financial and emotional, for parents to work, or to state how this might be possible in single-parent families. He denounces multiculturalism, saying, "it gets in the way of the sharing of a common and rich heritage," and "that animated by many cultures education which is tribal cannot be public." He believes that

He believes that American and Canadian schools are "twins with the same genetic defects." I strongly disagree and would argue that financing, teacher education, teachers' salaries, graduation requirements, and program content differ greatly between Canada and the United States. To use American evidence to suggest that Canadian schools are failing is unacceptable.

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**EC leadership**

At its January 13-15 meeting, the BCTF Executive Committee adopted its leadership report for the Annual General Meeting. The EC will recommend as priorities for 1993-94:

1. That the BCTF develop strategies to defend public education.
2. That the BCTF focus on school-based issues such as mainstreaming and integration, meeting the needs of all students, and creating safe and healthy schools.
3. That the BCTF continue to seek improvements in the early-retirement provisions of the Teacher Pension Plan.
4. That local bargaining structures be retained for the upcoming round and that the BCTF commit to greater unity and coordinating among locals.

**Speaking personally**

**What was one of your funniest experiences as a teacher?**



**Patti McLaughlin**  
*Howe Sound*

A couple of summers ago, one of the essay topics on the Grade 12 English exam was "Choices." Over the course of the marking session I read hundreds of uninteresting variations on that theme until I came across one that propounded "choices" in public bathrooms: Simply put, we like to appear "choosy" in public washrooms, and we invariably overlook the first stall. Consequently, the first stall is frequently cleaner and tidier than the others further along.

Armed with this new wisdom, I danced into the first stall on my next trip to the washroom, I had not noticed that the toilet paper dispenser

was mounted on the rear wall, rather than behind the door.

Cutting to the chase, I impaled myself on the metal edge of the dispenser, giving myself a three-inch gash on my left cheek (lower). My wound was the wonder of my marking group, and indeed, several markers from other groups who, when they asked after it, got to see it.

On the advice of some of my colleagues, I visited a walk-in clinic to dazzle a 14-year-old doctor with the spectacle—he was duly impressed, and after giving me a tetanus jab, told me it was the first time he'd ever recorded "toilet-paper dispenser" as cause of injury on a Workers' Compensation form.



**Mäe Eileen Smith**  
*Maple Ridge*

I was the 27-year-old principal of a three-room school in a Winnipeg suburb. I taught all subjects, including French, for \$1,200 a year.

One cold winter afternoon, the pupils filed in and took their seats. Jack was concealing something under his sweater. I investigated. It was a frozen pigeon, looking quite dead. I told Jack to place the bird in the sun on the window sill.

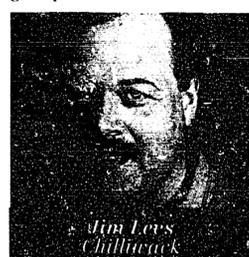
That very day, the school inspector knocked at my door. I tried to be always ready for him. He looked over my assignments on the board. He inspected my register and my plans for the day.

Then the most disturbing thing happened. Having thawed out, the pigeon flew crazily around the room, just missing the inspector's bald head. The pupils tried to catch it.

"What's going on here?" he shouted. Jack, running up and down the aisles, finally captured the terrified bird. I pointed to the back door. The pigeon flew away quite normally.

I felt sick, but I explained the situation to the inspector. He calmed down and spoke to the class, commending Jack for his kindness to the helpless pigeon.

That inspector gave me a fine report. It helped me get a good position in B.C.



**Jim Leys**  
*Chilliwack*

On being asked to comment on my funniest experience in teaching, suddenly, and for the first time, I felt that my entire 24-year career had been in vain. Empty. Without meaning.

I couldn't come up with a single funniest anecdote worth recounting in 150 words. Not one real thigh-slapper. I

always thought I was lucky to be a teacher. Now I wonder.

There has been lots of humor—the daily stuff staff members share. Stupid birthday presents, end-of-year roasts, and practical jokes have filled every year. Sometimes we involved the kids: my whole class invaded the Grade 2 room singing *The Brady Bunch* theme. The Grade 2s, in turn, populated our class with life-sized paper likenesses before class one morning.

A continuing source of humor was the building manager, who loved to cover the staffroom chalkboard with memos written in beautiful calligraphy. But he couldn't spell.

Sometimes the humor was a little darker: poetic justice reaped by the occasional wayward student was usually worth a wry smile (maybe not completely kind and honorable, but I couldn't help it).

There you have it. Lots of laughs, lots of fun, lots of good times; not one big story. Thanks for the memories.

## Electronic chatter

## Have modem, will travel

by Marita Moll

"...imagine a car plumped down in the jungle. Checking it out you might find it a very useful piece of equipment indeed. A multipurpose wonder, it would supply lights, bedding, radio communications, tape player, heat, air conditioning, a shield against arrows and bullets, and a loud horn to frighten away fierce animals. In use of the functions of this machine, you might never realize that the real magic of a car comes in conjunction with asphalt." (1993 Michael Bookley)

In the early '80s, when the personal computer began to live up to its name, students learned to operate the Logo turtle, type letters and reports, and work through automated math and spelling drills. However, the technology moved much more quickly than anyone expected. Soon the computers students had at home were more powerful than the school's. Many school computers ended up in a closet or collecting dust in a corner of the staff room once the novelty had worn off.

These machines are suddenly the centre of attention again. Now, with the addition of a modem, a telephone line, and a free piece of software, any computer, whatever the vintage, can be turned into a powerful interactive learning tool. Classrooms thousands of miles apart can co-operate on a simulated space shuttle mission, sending each other bulletins on weather conditions, images of their craft and crew, and the results of microgravity experiments.

## Earthshaking marvels to us are wallpaper to our children

Most of today's students have grown up getting part of their education and most of their information from a video screen. Advanced students use electronic bulletin boards set up locally by computer hobbyists to play on-line games, download software and files, and chat with other members of special-interest groups.

As a result of the overwhelming influence of video-related technologies in today's society, students relate more easily to information structures that are simultaneous, discontinuous, and dynamic, far from their parents' experience tied to the printed page. (1989 Marshall McLuhan) Introducing electronic networks into the classroom is one way to address this shift.

## Gutenberg lives

The Gutenberg Project, a nonprofit organization with a volunteer staff, most of whom have never met, has released an on-line version of 70 texts in the public domain. Titles include the complete works of William Shakespeare, Alice in Wonderland, the Bible, Roger's Thesaurus, and the World Fact Book. The goal is to release 10,000 titles by the year 2001. These are all freely available to those who can find their way to the various electronic spaces where these texts are stored. One would not choose to read a book entirely on the computer screen, but to search particular references.

The space agency, NASA, posts a daily bulletin detailing activities at the agency that day. It also presents databases about the history, current state and future of space flight, classroom materials, shuttle and satellite images, and a bulletin board for exchanging information.

## Windows on the world

SchoolNet, in its initial year, connected 600 schools across

Canada, produced a manual documenting Internet resources of interest to teachers, created a network of science and engineering advisors to answer questions from students, and made available hundreds of teacher-designed classroom projects.

Scilink, based in Toronto, hosts a popular project called Kids from Kanata, which connects groups of Canadian classrooms, including in each group one site representing Canada's aboriginal peoples. Students explore the effects of cultural and geographical differences and increase their awareness about native issues.

Many networks foster international connections. \*EARN (International Education and Resource Network) has a current project called GLOBE (Global Linking Over a Better Earth). International service and youth organizations explore how telecommunications can bring large numbers of young people into contact. Academy One conducts several network-wide special events each semester, including a simulated space-shuttle mission, an international teleolympics, and a "Letters to Santa" co-operative writing project. ICS (Interactive Communications and Simulations), operated by the Faculty of Education at the University of Michigan, offers earth odysseys in which students retrace the route of a famous explorer, sending logs of their trip as they proceed. New resources spring up every day.

## Getting started

Finding your way to these resources means finding a service in your area capable of providing some level of Internet access. Universities are the major institutional access points, and schools have occasionally been offered access through university Internet connections. Community networks offer free access to many of the activities mentioned above. "Freenets" are

volunteer-driven initiatives dedicated to providing the entire community with free public access to networking services. Others, such as the Community Learning Network in B.C., are created specifically for educational purposes.

Bulletin boards started at the school-board level and by local bulletin-board hobbyists also provide school access to worldwide networks. Many of these carry the well known education networks K12Net and FreeMail (Free Educational Electronic Mail). These loose collaborations among local bulletin-board systems exchange e-mail during inexpensive off-peak hours, keeping costs to a minimal level.

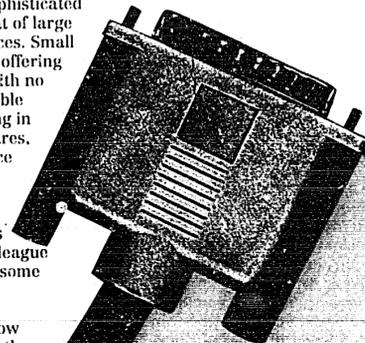
Large service providers, such as Compuserve, Genie, and America Online, charge a subscription fee and an hourly rate. Basic services include computer conferencing, access to reference tools, and the ability to send and receive e-mail through the Internet. A network called the WEB, managed by the NIRV Centre, a Canadian non-profit organization, provides services at a rate much more attractive to schools but with a somewhat less sophisticated interface than that of large commercial services. Small service providers offering Internet access with no frills and reasonable rates are surfacing in larger urban centres, an excellent choice for those with knowledge of Internet navigational tools or a friend or colleague who can provide some initial support.

Teachers and administrators now must re-evaluate the role of the telephone and the computer in the classroom. Public

education may be the last major industry to begin to use technology day-to-day. According to a Denver-based research firm, out of 83,790 public schools in the U.S. only 22% possess even one modem, and only 14% used education networks in even one classroom in the past school year. (1993 Jacques Leslie) The situation is probably similar in Canada.

But the future is never very far away. Consider Burnaby South 2000, which opened in January 1993. Imagine: "...a school with video monitors broadcasting school news and announcements in classrooms and halls, computer terminals [that] allow art students to view the masterpieces of the Louvre on laser disks and telecommunications hook-ups [that] allow a social studies class examining a political conflict to access wire services from around the world." (1993 Dave Cunningham)

Marita Moll is a program assistant for Research and Information Services, Canadian Teachers' Federation.



## References

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- Leslie, Jacques. "Connecting kids." *Wired*, Nov 1993.
- Cunningham, Dave. "Burnaby South 2000." *Teach*, Feb/Mar 1993.

occurred since the network was launched. The members of the National SchoolNet Advisory Board feel that SchoolNet should be made available to all schools in Canada, possibly through the \$6 billion National Infrastructure Program, recently announced by the federal government. National Infrastructure Program funding could allow Canada's

16,000 elementary and secondary schools to become part of a national educational network. This network would also include Canada's universities and colleges, public libraries, Freenets, government agencies, and community organizations. Should school networking be a priority project under the National Infrastructure Program? You may want to

bring this opportunity to the attention of your school board, municipal government, and Ministry of Education, who may be setting Infrastructure Program priorities at a local or provincial level. For more information on SchoolNet, contact the National SchoolNet Office, Room 840-F, 235 Queen Street, Ottawa, ON K1A 0H5, (613) 991-6057.

## GIFTED ED

## Responses to Morton

It was with interest I read Tom Morton's October 1993 article on Gifted Education—"The Best and Wisest for All." As a parent with several children in accelerated and enriched programs, I appreciated the broader picture Morton presented regarding this requisite area of education.

My interest turned to dismay when I read "Both the content and the quality of the teaching in lower stream classes are inferior." I am a teacher in an alternate education program. Province-wide, these programs represent, as does gifted education, 2% of the student population. Alternate education is designed for students of average ability who have difficulty adapting to the rules and structure of regular school.

There are individuals, regrettably even some educators, who believe that children experiencing this difficulty have something wrong with them. It is termed "the child is deficit" model of education. Persons subscribing to this model believe that modified and basic classes contain inferior students, inferior curriculum, and inferior teaching.

Mr. Morton, the multitude of educators in this province teaching alternate education are likely to forgive such individuals their bias. We are a tolerant bunch.

Barbara Leroy  
Delta

Several B.C. Alternative Education teachers have contacted me regarding Tom Morton's statements related to inferior teaching and content in lower stream classes.

At present, approximately 200 teachers and youth and family workers in 75 districts provide appropriate services and programming options for alternative education students. Each program is designed to meet the needs of adolescents at risk of leaving school or who have left school and are returning. Program staff work in partnership to provide best practice for these students. Therefore, I'm sure you can understand why they were concerned about Morton's knowledge and attitude related to how and what these students are taught.

Wendy Neumann  
President, B.C. Alternate Education Association

I wish to say how much I enjoy *Teacher* and the professional support I gain from the articles. In the latest issue I particularly enjoyed "What should social studies be?" and the seeming discrepancy between theory and reality that Deborah Court describes. I am encountering a similar experience in science in Early Intermediate.

But I do have a question. Is it possible for Tom Morton, author of "A look at gifted

programs" (October 1993), to use current and local research and investigate before he writes?

His paragraph "Support for gifted teachers" might read "...in the Courtenay School District, on Vancouver Island, the teachers of gifted students teach four separate groups of students from various district schools for four days. On the fifth day, they provide support to classroom teachers, screen (collect information and assess) other students, meet with parents and community people, research and develop new materials, prepare and facilitate district theme days for other bright students from around the district, and organize and lead an annual spring inter-district conference for students on Mount Washington."

It seems these teachers provide support, which is of course not the meaning Morton intended. And, as you might imagine, their 75 minutes of weekly preparation time designated in contract seems to vanish.

And a small issue in terminology: some colleagues are teachers of gifted students, and some are teachers of students with learning disabilities. They are not gifted teachers or learning-disabled teachers.

There is a wonderful provincial association for teachers of the gifted, and I hope you and Tom Morton will contact that group before the next issue of *Teacher* is printed.

Amy Brydon  
Teacher of Grade 5 students,  
Comox

To discuss Tom Morton's article, "The Best and Wisest for All" we must understand what the article is not. It is not an objective look at the research on gifted education, prompted by his personal considerations for his daughter's education.

It is, an essay challenging the equity of providing programs for our brighter students and questioning the excellence of those programs. I was hoping for an intellectual discussion on the pros and cons of gifted education. Instead I feel like the social studies/English teacher, given a paper rancid with faulty syllogism, misinformation, and irrelevance. In his article, Morton suggests, "The research says" that gifted education is inequitable in such places as California and Ontario. B.C. has programs for gifted students; ergo, B.C.'s programs are inequitable. Such are Morton's premises.

"The research says" is a statement slightly higher on the gobbledygook scale than "it is common knowledge," or "everybody knows that." It begs the questions What research? What is measured? Does the research really say what it is purported to say, and can generalizations be drawn from it?

Morton destroys his credibility when he cites the research on gifted education as "being a mess" and by describing one study as being "inconclusive." By rendering the research he reviewed as invalid, he negates any conclusions he would like to draw, supportive of his argument or not.

We are left, therefore, with his "one-offs" (case studies; n = 1). To use a one-off to go from the particular to the general is to take one blue marble from a bag and assume that all the rest of the marbles, are blue. On the basis of his one offs, Morton would have us scrap our special programs, send the International Baccalaureate back to Geneva, sink "Challenge" at Humber, board up the mini-schools, etc., He would then dump all the clients into one bucket, stir well, and ladle out servings of 30 for clones of the best teachers to teach. This would indeed give us equity, and just think how many Grecian urns we could then reinvent. The mind boggles.

Given the scope and diversity of the programs offered in Vancouver alone, Morton's description of gifted education is, at best, pathetically naive. What he describes would not come close to meeting ministry or district guidelines. And Morton suggests that gifted students do well because they get the best teachers, and weaker students get "marginal teachers," whatever that term means. Perhaps Morton could identify one or two marginals, and we can have a debate on ethics.

Even if we grant Morton's self-invalidated research a modicum of credibility, I cannot stretch my imagination far enough to see the relevance to Vancouver or B.C. of the one school in California where "an African-American student was 10 times as likely to be in the college-prep class as a Latin American student who had the same score on a standardized math exam," and the inference that such prejudice might exist in B.C. is unacceptable. Take the blinkers off, Tom! Can any of your scenarios be generalized to your school, your district, or your province? I think not.

Derrick J. Booth  
Vancouver

## Morton's last word

Space available permits only a brief response. First, Barbara Leroy and Wendy Neumann take issue with my statement about the inferiority of the teaching of low stream (or track) classes compared to high stream. Nonetheless, this is the consensus of educational research. To give a typical example, below is Adam Gamoran's summary of findings from *Educational Leadership* (Oct. 1992, p 14):

Observers report that high-track teachers are more enthusiastic and spend more time preparing (Rosenbaum 1976, Oakes 1991). Teachers may compete for the opportunity to teach honors and accelerated classes, and those with more experience or better reputations tend to win the privilege (Finley 1984, Oakes 1991). In contrast, low-track instruction tends to be fragmented, emphasizing worksheets and recitation (Page 1992). Teachers in low-track classes spend more time on behavior management and less time on instruction (Oakes 1985).

See MORTON page 21

## Grieve talk

## Seniority rights preserved

Vancouver Island West teachers have won a long, hard battle to preserve the seniority claiming rights of their members. When an elementary position for the 1992-93 school year was posted, the school board selected a person who was an administrator in the district for the previous two years but who had not had a teaching position in the district.

The collective agreement provided that posted vacancies be filled in order of priority. "A teacher on continuing appointment...in order of seniority" was fourth priority and a "new appointee" was last priority. A continuing teacher with two years seniority had also applied for the posted position but did not get it. The union grieved.

On October 1, 1993, Arbitrator Don Munroe upheld the grievance, ruling that an administrative officer appointed in a district, never having been a teacher in that district, is not entitled to the "deemed" seniority under Section 21 of the School Act. He awarded the position, with back pay, to the member of the bargaining unit.

The board has filed Notice of Appeal to the B.C. Court of Appeal.

Linda Werkhund

## Oversize classes

Vancouver teachers have pursued a number of grievances this year through the expedited arbitration process—a process that requires a decision from the arbitrator within seven days.

A favorable award was handed down recently on a class-size grievance at Thunderbird Elementary School, where four teachers had oversized classes as a result of the inclusion of children designated with special needs.

The employer argued that the "fudge factor" applied to classes containing children with special needs and that the classes in question were not oversized.

The union maintained that the fudge did not apply, given the wording in the agreement.

Arbitrator Bruce Greyell, ruled that a plain reading of the collective agreement means that classes containing children with special needs are not subject to the exception or fudge. The grievance, therefore, succeeds, and the oversized classes must be eliminated.

## Posting and filling award

In another expedited arbitration, Vancouver teachers won a posting-and-filling grievance.

The grievor was a long-term teacher on call who had occupied the posted position for the past two years because

the incumbent was on leave. The person selected for the position was also a teacher on call, but with less time spent in long-term assignments in Vancouver.

Arbitrator Heather Laing was "to determine whether it was a reasonable decision" by the employer. She concluded that it was not, having regard to the manner in which the decision was made, and the facts before her, and ruled that the grievor be given the posted position immediately.

The grievor accepted the position the next day.

Wes Knapp

## Temporary teacher rights enforced

A teacher on a temporary appointment in Langley grieved that she was not placed in a posted position for which she applied and was qualified.

Prior to filing a formal grievance, IFA President Diane Gorton told school board officials that the teacher was entitled to this position because of her previous temporary appointment experience and because of the collective agreement, which stipulates that any teacher with more than four months on a temporary contract shall be placed in a vacant position for which he/she is qualified, provided no other qualified applicant has higher priority.

The response of the principal was to withdraw the posting, "revise" it, and fill it internally. The IFA and the teacher grieved.

Days before the arbitration and months after the fact, the board agreed to settle the grievance by "making the teacher whole." This means that the teacher was paid salary and benefits compensation and given sick leave, seniority, and other credits to place her in the same circumstances she would have been if she had been given the position.

Although the settlement was agreed to without prejudice to either party's position on the matter, it will still serve as a strong deterrent to further violations of the collective agreement.

The teacher, with her grievance-gained seniority, applied for and received a teaching position in the district and is currently teaching on a continuing appointment.

Lynne Sinclair

Grieve talk is a column on grievance arbitrations written by members of the BCTF Bargaining & Member Services Division staff.

## Is your school connected?

A co-operative federal/provincial/territorial and industrial initiative called Canada's SchoolNet was launched in October 1993. To enhance learning

opportunities and achievements in elementary and secondary schools across Canada by electronically linking them and by making national and international education resources available to Canadian teachers and students.

More than 1,000 schools have connected to SchoolNet, and over 100,000 accesses to SchoolNet services have

# BCTF Financial Report for the Year Ended June 30, 1993

## President's comments

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

As shown in the financial statements, the General Operating Fund revenues exceeded expenses by \$36,000. Lower actual membership fee revenue than budgeted was more than offset by lower actual divisional operating expenses as the result of decreased program activity due to job action. With a surplus achieved in each of the last two years, the federation has been able to rebuild its cash resources and eliminate the borrowing costs that occurred due to deficits in prior years. For example, no external borrowing costs were incurred for 1992-93 versus \$82,320 for 1991-92. For the 1993-94 budget year, the June, 1993 Representative Assembly approved a budget with a deficit of \$14,000. This deficit must be placed in the context of subsequent decisions, in particular the Communications Plan, which may increase this to as much as \$400,000. The federation can incur this deficit for the 1993-94 year due to the surplus achieved in the prior two years.

The completion of the federation's new building at 6th and Ash is projected for February, 1994. At this time, a final payment of \$7 million will be required to finalize the purchase of the 50% interest in this property. It appears unlikely that proceeds from the sale of the existing premises at 7th and Burrard will be received by this date. In addition, the final proceeds of \$2 million from the sale in 1991 of the Broadway and Fir property are not due until January, 1996. Therefore it will be necessary to temporarily finance the new building purchase and incur interest payments until such time as the proceeds from the existing and previously owned premises are received.

Grants to locals for the 1993-94 budget year amount to \$3.2 million or 18% of the total federation expenses compared to \$2.6 million or 15% of the total expenses for the 1992-93 year.

The federation can initiate new services to members or increase grants to locals only by increasing fees, strictly controlling general operating costs or reducing or eliminating existing services. The Executive Committee is not recommending an increase in the regular membership fee for 1994-95. The AGM must therefore exercise caution and prudence in considering any further increases in federation expenditures.

The Collective Bargaining Defence Fund balance declined from \$7.9 million as at June 30, 1992 to \$5.7 million as of June 30, 1993, due mainly to increased expenditures for strike pay and job action public relation grants incurred during the recent bargaining round.

The operations of the Salary Indemnity Fund (SIF) reflected income of \$3.5 million for the 1992-93 year compared to a loss in the 1991-92 year of \$4 million resulting in a decrease in the unfunded liability from \$7.3 million as at June 30, 1992 to \$3.8 million as at June 30, 1993. The financial improvement in the unfunded liability is due mainly to the impact of a full year of the fee increase as approved by the 1992 AGM and unexpected actuarial experience gains in the year. It appears that the objective of eliminating the deficit over a five year time frame through a portion of the fee increase will be achieved. The three year rehabilitative counselling pilot project to assist ill and disabled members commenced in July, 1993 with five selected locals participating. Preliminary feedback has been positive. A study analyzing the results of the project will be available prior to completion.

- Ray Worley

## 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 Rob McLaren, C.A.  
Executive Director Treasurer

## Auditors' Report

To the Members of  
British Columbia Teachers' Federation

We have audited the combined operations balance sheet of the British Columbia Teachers' Federation as at June 30, 1993, the combined operations statement of changes in cash resources and the statements of revenue, expenses and fund balance of the general operating fund, collective bargaining defence fund and the contingency fund for the year then ended. These financial statements are the responsibility of the federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, these financial statements present fairly, in all material respects, the financial position of the federation as at June 30, 1993 and the results of its operations and the changes in its cash resources for the year then ended in accordance with generally accepted accounting principles.

Deloitte & Touche  
Chartered Accountants  
Vancouver, British Columbia  
October 29, 1993

## STATEMENT I Combined Operations Balance Sheet as at June 30, 1993

	1993	1992
	(in thousands)	
<b>ASSETS</b>		
<b>CURRENT</b>		
Cash and term deposits	\$1,955	\$5,154
Marketable securities	8,688	6,421
	10,643	11,575
Membership fees and other receivables	2,709	3,897
Inventories and prepaid expenses	229	187
	13,581	15,659
<b>DUE FROM</b>		
Salary Indemnity Fund	—	11
<b>LONG TERM</b>		
Agreement for Sale (Note 5)	2,000	2,000
<b>FIXED ASSETS (Note 7)</b>	2,478	2,567
<b>INVESTMENT IN CO-OWNERSHIP (Note 8)</b>	1,565	—
	<u>\$19,624</u>	<u>\$20,237</u>
<b>LIABILITIES</b>		
<b>CURRENT</b>		
Accounts payable	\$2,263	\$1,979
<b>DUE TO</b>		
Provincial Specialist Associations	567	423
Salary Indemnity Fund	117	—
	2,947	2,402

	1993-94 Budget (Unaudited Note 13)	1993	1992
<b>MEMBERS' EQUITY</b>			
General Operating Fund	7,204	4,594	
Collective Bargaining Defence Fund	5,658	7,917	
Contingency Fund	581	737	
Capital Project Fund (Note 9)	3,203	4,495	
William R. Long Memorial International Solidarity Fund (Note 10)	29	90	
Other Funds	2	2	
	<u>16,677</u>	<u>17,835</u>	
	<u>\$19,624</u>	<u>\$20,237</u>	

Salary Indemnity Fund (Notes 2 & 3)

Approved by the Executive Committee

*Alice McZurde*

## STATEMENT II Combined Operations Statement of Changes in Cash Resources for the Year Ended June 30, 1993

	1993	1992
	(in thousands)	
<b>CASH FROM (USED IN) OPERATIONS</b>		
<b>SOURCES</b>		
Fees Received		
General Operating Fund	\$17,056	\$16,915
Collective Bargaining Defence Fund	2,981	6,366
Contingency Fund	378	374
William R. Long Memorial International Solidarity Fund	322	321
	20,737	23,976
Advances from Salary Indemnity Fund	128	—
	<u>20,865</u>	<u>23,976</u>
<b>USES</b>		
Expenses Paid		
General Operating Fund	(15,672)	(14,253)
Collective Bargaining Defence Fund	(5,672)	(649)
Contingency Fund	(595)	(736)
Capital Project Fund	—	(85)
William R. Long Memorial International Solidarity Fund	(385)	(381)
	(22,324)	(16,104)
Advances to Salary Indemnity Fund	—	(26)
	<u>(22,324)</u>	<u>(16,130)</u>
Net cash from (used in) operations	\$(1,459)	\$7,846
<b>CASH FROM (USED IN) INVESTING ACTIVITIES</b>		
<b>SOURCES</b>		
Investment income received	\$1,342	\$386
Proceeds from sale of investments	859	—
Proceeds from member loans	211	—
	2,412	386
<b>USES</b>		
Purchase of fixed assets	(320)	(194)
Investment in Co-ownership	(1,565)	—
Advances for member loans	—	(351)
	(1,885)	(545)
Net cash from (used in) investing activities	527	(159)
<b>CHANGE in cash, term deposits and marketable securities</b>	(932)	7,687
<b>CASH, term deposits and marketable securities, beginning of year</b>	11,575	3,888
<b>CASH, term deposits and marketable securities, end of year</b>	<u>\$10,643</u>	<u>\$11,575</u>

## STATEMENT III General Operating Fund Statement of Revenue, Expenses and Fund Balance for the Year Ended June 30, 1993

	1993-94 Budget (Unaudited Note 13)	1993	1992
<b>REVENUE</b>			
Allocation of membership fees (Note 4)	\$17,872	\$17,156	\$17,222
Net Investment Income	58	156	—
	17,930	17,312	17,222
<b>DIVISIONAL OPERATING EXPENSES (Note 6)</b>			
Management and Legal Aid	1,800	1,423	1,555
Organization Support	4,098	3,869	3,795
Finance and Administrative Services	1,820	1,692	1,708
Research and Technology	1,672	1,582	1,532
Professional Development	2,760	2,967	2,601
Bargaining and Member Services	2,571	2,276	2,221
	14,721	13,809	13,412
Grants to Locals	3,223	2,567	2,017
	17,944	16,376	15,429
Net Cost of Borrowing	—	—	82
	17,944	16,376	15,511
<b>NET (EXPENDITURE) REVENUE BEFORE UNUSUAL ITEM</b>	(14)	936	1,711
<b>UNUSUAL ITEM</b>			
Gain on sale of investment property	—	—	2,859
<b>NET (EXPENDITURE) REVENUE</b>	(14)	936	4,570
<b>Fund Balance, beginning of year</b>	7,204	4,594	2,883
<b>Net Transfer from (to) Capital Project Fund (Note 9)</b>	—	1,674	(2,859)
<b>FUND BALANCE, end of year</b>	<u>\$7,190</u>	<u>\$7,204</u>	<u>\$4,594</u>

## STATEMENT IV Collective Bargaining Defence Fund Statement of Revenue, Expenses and Fund Balance for the Year Ended June 30, 1993

	1993	1992
	(in thousands)	
<b>REVENUE</b>		
Allocation of membership fees (Note 4)	\$2,658	\$6,480
Net Investment Income	833	412
	3,491	6,892
<b>EXPENSES</b>		
Strike Pay	4,833	—
Support to Locals	386	308
Interest Expense and Provision for Doubtful Loans	62	243
Job Action Public Relations	228	62
Peace River North Grants	—	56
Job Action Grants	54	10
Bargaining Related Legal Fees	134	—
Presidents' Caravan	29	—
Bill 31	19	—
Secondment Costs	5	—
Re: Bargaining	5,750	679
<b>NET (EXPENSE) REVENUE</b>	(2,259)	6,213
<b>Fund Balance, beginning of year</b>	7,917	1,704
<b>FUND BALANCE, end of year</b>	<u>\$5,658</u>	<u>\$7,917</u>

## STATEMENT V Contingency Fund Statement of Revenue, Expenses and Fund Balance for the Year Ended June 30, 1993

	1993	1992
	(in thousands)	
<b>REVENUE</b>		
Allocation of membership fees (Note 4)	\$380	\$381
Net Investment Income	59	92
	439	473
<b>EXPENSES</b>		
Campaign for Local Autonomy	106	—
Education Funding	56	262
Bill 82	6	199
Legal Costs	414	147
Provincial Election	4	127
Central Coast Commission	9	1
	595	736
<b>NET EXPENSE</b>	(156)	(263)
<b>Fund Balance, beginning of year</b>	737	1,000
<b>FUND BALANCE, end of year</b>	<u>\$581</u>	<u>\$737</u>

Combined operations  
Notes to Financial Statements  
Year Ended June 30, 1993

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.

a. 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.

b. Inventories

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

c. Fixed assets

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

Furniture & equipment	3 to 15 years
BCTF building	until the year 2015

d. Leaseholds

Leaseholds are amortized over the term of the lease (10 years) commencing with occupancy of the new building.

e. Staff Pension Plan

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

2. BASIS OF COMBINATION

These financial statements include the results of the General Operating Fund, the Collective Bargaining Defence Fund, the Contingency 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

a. 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 1.60 per cent of gross salary for the 1992-1993 membership year.

b. Unfunded liability

As at June 30, 1993, the Salary Indemnity Fund had a fund deficiency of \$3,773,000 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, which is the responsibility of the federation, is anticipated to be eliminated over five years through the fee increase in 1992-93.

4. MEMBERSHIP FEES

The membership fee for the year ending June 30, 1993 was 1.35 per cent of the gross salary of a member. For the year ending June 30, 1994 the 1993 Annual General Meeting approved the same fee.

The following lists the fee allocations:

General Operating Fund	1.150%
Collective Bargaining Defence Fund	0.175%
Contingency Fund	0.025%
	1.350%

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

5. AGREEMENT FOR SALE

Due on January 14, 1996, the amount of \$2,000,000 represents the balance owing from the disposition of the Broadway and Fir investment property. This agreement provides for the assignment of lessee payments of \$8,900 per month from the purchaser of the property to the BCTF.

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 and summarizes the specific programs that have been approved by the Representative Assembly.

	1993 Actual	1993 Budget (Unaudited Note 13)	1992 Actual (Reclassified Note 14)
Management and Legal Aid Management & Personnel	\$ 960	\$ 1,036	\$ 1,095
Legal Aid & Internal Relations	463	462	460
Organization Support			
BCTF Governance	1,703	1,703	1,728
Local Leadership Training Task Force on Roles & Responsibilities	351	408	332
Task Force on Violence Communications	51	51	—
CTF & International Program	57	79	—
Community Outreach	840	886	823
Membership-Records, Recruitment, Retention	592	595	583
	101	106	96
Finance and Administrative Services			
Treasury & Accounting	174	194	234
Administrative Services	620	635	576
Purchasing & Building Management	312	335	326
760	769	806	
Research and Technology			
Research	297	317	290
Information Services	464	466	393
Technology	821	869	848
Professional Development			
Teaching Rights & Practices	975	985	882
Community Development & Outreach	1,026	1,000	857
Social Responsibility	566	559	521
Project Application & Administration - Curriculum Services/Professional Opportunities	65	84	61
School Improvement, Lesson Aids, & Program for Quality Teaching	334	298	280
Bargaining and Member Services			
Bargaining	1,994	2,078	1,963
Income Security	283	280	258
	13,809	14,195	13,412
Grants to Locals	2,567	2,646	2,017
	\$16,376	\$16,841	\$15,429

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

	1993 Actual (Unaudited Note 13)	1993 Budget (Unaudited Note 13)	1992 Actual
Salaries & Benefits	\$ 7,548	\$ 7,802	\$ 7,526
Table Officers' Salaries, Accommodation & Expense Allowances	213	221	230
Travel	688	678	549
AGM, RA, Meetings	1,521	1,531	1,487
Grants (includes all grants: those to locals and others)	3,024	3,109	2,448
Printing, Distribution, Photocopying	921	966	1,011
Conference Costs	666	663	467
Organization Memberships	586	586	579
Consultant & Legal Fees	450	475	368
Public Relations/Communications	310	332	347
Equipment Rental, Purchases & Maintenance	244	251	234
Depreciation & Gain on Disposal of Fixed Assets	318	386	405
Property Taxes, Operating Expenses, Insurance	439	436	501
Miscellaneous	107	131	39
Administrative Charges & Overhead Recovered	(333)	(383)	(337)
Program Revenue (includes Lesson Aids sales, Labour Canada grants, Teacher Newsmagazine ads & subscription revenue)	(326)	(343)	(425)
	\$16,376	\$16,841	\$15,429

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

	1993 (in thousands)	1992
Funds Unexpended beginning of year	\$288	\$ 53
Funds Received	1,127	652
Funds Disbursed	(991)	(417)
Funds Unexpended end of year—represents the net commitment for unexpired contracts	\$424	\$288

7. FIXED ASSETS (in thousands)

	Original Cost	Accumulated Depreciation	1993 Net Book Value	1992
Land - Burrard St. Buildings - Burrard St.	\$ 205	\$ —	\$ 205	\$ 205
Leasehold Improvements - 6th & Ash	2,402	907	1,495	1,562
Furniture & Equipment	109	—	109	—
Equipment under capital lease	1,500	831	669	751
	—	—	—	49
	\$4,216	\$1,738	\$2,478	\$2,567

Depreciation expense for the year ended June 30, 1993 was \$346,000 (for the year ended June 30, 1992 - \$405,000).

The Burrard Street land and building are listed for sale.

An additional \$1.8 million in leasehold improvements will be expended during the 1993-94 fiscal year.

8. INVESTMENT IN CO-OWNERSHIP

The BCTF has entered into an agreement to purchase a 50% undivided interest in land and building for the future offices of the federation. This commitment required a \$1,500,000 initial payment in November 1992 and a final payment of \$7,000,000 to be made on closing date which is expected February, 1994.

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

The costs have been paid out of the Capital Project Fund. However, the \$1,565,000 has been transferred to the General Operating Fund as Investment in Co-ownership. The \$109,000 in leasehold improvements has been transferred to the General Operating Fund as a fixed asset.

9. CAPITAL PROJECT FUND

	1993 (in thousands)	1992
Fund balance, beginning of year	\$4,495	\$1,545
Transfer from General Operating Fund of gain on sale of investment property	—	2,859
Transfer to General Operating Fund		
Costs of Investment in Co-Ownership (Note 8)	(1,565)	—
Costs of 6th & Ash Leasehold Improvements	(109)	—
Investment income	382	176
Expenditures	—	(85)
Fund balance, end of year	\$3,203	\$4,495

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 locals.

10. WILLIAM R. LONG MEMORIAL INTERNATIONAL SOLIDARITY FUND

	1993 (in thousands)	1992
Fund balance, beginning of year	\$ 90	\$ 146
Fee allocation (Note 4)	324	326
Expenditures	(385)	(382)
Fund balance, end of year	\$ 29	\$ 90

11. 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, 1993
Accrued benefits	\$7,697,000
Pension fund assets	\$8,017,000

12. 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. On November 23, 1992, Justice Hardinge of the Supreme Court of British Columbia issued an order declaring that the petitioner was entitled to unspecified compensation. The federation has filed an appeal against this order. The issue of quantum of compensation (if any) has not been determined, and would, if necessary, be the subject of future proceedings.

13. BUDGET

The 1993-94 budget presented in Statement III is the budget as approved by the Representative Assembly. The 1992-93 budget presented in note 6 is the budget as approved by the Representative Assembly and amended by the Executive Committee.

The 1993-94 budget has been restated to conform to the 1992-93 divisional structure.

14. COMPARATIVE AMOUNTS

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

## 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, 1993 and the statements of revenue, expenses and fund deficiency and changes in cash resources for the year then ended. These financial statements are the responsibility of the federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, these financial statements present fairly, in all material respects, the financial position of the fund as at June 30, 1993 and the results of its operations and changes in its cash resources for the year then ended in accordance with generally accepted accounting principles.

Deloitte & Touche  
Chartered Accountants  
Vancouver, British Columbia  
October 29, 1993

## Salary Indemnity Fund Notes to Financial Statements Year Ended June 30, 1993

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.

a. 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.

b. Fixed assets

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

### STATEMENT I Salary Indemnity Fund Balance Sheet as at June 30, 1993

	1993 (in thousands)	1992
ASSETS		
CASH AND TERM DEPOSITS	\$ 2,503	\$ 1,169
ACCOUNTS RECEIVABLE	3,020	1,967
DUE FROM General Operating Fund	117	—
INVESTMENTS (Note 3)	56,765	43,019
FIXED ASSETS	24	25
	\$62,429	\$46,180
LIABILITIES AND FUND DEFICIENCY		
ACCOUNTS PAYABLE	\$ 166	\$ 28
DUE TO General Operating Fund	—	11
PROVISION FOR CLAIMS (Note 4)		
Pension contributions	429	451
Short-term	3,576	3,681
Long-term	62,031	49,358
FUND DEFICIENCY (Note 5)	(3,773)	(7,349)
	\$62,429	\$46,180

Approved by the Executive Committee

*Alice M. Spade*

### STATEMENT II Salary Indemnity Fund Statement of Revenue, Expenses and Fund Deficiency for the Year Ended June 30, 1993

	1993 (in thousands)	1992
REVENUE		
Membership fees (Note 2)	\$24,183	\$15,112
Teachers' share of unemployment insurance premium reductions	1,926	1,561
Investment income	4,817	4,661
	30,926	21,334
CLAIM EXPENSES (Note 4)		
Benefits	24,782	21,316
Pension contributions	838	773
	25,620	22,089
Excess of current year's revenue over claim expenses (claim expenses over revenue) before administrative expenses	5,306	(755)
(Increase) reduction in prior years' claim expenses and pension expenses (Note 4)	(731)	1,251
Adjusted net revenue before administrative expenses	4,575	496
Administrative Expenses		
Administrative expenses	842	720
Investment management and trust company fee (Note 6)	157	133
	999	853
INCOME (LOSS) for the year	3,576	(357)
FUND DEFICIENCY, beginning of year	(7,349)	(6,992)
FUND DEFICIENCY, end of year	\$(3,773)	\$(7,349)

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 is 1.60 per cent of gross salary for the 1992-93 membership year (1.00% for 1991-92).

3. INVESTMENTS

The market value of long-term investments as at June 30, 1993 was \$61,123,927 compared to a carrying value of \$56,765,223 (June 30, 1992 market value—\$45,544,440; carrying value—\$43,018,862).

4. CLAIM EXPENSES & PROVISION FOR CLAIMS

All accrued liabilities and provisions for claims are based upon an actuarial valuation as of June 30, 1993. This valuation uses standard claims tables modified to reflect plan experience. In subsequent periods the accrued liabilities and provisions for claims are adjusted based upon actual plan experience. These adjustments 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.

### STATEMENT III Salary Indemnity Fund Statement of Changes in Cash Resources for the Year Ended June 30, 1993

	1993 (in thousands)	1992
CASH FROM (USED IN) OPERATIONS SOURCES		
Fees received	\$23,202	\$14,531
Teachers' share of unemployment insurance premium reductions received	1,850	1,905
Advances from General Operating Fund	—	26
	25,052	16,462
USES		
Paid to claimants	(13,066)	(11,383)
Pension contributions paid	(707)	(613)
Administrative expenditures paid	(900)	(815)
Advances to General Operating Fund	(128)	—
	(14,801)	(12,811)
Net cash from operations	\$10,251	\$3,651
CASH FROM (USED IN) INVESTING ACTIVITIES SOURCES		
Investment income received	3,656	3,060
Proceeds from sale of investments	45,954	63,269
	49,610	66,329
USES		
Purchase of investments	(58,522)	(68,987)
Purchase of fixed assets	(5)	(13)
	(58,527)	(69,000)
Net cash used in investing activities	(8,917)	(2,671)
CHANGE in cash and term deposits	1,334	980
CASH and term deposits, beginning of year	1,169	189
CASH and term deposits, end of year	\$2,503	\$1,169

5. UNFUNDED LIABILITY

As of June 30, 1993, the Salary Indemnity Fund had a fund deficiency of \$3,773,000 which represents an excess of the actuarial estimate of potential claims over the carrying value of the funds invested to pay those claims. This fund deficiency is anticipated to be eliminated over five years through the fee increase in 1992-93.

6. INVESTMENT MANAGEMENT AND TRUST COMPANY FEE

The investments of the Salary Indemnity Fund are managed by an independent 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. CONTINGENT LIABILITY

# MOSAIC MELTDOWN

## Has multiculturalism gone to pot?

by Gavin Hainsworth

### Youth focus

by Simon Truelove

Although many adults have fascinating stories to tell, and some have a grasp of the challenges of multiculturalism, students are living in the "ring of fire" that is a secondary school. This is where the clash between the tectonic plates of different cultures cannot be avoided. Newspapers talk about the coming great earthquake, but another kind of great earthquake is already going on in the schools, and it has its own heroes and victims. This is where the representatives of different cultures are the most open to new ideas and the most able to examine their cultural biases.

Having attended the opening of the *Youth Focus* section of the Canadian Council for Multicultural, Intercultural Education (CCMIE), I was impressed by the contrast between the adult component of the conference and the students' input. Adults talk; adolescents do. In addition to the presence of the 100 students in the various workshops and activities, the 700 delegates were treated to the Carnarvon choir, from Carnarvon Elementary School, Vancouver, to artwork on multicultural themes from Walnut Grove Secondary School, Langley, to a dramatic production from the Gladstone Drama Department at Gladstone Secondary School, Vancouver, and to a book entitled *Shared Vision/Shared Concern*, a compilation of the artwork of many Vancouver students.

The Gladstone Drama Department presented vignettes showing racist situations encountered daily. The productions were lively and amusing, with student extras serving as doors, chairs, and tables. As they shared their lunches, and their plans for the evening, one could clearly see how different the races are, and how much they are the same underneath. The point was made of how boring life would be without the differences, and how challenging is the diversity. We were not offered any easy solutions. What was so encouraging was to watch young people committed to exploring the challenges and the potential inherent in them.

Dan Blake and Judith Clarke sponsor a group at North Surrey Secondary School called "Spartans Against Apartheid." This group dates back to the fall of 1989 and the concern about the abuses of human rights in South Africa. It became called Spartans, because that was the name of the North Surrey sports teams. A team to take on racism—what a great idea!

"You have to believe that people can make a difference," explains Blake. He found the students to be idealistic and optimistic, although they also needed

see next page

*"The lack of real progress is shocking. And I believe it signals the most intractable dilemma, around race relations, in contemporary education: How do you get the best of policies and programs into individual classrooms? It raises searching questions of communications and accountability."*

—Stephen Lewis (1992)

*Over 700 participants representing the cultural diversity of our nation's communities were immersed in the challenges and celebrations of multiculturalism/race relations during a recent national conference held in Vancouver. (See below)*

Examining the 1992 riots in Toronto, Ontario's Lewis Inquiry lamented the lack of progress in Canada's multicultural and antiracism policies and education. Indeed, the findings represent a damning benchmark 20 years after the multicultural policy was so optimistically announced in 1971: "to provide for a society that is ethnically, racially, and religiously plural and diverse."

1993 was the year things got worse. The federal election gave opposition status to one party dedicated to breaking apart the country on ethno-linguistic lines, and another to inflexible equality through cutting social and multicultural/antiracism programs because they "promote division." A jobless economic "recovery" has led the desperate to blame affirmative action and immigration rather than massive capital and industrial redistribution under the Free Trade Agreements (FTA/NAFTA). Racism appears on the rise, and racists emboldened. Phone and computer networks, like Liberty Net, promote messages of hate. The media focus varies between highlighting specific, isolated events (Surrey Newton Legion's "anti-headgear rule" received prolonged national coverage) and the trivial (recent media preoccupation with articles addressing "political correctness"). In schools, teachers perceive more name calling and racism, and they cite it as a major cause of increased youth violence to the BCTF Task Force on Violence in Schools.

Is the promotion of Canada's cultural mosaic model now defunct: an example of "yesterday's policy": too optimistic and expensive a vision for the globally competitive '90s? If not, how do we answer Stephen Lewis's challenge and renew our vision?

On November 25-27, 1993, 700 educators, policy makers, parents, youth, politicians, and community leaders from across Canada's First Nations, mainstream, and diverse cultural communities gathered in Vancouver for the Fifth National Conference of the Canadian Council for Multicultural and Intercultural Education. The CCMIE is a national non-profit organization comprising provincial and territorial multicultural associations, councils and teachers' organizations "representing the cultural, linguistic, racial, and regional diversities in Canadian society." This, the largest and most prestigious CCMIE national conference, was held in co-operation with the British Columbia Multicultural Education Society (BCMES) and the Consortium for Cultural Diversity in Education (CODE). Chairing the conference were CCMIE President Inez Elliston and BCTF Program Against Racism (PAR) Co-ordinator Sam Filipoff.

Three fundamental questions burned beneath their "re-visioning": How do we balance and describe the multitude of Canadian cultures and immigration? What common values and cultural foundations make up a Canadian cultural identity? and How do we balance differing perceptions of equality with calls for equity? In other words, How do we number and measure the tiles of the mosaic? What is its glue and the foundation? and Is it time to trade it in for a melting pot?

### Multiculturalism and immigration: Number and measure of the tiles

Addressing the CCMIE opening, Sheila Firestone, Secretary of State for Multiculturalism and the Status of Women, stated, "Your vision of Canada as a place for people from everywhere on the globe to have the opportunity to play a role as equal partners, to contribute to the building of our country, and to learn about one another's cultural experiences is one that fits perfectly with our goals as a nation." The minister reminded the conference that a Liberal government created the multicultural policy and the Charter of Rights and Freedoms, and the "Liberal Red Book states boldly that one of the core values of Canadian society is a strong belief in the equality of our citizens... Our diversity of cultures is an asset—too often overlooked." In the discussion, one participant questioned whether the new government would walk the Red Book talk: "Are we in for more stomp and chomp multiculturalism, by finally getting away from the three I's (Food, Festivals, and Fun) and finally fighting the real fear of loss of power that drives racism?"

Does the celebration of diversity merely highlight differences and divert attention (albeit colorfully) away from the difficult and dangerous?

According to Firestone, the solution lies in recognizing the racist reality in Canada and the paradox in arguments that immigration weakens the economy.

### Interculturalism and Canadian identity: What is the glue, and what is the base?

Complicating this celebration (and marketing) of cultural diversity is the emergence of a new term: *Interculturalism*. Interculturalism focusses on the joints and friction points between Canadian cultures—where racism hides. Its drive is educational.

Marie McAndrew, the associate-director of the Centre for Ethnic Studies at the University of Montreal, is a leader in this new movement. Addressing the conference in French (with audio translation), she stated her frustration with the past. "I wonder what I can say to new immigrants, or even to those who

*"About 72% believe that the long standing image of Canada as a nation of communities, each ethnic and racial group preserving its own identity with the help of government policy, must give way to the U.S. style of cultural absorption," states Globe and Mail (December 14, 1993) citing a Decima Research survey.*

have been here for 15 years, when Canada has been unable to deal with Quebec for 200 years, or the First Nations for even longer," said McAndrew. Immigrants to Quebec have faced particular difficulties with the rise of Quebec nationalism in the francophone majority.

This has led to the growth of interculturalism, "a dynamic movement which is very able to adapt and change in positive ways. It is non-ideological and critically assesses propaganda. It replaces an anthropological definition of culture with an ethical one," stated McAndrew.

Cultural ethics goes beyond equity under the law through the

*"We're saying as Aboriginal Peoples: recognize our history and political reality. We're tired of being poor, and we want to live too. We're tired of surviving. We want to live! Let's live together and prosper together... If there was no hope, I would not be here today."*

—Chief Saul Terry, President, Union of B.C. Indian Chiefs

Charter of Rights, but must include fairness, justice, and the recognition of the worth of all citizens. What holds Canadian society together is shared universal values that transcend legislation. Both First Nations keynote speakers called on the CCMIE and government to recognize their perspective and transcend their self-imposed structure. Saul Terry, president of the Union of B.C. Indian Chiefs, reminded the conference that any current discussion of Canadian multiculturalism is superimposed upon legitimacy and primacy of the just settlement of First Nations Land Claims, and that to do otherwise is a failure of universal justice.

Wendy Grant, vice-chief of the Assembly of First Nations, called for First Nations control and jurisdiction over Native Education (including post-secondary education) through a constitutional amendment. Only then, she said, can programs that truly encourage Indian distinctiveness be developed and the injuries of racist schooling practices healed.

Visibly moved, Grant told the conference that she felt an old buried feeling of sinking panic knowing she would address a gathering of educators—even though she had sat with confidence next to prime ministers. Coming to the conference, she remembered how her father had urged her not to return to school at age 15 because of his painful memories of residential schools. Of her schooling she said, "I do not have one good memory; that's what I started to feel. However, each of you has the ability to make a difference for one student at an individual level. Share that message with those you work with."



opportunities to express cynicism and despair at times. The group's interest gradually broadened over the years to include local issues as well as the changing mixture of immigrants. At first they brought in speakers, borrowed films, and put up posters. Amnesty International a key resource. Blake felt strongly that "The activities should be initiated by the students." This is the best of teaching: The students do the work and feel the ownership of it while the teacher stays in the background having helped it to happen.

One issue the group considered was world hunger. It was not hard to talk about human rights problems and suffering that are far away, but how do you get people to confront issues that exist practically next door? An attitude had emerged among the wealthier students: People on welfare ought to be sterilized. The group tried arresting students at lunchtime for no reason and making them go without lunch! (They arrested a teacher too.) They organized a fast: The cafeteria was closed, and rice was available by donation. Proceeds went to OXFAM. One teacher took them to a soup kitchen just to raise their awareness.

When some of the ESL students felt left out after a student dance, they were given a seat on the student council. The ESL students started to plan a dance that would have ethnic pop music, some food appropriate to the cultural mix, and some performers added in. The actual event included donations from restaurants, karaoke, and 200 tickets. It was an enormous success.

Dr. Cecile Depass from Calgary quoted a Bob Marley tune that went in part: "In this life, in this oh so sweet life, we're coming in from the cold. Will you let the system get on top of your head?"

There is probably no one who does not at times feel "out in the cold."

This conference—with all players and communities included—is another step in respecting our cultural diversities while building a common Canada, a step toward bringing everyone "in from the cold." The youth present were tackling this challenge.

Simon Truelove teaches at W.E. Kinzig Elementary School, Surrey.

*The secondary school... where the clash between the tectonic plates of different cultures cannot be avoided. ...where the representatives of different cultures are the most open to new ideas and the most able to examine their cultural bias.*

**ANTI-BIAS CURRICULUM**

**Don't want to be different anymore**

by Raeanne Steele

Those words, "I don't want to be black anymore," spoken years ago by her adopted, four-year-old son, propelled Louise Derman-Sparks into making anti-bias curriculum her life's work. The keynote speaker at the November National ECE Diversity Symposium said her gut wrenched when she heard her son say he disliked such a critical part of who he was.

The reason he didn't want to be black? He wanted to be a paramedic, and there were no black paramedics on his favorite TV show, *Emergency*.



The youth component of the CCMIE conference was notable in its focus on youth taking action on racism.

Derman-Sparks said creating an anti-bias curriculum requires the participation of teachers, parents, and students. "We have to become aware of who we are, of our own culture, and our own biases (before) we can help children develop their own identity and attitudes," she said.

The co-author of anti-bias curriculum said parents and family members are not the only source of bias. Children receive stereotypical messages every day from their teachers, friends, and neighbors. Television, lunch boxes, toys, greeting cards, and T-shirts are also culprits.

Derman-Sparks gave an example of the Kindergarten teacher who renamed a Chinese-American student Mary because her real name was too difficult to pronounce. This sends a powerful message to the students: "What's wrong with her name? her parents? her culture?"

That form of sabotage seriously weakens a family's

role in the socialization of its children, she said. Each "micro-contaminant" helps create a psychologically toxic environment.

Educators must teach children to act respectfully by promoting and understanding cultural diversity, said Derman-Sparks.

But teaching about different cultures using a "tourist approach" isn't the answer either. She gave the example of a class doing a unit on Mexico for the holidays, dressing up a bulletin board and inviting parents in to display their traditional costumes.

No one is asked to talk of his or her daily life.

All this does, said Derman-Sparks, is give children the message that the European-American culture is the dominant and normal one and all others are different.

A child's culture must be integrated into every part of the classroom, she said. Educators must develop curriculums that create an opportunity to learn other

cultures and teach children to challenge prejudice as they get older.

Derman-Sparks spoke of a school project where children examined a "flesh-colored" band-aid. They followed up with a letter to the manufacturer saying the band-aid really wasn't flesh colored because it didn't match everyone's skin. The company responded with coupons for transparent band-aids.

Successful anti-bias curriculums for children of all ages should have four basic goals, she said:

1. to teach children to like who they are without feeling superior
2. to develop children's skills to learn about differences and feel comfortable
3. to teach children to identify unfair, untrue images and comments
4. to teach children to stand up in the face of bias and become activists.

Anti-bias issues need to be integrated into every unit, said Derman-Sparks. Even if a classroom is all white, the teacher can explore differences such as gender and family format. Teasing can be treated as an opportunity to establish activism and critical thinking.

Developing an anti-bias curriculum cannot be done by recipe, she said. The teacher must construct a curriculum from the children's experiences.

And parent participation is essential for any program to succeed. Parents blow up if they are not involved.

"Often adults need to work on the same four goals the children are working on," said Derman-Sparks.

Parents and teachers must "go on a journey together to do this work... We want a united nation where everybody's voice is heard."

Raeanne Steele is a freelance writer, a mother, a former marketing specialist, and an educator.

**On the light side**

hobby you can begin in the privacy of your own home. It is also an amazingly rich and abundant field to explore and investigate in a professional way.

Some repetitive redundancies have become standard fare. Consider: fair and equitable, end result, I myself personally, right and proper, basically fundamental, very unique, at this point-in time, a round circle. Other unnecessary duplications pop up in the papers, on TV, on radio, and in the media.

Recently the Canadian dollar plummeted downward, several possible future options were offered, an athlete's past history was outlined, the fitness instructor exhorted us to exhale out, a boundary was described as the outside perimeter, we continued on as we had in the past, and the decision had the unanimous

support of all concerned, causing deja vu all over again.

Some phrases cause us to stop and think—to ponder the deep, inner meaning. Take *education change*, for example. One SRR member proposes that it be added to the collection because we cannot have education without change. *Educare* from *ex* (out) and *ducere* (to lead), means to lead out, suggesting movement or change. Education is "a development in knowledge, skill, ability, or character by teaching, training, study, or experience." Development is "a gradual unfolding, a working out in detail, growth, evolution"—all words suggesting movement and change. Teaching is "causing or enabling learner to learn something by giving information, explanation, by showing how and what to learn, and by guiding studies"

suggesting learning, action, changed performance or behavior.

If education causes changed knowledge or skill, can we have education without change? Is there *education same? Education static? Education no change?* The latter could be an oxymoron, or a contradiction in terms, or a variation on the traditional "I taught it, but he didn't learn it."

The Society for Repetitive Redundancies will continue to study and examine this question more in the days to come. Of course, it may be rendered unnecessary moot in a province where we hear, "No change, please. We're NDP."

Elaine Decker is the BCTF communications officer and director of the Organization Support Division.

**Sophistry for the '90s**

by Kurt Moench

Aris Taughtall: Are the mother and father responsible for their child? Playtoe: I suppose they are until the child becomes an adult.

Aris Taughtall: And are teachers responsible for educating the children in place of the parents? Playtoe: Yes, the law gives them that responsibility.

Aris Taughtall: Then, you could say that a teacher is responsible if a child doesn't learn to read or write? Playtoe: That would seem so.

Aris Taughtall: Then I suppose that you could say that the teaching profession is responsible for the high rates of illiteracy and the large number of dropouts? Playtoe: That would seem to follow.

Aris Taughtall: It would also seem to follow that a doctor should be responsible when a patient becomes ill? Playtoe: Yes, I would think so.

Aris Taughtall: And if there was an increase in cancer rates, it would be the responsibility of the medical profession?

Playtoe: That makes sense. Aris Taughtall: And if the lawyer's client commits a crime shouldn't the lawyer have done something to prevent it?

Playtoe: That seems obvious.

Aris Taughtall: So wouldn't it also follow that the legal profession should be held liable for the increased crime rate in Canadian society?

Playtoe: Good point. Aris Taughtall: And the economists, aren't they responsible for managing the companies so that they make a profit?

Playtoe: I believe they are. Aris Taughtall: Well then, can't they be held responsible for the mess that the economy is in today?

Shouldn't they have developed policies that would have prevented the problem? Playtoe: Yes, I believe that makes sense.

Aris Taughtall: And who regulates the various professional groups? Aren't the politicians who make the laws ultimately responsible for the teachers, lawyers, doctors, and economists? Playtoe: Yes, that would seem to follow.

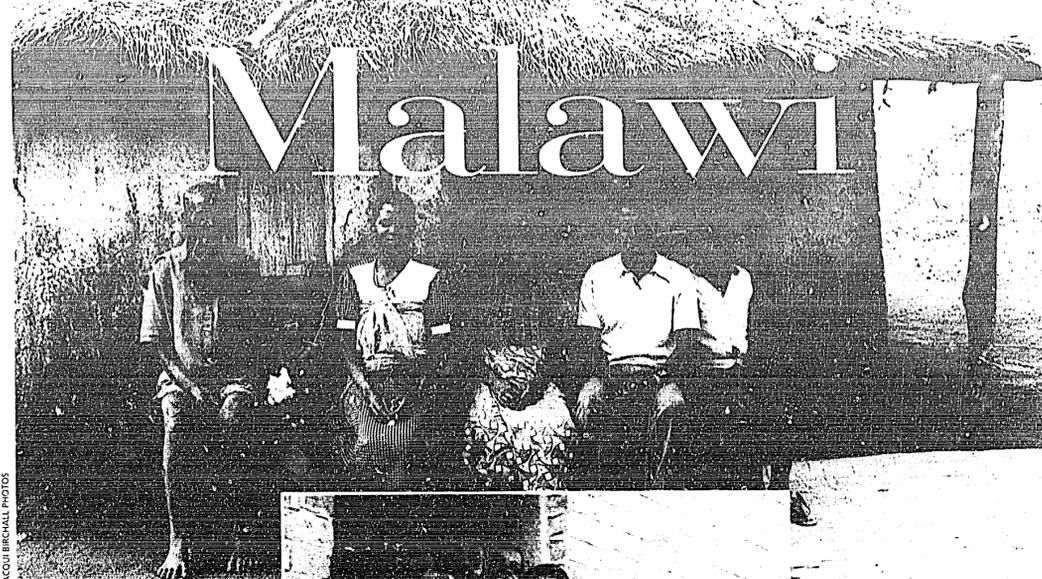
Aris Taughtall: Well then, shouldn't those who chose the politicians be responsible for the decisions and laws that they make? Playtoe: Of course, that also follows.

Aris Taughtall: So then it would seem that it is the electorate and the general public who are ultimately responsible for the problems of the education system. Playtoe: It would seem to follow.

Aris Taughtall: And it could also be said that anyone who really wants to change the educational system should get off the backs of teachers and encourage the electorate to vote for politicians who would find constructive ways to solve the literacy problems? Playtoe: So it would seem.

Kurt Moench teaches in Alberta.

Source: Reprinted from *ATA News*, June '93, with author's permission.



by Jacqui Birchall

The warm heart of Africa, Malawi, is small, beautiful, friendly, and poor. I travelled to Malawi with the help of a Canadian International Development Agency Global Education Award to initiate my plan to twin 35 schools in Malawi with 35 schools in B.C. and the Yukon.

Malawi, a landlocked country south of the equator, is 900 km long, varying in width from 80 km to 160 km. It borders Tanzania, Mozambique, and Zambia. Dr. Hastings Kumuzu Banda is teetering on the edge of political defeat following a World-Bank-imposed multi-party referendum.

Having endured 30 years of complete control of the people and the media, this country where TV is banned, now supports a dozen daily newspapers, and people are finally free to express their political opinions. For 30 years, dissidents disappeared as Dr. Banda maintained that he would feed the crocodiles anyone speaking against him. Amnesty International, the International Red Cross, and the international press were banned from Malawi before the referendum of June 1993.

Formation of trade unions and participation in strikes were prohibited before the referendum. Strikes are now a way of life for the long-oppressed Malawian workers.

The teachers, too, have now threatened to strike—where



Malawian families are materially impoverished yet rich in the spirit of friendship and hospitality.

primary class counts top 150 pupils, where 16 classrooms serve 3,500 students in a typical primary school in the capital of Lilongwe, where some students have no access to water or clean toilets, where there is room only for 11% of the students who pass the qualifying examination for entry into secondary school, where some secondary students are forced to board, sleeping on the broken concrete floors of classrooms with missing windowpanes, where secondary teachers with huge classes are also required to teach night-school classes for no more money than fellow staff members who are not required to teach at night.

Not all is misery, however. In all the schools I visited (and I visited every school district), students and teachers greeted me with warmth, friendliness, big smiles, and wonderful singing and dancing. It became my joy to walk into classrooms and instead of

displays. We could learn about raising tea, coffee, tobacco, and cotton. We could learn how a mud house is built, how to care for a borehole. And of course we could learn how important education is for those who have to struggle to attain it in a country where education is not a right.

It is important that we not give the impression of the great, white, all-knowing north. Our society has problems as well as successes. It is important that we be candid about them. Our anti-violence and hot-meals programs are examples. We would do our students an injustice were we to give them the impression that Africa has nothing to offer us.

Jacqui Birchall is a Surrey teacher.

**Are you interested in twinning your school with a Malawian school?**

Contact Jacqui Birchall, Frank Hurt Secondary School, 13940 - 77th Avenue, Surrey, BC V3W 5Z4, 590-1311, F: 590-9013.

Your school will receive photographs of the school, its staff, its pupils, and the homes, parents, and villages. You will also receive a description of the school and its environment and a recording of the students' singing. (She also has photographs of a Zulu secondary school in Natal Province, South Africa, that also wishes to be twinned.)

The schools I visited are eager to be twinned. They are fascinated by the news that we are a multicultural country and that our students represent all races.

Imagine how educational it would be for our schools to enter the lives of a people a world away. We could share our culture by providing wall

**SOUTH AFRICAN TEACHER LEADER VISITS B.C.**

Excerpts from Paul Corns, Cariboo-Chilcotin CFFM radio interview with

**Thulas Nxesi South African Democratic Teachers' Union**

Thulas Nxesi is the assistant general of the 80,000 member South African Democratic Teachers' Union (SADTU), a position that he has held since 1990. Currently, he is responsible for establishing union structures in 15 regions for the organizing and bargaining departments as well as working with political organizations and labour- and

education-related bodies. Thulas spent eight weeks in B.C. on the sponsorship of the BCTF's W.R. Long International Committee.

Q: What role does education play in eradicating disparities?

A: Unfortunately, I come from a country which has been deeply divided around racism. Education for a very long time was used as a

weapon of control—as a weapon to perpetuate racism and sexism. It has been used to disempower black people. There are very deep attitudes against one another's race or stereotypes around race in South Africa. Education is going to be used on a non-racial basis to reconstruct the society because the danger is that racism has caused

separation. People have not been allowed to go to school together; they have not been allowed to share all the public facilities, including residential areas. The first thing we have to do in South Africa is to introduce a non-racial policy. We need to restructure fundamentally the content, the curriculum, of the country, because the present curriculum is heavily racist and sexist. And that is the area which we think we are going to be embarking upon as South African people, that is, changing the peoples' attitude because that's what education is all about.

**Q:** How will your experience here in B.C. help you facilitate that transition?

**A:** My experience here is to find ways to embark on special programs, in the sense that we are talking about the aim of education being to change the attitudes, the aim of education being to skill people, to have people self-reliant, to have people participate in the economic restructuring and in society as a whole. There is a need to have special programs to empower black people. What I would call affirmative action programs for black people. For the women—those who have been the worst victims of racist education we would need to restructure sexist curriculum practices. So... there is a lot of things we can copy, especially in terms of some of the models that have been designed here around the question of discrimination. However, I feel we will really look carefully because I'm not yet satisfied about how B.C. has been with the question of the Native people. This is one area which might need deeper study because I have come to the conclusion that very little has been done or very little has been achieved for native people thus far.

**Q:** So you feel that there is some form of parallel between where First Nations people are and where people are in the South African context?

**A:** Yes, I feel there are parallels. Parallels in terms of unemployment, frustrations, alcohol abuse, which are frustrations caused by the political system. However, the only difference with the First Nations people, I think, is that there is more pressure or oppression on them because they are a minority group and maybe that's why not enough is being done for them. Unfortunately in South Africa the black people are the majority of the population that's why it becomes very evident to everybody that they are oppressed. Maybe here, the First Nations people have become the forgotten nation because they are a minority and they are restricted to the back, to the reserves.

**Q:** Do you think that there is funding discrimination between rural and urban areas?

**A:** Yes, there is and teachers in my country and your country are not pleased with the current version of equalization. We, of course face a further imbalance because funding has been based on race. So, for example, the "official" racist

government line has been to say that only R3000 is spent per year on a white child while R500 is spent per year on a black child for schooling. We know that any official figures are a lie so before the new government comes into power we will be looking very carefully at the books of the current minority government. Our union will hire a special accounting team to look at how much money has been wasted by management at the highest levels. When we know the truth then we maybe can begin reconstruction of education by equalizing funds—developing a formula to equalize the disparities between rural and urban areas.

**Q:** How is the labour movement involved in the transition to the "New South Africa"?

**A:** Today people are talking about the political transition in South Africa but that has come as a result of the struggles of people—one needs to say within such victories—the trade union movement has played a significant role. There was a time when there was a leadership gap, when a number of the leaders of the anti-apartheid movement were in jail, like the people who were arrested with Nelson Mandela—and at a time when the leaders of the liberation movement were in exile, when the ANC was

banned. At that stage, we saw the coming up of the trade union movement and they were talking non-racialism and their role was not just fighting for better conditions for workers but they were also in the forefront of the political struggle. It is through their efforts that we are at the stage we are now. So the trade-union movement is in the forefront of change and will work hard to ensure that the freedom of association and the right of the worker to bargain collectively are enshrined in the constitution.

**Q:** As a teacher activist, you have endured pain, torture, and humiliation. What

will be your greatest joy in the next few months?

**A:** Walking with my child down to the polling station and casting my vote for the party of my choice, knowing what pain it has taken to achieve that fundamental right, and knowing that my country will be taking the first step to ending the terrible and destructive impact that racism has had on my beloved country and hope that my children will never have to endure such a horrible system ever again. Maybe after that I'll have a good cry.

Reprinted from *The Raven*, newsletter of the Cariboo-Chilcotin Teachers' Association, December 1993.

## Teachers remembered

We have been notified by Superannuation in Victoria that the following teachers have died recently.

**Abbotsford**  
Homer Bentley  
John Brown  
Annie Kask  
Fred Romaniuk  
Laura Taylor  
Vera Willan

**Alberni**  
Lily Albach  
Edith Jensen  
Gerald Segger

**Armstrong-Spallumshen**  
Meryl Perry  
**Bulkley Valley**  
Arthur Austin  
John Hetherington  
Florence Oulton

**Burnaby**  
Vincent Cassidy  
Ralph Charlesworth  
Mary Clifford  
Dorothy Gullion  
Phyllis Hobbins  
Muriel Johnston  
Harold Kost  
Alice McCarty  
Robert Mills  
James Phillips  
Alan Ritchie  
Mary Steele  
Bessie Stuart

**Burns Lake**  
John Klein

**Campbell River**  
Charles Friedrich  
Margaret Pitman

**Castlegar**  
John Holden

**Central Okanagan**  
Herbert Elford  
Doreen Tait  
Benjamin Waldron

**Chilliwack**  
Kenneth Davies  
Lillian Grievie  
Harold Shannon  
Virginia Smith  
Elizabeth Varcoe

**Coquitlam**  
Leonard Cuddeford  
Richard Davidson  
Dorothy Gurlay  
Lily Lewis  
Walter Thorne  
Stella Unwin  
Courtenay  
Edith Dane  
Verna Lanyon  
Cowanhan  
Elva Hanson  
William Martin

**Cranbrook**  
Albert Delamont  
Beverley Dixon

**Creston-Kaslo**  
Elfie Forslund  
Helen Webb

**Delta**  
Lawrence Goodwin  
Marjorie Deane  
Dennis Lelievre

**Greater Victoria**  
Leila Brabazon  
Nancy Burdett  
Dorothy Burge  
Helen Campbell  
Margaret Clark  
Elved Davies  
Jack Drummond  
Dorothy Holman  
Ella Jones

**Henry Plum**  
Randolph Tervo  
Eva Ward  
Gladys Welsh

**Gulf Islands**  
Erna Edwards  
Minnie Switzer

**Hope**  
Joseph Boyd

**Howe Sound**  
Hilda Murray  
Lillian Potter  
Elene Cocones  
Raymond Dunn  
Ronald Runk  
Reginald Oram

**Kimberley**  
Susan Leal  
Lillooet  
Joan Schkade  
Maple Ridge  
Cecil Blois  
Arthur Cliff  
Albert Ducklow  
Doreen Neill  
Wineva Jones

**Mission**  
Jessie Graham  
Mount Arrowsmith  
Sidney Davies  
Nanaimo  
Beatrice Cooper  
William Crelin  
Elizabeth Geisbrecht  
Ada James  
Ronald Jones  
Iris Smith

**New Westminster**  
Johan Barnes  
Barbara McKay  
Margaret Rutherford

**North Vancouver**  
Margaret Brennan  
Philip Davies  
Frederick Dodd  
John Greig  
Almera Hindmarch  
Dorothy Knight

**Pentiction**  
John Wilson  
Powell River  
David Mitchell

**Prince George**  
Catherine Schreiner  
Donald Thorlakson

**Prince Rupert**  
Ruth Boule

**Qualicum**  
Dora Furniss  
Quesnel  
Russell Jolliffe

**Richmond**  
Penelope Armstrong  
Dennis Doig  
Donald Ross  
Lewis Voth

**Revelstoke**  
Dennis Lewsey

**Saanich**  
Joan Eagles

**Sooke**  
Marion Helgeson  
Bernard Lennox  
Peggy Price  
Herbert Walters

**Southern Okanagan**  
Rudolph Guidi

**Shuswap**  
Muriel Preston

**Surrey**  
Agnès Holland  
Herbert Lewis  
Louise MacKenzie  
William MacTavish  
Brendan McGladery  
Minerva Miller

**Trail**  
Eva Breaun

**Vancouver**  
Gail Baker  
Merle Bath  
Philip Clarke  
Mary Clarke  
Phyllis Dodge  
Marjorie Gammner  
Florence Garrison

**Annie Green**  
Edward Greyell  
Phyllis Hague  
Eric Hampson  
Dorothy Harris  
William Landstrom  
Charles Marsh  
Jessie McDonald  
Francis McPhalen

**Edith Pakeman**  
Sarah Palmer  
Jack Potter  
Sophie Rusler  
Margaret Shiell  
Bertha Thompson  
Margaret Thomson  
Harry Thorpe  
Maude Vant  
Katherine Vinnedge  
Pearl Watson  
Clara Wilson

**Vancouver Island West**  
Dorothy Botta

**Vernon**  
Herbert Irons

**West Vancouver**  
Geraldine O'Neil

**Windermere**  
Florence Buckley

**Last district taught in not known**  
Agnes Albo  
Sheila Atkinson  
Ann Baird  
Percy Beecroft  
Merlin Bolton  
Mark You Chow  
Margaret Crossman  
Frederick Cunnings  
Ruth Dickson  
John Foubster  
Eric Gee  
Jennie Gilbert  
Alice Itveldt  
Marion Lane  
Mary Mawdsley  
Marie Morlock  
Elizabeth Morrison  
Paul Smith  
Edna Tully  
Vivian Whitman  
Ethel Wiedrick

# FINANCIAL

## Pension reinstatement and income tax

**A** reinstatement tax break for teachers will end in 1994. If you are eligible, consider exercising your reinstatement option now. Reinstatement is the right to "buy-back" or re-establish pensionable service for which a refund was taken some time in the past. Teachers eligible to reinstate service may do so now or at any time prior to retirement.

To be eligible to reinstate, you must meet two requirements: first, your break in contributory service cannot be greater than three years. The three-year "break" can be stretched by time spent in full-time attendance at university and by time spent at home raising your children while they were under age seven. If you meet the first requirement, the second rule requires that you establish 10 years of contributory service since the break occurred. Contact the Superannuation Commission to establish eligibility.

If you repay the refunded contributions plus interest, the repayment is tax deductible—but not all at once.

For repayment made in 1993 or earlier, you may, under section 147.2(5) of the Income Tax Act, deduct up to \$3,500 in addition to regular pension and RRSP contributions. Use line 207 or line 232 on your tax return. Any repayments remaining undeducted may be carried forward and deducted, again up to \$3,500, on your 1994 return.

For repayments made in 1994, the above rule also applies.

For repayments made after 1994, and for any remaining

*So, 1994 is the last year in which to utilize the special \$3,500-deduction rule.*

undeducted amounts from 1994 or earlier, you may, under section 147.2(4)(c), deduct the difference between \$3,500 and the total of your regular pension and RRSP contributions. For a full-time teacher, very little, if any, deduction room will be available, since regular contributions will be near \$3,500. After 1994, the teacher will generally carry forward the undeducted repayments into retirement (when the regular pension contribution becomes zero).

So, 1994 is the last year in which to utilize the special \$3,500-deduction rule.

The above rules apply to cash repayments only. If you repay the refund through a direct transfer from your RRSP, that money has already been tax deducted. You can't deduct the same money twice.

## Professeurs d'immersion ou du Programme Cadre?

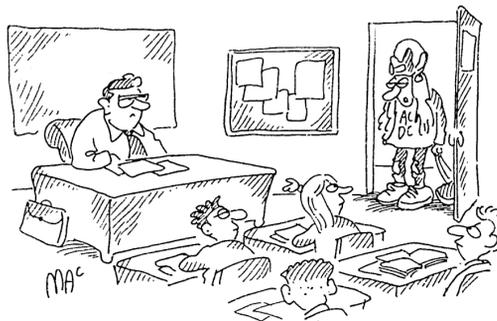
Les renseignements concernant le Programme d'indemnisation salariale (PIS) et le régime de retraite des professeurs sont disponibles aux Service de protection du revenu. Contacter Karen Harper ou Lynn Graziadei.

## 1994 Retirement seminars

09:00 to 16:00

February 19	Sheraton Inn Guildford	Surrey
February 26	Best Western Coquitlam Motor Inn	Coquitlam
March 5	Holiday Inn (Broadway)	Vancouver
March 12	Sunrise Golf & Racquet Centre	Langley
April 16	Village Green Inn	Vernon
April 23	Victoria Conference Centre	Victoria

Ken Smith and Karen Harper of the BCTF Income Security Division write this column for Teacher.



"Sorry I'm late, but I had difficulty locating my enthusiasm."

## CLASSROOM SUCCESS

success of these three little words.

Bruce and David's interview began in a fairly predictable manner: What's your name? How old are you? Where are you from? The interview became interesting when Bruce asked, "What's your favorite food?" David responded "Pizza." Bruce said, "Tell me more." At this point, David used all the English words he knew to describe pepperoni, pineapple, cheese pizza from Pizza Hut. David had been in the country for two weeks and had very limited verbal English.

Another interview, between Shelia and Sandy, began in much the same fashion. Shelia has a fair command of oral English and is comfortable asking the Who? What? When? Where? questions. She asked Sandy, "Where are you from?" Sandy replied, "Hong Kong." Shelia said "Tell me more." And Sandy, with her limited English, told about overcrowding, good food, and long school days.

Because *Tell me more* is an invitation and not a command, the comfort zone was raised and both David and Sandy felt comfortable taking a risk to cheerfully mispronounce words neither of them were familiar with. But they tried, and this is the whole point of the three little words. They get students to try.

They also let them know that their opinions are valued. When I taught *Lord of the Flies*, I asked the class what fire symbolizes. One of my students responded, "Rebirth." Instead, these little words elicit responses and ask us to respect those responses; to guide our students' thinking rather than dictate what they ought to think.

In our search for the right answer to questions, we have forgotten how difficult it is to process thoughts. We have forgotten how scary the process can be. And we have forgotten that our students need to be heard. As we rush through the curriculum, we have forgotten that learning to think, learning to find evidence, takes time and effort, and if we are not teaching thinking skills, chances are our students are not learning them elsewhere. We teachers need to model appropriate listening skills and responding skills.

Using the words *Tell me more* offers students an invitation to respond. Because *Tell me more* is non-threatening, the comfort level in my classes is higher, and students do tell more. They tell more about topics that require them to use all the language at their disposal, and they tell more about their ideas and feelings.

I witnessed this phenomenon in several English classes, including my English-as-a-second-language class. The students were working in pairs writing up interview questions to ask someone else. After we had brainstormed the various Who? What? When? and Where? questions, I asked them to say to the person they were interviewing, "Tell me more about..." A couple of interviews demonstrate the

success of these three little words. Bruce and David's interview began in a fairly predictable manner: What's your name? How old are you? Where are you from? The interview became interesting when Bruce asked, "What's your favorite food?" David responded "Pizza." Bruce said, "Tell me more." At this point, David used all the English words he knew to describe pepperoni, pineapple, cheese pizza from Pizza Hut. David had been in the country for two weeks and had very limited verbal English.

Another interview, between Shelia and Sandy, began in much the same fashion. Shelia has a fair command of oral English and is comfortable asking the Who? What? When? Where? questions. She asked Sandy, "Where are you from?" Sandy replied, "Hong Kong." Shelia said "Tell me more." And Sandy, with her limited English, told about overcrowding, good food, and long school days.

## little words

by Brenda McNeill

**T**hree little words. That's all it took to open up a whole new range of responses from my students. That's all it took to make my teacher talk more effectively. Three little words gave my students an opportunity to extend their thinking. Those magic words: *Tell me more*—so simple and yet so difficult because they evince a change in philosophy about teaching. These three words demand that we leave our own teaching agendas behind and forget about the preplanned speeches we have ready for our students. Instead, these little words elicit responses and ask us to respect those responses; to guide our students' thinking rather than dictate what they ought to think.

In our search for the right answer to questions, we have forgotten how difficult it is to process thoughts. We have forgotten how scary the process can be. And we have forgotten that our students need to be heard. As we rush through the curriculum, we have forgotten that learning to think, learning to find evidence, takes time and effort, and if we are not teaching thinking skills, chances are our students are not learning them elsewhere. We teachers need to model appropriate listening skills and responding skills.

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success of these three little words. Bruce and David's interview began in a fairly predictable manner: What's your name? How old are you? Where are you from? The interview became interesting when Bruce asked, "What's your favorite food?" David responded "Pizza." Bruce said, "Tell me more." At this point, David used all the English words he knew to describe pepperoni, pineapple, cheese pizza from Pizza Hut. David had been in the country for two weeks and had very limited verbal English.

"The people are racists. They're really mean to each other. How can you hate someone just because they've got six toes?"

"So you're angry about what happens in the book," I replied.

"Yeah."

"You think people who believe we should treat people badly because they are different are stupid."

"Yeah. And it's not right you know."

"Let me see if I understand. You think people who have this attitude are stupid. Not the book."

"Yeah."

"So why do you suppose Wyndham wrote about people like this? What do you think he might be telling us?"

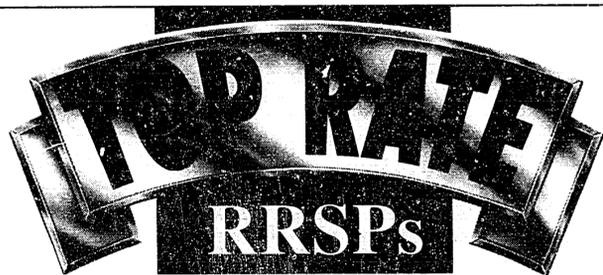
This conversation continued for awhile, and it helped Melissa clarify her feelings. It turned out the book wasn't stupid; the narrow-minded people in the book were. Because I invited Melissa to tell more, I came to understand that her complaint wasn't really about the stupidity of the book, but about what she saw as the stupidity of the attitudes expressed by the characters. And she took these attitudes personally.

These little words were first introduced to me by Dr. Selma Wasserman, of Simon Fraser University, during a case-study project run jointly by SFU and Centennial School, in Coquitlam. In my tentative process through student/teacher interactions, these were the first words I changed in my vocabulary of teacher talk. And what a change resulted. Students who were silent felt okay about talking at length to clarify their thinking. Instead of a challenge, they had an invitation. As I got braver and more confident, I added, "I'm wondering if you mean..." and paraphrased the student response. This interactive process continues to be a gentle way to establish meaning. Later, to challenge students, I added, "I'm wondering what information you might have to support your point of view." So I add three more words: "I'm wondering if..." to the front of challenging questions. Coupled with wait time, these little words can make a world of difference in classroom interactions.

These three little words symbolize more than just a change in vocabulary; they symbolize a change in thinking and attitude toward student learning. No longer am I always on the quest for the right answer. Now I can invite students to clarify their thinking. My reward is that they continue to surprise me with their thoughtful and thought-provoking ideas. Situations that have begun as potentially hostile have dissolved into understanding. I have learned to appreciate and value the freshness of students' ideas, and I find myself in tune with their feelings and their thoughts. What a wonderful difference three little words can make!

Brenda McNeill teaches at Hastings Jr. Secondary School, Coquitlam.

Reprinted from *Update*, B.C. English Teachers' Journal, summer '93.



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## Notice of AGM '94 — March 20-23

As required by the Society Act, the following formal notice of the 1994 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 78th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Sunday, March 20, 1994 at 19:00 and continuing to Wednesday, March 23, 1994.

## Notice of Special Resolutions

### Notice pursuant to the Society Act is also given in respect of the following Special Resolutions:

#### Recommendation 1 (from the Executive Committee)

That the Constitution of the British Columbia Teachers' Federation be amended by re-wording paragraph 11 of the purposes of the federation to read as follows:

"11. To create and charter locals of the federation."

#### Recommendation 2 (from the Executive Committee)

That the By-Laws of the British Columbia Teachers' Federation be rescinded, and replaced with the By-Laws as set out in Schedule "A".

### Schedule A—By-Laws

#### By-law No. 1 — Membership

1.1(a) All teachers employed in a school district in the province of British Columbia shall be eligible to be active members of the federation and of a local in that school district.

1.1(b) Persons other than those referred to in By-law 1.1(a) may, on application, be granted active membership in the federation in accordance with policies established by the Representative Assembly and may be granted membership in such local as is determined appropriate by the Executive Committee.

1.1(c) Exclusions: Officials of the Ministry of Education, district superintendents of schools, assistant superintendents of schools, and administrative officers shall not be eligible for active membership in the federation.

1.2 Associate membership may be granted by the Executive Committee on application and on payment of a fee, pursuant to By-law 4, according to the scale of fees then in force.

Associate membership shall be granted only to persons not eligible for active membership who hold a teaching certificate acceptable to the Executive Committee or occupy an educational or teaching position acceptable to the Executive Committee.

Associate members shall not be entitled to vote or to hold office.

1.3 Honorary associate membership without fee may be granted by the Executive Committee to honor distinguished service by persons who have ceased to be active members.

Honorary associate members shall not be entitled to vote or to hold office.

1.4 Honorary membership may be conferred by resolution of the Annual General Meeting or of the Representative Assembly on any person, not a teacher, whom the federation wishes to honor.

Honorary members shall not be entitled to vote or to hold office.

1.5 Honorary life membership: An Annual General Meeting may confer on any member honorary life membership in the federation. Honorary life members shall, while holding positions as teachers in the public schools of British Columbia, be accorded

equivalent status, without payment of fee, to active membership.

1.6 Affiliate membership may be granted by the Executive Committee on application and payment of a fee, pursuant to By-law 4, according to the scale of fees then in force.

Affiliate membership shall be granted only to groups closely involved with education.

Persons appointed as administrative officers in a school district shall be eligible, upon application and payment of fees and levies in accordance with By-laws 8.5 and 8.7, for Affiliate Administrative Membership which shall entitle the member to participate in the Salary Indemnity Plan established pursuant to By-law 8.7 and such other benefit plans as the Annual General Meeting may determine, provided that the application is made within 90 days of that person's first appointment as an administrative officer.

Affiliate members shall not be entitled to vote or to hold office.

1.7 Members not in good standing shall be those active members who fail to pay fees or levies as prescribed in these By-laws.

Members not in good standing shall not be entitled to vote or to seek or hold office, or to receive benefits of membership and shall be subject to recovery of fees pursuant to By-law 4.4.

1.8 An active member who is granted an unpaid leave of absence by the school district in which the member is employed is, unless employed by another school district, entitled to remain a member of the federation without payment of fee for the period of such leave of absence.

1.9 Subject only to By-law 1.8, (a) where no membership fees are paid to the federation by an active member for a period of six school months, active membership in the federation shall be deemed for all purposes to have terminated; and (b) where no membership fees are paid to a local for a period of six school months by an active member who is a member of that local, active membership in that local shall be deemed for all purposes to have terminated.

#### By-law No. 2 — Voting

2.1 At all general meetings of any local of the federation, voting rights shall be governed by the provisions of By-law 1.

2.2 The election of delegates to any general meeting of the federation, and of Local Representatives, shall be at a general meeting of the local or of the sub-local, as provided for in By-law 8.2. Notice of such meeting shall be given to every member of the local entitled to vote, in accordance with the by-laws of the local; in the absence of such provision notice shall be given to each member at his/her place of residence or business address not less than seven days before the meeting.

2.3 No local shall include in its by-laws any provision denying the right to vote at any general meeting to any member entitled under By-law 1 to vote.

#### By-law No. 3 — Locals

3.1 The Executive Committee shall have the power to create locals. Each local shall adopt a constitution and by-laws to govern its operations. No clause in the constitution and by-laws of any

local shall be inconsistent with the constitution and by-laws of the federation.

Failure to observe the terms of this by-law may render a local liable to sanctions contained in By-law 6.12.

3.2 Locals of the federation shall be entitled to full autonomy in the conduct of collective bargaining and negotiations with employers.

3.3 A local may make provision for the formation of sub-locals. To qualify as a sub-local for the purpose of By-laws 8 and 9 (representation at general meetings) each sub-local must be approved by resolution of the Executive Committee of the federation. For the purpose of By-law 6 (representation at the Representative Assembly), a sub-local approved by resolution of the Executive Committee of the federation shall be considered a local.

3.4 If two or more school districts amalgamate, the locals in those districts shall amalgamate.

3.5 No person shall be a member of a local who is not a member of the federation.

3.6 All active members of the federation, employed in the British Columbia public school system, shall be members of the local organized in the school district by which they are employed. Where more than one local exists in any school district, membership in the appropriate local shall depend on the duties assigned by the employing school district.

3.7 Active members employed by more than one school district shall choose the local in which they shall become members, but shall not be permitted active membership in more than one local, except where such membership is required for purposes of certification or as a condition of employment. In no case shall a member be entitled to vote in more than one local except where required by statute.

3.8 Only active members shall be entitled to vote or to hold office in locals.

#### By-law No. 4 — Fees and Levies

4.1 Each active, affiliate and associate member of the federation shall pay an annual fee. The annual fee shall consist of:

(a) an amount set by the Annual General Meeting of the federation, payable to the federation;

(b) for those members who are members of locals, an amount set by a general meeting of each local, payable to the local.

4.2 The membership year for active members shall be from July 1 and shall end on June 30 next following. For active members, the fee is due and payable in installments at the end of each month, proportionate to the period of employment of the member during the membership year. Active members shall execute authorizations for payroll deduction of fees and levies. Active members are deemed to be in good standing upon execution of the said authorization. For associate members, the membership year shall be the 12 months following the date of application for associate membership accompanied by payment of fees at the rate currently in force, except for

associate members who are uncertificated teacher replacements, in which case the membership year and method of payment of fees and levies shall be the same as for active members.

4.3 For expenses in connection with the obtaining of the objectives of the federation, any general meeting may make a levy upon the active membership of the federation. In the event that the Collective Bargaining Defence Fund, established by the federation, has a balance of less than \$5,000,000.00, the Representative Assembly may make a levy upon the active membership of the federation of an amount necessary to immediately restore the balance in that fund to the sum of \$5,000,000.00. Any levy made on the membership pursuant to this by-law shall be paid by each active member on or before a date to be determined by the general meeting or Executive Committee, and any member who fails to comply with this requirement shall be in good standing until such levy is paid.

Notwithstanding anything contained in these by-laws, no levy on the membership of the federation shall be made for the purpose of financing political parties and/or election campaigns of political parties.

4.4 The membership fee established by a local includes, and shall be deemed in all cases to include, the fees and levies of the federation. The annual fee and any levy of a local of the federation are debts due to the federation or the local, as the case may be, and may be collected with costs of suit in the name of the federation or the local, as the case may be, in any court of appropriate jurisdiction.

4.5 Each local shall direct each employer with whom it engages in collective bargaining to forward the fees and levies established by the federation under this by-law directly to the federation.

#### By-law No. 5 — Executive Committee

5.1(a) There shall be an Executive Committee, which shall consist of a President, First Vice-President, Second Vice-President, an Immediate Past President and seven members-at-large. They shall be elected at the Annual General Meeting and shall take office on July 1 next following. Each member of the Executive Committee shall be a member in good standing entitled to vote. An Executive Committee member may be removed from office under the provisions of By-law 1.7 or By-law 7.

5.1(b) Notwithstanding the foregoing, each member-at-large shall be elected for a term of two years. If for any reason a member-at-large leaves the position after only one year, a successor shall be elected to fill the unexpired portion of the two-year term.

5.1(c) In the event that a president shall be elected to an additional year of office, the Executive Committee position of immediate past-president shall be vacated and an additional member-at-large shall be elected for a one-year term.

5.1(d) All members of the Executive Committee shall be eligible for re-election.

5.2 The Executive Committee shall meet at the call of the

president. The president shall call a meeting of the Executive Committee on demand of a majority of its members.

5.3 Subject to By-laws 6, 8, 9 and 14, the Executive Committee shall exercise all the powers of the federation, the direction and supervision of the business and the conduct of the affairs of the federation.

5.4 Nominations: The Representative Assembly shall appoint a Nominating Committee, whose duty it shall be to nominate at least one member of the federation for each of the following offices:

(a) President  
(b) First Vice-President  
(c) Second Vice-President  
and to nominate as members-at-large at least as many members of the federation as are required to ensure that there shall be seven members-at-large.

Other nominations shall be accepted if in each case the nomination is by resolution of a local or a district council, or bears the signature of at least 10 members in good standing and entitled to vote, and is received at the office of the federation by January 31.

Notice of all nominations so received shall accompany the notice of meeting provided for in By-law 8.1.

Further nominations may be received from the floor of the Annual General Meeting.

5.5 If any member of the Executive Committee shall resign from office, or without reasonable excuse be absent from three consecutive meetings of the Executive Committee, or be suspended or expelled from the federation, the Executive Committee shall declare the office vacated.

Whenever a vacancy shall occur in the Executive Committee, the vacancy shall be filled by appointment by the Representative Assembly until June 30 next following the next Annual General Meeting.

If the term of office of the member creating the vacancy would expire on June 30 following and the vacancy arises after the Annual General Meeting has adjourned, the appointment shall be made to the unexpired term of office.

5.6 The Executive Committee may appoint advisory committees and create sections or departments to carry on the activities necessary for the attainment of the objects of the federation. The powers and duties of advisory committees, sections or departments shall be such as may from time to time be prescribed or approved by the Executive Committee.

No action shall be taken by any advisory committee, section or department without the authorization of the Executive Committee.

5.7 The Executive Committee shall have the power to appoint, fix the remuneration of, and dismiss the executive director. The executive director shall be responsible to the Executive Committee. In consultation with the president, the executive director shall carry out the duties assigned to him/her; and without limiting the generality of the foregoing, the executive director shall assign the duties and direct the activities of all employees of the federation; shall have charge of the archives of the federation; shall designate as confidential and

preserve the confidentiality of files containing information about individual members; shall cause to have prepared and preserved a record of all meetings of the federation, the Executive Committee, and the Representative Assembly.

5.8 The Executive Committee shall have the power to appoint, dismiss, and, subject to the terms of any applicable contract or collective agreement fix the remuneration and working conditions of employees engaged to perform the duties of the administrative staff. It shall also have the power to appoint, dismiss, and subject to the terms of any applicable contract or collective agreement fix the remuneration and working conditions of employees engaged to perform the duties of the non-administrative staff of the federation.

For purposes of this by-law, the Executive Committee may determine by resolution whether any employee is within the administrative staff or within the non-administrative staff of the federation.

The Executive Committee may, by resolution, delegate to the executive director the power to appoint, dismiss and, subject to the terms of any applicable contract or collective agreement, fix the remuneration and working conditions of employees engaged to perform the duties of the non-administrative staff of the federation, or specified classes thereof, provided always that the exercise of such delegated power by the executive director shall be reviewed by the Executive Committee.

The Executive Committee is empowered to enter into contracts in respect of remuneration and conditions of employment with groups representing employees of the federation, and is empowered to enter into a collective agreement or agreements with trade unions duly certified to represent such employees pursuant to provincial labour statute.

5.9 The Executive Committee shall nominate one or more Canadian chartered banks, or any branch or branches thereof, and/or a credit union incorporated under the Credit Union Act to be the bankers of the federation, and shall from time to time by resolution designate signing officers for banking purposes, who shall include the treasurer or, in his/her absence, a person designated by the Executive Committee and at least one of: the president and vice-presidents.

5.10 The Executive Committee may appoint external investment managers to invest and re-invest any monies of the federation.

5.11 The treasurer, or, in his/her absence, a person designated by the Executive Committee, and at least one of the president and vice-presidents jointly are authorized and empowered on behalf of the federation to invest and re-invest any monies of the federation not invested in accordance with By-law 5.10, except that the treasurer alone, or, in his/her absence, a person designated by the Executive Committee, is empowered to invest and re-invest any surplus operating funds of the federation.

5.12 All investments shall be in accordance with policies and investment objectives approved by the Executive Committee. Investments shall be in securities in which trustees are authorized by law to invest.

5.13 District Councils: The Executive Committee may provide for the establishment of a district council in any geographical area. The members of the district council shall be voting members of the federation employed in the geographical area. The powers and duties of the district council shall be such as may be from time to time prescribed or approved by

the Executive Committee. No clause of the constitution and by-laws of a district council shall be in any way inconsistent with the constitution and by-laws of the federation.

5.14(a) Provincial Specialist Associations: The Executive Committee may give approval at any time to the organization, within the federation, of provincial associations of persons with special educational interest, provided that no clause of the constitution and by-laws of any such specialist association conflicts with the constitution and by-laws of the federation and provided that membership in any such specialist association be voluntary and open to any member of the federation.

5.14(b) Except as expressly provided in By-law 5.14(c), a Provincial Specialist Association shall not operate or maintain a bank account, nor invest funds in any form of investments whatsoever. All funds received by a Provincial Specialist Association, except those received as a result of a conference sponsored by the Provincial Specialist Association, shall be placed on deposit with the federation.

5.14(c) The president of a Provincial Specialist Association approved by the federation in accordance with By-law 5.14(a) may nominate and appoint a branch of a Canadian chartered bank or a branch of a credit union, incorporated under the Credit Union Act of British Columbia, to be the banker of the Provincial Specialist Association for the sole purpose of operating a conference bank account. Such a conference bank account shall be operated in accordance with the policies and procedures approved by the Executive Committee of the federation.

5.15 The Executive Committee shall have prepared and shall adopt annually for the V. R. Long Memorial International Solidarity Fund a statement of anticipated revenues, expenditures and fund balance for the forthcoming year. Expenditures in excess of the budget so adopted shall only be made by a resolution assented to by a majority of at least two-thirds of the Executive Committee.

5.16 The Executive Committee shall have prepared and shall adopt annually for the Salary Indemnity Fund a statement of anticipated revenues and expenditures, and a statement of proposed capital expenditure. No expenditures in excess of the budget so adopted shall be made except in accordance with By-law 5.17 except for those expenditures made with respect to member claims against the fund.

5.17 When a budget has been established in accordance with by-law 6.10, the Executive Committee may authorize expenditure in excess of the program or capital budget only by a resolution assented to by a majority of at least two-thirds of the Executive Committee.

5.18 Borrowing Powers: The Executive Committee shall have power to borrow from any person or persons any sum or sums of money, and for that purpose shall be entitled to charge the assets of the federation by way of mortgage, lien or otherwise, provided, however, that such power as aforesaid shall not be exercised except if it be assented to by at least two-thirds of the Executive Committee.

5.19 The Executive Committee shall be empowered to grant legal aid to any member. The Executive Committee may by policy delegate to the president, the executive director, or a specified member of the administrative staff the power, subject to review by the Executive Committee, to grant or refuse legal aid to members pursuant to policies adopted by the federation in respect of legal aid. An active

member dissatisfied with the decision of the president, executive director and/or designated administrative staff member may, within 60 days of the receipt of the decision, appeal that decision to the Executive Committee by notifying the executive director of such appeal in writing. The decision of the Executive Committee in respect of a request for legal aid shall be final and binding and, notwithstanding any other provision in these by-laws, there shall be no appeal of a decision of the Executive Committee to the Representative Assembly, the Annual General Meeting or the Judicial Council in respect of a member's request for legal aid.

5.20 Except by majority vote of the Annual General Meeting, no member of the Executive Committee shall receive remuneration for services as a member of the Executive Committee, but nothing herein shall preclude the federation from reimbursing members of the Executive Committee for expenses incurred in the business of the federation.

#### By-law No. 6 — Representative Assembly

6.1 The Representative Assembly shall consist of the Local Representatives and the members of the Executive Committee, but any decision at a meeting of the Representative Assembly shall be by vote of the Local Representatives only.

The Representative Assembly may, either at its own discretion or at the request of the Executive Committee, advise the Executive Committee on any question affecting federation policy. It may authorize or prohibit any proposal of the Executive Committee for action which is deemed to be contrary to, or beyond the scope of, federation policy. To these ends, the Representative Assembly will adopt procedures to enable Local Representatives to have access to documentation provided to members of the Executive Committee.

6.2 The Annual General Meeting may, from time to time upon recommendation of the Executive Committee or the Representative Assembly, fix the number of Local Representatives and the number of voting cards to which each local is entitled.

6.3 All Local Representatives shall be elected on or before June 30 of each year and shall take office on July 1 following. Each local shall, in accordance with By-law 2, elect a Local Representative

#### Appendix

##### BRITISH COLUMBIA TEACHERS' FEDERATION

##### CHARTER

BE IT KNOWN that on this \_\_\_ day of \_\_\_\_\_, 19\_\_\_, the Executive Committee of British Columbia Teachers' Federation has granted to the

\_\_\_\_\_ (name of local)

this charter as local No. \_\_\_ of the federation in respect of (description of members to be included in the local, for example, "teachers employed by School District No. \_\_\_ and such other members of the federation as are determined by the Executive Committee") by virtue of which the local has and shall have full authority to determine local matters and administer the affairs of the local in accordance with the provisions of the constitutions and by-laws of the federation and the local.

Dated at \_\_\_\_\_, British Columbia, this \_\_\_ day of \_\_\_\_\_, 19\_\_\_.

Seal

\_\_\_\_\_  
President

\_\_\_\_\_  
Executive Director

or Representatives in such number as prescribed by the Annual General Meeting.

6.4 Each Local Representative must be a member in good standing of the federation, entitled to vote, and a member of the local by which he/she is elected.

6.5 Should any local fail to elect the required number of Local Representatives, the Executive Committee shall have the power to appoint Local Representatives from that local. Appointed Local Representatives shall be qualified in the same manner as prescribed in By-law 6.4.

6.6 Should an elected or appointed Local Representative cease to be eligible to hold office, he/she shall, ipso facto, cease to be a member of the Representative Assembly and his/her successor shall be elected in accordance with these by-laws.

6.7 Should an elected or appointed Local Representative be unable to attend a meeting of the Representative Assembly through illness or other unavoidable cause, the president or another authorized agent of the local that he/she represents may appoint a substitute, who shall have the same qualifications prescribed in By-law 6.4, to represent that local. The president or other authorized agent of the local informs the executive director of the name of such appointee. At the meeting of the Representative Assembly attended, such a substitute shall have the same duties and powers as those of a regular Local Representative.

In the event that a Local Representative or substitute cannot remain in attendance throughout the course of a meeting of the Representative Assembly, he/she may designate another Local Representative (or substitute, appointed pursuant to this by-law) from the same local to hold and exercise the voting rights of the voting card or cards that he/she has been assigned, during such an absence.

6.8 In the exercise of all powers assigned to it by these by-laws, the Representative Assembly shall be subject to a review, if demanded, of a general meeting of the federation. Such a review shall be initiated only by the Executive Committee or through the Executive Committee upon written request of at least five locals, following adoption of resolutions to that effect passed by general meetings of those locals, provided always that notice of such review shall accompany the notice of

meeting provided for in By-law 8.1.

6.9 The Representative Assembly shall meet at the call of the president. The president shall call a special meeting of the Representative Assembly upon demand in writing of at least 20% of the Local Representatives.

6.10 The Executive Committee shall have prepared annually for the general operating fund, a statement of anticipated revenues, expenditures and cash flow, a statement of proposed capital expenditures and program budget statements for all BCTF programs for the forthcoming year. The Representative Assembly shall consider such statements and with such amendments as it deems necessary shall adopt a budget for the general operating fund for the forthcoming year. No expenditures in excess of the budget so adopted shall be made except in accordance with By-law 5.17, or in accordance with subsequent budget amendments that may be made by resolution of the Representative Assembly.

6.11 Committee of Ombudspersons: The Representative Assembly shall elect a Committee of Ombudspersons, which shall consist of a chairperson and four other members. The ombudspersons shall be active members in good standing. The Committee of Ombudspersons shall investigate and report on all matters referred to it in accordance with the policies of the federation.

6.12 Notwithstanding anything contained in these by-laws, the Representative Assembly shall have the power to reprimand or suspend any local of the federation which, in the opinion of the Representative Assembly, has been guilty of conduct harmful or prejudicial to the interests or objects of the federation, provided, however, that such local shall have the right to appeal from the decision of the Representative Assembly to the next general meeting (either annual or special), which may confirm, reverse or modify such decision.

6.13 The Representative Assembly shall undertake further duties as may from time to time be assigned to it by a general meeting of the federation.

#### By-law No. 7 — Judicial Council

7.1 There shall be a Judicial Council which shall, except as provided in By-law 7.8, have the jurisdiction to consider and deal with complaints against members in respect of alleged breaches of the Code of Ethics, or of alleged conduct harmful or prejudicial to the interests of the federation.

7.2 The Judicial Council shall be composed of a chairperson, who shall be elected by the Representative Assembly, and an additional 18 members who shall be elected by the Representative Assembly. All members of the Judicial Council shall be active members of the federation entitled to vote, and must receive a majority of the votes cast by the Representative Assembly.

7.3 The chairperson of the Judicial Council may constitute panels to consider complaints, consisting of no fewer than three other members of the Judicial Council. Such panels may be designated as Screening Panels, Hearing Panels, or Appeal Panels. The Judicial Council may, subject only to the direction of the Annual General Meeting, establish rules and procedures for considering complaints, provided that all such rules and procedures comply with the principles of natural justice and the duty of fairness.

7.4 The decision of a Screening Panel with respect to dismissal of a complaint, or with respect to the process by which a complaint shall

be resolved, is final and binding on all parties.

7.5 Where a complaint is referred to a Hearing Panel, and after the panel has considered the matter in accordance with its rules and procedures, the panel shall be empowered to:

- (a) dismiss the complaint; or
- (b) where the member who is the subject of the complaint has been found in breach of the Code of Ethics or to have engaged in conduct harmful or prejudicial to the federation's interests;
  - (i) determine appropriate publication of the finding of such breach;
  - (ii) issue a warning to the member;
  - (iii) issue a reprimand to the member;
  - (iv) impose a monetary fine on the member;
  - (v) suspend the right of the member to hold office in the federation and/or any subsidiary bodies;
  - (vi) suspend other specified privileges of membership in the federation;
  - (vii) suspend membership for a specified period of time;
  - (viii) expel from membership; or
  - (ix) impose a combination of the foregoing penalties, commensurate with the gravity of the breach found by the Hearing Panel.

7.6 A member found in breach by a Hearing Panel may, within 30 days of notification of the decision, appeal to an Appeal Panel by notifying the chairperson of the Judicial Council in writing of such appeal. The appeal may be with respect to the finding of breach, and/or with respect to the penalty imposed. The Appeal Panel may confirm, reverse, or modify the decision of the Hearing Panel.

7.7 The decision of an Appeal Panel shall be final and binding and notwithstanding any other provision in these by-laws, there shall be no appeal of the decision of an Appeal Panel to the Representative Assembly or to an Annual General Meeting.

7.8 The executive committee of a local shall have the jurisdiction to consider a complaint that a member of that local has breached the Code of Ethics and acted in a manner harmful and prejudicial to the interests of the local by crossing a picket line established by or recognized by that local in respect of the member's employer. The executive committee of the local shall consider the complaint in accordance with the principles of natural justice and the duty of fairness, and after such consideration it may:

- (a) dismiss the complaint; or
- (b) where such a breach by the member who is the subject of the complaint is found,
  - (i) determine appropriate publication of the finding of the breach;
  - (ii) impose a fine on the member up to the amount equivalent to the gross salary the member would receive from the employer for the days on which the picket line was crossed;
  - (iii) suspend the right of the member to hold office in the local and/or to receive specified benefits of membership in the local for a period not exceeding two years;
- or impose a combination of the foregoing penalties, commensurate with the gravity of the breach found by the executive committee of the local.

7.9 A member found in breach by the executive committee of a local shall, within 30 days of being notified of the decision, have the right to appeal to an Appeal Panel of the Judicial Council by notifying the chairperson of the Judicial Council and the president of the local in writing of such appeal. The Appeal Panel shall consider the appeal in the same manner as if it were an appeal from a Hearing Panel pursuant to By-law 7.6.

7.10 A fine imposed by the executive committee of a local or

the Judicial Council pursuant to this by-law shall be a debt due to the local or the federation as the case may be, and may be collected with costs of the suit in the name of the federation or the local, as the case may be, in any court of competent jurisdiction.

**By-law No. 8 — Annual General Meeting**

8.1 The Annual General Meeting of the federation shall be held during the month of March or April at a time and a place to be fixed by the Executive Committee. Notice of the time and place of every Annual General Meeting, a balance sheet, a statement of income and expenditures, and every special resolution shall be sent to every member as prescribed by the Society Act or by publication in the *BCTF Newsletter/Teacher*.

8.2 The voting body of an Annual General Meeting or Special General Meeting shall consist of the Local Representatives, the members of the Executive Committee, and delegates from each local elected in accordance with By-law 2. Each local shall have the right to representation at the meeting in the proportion of one voting delegate for each 0.2%, or fraction thereof, of the total voting membership of the federation as of December 31 who are voting members of the local. When a local includes one or more sub-locals, each sub-local shall have the right to representation at the meeting in the proportion of one voting delegate for each 0.2% or fraction thereof, of the total voting members of the federation who are voting members of the sub-local, without prejudice to the rights of representation of the members of the local who are not members of the sub-local.

Notwithstanding the provisions of By-laws 1 and 2, Honorary Associate Members are hereby empowered to select voting delegates to represent them in like proportion. Such delegates shall be entitled to vote only on resolutions concerning pensions.

8.3 Delegates or Local Representatives from a local may designate either a delegate from the same local or a Local Representative from the same local to hold and exercise the voting rights of the voting card or cards assigned to him/her provided that the Annual General Meeting may by resolution limit the number of voting cards that may be held and voted by a delegate or Local Representative, and provided further that locals may, by resolution of a general meeting, establish rules regulating such transfers of voting cards.

8.4 The Annual General Meeting shall, in accordance with By-law 5, elect the members of the Executive Committee and shall adopt policies and prescribe procedures for the attainment of the objects of the federation.

8.5 The Annual General Meeting shall set fees and may allocate any part thereof to special funds pursuant to the objects of the federation.

8.6 The business of the Annual General Meeting shall include:

- (a) Receipt of reports;
- (b) Receipt of financial statements;
- (c) Nomination and election of officers;
- (d) Appointment of auditors;
- (e) Setting of fees and allocation of any part thereof to special funds operated pursuant to the objects of the federation;
- (f) Adoption of policies and prescription of procedures for the attainment of the objects of the federation;
- (g) Such other business as may properly be brought before the Annual General Meeting.

8.7 The Annual General Meeting may create regulations (the "Salary Indemnity Plan") providing for short-term and long-term benefits from a Salary Indemnity Fund for members who are absent from work as a result

of illness or accident. The Salary Indemnity Fund shall be created from member contributions that are separate and distinct from fees for the normal operation of the federation, and the fund shall be segregated from federation funds and shall be used solely for the provision of benefits and for the expenses incurred in the administration of the fund. The fund shall be invested pursuant to By-law 5. Financial statements and actuarial certificates disclosing particulars of the operation of the fund shall be filed annually with the superintendent of financial institutions, and no amendment to this by-law or to the Salary Indemnity Fund investment authorization set out in By-law 5 shall take effect without the approval of the superintendent of financial institutions.

**By-law No. 9 — Special General Meeting**

A Special General Meeting shall be held:

- (a) on the decision of the Executive Committee, or
- (b) at the call of the Executive Committee when directed by the Representative Assembly, or
- (c) upon written request of at least five locals representing not less than 10% of the voting members of the federation, following adoption of resolutions to that effect passed by general meetings of those locals, at a time and place to be fixed by the Executive Committee.

Notice of the time and place of every Special General Meeting, together with notification of all matters to be proposed at such meeting shall be sent to every member entitled to vote as prescribed by the Society Act or by publication in the *BCTF Newsletter/Teacher*.

**By-law No. 10 — Powers of the President**

The president shall be the presiding officer of the federation, and shall also be a member, ex officio, of all committees and sections appointed by the Executive Committee. He/she shall have general supervision of all matters and affairs of the federation. In the absence of or disability of the president, his/her duties shall be performed by the first vice-president, or in turn, in his/her absence or disability, by the second vice-president.

**By-law No. 11 — Duties of the Treasurer**

11.1 The treasurer shall hold office at the pleasure of the Executive Committee. He/she shall sign and execute all instruments pertaining to the responsibilities as treasurer in the name of the federation as authorized to do so by the Executive Committee.

11.2 He/she shall be the legal custodian of the property of the federation.

11.3 He/she shall have the care and custody of all monies of the federation, whether as membership fees or otherwise, and shall deposit the same in such credit unions and banks as shall be designated by the Executive Committee, and shall disburse and dispose of the same in accordance with budgets approved in By-laws 5.15, 5.16, 5.17, 6.10 or as directed by the Executive Committee or Representative Assembly and in accordance with criteria approved by either the Annual General Meeting, Representative Assembly, or the Executive Committee and the purposes and by-laws of the BCTF.

11.4 He/she shall keep or cause to be kept a proper set of books of account of the federation and shall exhibit the same to the Executive Committee or to the Representative Assembly when required.

11.5 He/she shall submit to the Annual General Meeting financial statements prepared in accordance with the requirements of the Society Act.

11.6 He/she shall be required to be requested by the Executive Committee, to execute a bond, the faithful discharge of his/her duties in such sum as the Executive Committee may require, the premiums of such bond to be paid from the funds of the federation.

**By-law No. 12 — Quorum**

A quorum of the Executive Committee or the Representative Assembly shall be a majority of the members thereof.

A quorum of a general meeting of the federation shall be 20% of those persons entitled to vote.

**By-law No. 13 — Seal**

The seal shall be kept in the custody of the treasurer and shall not be fixed except by the authority of a resolution of the Executive Committee and in the presence of such officers as may be prescribed in and by such resolution, or (if no officers are prescribed by the resolution) in the presence of the treasurer and the president or one of the vice-presidents.

**By-Law No. 14 — Referendum**

The Executive Committee may at its discretion, and shall when directed by a general meeting or the Representative Assembly submit to the voting members any questions affecting the interests of the federation. The Representative Assembly shall determine the referendum voting procedures. No action shall be taken by the Executive Committee or Representative Assembly except as authorized by a majority of those voting.

**By-Law No. 15 — Financial Year**

The financial year shall commence on July 1 of each year, provided that the Representative Assembly may, by three-quarters majority of Local Representatives voting, determine another date for the commencement of the financial year.

**By-Law No. 16 — Discipline**

The federation shall prepare and adopt a Code of Ethics to govern the professional conduct of its members, which code shall be binding on every member of the federation. The Code of Ethics may be amended only at an Annual or Special General Meeting by special resolution passed by a three-quarters majority and in accordance with the provisions of the Society Act.

Complaints of possible breach by a member of the Code of Ethics or of conduct harmful or prejudicial to the interests of the federation may be submitted by any person having a legitimate interest in the complaint and not having available a more appropriate recourse.

The right to file a complaint shall expire six months after the complainant knows of or can reasonably be expected to know of the events upon which the complaint is based. Complaints shall be directed to the chairperson of the Judicial Council and/or designated administrative staff.

**By-law No. 17 — Special Funds**

The federation, through a general meeting, may create a Salary Indemnity Fund, a Benevolent Fund or any other fund designed to promote the general welfare of the members. The regulations governing the operation and administration of such funds shall be determined by the Executive Committee, except that the regulations providing for the Salary Indemnity Plan shall be established and amended in accordance with By-law 8.7.

**By-law No. 18 — Examination of Books and Records**

All books, documents and other records shall be kept in the office of the federation. With the exception of those books, documents or records containing information confidential to members or former members, these books, records and documents may be examined by any member upon his/her giving to the executive director due notice in writing to that effect.

Nothing hereinbefore contained shall prevent the examination by a member of books, documents and records concerning that member, that have been designated by the executive director under By-law 5.7 as confidential.

**By-law No. 19 — Rules of Order**

All meetings of the federation and its locals shall be governed by rules of order adopted at an Annual General Meeting. Locals are empowered to adopt additional rules not inconsistent with those accepted by the Annual General Meeting.

**By-law No. 20 — Amendments to the Constitution and By-Laws**

This constitution and by-laws may be amended only at an Annual or Special General Meeting by special resolution passed by a three-quarters majority and in accordance with the provisions of the Society Act.

**Supporting statement for Recommendations 1 and 2**

It is proposed that this re-consolidation of the Constitution and By-Laws be adopted at this time, to deal with two matters:

1. The 1993 Annual General Meeting adopted the following motion:

"That the word 'association' be deleted from the *Members' Guide to the BCTF* wherever it appears immediately after the word 'local' and that the word 'association' be replaced with the word 'local' wherever 'association' stands alone and is short for 'local association,' and that the necessary amendments in the Constitution and By-Laws be brought forward for consideration at the next AGM."

2. There are a number of housekeeping matters which are dealt with in the consolidation motion.

**Resolution 127 (from Quesnel District Teachers' Association)**

That #5 of the BCTF Code of Ethics be amended to read:

"The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private, and only then, after informing the colleague of the intent to do so, may direct in confidence the criticism to appropriate officials."

**Resolution 128 (from Prince Rupert District Teachers' Union)**

That the BCTF Code of Ethics be amended by replacing the word "pupil" with "student."

**Resolution 129 (from Vancouver Elementary School Teachers' Association)**

That the Code of Ethics be amended to add a new clause:

"The teacher interacts with students, parents and colleagues and other members of the education community in an ethical manner, free from discrimination with regard to gender, age, race, nationality, religion, socio-economic status, physical and mental ability, marital status or sexual orientation."

MORTON from page 7

Of course, just because this is generally true elsewhere does not mean that it is true at my school or at Leroy's and Neumann's schools (alternate schools can be quite different from modified classes). However, the strong research findings challenge us to ask questions like "Are the modified and gifted classes divided fairly among experienced and inexperienced teachers?" and "Would the curriculum that gifted students have also benefit regular and modified students?"

I welcome Amy Brydon's elaboration of what Courtenay's teachers of the gifted do on their one non-instructional day a week. It explains in greater detail how the gifted receive extra support—in this case, more time for their teachers to do a wide range of tasks, time that regular classroom teachers would love to have.

The colorful invective of Derrick Booth's letter makes for entertaining reading. I'll join in the fun enough to remind him that, since he is concerned with logic, his loaded language, e.g., "sending the International Baccalaureate back to Geneva"; overgeneralization, e.g., "he would drop all clients into one bucket."

I appreciate his raising the question of what we know about the racial composition of streamed classes. The research I cited from Ontario and the United States clearly

shows that some minorities there are over-represented in the low streams and little in the high levels. Booth suggests that I am inferring wrongly that this applies to B.C. I agree with him that in the case of his gifted class at our school, John Oliver, this would be a wrong inference; however, this is also n = 1. As with the question of inferior instruction, if disturbing inequalities are prevalent elsewhere, then we should find out if such inequalities exist here. I tried to find out from my school district and the ministry, but was unsuccessful.

Tom Morton  
Vancouver

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**N.E. LONDON.** Newly decorated self-catering flat, quietly situated within easy distance of rail service to city centre. Suitable for two, £12.50/night/adult (max. 3). For brochure, phone 743-2842.

**COAST MOUNTAIN EXPEDITIONS** offers 4-8 day Lodge Based and Expedition Kayak touring programs in sheltered, picturesque Northern Desolation Sound and Toba Inlet. Thorough pre-trip instruction covers beginner-intermediate kayak skills, safety, rescues, navigation etc. Led by experienced local guide Ralph Keller, knowledgeable in coastal lore, wildlife, ecosystems and environmental issues. For brochure: Box 25 Surge Narrows, Head Island, BC VOP 1V0, Ph (604) 286-2064.

**SAILING ADVENTURES.** Treat yourself to a wonderful sailing holiday aboard Epicurus. Enjoy the fine art of relaxation and pleasure sailing and/or learning to sail with a certified CYA instructor. Genuine discounts available. Book early for spring and summer. Contact Terry at 530-2966.

**QUEEN CHARLOTTE ISLANDS.** Sightseeing 5 days/4 nights. Originates/terminates Terrace, B.C. Small groups. Greening Tours Ltd. (BC) 2990 Churchhill Drive, R.R. 4, Terrace, BC V8G 4V2, 635-7868, Fax 638-8991.

**OCEAN-FRONT** studio condo for rent in Cancun. March 19. One week. Sleeps 4. \$800 U.S. Leave message 739-6806 or phone (604) 494-1151 (evenings).

**QUEEN CHARLOTTE ISLANDS.** Join us for a memorable 10-day sea kayaking adventure in the beautiful South Moresby wilderness. Completely outfitted trips. No experience necessary. Contact Colin MacNeil, Ocean Sound Kayaking Co. 886-9330 or at Templeton Secondary 255-9344.

**ARCHAEOLOGY TOUR.** Explore the ancient Anasazi cultures of the Southwest this spring break. This educational tour will visit such sites as Mesa Verde, Chaco and the Grand Canyon. Call Nature Ventures at 444-3311 for a brochure.

**ADULT STUDY TOURS '94.** Complete directory of learning vacations around the world. For credit or just for fun. \$9.95. Athabasca University 1-800-561-5789.

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**FOR RENT/EXCHANGE**

**VERNON EXCHANGE:** Home 30 minutes from Silver Star for accommodation in Greater Vancouver - Spring Break. Hornor 545-4990.

**4th ANNUAL BAHAMAS SAILING VACATION.** A gentle Caribbean breeze, the heat of a tropical sun, turquoise blue waters and crystal white sands await you. Includes: air, transfers, hotel/sailboat, accommodations, meals on sailing portion, and (GST) taxes. Spring Break - 8 days \$1995. Cruisers Yachting Centre Ltd. (604) 655-7115 (Van.) Out of town 1-800-665-6639.

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**KELOWNA.** 2 bedroom bi-level home in downtown Kelowna area. \$1000 per month. Available July 1, 1994 to July 30, 1995. Please phone 763-2402 after 5 p.m. References required.

**NANAIMO, B.C.** Teacher is travelling from July 6, 1994 to Nov. 6, 1994 and has a 2-bedroom trailer in a quiet, adult-oriented park to sublet for all or part of the 4 months. Rent negotiable. Write or phone D. Morehouse & M. McConigle, 16 Honey Dr., Nanaimo, BC V9R 5N1, (604) 753-7387.

**VANCOUVER.** July & August 1994. 3 bdrm. & den home. Fully furnished, sleeps six, quiet street, west side, 15 mins. UBC. 2 block to bus route, close to shopping, 10 mins. to downtown. Car available. \$1400 per month. Call 879-8115.

**PORT ALBERT.** 5 min. stroll from Spruce Lake. Secluded large 3 bdrm. home on 1.3 quiet acre. Non-smoking pet lovers preferred. Nice gardens, own eggs, perfect! Available July 11 to August 25. Rent includes maid and lawn service. Call Ann or Mike at 723-2755.

**COQUITLAM.** Furnished 1 bdrm. condo for rent July 1 - August 15, 1994. Ideal for those wishing to study at SFU. 936-8038.

**CRANBROOK.** Home exchange for July 1994. Ideal for family vacation. Prefer Vancouver. Call 426-8582.

**HALIFAX.** Exchange Vancouver or Victoria area. Two bdrm. luxury furnished apartment. Overlooking Halifax Harbour. Non-smokers with references apply for exchange or rental for July/August 1994. Ph (902) 443-9566

**VICTORIA.** Character home in Fairfield with view, private yard, French doors to patio and deck, fireplace, hardwood floors. Walking distance to downtown, Beacon Hill, Government House, Craigdarroch Castle. Near Uvic and Commonwealth Games. \$1200 per month. July 1 - Aug. 31. We are looking for non-smokers who would provide loving care for our gentle dog and two finches while renting our home for the summer. Call Bill or Janet at 381-6657.

**RICHMOND.** View house furnished. May to Sept. \$700 per month plus utilities. Close to airport and Vancouver. 271-4321.

**HOW TO Improve Classroom Discipline 101 Ways: An Action Checklist.** 2nd Edition, send \$16.95 + \$3 S.H. Also: How to Teach Chess. Run A Club, send \$11.95 + \$3 S.H. to Coventry Publishing, PO Box 25022, Deer Park PO, Red Deer, AB T4R 2M2.

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**INTRODUCING OCTA-CLIPS:** an innovative clip connecting cardboard pieces and bases to build a variety of structures and figures. Octa-Clips are plastic, colorful, durable, re-useable. Use enhances: co-operative play; development of problem solving, language and motor skills; mathematic concepts; creativity in art and drama. Useful in assembling cardboard for display purposes. Teachers are finding Octa-Clips invaluable in the Primary Program. For brochure or to order, write OCTA-CLIPS, 2907 West 35th Ave., Vancouver, BC V6N 2M5, Ph: (604) 263-8369.

**TEACHERS** are you looking for new ideas to use in your themes? Introducing Bright Ideas, a newsletter written by teachers, for teachers. Ten monthly issues filled with creative ideas to complement your units. Send \$15 cheque or money order to A+ Educational Consultants, 201 York St., Bridgewater, Nova Scotia, B4V 1R4.

**DREAD WRITING REPORT CARDS?** Get Instant ReportCard and "write" report cards by selecting comments from comment libraries. The selected comments are automatically personalized according to the student's name and gender. Modify the selected comments or type spontaneous comments using the built-in word processor. Instant

**ReportCard** includes libraries with over 700 comments. You can also alter or augment the existing libraries or create your own personal comment libraries. Printing of the report cards can be adjusted to any form used by your school board. Instant ReportCard is available for Macintosh computers for \$28 from Macintoshplus, 135 Hawkfield Cr. NW, Calgary, AB T3G 1Z1 (403) 239-8816.

**LICKETY SPITTIN',** a breakthrough in learning to read. Exciting new circus adventure board game developed by well-known reading specialist with 25 years practical experience, including training teachers. Over 500 multi-level cards reinforce phonics and sight words. Easy to use and put back because color-coded into slots. \$44.95. Write for sample cards and free colorful brochures. Grammy's Games-E. R.R. 1, 7530 Richards' Trail, Duncan, BC, V9L 1M3.

**TEACH OVERSEAS.** We have a list of schools in over 80 countries that have recently advertised for English speaking teachers, mostly regular school, some ESL. Only \$5 plus GST. For more information send a stamped self-addressed envelope to: Pachena Information Services, c/o 5930 Waltham Rd., Nanaimo, BC V9V 1C8.

**SCIENCE WORLD.** Teachers' workshops - qualified teachers will lead hands-on workshops in Lower Mainland schools or at Science World to "spark" your science program. Participants receive info package. Call Science World Outreach at 687-8414 for more information.

**SCIENCE WORLD.** Exciting roadshow performances are now being offered in the Lower Mainland. Book now for April and May dates. Call Science World Outreach at 687-8414 for more information.

**STUDY SPANISH IN MEXICO.** Small groups. Live with Mexican family. IDEAL. Apartado Postal 22-2, Cuernavaca, Mor., 62191, Mexico. Spanish/French necessary. German/Italian would be an asset, training will be provided to conduct city tours and excursions. Also Operations Assistant, Spanish/French necessary, general office duties, word processing experience. Resumes to: Canada West, 7011 #5 Rd., Richmond, BC V6V 2V3.

**STORYTELLING FESTIVAL.** Celebrate the art of the spoken word at the 3rd Annual Vancouver Storytelling Festival, March 11, 12 & 13 in Vancouver's West End. Afternoon and evening performances plus workshops. Info 228-1274.

**TEACH OVERSEAS:** (1) Teachers - all subjects, (2) administrators, (3) conversational English instructors year round, short-term or for summer. Japan, Hong Kong, Singapore, Taiwan, Korea. Excellent salaries & benefits. Experience/qualifications helpful but not necessary. For information on living/working conditions, job directories, how to land a job, much more, write to Asia Facts (BC), 174 Division St., Kingston, ON K7L 3M8.

**TEACHER EXCHANGE**

**MELBOURNE, AUSTRALIA.** Business/Economics/Social Studies teacher wishes to exchange with B.C. teacher beginning Jan. 95. Contact Kim Jensen 668-6280 or Fax 668-6142.

**QUEENSLAND, AUSTRALIA.** The Sunshine State. Phys. Ed/Social Science at Rosewood H.S. (830 students) set in rural environment, 45 min. from Brisbane. Accommodation provided in Ipswich. 1 hr. to Gold Coast, 5 hrs. to south end of Great Barrier Reef. Contact Melissa Winks, 1/10 Brooker Court, Rucview 4305, Queensland, AUS.

**HALIFAX, N.S.** Technology education teacher. Gr. 7-9 wants exchange with Vancouver area teacher, tech. subjects Gr. 7-12. Also exchange homes. Andrew (902) 457-3739.

**HALIFAX, N.S. Jr.** high school language arts teacher seeking exchange to Victoria (or neighboring district) or Okanagan area for 1994/95. Ph: (902) 443-5239 (1 time difference - four hours ahead of B.C.

**2-5** Winnipeg. Western Canadian Association of Student Teachers (WestCAST) Annual Conference. Delta Hotel. Contact University of Manitoba, (204) 474-9000.

**3-4** Surrey. Surrey Speech-Language Conference. Reaching the Hard To Teach: Integrating Special Needs Students, with Dr. Judy Wood, Sheraton Inn Guildford. Contact Dorothy Beaumont, 576-5964, F: 538-5576, or Petulla Dedish, 536-4333.

**3-4** Calgary. Well-Being for the Future Conference. "Creating Healthy Environments Through Collaboration." Contact Alberta Centre for Well-Being, 11759 Groat Road, Edmonton, AB T5M 3K6, (403) 453-8692, F: (403) 455-2092.

**3-5** Vancouver. Opening Doors, the annual National Down Syndrome Conference, Hotel Vancouver. Contact the Lower Mainland Down Syndrome Society, 590-4565, F: 599-6165.

**10-11** Richmond. Aboriginal Education Conference, Whi Wah-The Time Is Right. Delta Pacific Resort and Conference Centre. \$225. Contact Debbie Jeffrey or Jeff Smith, Aboriginal Education Branch, Ministry of Education, 387-1544, F: 387-1418.

**15-16** Victoria. Leading Edge Training Technologies (LETT) Conference, hosted by the University of Victoria's Technology, Engineering and Computing (TEC) Programs. Victoria Conference Centre, Contact Merrick Van Dongen, 721-8779, F: 721-8774, email: Merrick@VACS.UVic.CA.

**17-19** Nanaimo. B.C. Art Teachers' Association conference, "Crossroads '94." Malaspina College. Contact Heather McBurney Pastro, c/o 900 14th St., Nanaimo, BC V9R 5S5, F: 741-2567.

**17-19** Victoria. B.C. Music Educators' Association conference, "Music-The Common Wealth." Victoria Conference Centre. Contact Inez St. Dennis, 477-1804.

**23-26** Vancouver. Under Scrutiny Again: What Kind of Secondary School Do We Need? an international conference on the future of secondary school education, sponsored by the Institute for Studies in Teacher Education (ISTE), Hotel Vancouver. Contact Institute for Studies in Teacher Education, Faculty of Education, SFU, Burnaby, BC V5A 1S6. John Swins V: 291-4948, F: 291-3203.

**24-25** Richmond. B.C. School Counsellors' Association Conference, "Toward Wellness." Delta Pacific Resort and Conference Centre, Richmond. Keynote: Martin Collis. Contact Val Stone, 10300 Seacote Road, Richmond, BC V7A 4B2, 668-7876, F: 668-6193.

**25-26** Surrey. Teachers of Home Economics Specialist Association conference '94, "Family Dynamics." Sheraton Inn Guildford. Contact Claudia Ruggeri, West Whalley Junior Secondary School, 13105 104th Avenue, Surrey, BC V3T 1T8, 588-6934, F: 588-2139.

**25-26** Kelowna. PTA Special Target Conference: Technology and Learning. Capri Hotel. Six target workshops on using technology to enhance and expand your learning environments in math, science, reading, writing, and social; specific information on critical thinking, problem solving, and co-operative learning. Contact Pat Robertson, Provincial Intermediate Teachers' Association, Box 946, Fernie, BC V0B 1M0, H: 423-3441, S: 423-4471, F: 423-4004.

**26** Victoria. Joint meeting of the B.C. section of the American Association of Physics Teachers and the Vancouver Island Physics Teachers Association, Lester B. Pearson College of the Pacific. A full day of demonstrations, teaching ideas, discussions, and presentations to which all teachers of physics and physical science are invited. Contact David Everitt, 599-2158.

**2-5** Winnipeg. Western Canadian Association of Student Teachers (WestCAST) Annual Conference. Delta Hotel. Contact University of Manitoba, (204) 474-9000.

**3-4** Surrey. Surrey Speech-Language Conference. Reaching the Hard To Teach: Integrating Special Needs Students, with Dr. Judy Wood, Sheraton Inn Guildford. Contact Dorothy Beaumont, 576-5964, F: 538-5576, or Petulla Dedish, 536-4333.

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**11** Vancouver. Fourth Annual B.C. Conference on History in the Schools. Women and Gender in the History Curriculum. UBC Graduate Student Centre. Contact Peter Seixas, Department of Social and Educational Studies, UBC, Vancouver, BC V6T 1Z1, 822-5374, F: 822-4244.

**11-12** Richmond. Partnerships Supporting Teaching and Learning, a conference presented through a partnership of the British Columbia Council for Exceptional Children and the British Columbia Learning Assistance Teachers' Association. Delta's Vancouver Airport Hotel and Marina. Contact Wendy MacDougall, 545-1348, or Karyl Mills, 668-6057.

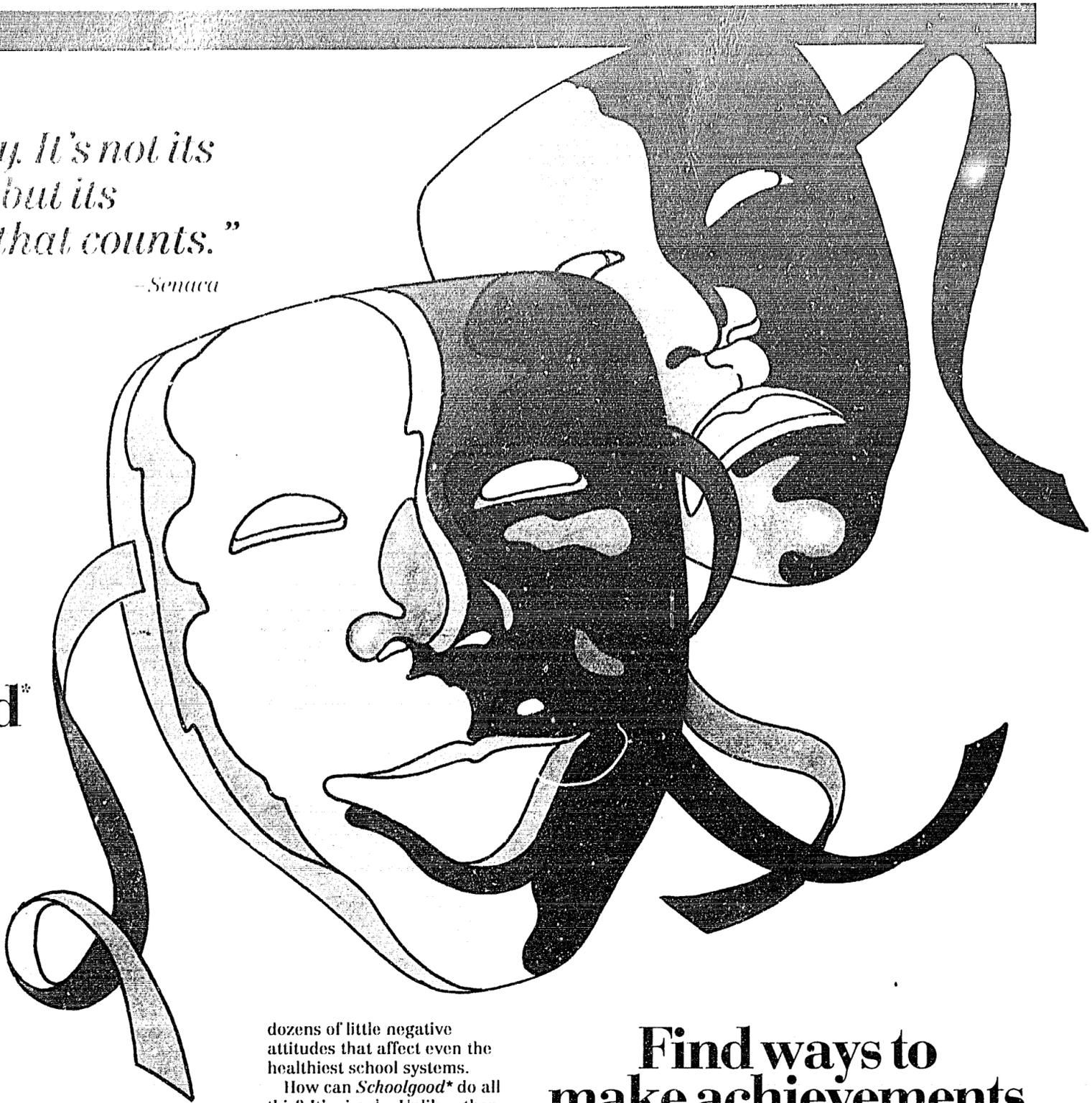
**17-18** Vancouver. Special Education Association conference, "Crossroads '94." Bayshore Hotel. Contact Joan Lasure, 121 Aitken Crescent, Prince George, BC V2L 4N2, H: 566-6293, S: 562-7201, F: 564-7351.

**17-19** Calgary. Computer Council and Industrial Education Council of the Alberta Teachers' Association joint conference, "Imaging '94: Vision, Planning, Reality." Palliser Hotel. Contact Pat Doyle, H: (403) 239-6949, S: (403) 280-8335, or Doug Austin, H: (403) 640-4807, S: (403) 243-5965.

**17-19** Edmonton. Global Education Conference of the Alberta Global Education Project. "The Global Voyage: Choosing Our Future." Holiday Inn Crowne Plaza. Contact Earl Choldin, (403) 453-2411, F: (403) 455-6481.

*"Life is a play. It's not its length, but its performance that counts."*

—Seneca



## Schoolgood\*

by Gerry Lush

**D**o you wake up in the morning feeling depressed, helpless, second rate? Do you suffer from the embarrassing and unsightly loss of face that can accompany the agony of innovation? Are you sick of that bogged-down sensation that often follows discussions of school change? When the chips are down, do you feel you just can't hack it? Maybe you're one of the many people who complain of a sudden hardening of the categories.

If you've noticed any of these symptoms, you're probably a victim of the heartbreak of school change or Year 2000. What can you do about it? A remarkable remedy will provide long-lasting relief from the nagging pain of change at the same time that it halts the spread of apathy—new *Schoolgood\** with Collegiality.

What's so special about *Schoolgood\**? Teachers know that the only way to end the discomfort of ongoing school problems is to drink more coffee, complain at recess, and yell at the kids. But, let's face it, when you're on the run, you just can't afford to wait for change. You want something to make you feel better fast. You want *Schoolgood\**. Why choose *Schoolgood\** instead of one of those popular "miracle solutions"?

For one thing, *Schoolgood\** combines all the specific ingredients that researchers recommend most for the control of the school: an antibelligerent to stop annoying resisters, a powerful committee to remove the unhealthy growths of autocracy, and three quick-acting principles to prevent further passiveness. And it contains more of these ingredients than any other solution presently available without prescription!

You see, *Schoolgood\** is the result of 40 years of research at leading universities and contains the same reliable formula proven effective in combatting the outbreaks of indecision and indirection.

And when *Schoolgood\** was tested in a recent district pilot program, nine out of nine teachers preferred it over all other leading prescriptions for change! Why? Because only *Schoolgood\** has a special secret additive that neutralizes debilitating resistance while it gets people involved.

In those difficult planning meetings when authority often strikes, irritating plans pour down on to sensitive teachers, causing inflammation of the ideals, reddening of the faces, and painful and embarrassing silence. If left unchecked, this uncomfortable buildup can lead to humiliation and sudden credibility loss, and, in extreme cases, total anarchy may result.

But when *Schoolgood\** goes to work, thousands of tiny timed units—you can think of them as ideas—penetrate deep into swollen egos to cut off the flow of irritating autocratic demands. Once there, it actually reduces the combative level, giving 90% fewer casualties. It's patented decision process lets *Schoolgood\** work for you. And, best of all, it's so gentle, it works so you can sleep nights.

But that's not all! *Schoolgood\** also rushes massive administrative support throughout the entire school to help strengthen implementation and then provides a continuous follow up to guard against recurrent attacks. And, thanks to its concentrated collegial action, it searches out and destroys the cause of collapse: those

dozens of little negative attitudes that affect even the healthiest school systems.

How can *Schoolgood\** do all this? It's simple. Unlike other remedies that promise quick relief but contain only a one-shot exposure, *Schoolgood\** has all the teacher involvement and staff commitment needed to keep up the vital energy. And its unique staying power, in the form of ongoing evaluation, provides the "long-term evaluation" so necessary to ensure success. Yes, in just months, you'll find yourself the centre of school change using those three secret ingredients: collaboration, collegiality, and mutual adaptation.

All I'm asking is that you give *Schoolgood\**, with Collegiality, a chance. The next time the chronic discomfort of Pro-D strikes, don't take it lying down. Let *Schoolgood\**'s positive attitudes relax and soothe you while it eases tensions due to fiat and exhortation and that tired feeling you get when you're not being heard.

How much does *Schoolgood\** cost? Only commitment. Yes, a little more than other solutions, but would you settle for a remedy that gave you less? Try it, and see. Not only will you look great, feel great, be great again, but in months to come, you'll have fewer concerns, milder concerns. Soothing, strong, gentle, teacher-approved *Schoolgood\**. Guaranteed safe and effective.

Gerry Lush teaches at Kilmer Elementary School, Port Coquitlam.

*Schoolgood\** (Based on an article by John Boni and Henry Beard that first appeared in *National Lampoon*.)

## Find ways to make achievements concrete

From an address by John Dyer to a recent Ontario curriculum conference. John Dyer, former teacher and principal, specializes in staff development.

**T**eachers, Dyer says, rarely see the product of their work, unlike architects who design buildings or house builders who see what a place looks like before and after they're finished. For many, this can lead to a sense of frustration and lack of achievement.

This became clear to him during a teachers' strike when he and another teacher did some landscaping to earn some extra money. "It was dirty, was hot and didn't pay very well, but we felt terrific. I realized that for the first time in our lives, we could see what we had done. One day a place would be covered with weeds and be all rocky and rough, then two days later there would be a lush, green lawn, and we could say: We did that."

Dyer suggests the following as ways to collect "visible evidence of the work we do:"

- Do a test at the beginning of the year; then test again at the end of the year. Keep the best examples of dramatic change.
- Display student work around the classroom "to show them you're proud of them, but also to show yourself what you're doing."

- Keep a portfolio of thank-you notes from parents and students, "anything that gives you testimony that you've accomplished something."
- Keep a photo album "of kids, colleagues and important events in your career. Then you can look back."
- Administrators and consultants who work in an office can keep telephone message slips as a record.
- Keep a list of daily accomplishments.
- Elementary teachers might consider attending former students' high school graduation ceremonies "to see how they turned out."

Dyer told delegates that his portfolio of letters helped him recover when the school board cut his department. "I felt like I'd been kicked in the stomach, but I got out my portfolio, read the letters, and realized how I'd spent my time, and that I had made a difference. Twelve minutes later, I was a different person, just by reminding myself what I'd done."

Source: *The Reporter*, The magazine of the Ontario English Catholic Teachers' Association, December 1993.