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# Teacher



*Representing teachers at the provincial bargaining table will be  
L-R (seated) David Craig (Peace River N.), Sharon Wood (Sunshine Coast),  
Alice McQuade (President), L-R (standing) Sharon Yandle (staff), Brian Porter (staff),  
Jim Iker (Burns Lake), Don Briard (Vancouver Secondary), Al Cornes (staff),  
Doug Hogg (Cranbrook), Alice Rees (Central Okanagan).*

*by Sharon Yandle*

**J**anuary 11 marked the first meeting of the provincial negotiating team. It began preparing for teachers' fourth round of collective bargaining, the first on a province-wide basis.

Team members are Don Briard, Vancouver; David Craig, Peace River North; Doug Hogg, Cranbrook; Jim Iker, Burns Lake; Alice Rees, Central Okanagan; and Sharon Wood, Sunshine Coast. All are past or present local presidents with extensive bargaining experience. They were chosen from a field of highly qualified applicants by the Executive Committee, following the consultative, short-listing process set out by the Fall Representative Assembly.

Non-voting members, from the staff of the Bargaining and Member Services Division are Al Cornes, Brian Porter, and, Sharon Yandle. They undertake the administration, communications, and research necessary to support the bargaining process.

*Team members  
share both a  
collective  
enthusiasm for the  
task ahead and an  
appreciation of its  
enormous  
challenges.*

Completing the team is BCTF President Alice McQuade. Commenting on what she identified as the "real strength" in the negotiating team, she noted that "the teachers who will be speaking for teachers at the bargaining table will represent the professional, social, and economic interests of our entire membership."

"The team is well versed in the problems and aspirations of teachers in locals large and small, urban and rural."

"Of course," she added, "they also have a wealth of hands-on experience in

negotiating and administering our collective agreements over the past six years.

"I'm positive that teachers throughout the province will feel confident, as I do, that the negotiating team's bargaining expertise and first-hand knowledge of the challenges teachers face each day will result in a provincial agreement that is fair and reasonable for all."

Team members share both a collective enthusiasm for the task ahead and an appreciation of its enormous challenges.

"The negotiating team must represent all the teachers throughout B.C., but I'm also very mindful that I come from a small local. I will be trying to keep that perspective at the bargaining table," says Jim Iker. "We need to ensure that the administration of the entire provincial agreement, whether the sections are negotiated provincially or locally, stays at the local level."

Sharon Wood knows the negotiators need to get to

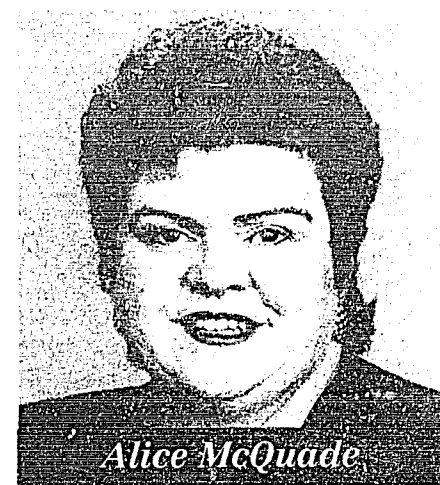
know one another so that they can act as a team, and that all teachers need a place in the bargaining process. "Within locals, we need to find ways to involve as many people as possible. General meetings are often the route we go, but meetings at the school level, possibly through the staff rep network, may be a better way to involve teachers and make sure their views are known." Wood admits the task is daunting but reminds herself of history. "We're facing the unknown, but we've faced the unknown before. We've always done all right because we've remained united. My biggest hope is that throughout this process, we will be able to keep the teachers of B.C. unified."

The development of a provincial perspective is a new challenge, acknowledges Don Briard. "As a Metro person, I may be more sensitive to issues like ESL, but I don't see myself as having a Vancouver agenda. I feel just as

*See TEAM page 4*



## President's message



Alice McQuade

Welcome to a brand new year. The main issue facing teachers continues to be all the government announcements made in September.

Many of you have been in countless meetings with your staff trying to determine how you can meet the agenda established by the minister.

We have been relaying your concerns to government. Some recent *Vancouver Sun* articles addressed the topic; thank you to those who took the time to compliment us on our statements.

Our message to government continues to be that the agenda in its "entirety" is not workable. Individual parts may be of value to the system and the children but as a package it is impossible to implement.

We are working to build agreement amongst others such as superintendents and administrative officers and to convince government to re-examine the timetable.

We have focussed on making implementation reasonable because it affects you in your classroom. We are also working on those issues that affect you as citizens, and that affect you as members of the BCTF. Provincial bargaining will be front and center as we defend the gains made in previous rounds. We are taking the initiative, too, to remind British Columbians of the value of public education, and to keep the concentration on the real needs of our students. The December 21, 1994 *Calgary Herald* commented, "The one thing Canada's schools don't need is more profits infighting over so-called back-to-basics issues, which are usually a cover for busting teachers' unions and narrowing the scope of education to serve vested business and cultural interests."

Alice



News magazine of the B.C. Teachers' Federation  
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2  
871-BCTF, toll free 1-800-663-9163, Fax 871-2289

## Ontario Grade 13 lobby

Ontario Grade 13 was recognized by B.C. universities as first-year university until 1969 without reservation. In 1969, UBC altered the policy, but Grade 13 continued to be recognized by the province's other universities until 1976, and by the Teacher Qualification Service for classification purposes until that date. Ontario-trained teachers with Grade 13 who obtained their credentials within the 1969-76 grace period but relocated to B.C. after September 1, 1976, do not receive recognition by TQS for Grade 13. The category placement of these teachers is based not on their qualifications but on their date of arrival in B.C.

Resolution 125: That Grade 13 received in Ontario from 1969 to 1976 be recognized as equivalent to first-year university for certification and TQS category in B.C.—was passed by the 1994 BCTF AGM. A related resolution was referred to the Teacher Education Committee. Affected teachers are still awaiting a response.

I urge teachers and locals to consider sponsoring resolutions for the 1995 AGM. We are seeking recognition of Grade 13 for category purposes regardless of when it was completed.

Alice Fleming  
Coquitlam

## Better protection needed

John Windsor is dead. He would have been 68 years old. He died from natural causes, while living in a warehouse box in Surrey. John had been a teacher for 20 years. He graduated from UBC in 1960, taught out of province for two years and in Windermere for four years before arriving in Coquitlam. In 1979, John had a brain aneurysm that necessitated an operation and six months away from teaching. After he came back, a mental deterioration that had been evident for some time steadily got worse. He was "let go" from his position as an English teacher and took a job in the board office that lasted for six months, after which he took voluntary retirement on a pension of little more than \$800 a month. John at that time owned two houses, both of which had mortgages. His mental condition disallowed him from selling the houses, and as a result, he lost them both to the banks. After the BCTF set up the Unemployed Teacher's Office, he camped there for a couple of years, finally ending his life in the box.

There are other teachers like John in a Catch-22 situation. There is no way to prove that their condition is job-related, and because they can no longer function in the classroom, they are let go. They are not sane

enough to relate to their condition and would not admit to mental incompetence if they were. Some better protection has to be afforded them. We need counselling services, better pension financing, and facilities where they can get refuge. The Windsors of the world cannot help themselves; it is up to the federation to do it for them.

Bob Thompson  
Coquitlam

## Alive and well

In our November/December issue, we inadvertently reported that retired Vancouver teacher Carol Miller had passed away. She quickly pointed out the error. We obtain our information from the Superannuation Branch in Victoria, and Carol went through quite an ordeal before she was reinstated on the computer.

Our apologies for the inconveniences this false report caused.

## Protect library programs

The promotion of reading and literacy carried out by teacher librarians in school libraries is no less important today than it was in the past. And to ensure equality of opportunity in this information age, public schools cannot retreat from teaching research skills or providing access to and instruction in how to use the data banks—traditional and electronic—available today. If helping prevent the division of our society into information haves and have-nots is not an important mandate for public schools, what is?

As educators enter provincial bargaining, we have the opportunity to see that school-library programs and teacher librarians are respected in contract and that the provincial government ensures the implementation of its own policy document—*Developing Independent Learners: The Role of the School Library Resource Centre*.

Richard Sharpe  
Kelowna

## Do I enjoy retirement?

The morning is dark, cold, and snowy. The lights of the cars challenge the darkness to find the ruts of salted highway. The wind reminds you of the energy of nature, and the lack of insulation around your body reminds you that your butt is freezing. The door lock is a snake. Ice scrapers, snow boots, electric cords, and cold behinds all scream out at you, "It's time to go to work!"

Instead of answering these screaming reminders, I roll over and think, "Retirement is great!" "Up with the sun" has

taken on a brand new meaning. Visions of clocks, daybooks, and running feet fade into the septic of my mind as I turn the electric blanket up a notch. The only sound is that of the thermostat gently lulling me into tranquility.

Need you ask, "Do I enjoy retirement?"  
Don Angus  
Fort St. John

[Editor's note: This letter was received in the Peace River North Teachers' Association of office on a day when the wind was blowing, the snow was falling, and the temperature was -25° C.]

## What's going on?

I recently received a letter in my school mailbox asking me to join Teachers for Excellence. This immediately caught my attention. I was fully expecting to read about a professional-development opportunity. In reality, it was a letter of solicitation to join an organization that purports to represent my educational and professional needs while advocating the destruction of my present union representation. Teachers for Excellence is headed by a public school teacher on leave from her district. Her salary and the organizing activities of the group are funded through a grant from the Donner Foundation. So far, I have been unable to determine what the Donner Foundation is. However, I must conclude that the public-education system is under a well-planned attack, and I would like to know of the group's entire agenda.

I also want to know who is permitting this organization access to personnel information. I just moved in September to a brand new secondary school that didn't even make it onto a ministry mailing list until late October. How did Teachers for Excellence get access to a staff mailing list to send me a personally addressed letter through the board's mail system? Has the employer assisted this attempt to undermine the membership's trust in their union? Does this coincide with attempts to split the membership as we enter provincial bargaining?

Perhaps the anti-public-education movement decided that creating dissension among colleagues is the best way to take control of the system? Are we heading toward a whole province of charter schools?

As required by the Society Act, the following formal notice of the 1995 Annual General Meeting is being made to all BCTF members pursuant to by-law 8.1 by publication in this edition of *Teacher*.

The 79th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Sunday, March 19, 1995 at 19:00 and continuing to Wednesday, March 22, 1995.

This solicitation, ironically, proved to be a professional development endeavor after all. I urge you, colleagues, to ask questions if you receive a letter from Teachers for Excellence. And if you get more information than I have been able to glean, share it with the rest of us.

Trish Kelly  
Surrey

## Study all atrocities

Regarding your article in October 1994, "Teaching for relevance: The Holocaust."

I commend the teacher for an effective way of teaching historical events, English, and values. What puzzles me, however, is that in a curriculum to teach students the inhuman treatment of one human to another, the examples used are the Crusades and "...the genocide of the Jews under the Nazis." That could easily breed another kind of hatred—for Christians and for German-speaking people.

What about other makers of widows, orphans, and refugees? No mention is made of atrocities committed under Imperial Britain, nor of Napoleon. Napoleon is held up as a hero in France but not in Russia. Stalin, during his "reforms," did not use ovens but banished people to the frozen hell of Siberia. In the process, 20 million people died (including Jews). In China, it is believed that 40 million people died who were not politically correct.

These may have been included but not recorded in the article.

Jake Olfert  
Sicamous

## 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.

## Notice of AGM '95 March 19-22

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

The B.C. Teachers' Federation does not endorse or promote any products or services presented in the advertising sections of the news magazine. All advertisements will be reviewed and approved by the BCTF. They must reflect BCTF policy and be politically, environmentally, and professionally appropriate.

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## 1-800 INTEGRATION LINE

by Karen Horner and Jennifer Blenkinsop

In its first three months of operation, the 1-800 Integration Support Line has averaged 181 calls for a five-day period. Calls have been received from 60 out of 75 school districts. There have also been calls from seven independent schools, and a call and e-mail from Winnipeg.

The service is getting a very positive response from teachers, paraprofessionals, and administrators who teach.

The support line offers information about various topics related to students with special needs and an expanding resource for specialist organizations and associations, rather than being just a service for those in crisis. The two co-ordinators, Karen Horner and Jennifer Blenkinsop, are available to take calls daily.

The majority of calls have been from teachers at the elementary level, requesting clarification of the Ministry of Education's policies or information regarding specific special needs. Callers request help with curriculum adaptation, inclusion issues, or behavior strategies.

In addition to taking calls, the co-ordinators have been making contact with community agencies and resources, and are building an excellent network. The development of a modified and adapted database of material

for all levels is continuing. Materials have been sent out to all districts. If you have materials to contribute, contact one of the co-ordinators.

The one-year project continues until June 1995. An independent evaluation will be undertaken in the spring to determine the effectiveness of the program. The project mandate does not yet include receiving calls from parents. However, if the support line continues, parents may be able to access the service.

Karen Horner and Jennifer Blenkinsop are co-ordinators of the support line.

## Resources

## BCTF Partner for Inclusion Case Studies

Teams of teacher researchers were seconded to collect data and write case studies of good inclusionary practices in elementary and secondary schools. Resulting resource books allow the purchaser to photocopy any of the useful forms and ideas from the appendices. Case studies are available from the BCTF Lesson Aids Service:

No. 1 9909A—South Peace Secondary School, Dawson Creek, \$9.50.

No. 2 9909B—Windsor Secondary School, North Vancouver, \$12.

No. 3 9909C—Sir Alexander Mackenzie Elementary School, Vancouver, \$10.  
No. 4 9909D—Peachland Primary and Elementary Schools, Peachland, \$10.  
No. 5, not yet available, GP Vanier Secondary School, Courtenay.

## Moving to Inclusion

This set of nine binders, published by Fitness Canada, answers teachers' questions about the integration of disabled students into physical education classes. It suggests modifications to assessments, instructional strategies, equipment rules, and learning objectives. Each binder addresses a separate topic: amputation, cerebral palsy, deaf or hard of hearing, intellectual disabilities, multiple disabilities, physically awkward, visually impaired, wheelchair bound. One binder deals with skiing for all disabilities. The entire set, or an abridged version, is available from Canadian Intramural Recreation Association (CIRA), 1600 Promenade James Naismith Dr., Gloucester, ON K1B 5N4, (613) 748-5639 or fax (613) 748-5737. Or call the 1-800 Integration Support Line for an order form.

The cost for each binder is \$15 + \$4.75 (GST & shipping and handling) or the entire package of 10 binders (nine disabilities and abridged versions) for \$125 + \$19.45 (GST, S&H).

## Pride and professional expectations

by Peter McCue

Why bother with induction of new teachers? And why have people recite or review the Code of Ethics at such events?

Induction into the BCTF and the local is an event that marks the arrival of new teachers, each with special talents, skills, and enthusiasm to add to the contribution of those who have gone before.

When I was to be inducted as a teacher in Nanaimo, I was told that the lights would be turned out and inductees would be handed candles for the recitation of the Code of Ethics. We had better memorize the code, because the candle light would not be bright enough to read the Code of Ethics on the back of the pocket calendar.

The Code should be emphasized at any induction. Not only does it let those new to the profession know the expectation of behaviors but it serves as a reminder for experienced teachers. It reminds us how much simpler and productive our relationships with students, parents, and one another are when we follow the common-sense guidelines set out there.

At several recent events, I

heard students relate comments made by teachers that could be described as racist, sexist, or breaching of confidentiality. It isn't easy to hear such comments made in public, especially when I know the caring and supportive

a community, or within the local can be harmed when we don't follow a process grounded in respect.

No one likes to be embarrassed publicly. Approach an individual privately with any concerns. Any follow-up is designed to ensure that the individual is given appropriate advice and assistance. Note: Of course, it is not a violation of the code to report suspected child abuse.

The third section of the Code deals with our collective responsibility. Our union of professionals is one party to an agreement, but the collective agreement is not ours alone. It belongs to both teachers and employers.

Achieved through a long and sometimes difficult process, it outlines how we relate in given situations. No individual or group of individuals can enter into agreements that negate or undermine the collective agreement or the process of reaching one.

Our reciting the Code of Ethics at an induction ceremony serves not just as a welcome to the profession but as a link to those who have gone before.

Peter McCue is the BCTF first vice-president.

*It is no accident that the first four items in the Code of Ethics deal with our relationship with students.*

daily work of teachers in so many classrooms.

Those experiences reinforced for me the importance and common sense of the Code of Ethics. It is no accident that the first four items in the Code of Ethics deal with our relationship with students. It asks us to treat students with the respect we want for ourselves and to treat student information the way we expect the employers to treat information about us.

The way we treat one another is also a matter of common sense. Relationships on a staff, in a department, in

## Pre-Referral Intervention Manual, The Parent's Guide to Learning Disabilities and The Parent's Guide to ADD

By Stephen B. McCaney and Angela Marie Bauer—easy to use references for educators who observe specific behaviors. Manual identifies the problem the child/student exhibits, and provides various strategies to deal with it. \$47.95 (has also been published as *The Teacher's Resource Guide*—the only difference is the Introduction).

Order from Odin Books, 1522 West Broadway, Vancouver, BC V6J 1W8 or call (604) 739-8804, toll free 1-800-223-6346 or fax (604) 739-8874.

## CEC (Council for Exceptional Children) Catalog

Here are some titles we have found easy to read and practical:

*Education of Children of ADD—Teaching Strategies*. Some topics: understanding

ADD, working with students on medication programs, and making it work in the classroom. \$8.90 US.

*Social Skills for Students with Autism*. Four approaches: direct skill instruction, prompting, peer-initiated and peer tutoring. \$8.90 US.

*Reducing Undesirable Behaviors*. Describes a continuum of strategies from changing environmental factors to the use of corporal punishment for minimizing undesirable behaviors. \$8.80 US.

*Teaching Students with Behavior Disorders—Basic Questions and Answers*. Answers over 100 frequently asked questions about students with behavioral problems. \$8.90 US.

Order from CEC Publications, Dept. K4902, 1920 Association Dr., Reston, VA, 22091-1589, or call toll-free 1-800-CEC-RFAD (232-7323) or fax (703) 263-1637. Or contact the 1-800 Integration Support Line for order forms and information.

## What's up in your local?

## Fort Nelson

A major expansion took place at Toad River, Mile 422 of the Alaska Highway, when a prefabricated school building was added to the Toad River Elementary/Secondary School. The school, with two teachers and students K-12, now boasts a library, a lab for science and home ec activities, and increased space for computers. One of the students observed, "We have a big school now."

## Quesnel

You too can be a writer. The Quesnel district communications group, formed after a BCTF communications workshop, spent another valuable day in December discussing issues, sharing, and writing. Paul Gotro has an article ready for the local press, and the local has applied for a 1994-95 communications grant. Carol Price, president of the Quesnel District Teachers' Association, reports that another full day is planned for March '95.

## Maple Ridge

Maple Ridge teacher Loraine Cleave visited Hiroshima, and when she returned, she told them the story "Sadako and 1000 Cranes" to her Grade 4 class. She made 500 paper cranes themselves, and placed them on the me in Hiroshima. Japan is now a part of the world. JAL Vice-President Nagai wrote to Cleave, "Amidst all the commotions in this world, it was nice to be a part of such a heartwarming event."

## Coquitlam

Panorama Heights Elementary School has had an exchange program with Kelly Creek Elementary School, in Gresham, Oregon, for two years. Teacher Anne Shaw says, "Our trip down to Gresham last year was a great success. A lot of myths the Grade 5 students had about the two countries were dispelled. They discovered that life isn't very much different from their own and because for some, it was their first trip away from home by themselves, they became much more independent."

Other Oregon schools are interested in starting such a program. If your school is interested, contact Cindy Woods (teacher) or Jodi Brighurst (parent) at Lynch Meadows Elementary School, (503) 762-3208, fax (503) 762-3238.

## Vancouver

Three intricately designed banners earned 98 Cunningham Elementary School students a first-place award from the B.C. Human Rights Council in the 1994 Visual Language Arts Project. The three side-by-side panels, known as triptych, had photos of face-painted students from a variety of ethnic backgrounds transferred onto the cloth to show the ethnic diversity of the school's population. Grade 3 and 4 teacher Carole Brown says, "Even if our school hadn't won the award, the students learned a valuable life lesson by simply participating in the competition. It enhances self-esteem and gives them a sense of pride in their community...their ability to work together is really quite beautiful!"



TEAM from page 1

accountable to Stikine as to Vancouver." Briard says all members must feel that the integrity of their collective agreements has been maintained. "Creating a master agreement is a balancing act," Briard continues. "One of the things I feel very strongly about is that members of the team actually get out to locals. It's important for individual teachers to interact with the teachers representing them at the table."

Allice Rees says, "The team's main task is to listen well, to really try to understand where the members are on the key issues. We have to take off our local blinkers and really have a provincial perspective." Rees agrees with Briard that members expect their existing contracts to be maintained. "We need to make clear to the other side that those provisions have already been brought and paid for. We need to maintain them, and we need to carve out something new as well."

## Electronic chatter

### Internet training

To learn more about telecommunications, consider Community Learning Network (CLN) regional in-service conferences this spring. Topics include:

- Students on the Internet
- Internet resources for the library
- World-wide web and multimedia on the Internet
- Internet tips for the beginner
- Encouraging girls and women in the use of technology
- Internet projects for the classroom.

The conferences take place over two days. Afternoon and evening sessions will be on Day One and morning and afternoon sessions on Day Two. You can attend one, some, or all sessions.

Cochitlam, February 13, 14  
Chilliwack, February 27, 28  
Surrey, March 27, 28  
Parksville, March 30, 31  
Cranbrook, April 20, 21  
Kelowna, April 27, 28  
Prince George, May 11, 12  
Victoria, April 12, 13

For details contact Trish Main or Trisha Swanson at (604) 655-4846.

## BCTF on the infobahn

BCTF Online is an information service for teachers. Members can search BCTF Online (available on the Internet) for updates on key issues, the latest news from the federation, and topical research reports. Use CLN or any other full Internet service. From CLN's main menu, select item 7 Internet Services, item 2 Gopher Access to the Internet Gopher, item 12 Other Gopher Services or the World, item 1 BC Gophers or item 2 Canadian Gopher Servers. CLN's toll-free helpline is 1-800-661-8008.

### What's new?

Because of program changes, many secondary schools are considering changes to their timetables. BCTF research staff are monitoring these changes. We have collected and developed materials for school staffs to use in examining timetable options. This information is available on BCTF Online.

Select menu item 2 "What's New on BCTF Online" to get online help locating full text of articles by B.C. teachers from PSA and other publications, an annotated bibliography on timetable-related issues, results of BCTF surveys on the effect of alternative timetables, and a checklist of processes to facilitate decision making on timetabling.

For more information about BCTF Online, contact Diana Broome at (604) 871-2243, toll-free in B.C. 1-800-663-9163, or e-mail dbroome@bctf.bc.ca.



BCTF ARCHIVE PHOTO

## Resilient kids will succeed

by Juaneva Smith

The model of resiliency came out of behavioral and human development research on children who succeeded in life despite growing up in adversity. As adults, they were healthy in an overall sense, displaying confidence, competence, empathy, and enjoying successful relationships.

Initially terms like *invincible*, *hardy*, *stress-resistant*, *ego-resilient*, and *invulnerable* were used to describe these children. Now, they are called *resilient*. A common description of the resilient child is "one who works well, plays well, loves well, and expects well." (Norman Garmerzy, 1974)

Bonnie Benard, *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community* (August 1991) outlines four personality characteristics of the resilient child.

**Problem-solving skills** characterize resilient children. They think abstractly, are reflective and flexible, are able to sort out difficulties and find alternatives. *Autonomous* well describes them because they have a capacity to separate or distance themselves from a negative environment. They have developed sufficient self-esteem so that they have a sense of identity and a good locus of internal control. These children have a feeling of control over their lives in the midst of difficulty. Lastly, resilient children have a *sense of purpose and future*. They are generally hopeful and optimistic. They have persistence and the ability to plan and hold aspirations.

Looking at environmental factors, researchers identified three significant factors. Benard describes them. The first is *caring and support* of one or more significant adults who were there for them. The adult(s) cared, supported, acted as a mentor and a model for personal identification and growth. The adult might be in the family such as a grandparent, in the school, such as a favorite teacher, in the community, such as a

neighbor or minister.

A second factor of *high expectations* means that positive attitudes, with the support to reach them, were communicated. From within the school, it might take the form of a teacher urging, "You

*...the resilient child is "one who works well, plays well, loves well, and expects well."*

can do this, and I will help you." Within families, high expectations are communicated as clear rules or boundaries. Children have a sense of fairness. Having a belief system or faith has been associated with high expectations because of identification with something larger than oneself. There is a sense of connection and meaning. Critical to high expectations are the supports to reach them. Research indicates the two are intertwined.

The third protective factor is *participation and involvement*. This is a genuine sense of contribution in meaningful programs where one's voice is heard, decision making is encouraged, and a sense of personal satisfaction is gained. Youth related they felt needed and had a sense of role.

How is the resiliency model relevant to educators? It reminds me that we in schools have tremendous influence in the lives of our students. Each day, I have the opportunity to be that significant adult and to provide the protective environment that can buffer stress or adversity in a child's life.

Co-operative learning strategies, inter-generation programs, peer tutoring, peer helping and peer support, and other programs emphasizing pro-social skills, personal safety and violence prevention build resiliency. Programs or activities involving students with nature, whether in gardening or outdoor

education, foster connectedness and serve as both protective factor and personal enhancement. These do not have to be formal programs.

Dr. James Garbanino suggests schools help by providing stability for children. This may be through community or neighborhood schools and it may mean children having a particular teacher for more than one year. He also says schools must embrace diversity so that all children feel valued. Garbanino says that the size of schools and class size are relevant because students must be able to feel recognized, acknowledged, and supported.

Resiliency, for me, is such an exciting model because it is not a deficit, externalized, fix-it approach to human behavior. It develops out of positive, nurturing, participatory relationships grounded in mutual respect and trust.

Benard writes, "Here lies the fundamental power of resiliency. It validates practitioners' craft knowledge and common sense—and their hearts. It answers for them the big question, So what? My

*Each day I have the opportunity to be that significant adult and to provide the protective environment that can buffer stress or adversity in a child's life.*

colleagues and I have heard from hundreds of teachers and youth workers who have expressed their appreciation for our work in promoting a resiliency approach because it validates what they do, and it energizes them."

Juaneva Smith teaches Kindergarten at Quadra Elementary School, Quathiaski Cove.

## SCHOOL ACCREDITATION

# A deadbeat like me

by Denny Hughes

Colleagues were angry. "Who the hell are they?" "Bloody interference. And we've got a job to do meanwhile." "What do they know?" The target of these comments was the school accreditation team.

Some others were curious and hopeful. I was pleased—with the look inward and with the anticipated look outward following the team's arrival.

When the team made its malignant appearance (staff had been told to spruce up classrooms, and students had been instructed over the P.A. system to practise guarded awareness during the visit), I was even more pleased. They paid attention to me. They recorded my views. One team member happily informed me that even as I spoke, I was drafting the team's report, my very words shaping the document.

I was impressed. I was enjoying myself. Then Trent spoke up. "This team. These guys in suits running around the school. Who are these guys anyway?"

"They're the accreditation team. They're doing their site visit—looking around and asking us about our school, our work, our relationships—that sort of thing."

"Oh, yeah? Then how come they don't wanna talk to me?" This took me aback.

"Talk to you? Sure they do. They'd be fascinated if they got a chance to talk to you."

He was sitting across from me at the big blue table in our room, his long frame tilted back in a chair much too small for him, while he studied me with his usual condescension. But his eyes had smiled when I said "fascinated."

Benard writes, "Here lies the fundamental power of resiliency. It validates practitioners' craft knowledge and common sense—and their hearts. It answers for them the big question, So what? My

"Oh, yeah? Well, I asked 'em. The chick in the blue suit—I asked her."

I pondered this. I imagined him, approaching the leader of the team, "the chick in the blue suit." He'd appear threatening, impressively tall with slicked-back hair, big earrings and bad hair, but he'd seem tempting too, as he probably swayed with exaggerated, confrontational conceit and promised her "a good time" or "a real eye-popping discussion" or "a bunch o' deadbeats with a lot to say."

*"Deadbeats like me got a lot to say. 'Cept there ain't anyone out there that's listening."*

—Trent S. 1992

"You asked if you could talk with her?"

"Yeah, sure did. Told her to come down to our English class. Told her you've got a bunch o' deadbeats down here. Nah. I didn't say 'deadbeats.' I said you had interesting kids. An' real interesting discussion. I said we talk all the time. I said we'd tell her lots of stuff."

And he would, too. I reflected. He'd give her an earful. I smiled at this and suddenly I wanted him to. Give her an earful.

"Ask her again, Trent. I'll ask her, too. The team need to hear what you guys have to say."

"Oh, yeah?" Pale, cynical eyes on me now, as he leaned back again. "They ain't interested in listening to kids like me. Deadbeats and that. They wanna talk to student council. Them geeky kids."

The team never did find time for Trent and our English class. And it seemed to me he was especially eloquent all that week, about alienation, exclusion, and loneliness. Eloquent about teachers who locked classroom doors to eliminate late arrivals, or, astonishingly, who prohibited access if a student were found with one foot inside and one foot outside the classroom threshold as the bell rang. Eloquent about the agony of enduring a podium-style lecture when longing to play Hacky Sack out in the sun. But mostly eloquent about being a deadbeat and feeling unwanted.

A wine and cheese at the end of that week brought the team's visit to a respectable and amicable close. It was hot and they'd opened the door to allow a breeze to flow through the staffroom. I arrived late and stood by the open doorway as the team leader began her closing remarks. The chick in the blue suit, I mused as I watched her.

I thought briefly of Trent. Probably having a smoke and crunching the butt on the gravel of the school parking lot. I sensed the futility of all of this. Deadbeats and dropouts and Trent in the parking lot—and me in the staffroom as the monotone of restrained suggestions flowed endlessly. The tone of the final closing comments shifted, peaking on a note of encouragement—even praise—for our many accomplishments, and I propelled myself with unveiled haste toward the wine.

Denny Hughes is a secondary teacher in the Greater Victoria School District.

Preparation

- Select two consecutive periods for instruction.
- Make an overhead of the postcard.
- Write a sample letter to model correct form, and make an overhead of it.
- Locate relevant videos, books, articles. Include sources of opposing opinions

to that expressed on the postcard. Enlist the help of your school librarian.

• Create a sheet for note-taking ("webbing" works well).

• Use the overhead of the postcard to clarify the current issue and promote discussion of students' prior knowledge. Demonstrate webbing of ideas.

• Present related materials and opposing views. (Students create an ongoing webbing throughout these activities.)

Period Two

- Continue presentation, discussion, webbing. Discuss and evaluate the historical precedents including previously tried solutions to similar problems.
- Small groups share individual webbing, adding ideas to their own notes.
- Display and discuss overhead of teacher's sample letter.

Homework

Assign letter writing for homework. Have each student hand in the letter, a stamped, addressed envelope and the webbing for marking.

The letter should include a positive statement about previous accomplishments of either the politician, or his/her political party, a statement of the current environmental issue from the student's point of view, suggested solutions for the issue, phrased as questions to be answered by the politician, and appropriate heading, address, and closure.

There is no greater satisfaction than the proud smile on the face of a student who receives a response, signed by a politician whose name he/she recognizes... unless it's the satisfaction of watching students lose their cynicism and become confidently politically involved.

## Hot tips

### 20/20 Vision: Environmental timesavers for teachers

by Pat Korechuk and Debra Swain

In the time it takes to read a postcard, you can get current environmental research information and design activities that move students from cynicism to empowerment.

20/20 VISION is the creation of 14 concerned citizens encouraged by the June 1992 Earth Summit, the conference on the environment and development. They produce monthly postcards to help others take 20 minutes to write a letter to work toward a clear vision of a peaceful, environmentally healthy Earth.

20/20 VISION co-ordinator Pru Moore told students, "each letter received is viewed by politicians as representing at least 300 other people holding the same opinion," helping to convince the students of their potential power to effect change.

20/20 VISION recently linked with Earth Action, networking with 900 environmental organizations in 100 countries. Moore read from the six-month *Action Alert Update* outlining accomplishments related to 20/20 VISION letter-writing.

Here's how the postcard works in Debra Swain's classes.

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# In Memoriam

benefit schemes, and job-security provisions for all.

His friends and colleagues will miss his loyalty, support, and humor. To his family, I express deep sympathy on behalf of all those he served so well.

To thousands of teachers, he leaves a legacy of better professional conditions, ones hard to match anywhere.

**ISOBEL CULL**—78, former BCTF president and assistant director in Professional Development, died on November 28, 1994.

John Church writes: Isobel Cull was a trail blazer and a bridge builder. As a trail blazer, Isobel was a former president of Vancouver Elementary Teachers' Association, elected BCTF president at the 1964 AGM.

The third woman elected to that position, Isobel was both the first elementary teacher

and the first married woman so elected. Four years later, Isobel was the first woman assistant director in the BCTF Professional Development Division.

As bridge builder, Isobel, who worked for the BCTF for seven years until her retirement in 1975, always sought common ground/threads in conflicts among teachers, between association and school board, or between BCTF and the then Department of Education. Her report as retiring BCTF president to the 1965 AGM deplored the fact that her presidential year had been "one of turmoil and strife." As staff member, Isobel's major areas of focus were elementary school curriculum, lesson aids, and the Hilroy Scholarship Awards.

A talented musician and music teacher, Isobel epitomized humility, empathy,

and kindness. In her 1965 AGM report, she referred to her receiving "the greatest honor and responsibility you can bestow on a fellow teacher." At her memorial service, the presence of nine former BCTF presidents acknowledged that honor and responsibility.

Through 54 years of marriage, she was supported and encouraged by husband George and loved by sons David and John.

I am one among hundreds who profited immeasurably from the incisive but always wise and positive counsel and criticisms of this model teacher.

proved of great value to the federation, particularly during the politically turbulent years 1978 to 1988.

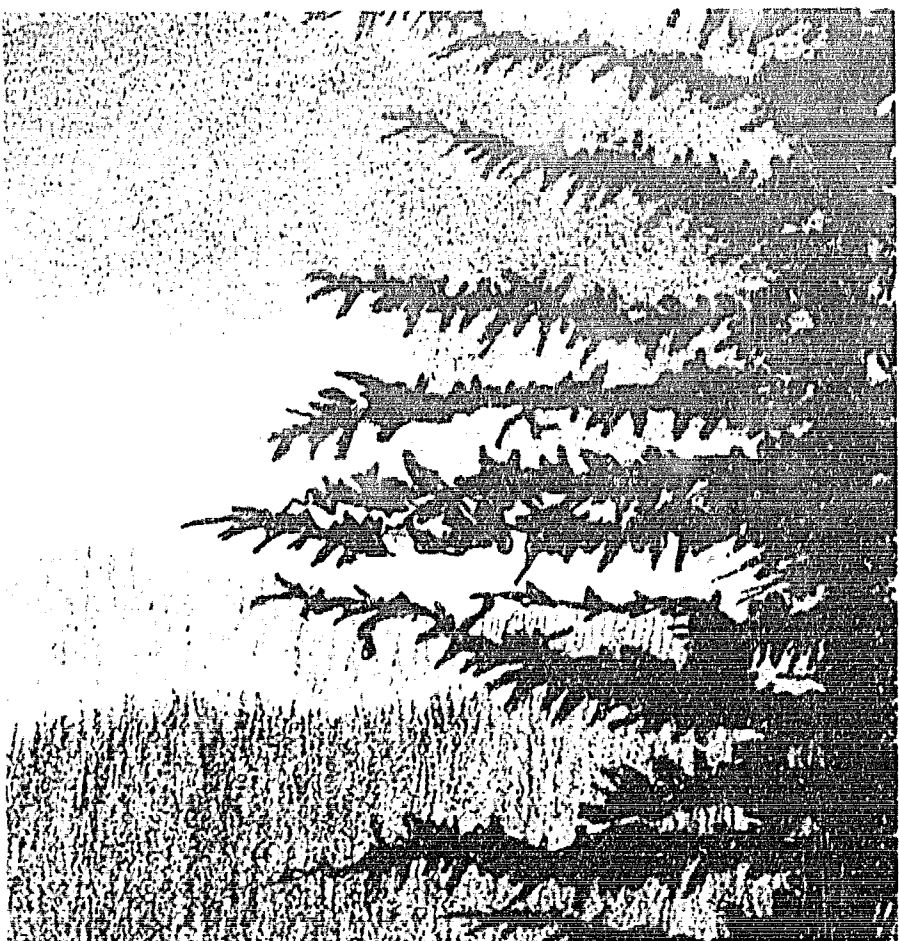
To those privileged to be both colleague and friend, however, Arnie was much more than the sum of his professional parts. The values that governed his work simply reflected those that pervaded his life. He was a wise and witty companion, generous to a fault, caring and supportive, a man of fierce integrity. When he took positions on issues, it was difficult to change his mind; when those issues involved matters of principle, it was impossible.

Because he was of modest mien and worked behind the scenes, his influence on teachers was mostly indirect, but those whose work and lives did touch his will cherish the memory of a good and gentle man.

**ARNIE MYERS**—67, former BCTF communications officer and editor of the newsletter, died December 3, 1994.

Jim Bowman writes: Arnie Myers was a distinguished writer and editor whose skills





by Ray Tickson

Union workers in Port Alberni are facing a well-orchestrated campaign to de-unionize the pulp industry in B.C.

For the last half-century, building-trades union members have done all the new construction in B.C. pulp mills. MacMillan Bloedel recently threw that tradition to the winds, declaring its Port Alberni NexGen expansion an "open shop" site. What's more, the employer stipulated that all contractors bidding work at any MacBlo site must repudiate their collective agreements' affiliation clauses that allow workers to refuse to work alongside non-union or "rat-union" contractors. The end to affiliation clauses effectively means that all workers on MacBlo construction jobs must cross any picket lines despite the reason for them.

The Port Alberni situation mirrors what has taken place over the past 10 years in the American Northeast. International Paper, the largest producer of pulp and paper in the U.S., first hired a notorious union-busting contractor, BE&K, to take over construction work and then later pieced out janitorial and maintenance work to non-union contractors. The next group successfully targeted

was operations staff, and in a few short years all the mills were totally de-unionized. MacBlo seems to have embarked on the same course in B.C.

So what's at stake in Port Alberni? It's not just jobs or wages. It's the entire history of social progress that has developed along with the trade-union movement in Canada.

The apprenticeship program that teaches workers while they receive pay on the job was pioneered and protected by building-trades unions. Worksite health and safety committees protect members from hazardous working conditions. The Workers'

*The whole community benefits when local workers are paid decently and can work safely.*

Compensation regulations that govern all job-site safety were developed because of union insistence that workers needed protection from unscrupulous employers.

"Rat-union" and open-shop contractors negotiate deals that trade away workers' rights to a safe and healthy work environment as well as

chop wages, pensions, and benefits.

TNI—the rat-union company that seems to be MacBlo's instrument of choice at Port Alberni, terminated 35 elected safety personnel and job stewards at the Pine River gas plant site in northeast B.C. earlier this year because they brought up safety concerns. One man was laid off while he was in hospital recovering from a work-site gassing.

For years, construction workers have had the union-won right to refuse to work in dangerous weather. At Pine River, TNI let go 14

scaffolders and labourers because they refused to work in a violent rainstorm. Their "rat union", Canadian Iron

*...the social activism of unions has helped win social benefits for all Canadians.*

and Steel Workers, was nowhere to be found.

Incidentally, TNI was not the low bidder for the MacBlo job. A local building-trades union contractor tendered the lowest bid.

Real unions ensure that workers are paid what they are owed and that pension, unemployment insurance, and income taxes are properly deducted and accounted for. "Rat unions" regularly negotiate agreements that provide less than the Employment Standards Act.

Union wages are recirculated in the community. One non-union hotel operator in Port Alberni said, "Union wages are good for everyone in town. The whole community benefits when local workers are paid decently and can work safely." Her employees count on their wages reflecting the going rate negotiated by the pulp-mill workers.

As union wages, pensions,

safety rules, health care, and working conditions benefit the whole community, so the social activism of unions has helped win social benefits for all Canadians.

In the past 150 years, unions have fought for legislation to end the exploitation of child labour, regulate daily and weekly hours of work, guarantee vacations, provide safety regulations, and compensation for the injured, insurance for the unemployed, and pensions

for the elderly. This is an important record of non-contract achievements and an inheritance that legitimate unions jealously guard today.

These are the things at stake in Port Alberni. These are the reasons the entire labour community is backing the building trades in the fight to maintain union jobs in the pulp and paper industry.

Ray Tickson is editor of *On the Level*, the newsletter of the Carpenters' Union.

## Without unions the word would be NO...

- |   |                                   |
|---|-----------------------------------|
| No seniority                                | ...paid holidays (stats)          |
| ...job security                             | ...jury-duty pay                  |
| ...representation                           | No bereavement pay                |
| ...grievance procedure                      | ...life-insurance benefits        |
| ...job classifications                      | ...sickness-and-accident benefits |
| ...health-and-safety programs               | ...long-term disability           |
| ...health-and-safety committee              | ...medicare protection            |
| ...protective equipment                     | ...unemployment insurance         |
| ...relief periods (lunch and coffee breaks) | ...severance pay                  |
| ...work standards                           | ...prescription-drug plans        |
| ...uniform pay scale                        | ...dental program                 |
| ...guaranteed wage increases                | ...voluntary overtime             |
| ...cost-of-living increases                 | ...employee-assistance program    |
| ...overtime pay                             | ...pension plans                  |
| ...shift premiums                           | ...early retirement.              |
| ...paid vacations                           |                                   |



## ASSESSMENT

### UBC issues in education series

The views of an academic, a teacher, and a parent on assessment were represented at the first in this series on issues in education on November 22, 1994.

BCTF President Alice McQuade emphasized the crucial role of teachers in assessment and reporting. "Our changed assessment practices naturally follow changed pedagogy, changed curriculum, changed societal expectations, and the changing nature of children who come in when we open the doors of public schools." McQuade criticized the ministry for a process not

involving teachers in policy development or implementation planning. She was particularly concerned that the discussion not depart from focussing on students. "It seems so easy to make the child fit the model and not the model fit the child," she warned.

*Erickson cautioned against the tendency to search for simple solutions to complex problems.*

McQuade was responding to a speech by Dr. Gaalen Erickson, head of the Centre for the Study of Teacher Education at UBC. Erickson cautioned against the tendency to search for simple solutions to complex problems.

His major concern was the speed with which the ministry changes are being introduced. The primary foundation for the new criterion-referenced evaluations are standards found within the curriculum guides; yet the curriculum guide revisions are not complete.

He suggested that more imaginative strategies, including an important role for

the BCTF, are needed to support teachers during the period of change.

Most perplexing from a parent's perspective, said Ann Beer, is the message being given to parents. She said the ministry document "Parents' Guide to Standards" does not help parents understand the criterion-referenced system of evaluation being proposed, nor the inherent subjectivity of the task for teachers. Instead, the guide provides an overview of general standards for students for language arts and mathematics. Parents are hoping for access to clear and understandable information, an objective system, and a

reassurance of academic skills achieved.

Alice McQuade and Gaalen Erickson's speeches are on Solinet.

**Next in series ...  
Equity: Who wins?**

**April 26, 1995**

**Robson Square  
Conference Centre  
at 20:00**



L-R Dr. Porntip Sempakdi and Puka

by Moira Munro

Puka was born in Hawaii, where his mother, Porntip Sempakdi, was doing graduate work. He spent several years in Missouri while she completed a doctorate in special education. Puka is 19 years old, warm and friendly, has a great sense of humor, and likes to learn. He speaks and understands both Thai and English. Each day he goes to the campus of Srinakharinwirot University, where his mother teaches in the Faculty of Education, and he sits in on classes. But Puka won't graduate, and he'll probably never be employed, because he has Down's syndrome. Sempakdi knows that the only way her son will find work is if the family opens a small business.

Educated in the U.S., Dr. Sempakdi is aware of the advantages afforded people with special needs in North America, but she and her husband, also a university professor, chose to return to Thailand to initiate change in their own country. In between her master's and her doctorate, when Sempakdi

*Wealthy people pay for services, and poor parents hide their children at home.*

lived in Thailand, she had to fight to get her son into the demonstration Kindergarten at the Faculty of Education. The special school in Songkhla for mentally handicapped children operates more like a daycare facility, and the educational component is very low. She tried to start parent-support groups, but found that economic conditions and distance made it virtually impossible.

## Puka

Sempakdi translated U.S. Public Law 94-142: the Education for All Handicapped Children Act of 1975 for the Thai Ministry of Education and has discussed its content and implications with the minister. This U.S. law has been the foundation for inclusive education in North America for the last 20 years, but, to date, no such law exists in Thailand.

It is extremely difficult for parents in Asian cultures even to admit that they have a handicapped child. Wealthy people pay for services, and poor parents hide their children at home. Opponents of inclusive education say that there are so many other problems in the education system, money cannot be spent on special students. Indeed, when classes routinely number between 50 and 60 students, it is difficult to envision mentally and physically challenged students in the mix. Children of migratory construction workers cannot go to school at all because they have no permanent address.

Physically disabled beggars are visible everywhere, and musical groups of blind people play in the streets and parks, passing the hat. Along Sukhumvit Road, where street vendors crowd the sidewalks, is a row of stalls owned by deaf people. Bartering, an essential part of shopping in Thailand, is done on a calculator passed back and forth between the vendor and customer.

I saw two people in wheelchairs in the month I was in Thailand, one in a shopping mall, accompanied by a family member, and the other wheeling himself bravely the wrong way down Ploenchit Road, which has seven lanes of traffic.

I met a boy, crippled by polio, living in a development project outside of Chiang Mai. The project is supported in

part by the Canada Fund, and houses Hill Tribe children whose parents can no longer look after them, because of poverty or incarceration. He goes to school with other children and wants to help those less fortunate when he grows up, as he was helped to begin a better life.

Many multiply-handicapped people spend their lives in a hospital setting, receiving little academic or practical education. I thought of the group of people now living in a

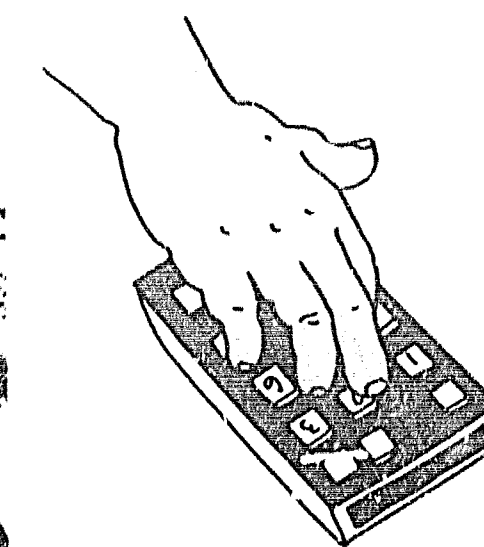
*...people are working to change a society where to be less than perfect means shame, lack of acceptance, and lack of opportunity.*

building near me in False Creek, who decided some years ago that they wanted to live outside Pearson Hospital and lobbied until the doctors agreed. Funding was made available, and a residence was set up to accommodate them. Although it took some doing, they knew that the law was on their side and funds could be committed to support their community living. No such laws and no such funding exist in Thailand.

Special-education courses in Thailand are optional, but people are working to change a society where to be less than perfect means shame, lack of acceptance, and lack of opportunity. Once, North American society felt that way too, but our history of special education tells the story of change.

Moira Munro, a member of the North Vancouver Secondary Learning Resource Team, teaches at Balmoral Junior Secondary School, North Vancouver.

## Yours for the asking



### Borrow TV from the library

If you want some good TV, try *Working TV*, labour issues from the point of view of those who do the work.

After a successful pilot last year, the BCTF "signed on" with *Working TV*. Education issues have featured prominently in the monthly cable newsmagazine program, and viewers have responded favorably. Producer Julius Fisher says *Working TV* is Rogers Cable's most frequently rebroadcast program. A poster in your staffroom outlines the viewing schedule.

If you can't get the show on Rogers Cable, or you want to use a clip as a discussion starter, you can borrow back issues from the B.C. F Resources Centre. The shows have been packaged on one-hour VHS tapes which are available for two-week loan.

Call Roger Bortolussi at 871-2241, or toll free 1-800-663-9163 to borrow them. And then call Elaine Decker at 871-1877 and tell us what you think about the BCTF on TV.

### Teaching in multicultural classrooms

Two recent articles in the *B.C. Journal of Special Education* (Vol. 18, Nos. 1 and 2) may be of interest. In

"Strategies for Enhancing Learning in the Multicultural Classroom," Donna Rae Clasen, University of Wisconsin, discusses strategies for the multicultural classroom. She outlines the qualities of a psychologically safe learning environment before listing eight strategies that both students and teachers rated as effective. The strategies are visualization or imaging, think/pair/share, brainstorming, use of metaphors, inductive teaching, use of graphic organizers or visuals, metacognition, making content meaningful/empowering students. That each strategy is described in a short paragraph makes the information quickly accessible.

In the second article, Yuan Lai, from UBC, discusses the "Dual Challenge in the Classroom: The Case of Chinese Students with Special Needs." The author discusses three issues:

1. The double "handicap"—some Chinese students face—of both having a special need

and being a cultural minority.

2. Low self-esteem.

3. Problems with assessment and placement.

In the absence of formal assessment strategies using first language, informal assessments are commonly used. Lai suggests that by improving cultural understanding, those conducting assessments minimize misinterpretation of student behavior. Lai discusses Chinese cultural values of family, education, and communication styles, and offers a number of strategies to help teachers become more culturally responsive.

For a copy of the articles, phone BCTF Research at 871-2254, 871-2251, or toll free 1-800-663-9163.

### School contest

In conjunction with the upcoming exhibit *Empires Beyond The Great Wall: The Heritage of Genghis Khan*, the Royal B.C. Museum is co-ordinating a B.C.-wide school contest. There are Mac computers and a university scholarship as prizes. The contest winners will also receive a round trip to Victoria and a special tour of the exhibit. Contest details were mailed to all B.C. schools in early December. For more information, call Tara Steigensberger at (604) 387-6357.

### Magazines for kids and teens

This book, co-published by the Educational Press Association of America and the International Reading Association, has 249 listings describing a magazine's goal, philosophy, and subject matter, classifying its audience by age/grade and gender. Each listing also shows cost, circulation, and distribution data.

Anyone can order a copy for \$10 (U.S.) from Order Dept., International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139. Or, to order by phone, call (302) 731-1600, ext. 265 or fax order to (302) 731-1057. No postage or handling fees apply to prepaid orders. Canadian residents add 7% GST.

For more information or for a media kit contact EdPress, Rowan College of New Jersey, 201 Mullica Hill Road, Glassboro, NJ 08028-1701 or call (609) 256-4610.





# PARENTAL INVOLVEMENT IN SCHOOLS

## Parental involvement works!

by Elaine Decker

**D**r. Pat Renihan, of the College of Education at the University of Saskatchewan, in a presentation to the B.C. Confederation of Parent Advisory Councils in October '94, cited many sources of evidence that where parents are actively involved, students and schools perform better.

- Student performance is improved (Snodgrass, 1991)
- Student dropout rates are lower (Peterson, 1989)
- Student attitudes and self-concept are more positive (Henderson, 1987)
- Suspension rates are lower (Christenson & Cleary, 1990)
- Parents are more understanding of school issues (Christenson & Cleary, 1990)
- Schools are rated as more effective (Epstein, 1988)
- Student absenteeism is decreased (Tangri & Moles, 1987)
- Teachers indicate greater satisfaction with their work (Christenson & Cleary, 1990)
- Opportunities for at-risk students improve (Stallings & Stipek, 1986)
- Student, teacher, and parent perceptions of classroom climate are more positive (Hayes, Comer & Hamilton-Lee, 1989)

Of course, Renihan does have his own reasons to encourage parents and teachers to strengthen their partnership for effective schools. He argues that in a rapidly changing, uncertain world, parents and schools need each other more than ever. Since 87% of a child's waking hours are under the influence of the home environment, the effect of that environment cannot be ignored.

Renihan says parental involvement increases the number of viewpoints relevant to particular decisions, points out that people involved in a decision are more likely to understand and support the decision, and reminds us that those affected by a decision should have some voice in its development.

*...a new concept of educational leadership based on collaborative cultures and community problem-solving...*

Renihan has specific advice for the establishment of a school-home psychological contract based on clear, consistent communication, fairness, constructiveness, support, and flexibility. He speaks about a new concept of educational leadership based on collaborative cultures and community problem-solving, allowing schools "to tap a reservoir of expertise and commitment that has for so long remained unexplored."

Elaine Decker is editor of Teacher.

**“**The task force recommends a substantial expansion of efforts to educate young people about parenthood. Families should be the first source of such education, but schools, places of worship, and community-based youth development organizations also have parts to play.  
**”**

—Starting Points: Meeting the Needs of Our Youngest Children, Carnegie Corporation, April 1994

## Five proposals for strengthening community

by Charles S. Ungerleider

**W**ithout strong, healthy communities, advantaged Canadians may soon be doing what their counterparts in other countries have already done: erecting compounds surrounded by razor-wire to defend their privileges. Current proposals for the reform of the social safety net may reduce government expenditures, but they won't do much to address Canada's main problem: the disintegration of community. The government should be pursuing social policies that increase the connections between children and their parents, ensure the success of children in school, and strengthen communities. At a minimum, there are five things we should do:

1. *Ensure equal pay for work of equal value to reduce the disparity between the wages of women and the wages of men—a disparity that makes it much more likely that women who are lone parents will live with their children in poverty.*

Women earn 30% less than men performing the same work, occupy seven of the ten lowest-paid occupations, and hold the majority of non-standard, part-time, and casual work. While two-thirds of men's work is paid, two-thirds of women's work is unpaid.

Today, one family in five is headed by a lone parent, and 82% of the time, the parent is a woman. Children living with two parents have one chance in ten of living in poverty, but, children living with one parent have a two out of three chance of living in poverty.

2. *Provide universal preschool/daycare for all children, creating the conditions for them to be successful in school.*

In 1994, more Canadian employees are working overtime than at previous times. In two-thirds of the families with children under the age of 13, both parents work more than 40 hours per week. Working parents have difficulty finding adequate child care. Approximately 1 million children under the age of six needs child care, but only 350,000 places are available for such children.

3. *Monitor the school progress of children, ensuring that all children receive the resources that will prevent school failure.*

All children enter school with the expectation that they will learn. We fail those children—and we fail the larger society—when we do not ensure their success. Given the close association between early school failure and deviance later in life, and given the enormous economic and social cost of the criminal justice system, it is truly amazing that we are so parsimonious when it comes to providing an education that benefits all children. I am told that the direct cost of incarcerating a criminal for one year is in excess of \$50,000, approximately the salary of an elementary teacher with a master's degree and 10 or more years of experience.

*With increasing independence and individualism, we must seek ways of recreating community.*

4. *Make secondary schools the centre for universal preschool/daycare, and make secondary students the primary caregivers and teachers.*

All secondary school students should be required to enroll in a year-long child-development class during Grade 8 or 9, where they would learn about the needs of infants and young children and about the complexity of

caring for those needs. After successfully completing the course, students would be required to provide a minimum of a semester's work in the daycare/preschool located in the secondary school.

This proposal has a number of important features to recommend it. First, and perhaps most important, young people will learn about their responsibilities to the young and develop capacities that should enable them to become better parents. Second, the provision of preschool/daycare by secondary-school students provides them with demonstrably meaningful work that should develop their self-esteem in a way that flipping hamburgers at a fast-food restaurant cannot. Third, in addition to the social and educational benefits of the arrangement, the proposal makes the provision of daycare less costly to society. Last, the proposal makes secondary schools less age-segregated institutions by including the young and their parents.

5. *Give young people the opportunity to make a meaningful contribution to their community.*

In any given month, more than 400,000 young people are unemployed and looking for work, an unemployment rate for this group of 18%. To make matters worse, of all the jobs created in 1993, three-fifths were part time. Part-time work accounts for 17.3% of all jobs, an increase from 1975 of 12.5%. We can help young people develop a community orientation through their work in the preschool/daycare facilities operated by and in secondary schools.

With increasing independence and individualism, we must seek ways of recreating community. Our efforts will be well spent if we can imbue the next generation with a community spirit by giving them the care they need, ensuring their success in school, and giving them meaningful and challenging work. We owe at least this much to the young and to ourselves.

Charles Ungerleider is associate dean, Faculty of Education, University of British Columbia.

## Helping parents help their children learn

*[Judy Rempel, of Penticton, is president of the B.C. Confederation of Parent Advisory Councils. The newsmagazine asked her: What is BCCPAC's role in leadership and support for parents? What is your biggest challenge as the new president? What can parents do to support learning?]*

by Judy Rempel



**T**he British Columbia Confederation of Parent Advisory Councils is a provincial organization that supports parent involvement in education by encouraging the formation of Parent Advisory Councils. We assist PACs by providing leadership training and materials, and information on Ministry of Education initiatives through our newsletters, bulletins, and conferences. We also provide a means by which parents can have input and respond to education directions. We help parents understand the ways they can support education, and we inform them of their rights and responsibilities. We support parents in their role as front-line advocates for their children on education matters. We direct our members to resources that can assist them in their work.

For me as president, the great challenge is to address the demands of the organization in the context of my being a volunteer, a parent who also works part-time.

There's much to do, especially in an organization that is evolving, with a new structure, and limited staff and financial resources. Opportunities for parent involvement in education and the expectations of our members also demand much support.

Parents do many things to support their children's learning. Although BCCPAC focusses on the K-12 system, many of these supports actually begin in the preschool years. Support also changes with circumstance. We can do more at some times than at others, but it's important to be committed to doing all we can at a given moment.

First, we parents can model the importance of learning, by being learners ourselves, and letting our children see that we are. We can take a course, try a new recipe, work on a project. Our children will see that life-long learning is natural.

We parents can see that our children are prepared to learn—that they are well rested, appropriately dressed, and well fed as we send them to school. We need to prepare them mentally and emotionally, too, because the more secure they feel and the freer they are from worry and concern, the more they can concentrate at school.

By encouraging an attitude of exploration and discovery, parents can stimulate learning. Formally, by family trips to libraries and museums, and informally, by stopping to examine the clouds, we can pique our

*We help parents understand the ways they can support education, and we inform them of their rights and responsibilities.*

children's curiosity and interest. We can enhance these experiences by asking questions and discussing what is discovered, deliberately digging deeper.

We support our children's learning by knowing what they are studying at school, and encouraging them in their work, providing a place and

time for home study, and adequate supplies. As we go over the curriculum provided by the teacher, we can make home study a time for further exploration and discussion. This might mean talking to the teacher first, to ensure the same message is given at home and at school. That harmony is a crucial element for learning.

*I see parents' knowledge and experience as a largely untapped resource...*

At times, we are able to be more directly involved in our children's learning by accompanying them on field trips, assisting the teacher in the classroom, or making a presentation to the class on an area of expertise. We can be involved, too, in the decision making of the school, through the Parent Advisory Council, adding our voice in policy making to establish the best learning environment for children. Parents can make themselves available to sit on school and district committees dealing with issues like curriculum, discipline, facilities, and personnel.

Another way to support our children's learning is to establish good communications with their teachers. We can do this through notes, phone calls, and direct contact. It is crucial that the most significant adults to a student in their school life have a harmonious working relationship. Not only does it protect the child from ambivalence, but it creates a powerful focus on learning and provides a model of meaningful societal relationships.

When I consider the pressures of society, and the needs of our children and our schools, I see parents' knowledge and experience as a largely untapped resource that, if shared, could enhance classroom teaching and help our children see learning as a natural course of life.

## BCCPAC Purposes

The purposes of the society:

2.1 To exercise leadership in developing and expressing collective parental views, as identified through Parent Advisory Councils, regarding the public-school education and well-being of children in the province of British Columbia, including, without restriction:

2.1.1 advocating for excellence and equal opportunity in public-school education

2.1.2 advocating for children and their parents in regard to provincial education issues

2.1.3 strengthening the role of families in education

2.1.4 seeking economic means to enhance parental involvement in education

2.1.5 consulting with and advising the Minister and the Ministry of Education on policies and programs

2.1.6 liaising with other national and provincial organizations representing students, parents, teachers, school support staff, principals, administrators, school trustees, and the broader community

2.1.7 promoting research in education and the dissemination of research results.

2.2 To carry on activities to promote and enhance meaningful parent participation in an advisory role at the school, school district, and provincial levels, including, without restriction:

2.2.1 supporting school and school-district Parent Advisory Councils in developing and maintaining their advisory role

2.2.2 providing information to enable and enhance the members' participation and decision-making in education

2.2.3 providing leadership development

2.2.4 promoting effective communication and consultation between parents, students, and school administration, and staff

2.2.5 providing relevant information to prospective members.

## When I was your age!

**O**ur grandparents said to our parents:

When I was your age, we didn't have wringer washing machines. We had to beat our clothes against the rocks...after washing them in the stream!

Our parents said to us:

When I was your age, we never got driven to school. We had to walk two miles...barefoot...in the snow...going uphill both ways.

We will say to our kids:

When I was your age, we didn't have programmable phones... When we wanted to phone someone, we had to dial...and redial the number again if the line was busy.

When I was your age, we never had VCRs... If we wanted to watch a TV program, we had to actually be there! If there was another good show on at the same time, we had to wait until summer to catch the rerun.

When I was your age, we didn't have Velcro... We had to use buttons, zippers, and laces.

When I was your age, we didn't have automated bank machines... If we wanted money we had to stand in line at the bank between 10:00 and 15:30, and never on Saturday.

When I was your age, we didn't have remote controls... We actually had to get up and turn the dials.

When I was your age, we didn't have answering machines... We had to talk to each other and if we were expecting a call, we would have to wait at home.

Source: Anon.



# PARENTAL INVOLVEMENT IN SCHOOLS

## A guide to reducing homework stress

by Catherine Camley

For many children with learning disabilities, homework means spending their free time doing the very thing they hate most in the world—schoolwork. For teachers, it may mean an opportunity for the child to finish what didn't get done in class and an opportunity to reinforce the day's lessons. For parents, it may mean hours of frustration, anxiety, and family stress. Parents of children with learning disabilities offer the following suggestions to help those homework sessions go a little smoother for everyone.

- As much as possible, establish a regular homework time. Many children with learning disabilities function better on a schedule. Even if no homework is assigned, read a book together, or do another activity to maintain the established routine.
- Create a distraction-free homework environment. Gather all the necessary supplies before the session begins to avoid trips away from the workplace for an eraser or a pencil.
- Review the assignments with your child at the beginning of each session to eliminate misunderstandings.
- Lengthy homework sessions need to be broken up with short snack or exercise breaks. Avoid TV breaks—they tend to be too long.
- Be a role model. Balance your chequebook, complete your office reports, catch up on your reading, write a letter, or pay the bills while your child is studying.
- Distinguish between helping and doing. Helping means making something clear, asking questions, and being an attentive listener. Doing means editing an assignment until it is no longer the child's work, or providing the answers. Often, the difference between helping

and doing is a measure of the parent's patience—helping takes longer than doing.

- When homework sessions become too long or frustrating, investigate the reasons. It could mean that your child is having to catch up on work not completed at school, not making good use of his/her study time, using inappropriate study strategies, or, attempting work beyond his/her readiness level. Meet with the teacher to discuss your concerns and look for solutions.

- Use a daily planner, homework folder, or notebook to track assignments, due dates, teacher's expectations, etc. This facilitates home/school communication and is effective for students from Grade 1 through senior high.
- Don't let homework become the child's only evening experience. All children deserve to relax and have time to pursue their interests. Strike a balance between scheduled activities and free time. Having too many nights out of the home is just as debilitating and stress producing as having too much homework.
- Don't assume your child knows how to study. Monitor study habits to discover if your child's approach is effective. If not, consult his/her teacher for help to develop strategies that suit his/her learning style.

Source: Reprinted with permission, *The Invisible Handicap*, newsletter of the Learning Disabilities Association of B.C.

## Building bridges

by Kathleen MacKinnon

Sooke teachers and parents are building bridges through the April 7 Community Interaction Day. Topics include storytelling, new graduation requirements, teaching controversial issues, conflict resolution with teenagers, and reporting practices—what's new and what's left?

Sooke Parent Advisory Council President Deborah Dominy says, "since the mandate of the PAC is to be a liaison between parents and teachers, I was thrilled when the chance arose to co-sponsor

this district conference. It will provide a strong example of how partnerships can be built and how well they can work. It will give us a chance to erase the many can'ts and won'ts that litter our current thinking about education and the respective roles of home and school."

Teacher Carolyn Vincent chairs the speakers subcommittee for the conference. She says obtaining speakers was a pleasure. The brainstorming of topics revealed much common ground, and when the committee thought of people who might address the topics, "we were delighted to see how much talent we had at our fingertips." Vincent reports that personnel at the board office have volunteered, as

*It will provide a strong example of how partnerships can be built...*

have many teachers, community leaders from public health and the RCMP, and representatives from the ministry.

Planning the conference has become as important as the product. We work on consensus and share the decisions, as well as allow for committee autonomy as much as possible. We have adjusted our work to accommodate the needs of both parents and teachers, like alternating meeting times—one time 16:00 to 18:00, the next, 19:00 to 21:00. We also alternate the chairing responsibilities. Members of the steering committee will introduce and thank speakers.

Dominy observes, "Teachers and parents who sit down together often begin with uneasiness, but quickly progress to the project at hand, forgetting differences and working toward a joint goal. If this conference can reproduce that kind of comfort, we will have achieved something worth repeating."

Kathleen MacKinnon is president of the Sooke Teachers' Association.

## When a parent complains

by Sheila Pither

Into the life of every teacher will come a parent who is uncertain, concerned, or downright upset about what is perceived to be happening to his or her child in the classroom. Here are a few coping tips:

1. Establish open communication before you need it. At the beginning of each year, let parents know that you want to discuss their child's progress and problems as soon as they feel at all concerned. Don't wait for the full head of steam to build up.
2. Don't get defensive. The Code of Ethics, Clause 4, says

*The teacher is willing to review with colleagues, students, and their parents/guardians the quality of service rendered by the teacher and the practices employed in discharging professional duties.*

*Establish open communication before you need it.*

Often the result of such discussion is a clearer understanding of how the parent and teacher can work together for the well-being of the student.

3. Find out whether your collective agreement contains provisions or whether your school board has a policy for dealing with parental complaints. The most basic requirement should be that the parent must talk to the teacher before taking concerns to anybody else. If your board does not strictly adhere to this policy, ask your local to work toward getting it established. Meanwhile at your school, be certain the administrative and teaching staff abide by this fair-play rule.
4. Set up an appointment to meet the parent. Don't try to handle such matters in casual

conversations in the hall or at the classroom door when you are distracted by other demands. Deal promptly with the concerns. Be available.

5. Send a note to remind the parent of the appointment. Ask the parent to be prepared to explain what is of concern so that you can prepare appropriately for the interview. You may need samples of the student's work, your mark book, perhaps attendance records. Use these materials to assist you in planning how best to meet the needs of the student.
6. Set an appropriate length of time for the appointment. If there are many concerns, it is better to deal with the most pressing and then agree to meet again to monitor progress and to examine other matters. Both you and the parent will be overwhelmed if you attempt to put 15 plans into place all at one time.

7. Keep records of your interviews with parents, noting the plans that were made and the general tone of the discussion. Carefully follow any commitments that you make. Maintain frequent contact, to reassure both the parent and student about your determination to deal positively with issues.
8. If you are uncomfortable with what the parent is saying and feel harassed or angry, you should firmly put an end to the interview, indicating your willingness to meet again. Don't be drawn into verbal warfare.
9. If the interview was not productive, let your administrative officer know. If you are confident that your AO is supportive of your work, ask him or her to assist you when next you meet the parent. Should your AO seem to be siding with the parent inform him or her that you will be asking your association president for advice and assistance.

10. Remember that you are not alone in dealing with parental concerns. Your local association and the BCTF have resources to help you through any difficulties. Many teachers also find that their school administration and staff structures are very supportive. It is not a sign of incompetence to ask for advice. After all, our profession is built on sharing and caring.

Sheila Pither is a staff person in the BCTF's Bargaining and Member Services Division.

## Pippus vs Ungerleider

by Gavin Hainsworth

What are the basics that best prepare today's students for the challenges of the future? A debate on this question between John Pippus, founder of the Surrey Traditional School, and Dr. Charles Ungerleider, associate dean, UBC Faculty of Education, was the feature of a school/community interaction day in West Vancouver.

"I don't really know the best pedagogy that is out there," began Pippus. "My background and expertise are as a parent...and parents are marginalized."

According to Pippus, the public system is in crisis, with concerned parents and "good teachers" being muffled. Pippus blames the "bureaucracy, the large government, and the teachers' union, who have muddled the water." His response? "It's taking back the system...it's the New PTA."

What are Pippus's basics, and what is the New PTA? It's all about good teachers, a good environment, and good leadership. To him, a good teacher is "someone hired who is best suited for the team, who has that fire, who loves kids, who will fit with whatever that school is doing." A good environment is "where good teachers can thrive, get merit pay, be acknowledged, be hired from outside the union hall, and not need to be certified [sic]." And good leadership "listens to parents."

"I'm for choice; I think that is key. Right now you can choose public or private, which creates a two-tiered system, choice only for those who can afford it, and that's not good enough." Pippus

favors charter schools and an open-catchment policy.

Open catchment, he says, would force these new schools to "sink or swim, open their doors and see who comes in." This would foster competition within the system, a fundamental good abandoned in a rush toward teaching social issues. Issues such as co-operation/conflict resolution, environmental awareness, and sex education should be parent determined and taught only as an aside. "We should teach these things only if there is time," said Pippus.

Dr. Ungerleider called for a re-examination of the role of parents and education in a democratic society. "The notion of parents simply perpetuating their values by ensuring that their youngsters receive only what they think, is fundamentally dangerous. Schooling is more than doing one's own thing, even if one's thing is shared by one's neighbors."

Argued Ungerleider, advocates of school choice perpetuate four primary rights myths.

The first myth is that parents have an exclusive right to determine the nature of their children's education. "This misconstrues the responsibility parents see as a matter of passing on to their children what they, the parents, deem appropriate. The true parental responsibility is to ensure the young people grow up fit to live in, and contribute to, society as a whole."

The second myth is that parents have a right to select schools to determine the values to which their children are exposed. This "challenges the very notion of education." Truly educated children reach beyond their previous boundaries and develop the capacity to question, to have independent thought and sound judgment.

The third myth is that of the "educational monopoly," creating an undemocratic denial of rights. Quite the

opposite, states Ungerleider. "Public schools make democratic society possible by bringing together children of different backgrounds where they can learn from one another, and acquire the dispositions and knowledge to function as citizens." In currently proposed models of "choice," the role of citizen is replaced by that of consumer, and like other market models, not everyone can afford to choose.

The final myth is that choice is about improving academics, neglected in the public schools.

Using ministry statistics, Ungerleider showed that public schools have never done better. Over the last 40 years those leaving the system with less than a Grade 9 education declined from 39% to 10%, and the proportion of those earning degrees increased five fold (2.2% to 11.4%). Canadians score high on international measures, remarkable given that all children are tested, whereas Asian countries select only their top students for testing.

There was little that Pippus and Ungerleider agreed upon. "Education is too important to be left to the 'experts.' It's not the only game in town anymore," concluded Pippus.

"We have fashioned a remarkable, but fragile, system. We have to support and jealously guard the strengths and build upon them, while addressing the weaknesses," cautioned Ungerleider.

Gavin Hainsworth, a member of the Teacher Newsmagazine Advisory Board, teaches special education and social studies in Surrey.

...the process of education is intended to free the mind from certainty, to liberate children and adolescents so that they can consider options not entertained by their parents. Indeed, the purpose of education in the broadest sense, and particularly given the characteristics of our world today, is to succeed at the paradoxical activity of helping children become what we are not.

— Eliot Eisner, 1990

## Dump TV

by Theresa Beer

Reading, playing games, making crafts, going on walks, talking... Such family activities have taken a serious beating since the arrival of television. Second Street Community School, in Burnaby (K-7), is one of a growing number of schools encouraging students to rediscover family life before television. As a finale to its term focus on reading and writing, the school held a Dump TV campaign. Classes competed with one another to see how many students could go four days without watching television or playing video games. Each class had its own cardboard TV screen which the students tried to blot out with stickers, representing days without TV viewing.

"We told students this would be a good opportunity for them to get into the habit of reading if they hadn't already joined the reading club," said Sharon Domaas, the

community school co-ordinator. The reading club was expanded this year to include parents with their own reading cards, explained Domaas. If students read 150 nights, they receive a novel donated by the community council. Parents who reach the target also receive a novel, which they may donate to the school library.

Domaas said that initially older students were reluctant to give up television, especially video games. She said they saw the school activity as medicine—it's good for you, but not much fun. Domaas did a survey in her class a couple of years ago and found that

students were near the national average of four hours of television viewing a day during the week and more on weekends. The campaign was designed to make students more critical of their viewing habits. "Some of them learned that you can be more selective about your television watching," she said.

Among the students who went four days without watching TV, some spent more time on homework, played with siblings or friends, listened to music, or read. Most were keen to try the idea again.

The campaign also opened students' minds to new sources for information, said Domaas. Most students use television or print as sources for news, but because the campaign was run in November during the newspaper strike, students turned to radio for the first time.

The school used reading and writing activities to support the campaign. The word of the day expanded vocabulary, local authors visited classes, and students purchased book plates or stickers instead of gifts for teachers. Teachers placed the stickers in the library books of their choice. The money was used to buy new books for the school library.

The idea of television-free days is catching on. Pam De Luca, the parent of a child at Parkcrest Elementary School, in Burnaby, has challenged other schools to participate. At the District Parents' Advisory Committee meeting in October, she offered other schools information packages used by Parkcrest on running a Dump TV campaign. At Parkcrest, parent groups and students came up with lists of activities to replace television. "People did more things as a family," said De Luca. As well, parents felt that "more time was spent on homework, more care and attention put into it. It's great to see the interest spreading."

Theresa Beer is a writer in the BCTF's Organization Support Division.

Information packages are available from Parkcrest Elementary School, 6055 Halifax Street, Burnaby, BC V5B 2P4.



# BCTF Financial Report for the Year Ended June 30, 1994

## President's comments

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

As shown in the financial statements (Statement III), the General Operating Fund revenues exceeded expenses by \$266,000. The favorable results occurred due to higher actual membership fee revenue than budgeted along with lower actual divisional operating expenses as the result of decreased program activity due to the focus on provincial bargaining issues. With a surplus achieved in each of the last four 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 the 1994-95 budget year, the May 1994 Representative Assembly approved a budget with a surplus of \$93,000.

The federation's new building at Sixth and Ash was completed in February 1994. The final payment of \$7 million to acquire the 50% interest in this property was temporarily financed pending receipt of the proceeds in mid-1995 from the disposal of the Burrard Street property and the final payment of \$2 million due January 1996 from the sale in 1991 of the Broadway and Fir property.

Grants to locals for the 1993-94 year of \$3.2 million reflect an increase of \$0.6 million from \$2.6 million in the 1992-93 year due mainly to the phase in of presidential release time grants.

The federation can initiate new services to members 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 percentage for 1995-96.

The Collective Bargaining Defence Fund surplus improved from \$5.6 million as at June 30, 1993 to \$7.6 million as of June 30, 1994, due mainly to lower expenditures in the 1993-94 year compared to the 1992-93 year where significant expenditures for strike pay were incurred.

The operations of the Salary Indemnity Fund (SIF) reflected an excess of revenues over expenditures of \$6.9 million for the 1993-94 year compared to \$3.6 million for the 1992-93 year. The improved results in the 1993-94 year were due mainly to higher investment income and more favorable termination experience in long-term claims than the previous year. The actuarial deficit of \$3.8 million as at June 30, 1993 has now been eliminated with the fund in a surplus balance of \$3.1 million as at June 30, 1994. However, despite the creation of a surplus, the Executive Committee is not recommending a change from the current SIF fee percentage for 1995-96 given that this is the first year a surplus has arisen after many years of deficit balances. Also, the surplus was created in large part by favorable 1993 investment results, which may not be duplicated in 1994.

— Alice McQuade

## Management Responsibility for Financial Statements

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

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

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

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

Elsie McMurphy  
Executive Director

Rob McLaren, C.A.  
Treasurer

## Auditors' Report

The Members  
British Columbia Teachers' Federation

We have audited the combined operations balance sheet of the British Columbia Teachers' Federation as at June 30, 1994, the combined operations statement of changes in cash resources and the statements of revenue, expenses and fund surplus 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, 1994 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 28, 1994

## STATEMENT I Combined Operations Balance Sheet as at June 30, 1994

	1994	1993
	(in thousands)	
<b>ASSETS</b>		
<b>CURRENT</b>		
Cash and treasury bills	\$ 832	\$ 1,955
Marketable securities	9,138	8,688
	9,970	10,643
Membership fees and other receivables	3,165	2,709
Inventories and prepaid expenses	363	229
	13,498	13,581
<b>DUE FROM</b>		
Salary Indemnity Fund	13	—
<b>LONG TERM</b>		
Agreement for Sale (Note 5)	2,000	2,000
<b>FIXED ASSETS</b> (Note 7)	3,248	2,478
<b>INVESTMENT IN CO-OWNERSHIP</b> (Note 9)	8,904	1,565
	<u>\$27,663</u>	<u>\$19,624</u>
<b>LIABILITIES</b>		
<b>CURRENT</b>		
Accounts payable	\$ 2,178	\$ 2,263
<b>LONG TERM</b> Bank loan (Note 8)	7,000	—
<b>DUE TO</b>		
Provincial Specialist Associations	367	567
Salary Indemnity Fund	—	117
	9,545	2,947

<b>MEMBERS' EQUITY</b>		
General Operating Fund	14,908	7,204
Collective Bargaining Defence Fund	7,606	5,658
Contingency Fund	237	581
Capital Project Fund (Note 10)	(4,642)	3,203
William R. Long Memorial International Solidarity Fund (Note 11)	7	29
Other Funds	2	2
	<u>18,118</u>	<u>16,677</u>
	<u>\$27,663</u>	<u>\$19,624</u>

Salary Indemnity Fund  
(Notes 2 & 3)

Approved by the Executive Committee

Alice McQuade

Peter J. M. ...

## STATEMENT II Combined Operations Statement of Changes in Cash Resources for the Year Ended June 30, 1994

	1994	1993
	(in thousands)	
<b>CASH FROM (USED IN) OPERATIONS</b>		
<b>SOURCES</b>		
Fees Received		
General Operating Fund	\$17,999	\$17,056
Collective Bargaining Defence Fund	2,789	2,981
Contingency Fund	398	378
William R. Long Memorial International Solidarity Fund	340	322
	21,526	20,737
Advances from Salary Indemnity Fund	—	128
	21,526	20,865
<b>USES</b>		
Expenses Paid		
General Operating Fund	(18,462)	(15,672)
Collective Bargaining Defence Fund	(1,035)	(5,672)
Contingency Fund	(785)	(595)
Capital Project Fund	(291)	—
William R. Long Memorial International Solidarity Fund	(364)	(385)
	(20,937)	(22,324)
Advances to Salary Indemnity Fund	(130)	—
	(21,067)	(22,324)
<b>NET CASH FROM (USED IN) OPERATIONS</b>	\$ 459	\$(1,459)
<b>CASH FROM (USED IN) INVESTING ACTIVITIES</b>		
<b>SOURCES</b>		
Bank Loan	\$7,000	—
Investment income received	784	\$ 1,342
Proceeds from sale of investments	—	859
Proceeds from member loans	32	211
	7,816	2,412
<b>USES</b>		
Purchase of fixed assets	(1,173)	(320)
Investment in Co-ownership	(7,339)	(1,565)
	(8,512)	(1,885)
<b>NET CASH FROM (USED IN) INVESTING ACTIVITIES</b>	(696)	527
<b>CHANGE in cash, treasury bills, and marketable securities</b>	(237)	(932)
<b>Write Down of marketable securities</b>	(436)	—
<b>CASH, treasury bills and marketable securities, beginning of year</b>	10,643	11,575
<b>CASH, treasury bills and marketable securities, end of year</b>	<u>\$ 9,970</u>	<u>\$10,643</u>

## STATEMENT III General Operating Fund Statement of Revenue, Expenses and Fund Surplus for the Year Ended June 30, 1994

	1994-95 Budget (Unaudited Note 14)	1994	1993 (Note 15)
	(in thousands)		
<b>REVENUE</b>			
Allocation of membership fees (Note 4)	\$13,385	\$18,094	\$17,156
Net Investment Income	100	146	156
	18,485	18,240	17,312
<b>DIVISIONAL OPERATING EXPENSES</b> (Note 6)			
Management and Legal Aid	2,438	2,488	2,015
Organization Support	3,663	3,530	3,113
Finance and Administrative Services	2,115	1,883	1,856
Research and Technology	1,693	1,599	1,582
Professional Development	2,779	2,883	2,967
Bargaining and Member Services	2,336	2,427	2,276
	15,024	14,810	13,809
Grants to Locals	3,368	3,164	2,567
	18,392	17,974	16,376
<b>NET REVENUE</b>	93	266	936
<b>Fund Surplus, beginning of year</b>	14,908	7,204	4,594
<b>Net Transfer from Capital Project Fund</b> (Note 10)	—	7,438	1,674
<b>FUND SURPLUS, end of year</b>	<u>\$15,001</u>	<u>\$14,908</u>	<u>\$ 7,204</u>

## STATEMENT IV Collective Bargaining Defence Fund Statement of Revenue, Expenses and Fund Surplus for the Year Ended June 30, 1994

	1994	1993 (Note 15)
	(in thousands)	
<b>REVENUE</b>		
Allocation of membership fees (Note 4)	\$2,803	\$2,658
Net Investment Income	180	833
	2,983	3,491
<b>EXPENSES</b>		
Defend Local Bargaining Campaign	412	—
Strike Pay	(115)	4,833
Support to Locals	466	386
Interest Expense and Provision for Doubtful Loans	10	62
Job Action Public Relations	94	228
Job Action Grants	171	54
Bargaining Related Legal Fees	(14)	134
Other	11	53
	1,035	5,750
<b>NET REVENUE (EXPENSE)</b>	1,948	(2,259)
<b>Fund Surplus, beginning of year</b>	5,658	7,917
<b>FUND SURPLUS, end of year</b>	<u>\$7,606</u>	<u>\$5,658</u>

## STATEMENT V Contingency Fund Statement of Revenue, Expenses and Fund Surplus for the Year Ended June 30, 1994

	1994	1993 (Note 15)
	(in thousands)	
<b>REVENUE</b>		
Allocation of membership fees (Note 4)	\$400	\$380
Net Investment Income	41	59
	441	439
<b>EXPENSES</b>		
Defend Local Bargaining Campaign	412	—
Bargaining Fall Planning Conference	146	—
Grant for Video	25	—
Campaign for Local Autonomy	19	106
Education Funding	—	56
Legal Costs	180	414
Other	3	19
	785	595
<b>NET EXPENSE</b>	(344)	(156)
<b>Fund Surplus, beginning of year</b>	581	737
<b>FUND SURPLUS, end of year</b>	<u>\$237</u>	<u>\$581</u>





Combined Operations  
Notes to Financial Statements  
Year Ended June 30, 1994

**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 – Burrard St. until the year 2015  
Leasehold improvements– 6th & Ash until the year 2004

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

**3. SALARY INDEMNITY FUND**  
**Purpose and Fees**  
The purpose of the Salary Indemnity Fund is to meet the obligations of the Salary Indemnity Plan which provides income benefits to members disabled from employment as a result of illness or accident. The total fee allocated to the Salary Indemnity Fund was 1.60 per cent of gross salary for the 1993-1994 membership year. Any fund deficiency is the responsibility of the federation.

**4. MEMBERSHIP FEES**  
The membership fee for the year ending June 30, 1994 was 1.35 per cent of the gross salary of a member. For the year ending June 30, 1995 the 1994 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. In addition, starting in 1994-95, the General Operating Fund will allocate \$1 per member per year to the Ed May Memorial Social Responsibility 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 interest in the form of 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.

	1994 Actual	1994 Budget (Unaudited) (Note 14)	1993 Actual (Note 15)
(in thousands)			
<b>Management and Legal Aid</b>			
Management & Personnel	\$ 1,368	\$ 1,369	\$ 960
Legal Aid & Internal Relations	552	530	463
Canadian Teachers' Federation	568	564	592
<b>Organization Support</b>			
BCTF Governance	1,929	1,869	1,703
Local Leadership Training	380	445	351
Task Force on Roles & Responsibilities	71	59	51
Task Force on Violence	—	—	57
Communications	902	964	676
Community Outreach	39	56	101
French Programs & Services	26	29	—
Membership-Records, Recruitment, Retention	183	194	174
<b>Finance and Administrative Services</b>			
Treasury & Accounting	614	610	620
Administrative Services	311	303	312
Production Services	32	61	164
Purchasing & Building Management	926	988	760
<b>Research and Technology</b>			
Research	279	278	297
Information Services	440	457	464
Technology	773	763	821
Education Finance	197	138	—
<b>Professional Development</b>			
Teaching Rights & Practices	950	994	975
Community Development & Outreach	821	806	1,026
Social Responsibility	729	665	566
Project Application & Administration – Curriculum Services/ Professional Opportunities	59	63	65
Continuing Education, Lesson Aids, & Program for Quality Teaching	324	292	334
<b>Bargaining and Member Services</b>			
Bargaining	2,173	2,250	1,994
Pension & Benefit Plans	254	263	283
	14,810	15,010	13,809
<b>Grants to Locals</b>	<u>3,164</u>	<u>3,177</u>	<u>2,567</u>
	<u>\$17,974</u>	<u>\$18,187</u>	<u>\$16,376</u>

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

	1994 Actual	1994 Budget (Unaudited) (in thousands)	1993 Actual (Note 15)
Salaries & Benefits	\$ 8,275	\$ 8,366	\$ 7,548
Table Officers' Salaries, Accommodation & Expense Allowances	333	331	213
LR, Executive & Staff Travel AGM, RA, Summer Leadership & Meetings	359	380	420
	1,994	1,945	1,789
Grants (includes all grants; those to locals and others)	3,603	3,622	3,024
Printing, Distribution, Photocopying	966	1,015	921
Conference Costs	602	643	666
Organization Memberships	565	560	586
Consultant & Legal Fees	422	421	450
Public Relations/Communications	349	335	310
Equipment Rental, Purchases & Maintenance	189	194	244
Depreciation and Gain on Disposal of Fixed Assets	341	372	318
Property Taxes, Operating Expenses, Insurance, Rent	671	689	439
Miscellaneous	106	109	107
Administrative Charges & Overhead Recovered	(474)	(460)	(333)
Program Revenue (includes Lesson Aids sales, Labour Canada grants, Teacher Newsmagazine ads & subscription revenue)	<u>(327)</u>	<u>(335)</u>	<u>(326)</u>
	<u>\$17,974</u>	<u>\$18,187</u>	<u>\$16,376</u>

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

	1994 (in thousands)	1993
Funds Unexpended beginning of year	\$424	\$288
Funds Received	1,500	1,127
Funds Disbursed	(1,117)	(991)
Funds Unexpended end of year—represents the net commitment for unexpired contracts	<u>\$807</u>	<u>\$424</u>

7. FIXED ASSETS (in thousands)

	<u>Original Cost</u>	<u>Accumulated Depreciation</u>	1994 Net Book Value	1993
Land – Burrard St. Building – Burrard St.	\$ 205	\$ —	\$ 205	\$ 205
Leasehold Improvements – 6th & Ash	2,402	973	1,429	1,495
Furniture & Equipment	209	7	202	109
	2,135	723	1,412	669
	<u>\$4,951</u>	<u>\$1,703</u>	<u>\$3,248</u>	<u>\$2,478</u>

Depreciation expense for the year ended June 30, 1994 was \$355,000 (for the year ended June 30, 1993 - \$346,000).

Subsequent to year-end an agreement to sell the Burrard Street land and building is in the process of being finalized.

**8. BANK LOAN**  
The BCTF has borrowed \$7,000,000 from the Canadian Imperial Bank of Commerce to assist in the purchase of the new office building at 6th & Ash in Vancouver. The loan will be repaid with the net sale proceeds of the Burrard Street property and the proceeds of the Broadway and Fir Agreement for Sale. The loan is fully secured by assets of the federation.

**9. INVESTMENT IN CO-OWNERSHIP**  
The \$8.9 million investment in co-ownership represents the BCTF's 50% undivided interest in land and building used for the federation's offices.  
The BCTF has entered into a lease agreement which commits the federation to annual lease payments of \$881,000 for a 10-year period commencing in March 1994. As co-owner of the property the BCTF will receive 50 per cent of all net revenues generated.  
The costs for the investment in co-ownership and leasehold improvements have been paid out of the Capital Project Fund. However, the \$8,904,000 has been transferred to the General Operating Fund as an Investment in Co-ownership. The \$209,000 in leasehold improvements has been transferred to the General Operating Fund as a Fixed Asset.

	1994 (in thousands)	1993
Fund surplus, beginning of year	\$3,203	\$4,495
Transfer to General Operating Fund		
Costs of Investment in Co-Ownership (Note 9)	(7,339)	(1,565)
Costs of 6th & Ash Leasehold Improvements	(100)	(109)
Investment (expense) income	(115)	382
Expenditures	(291)	—
Fund (deficit) surplus, end of year	<u>\$ (4,642)</u>	<u>\$3,202</u>

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

	1994 (in thousands)	1993
Fund surplus, beginning of year	\$ 29	\$ 90
Fee allocation (Note 4)	342	324
Expenditures	(364)	(385)
Fund surplus, end of year	<u>\$ 7</u>	<u>\$ 29</u>

The purpose of the fund is to improve public education in third world countries.

**12. THE BRITISH COLUMBIA TEACHERS' FEDERATION STAFF PENSION PLAN**  
The federation maintains a contributory defined benefit final average pension plan covering the majority of its employees.  
Tri-annual actuarial valuations are prepared using the projected accrued benefit method pro-rated on service with the assets valued using market-related value, with 5-year averaging of investment income.  
January 1, 1993  
Accrued benefits \$7,697,000  
Pension fund assets \$8,017,000

**13. CONTINGENT LIABILITY**  
A former member petitioning on his own behalf and on behalf of the members of the British Columbia Principals' and Vice-Principals' Association has initiated an action against the federation demanding a proportional share of the members' equity. 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's appeal of this decision was not successful. The issue of quantum of compensation has not been determined and will be the subject of future proceedings.

**14. BUDGET**  
The 1994-95 budget presented in Statement III is the budget as approved by the Representative Assembly. The 1993-94 budget presented in note 6 is the budget as approved by the Representative Assembly and amended by the Executive Committee.

**15. 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, 1994 and the statements of revenue, expenses and fund surplus and changes in cash resources for the year then ended. These financial statements are the responsibility of the federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.  
In our opinion, these financial statements present fairly, in all material respects, the financial position of the fund as at June 30, 1994 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 28, 1994

Salary Indemnity Fund  
Notes to  
Financial Statements  
Year Ended June 30, 1994

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, 1994

	1994 (in thousands)	1993
<b>ASSETS</b>		
CASH and Treasury Bills	\$ 1,343	\$ 2,503
ACCOUNTS RECEIVABLE	3,091	3,020
DUE FROM General Operating Fund	—	117
INVESTMENTS (Note 3)	73,476	56,765
FIXED ASSETS	19	24
	<u>\$77,929</u>	<u>\$62,429</u>
<b>LIABILITIES AND FUND SURPLUS</b>		
ACCOUNTS PAYABLE	\$ 139	\$ 166
DUE TO General Operating Fund	13	—
PROVISION FOR CLAIMS (Note 4)		
Pension contributions	386	429
Short-term	3,221	3,576
Long-term	71,003	62,031
FUND SURPLUS (DEFICIENCY)	<u>3,167</u>	<u>(3,773)</u>
	<u>\$77,929</u>	<u>\$62,429</u>

Approved by the Executive Committee

*Allice M. Zende*

*Peter M. Zende*

STATEMENT II  
Salary Indemnity Fund  
Statement of Revenue, Expenses  
and Fund Surplus  
for the Year Ended June 30, 1994

	1994 (in thousands)	1993
<b>REVENUE</b>		
Membership fees (Note 2)	\$25,511	\$24,183
Teachers' share of unemployment insurance premium reductions	1,916	1,926
Investment income	<u>5,908</u>	<u>4,817</u>
	<u>33,335</u>	<u>30,926</u>
<b>EXPENSES (Note 4)</b>		
Benefits	23,831	24,782
Pension contributions	848	838
	<u>24,679</u>	<u>25,620</u>
Excess of current year's revenue over benefit and pension expenses	8,656	5,306
Reduction (Increase) in prior years' benefit and pension expenses (Note 4)	<u>22</u>	<u>(731)</u>
Adjusted net revenue	<u>8,678</u>	<u>4,575</u>
Administrative expenses	1,579	842
Investment management and trust company fee (Note 5)	159	157
	<u>1,738</u>	<u>999</u>
<b>NET REVENUE for the year</b>	<u>6,940</u>	<u>3,576</u>
<b>FUND DEFICIENCY, beginning of year</b>	<u>(3,773)</u>	<u>(7,349)</u>
<b>FUND SURPLUS (DEFICIENCY), end of year</b>	<u>\$ 3,167</u>	<u>\$(3,773)</u>

STATEMENT III  
Salary Indemnity Fund  
Statement of Changes in Cash Resources  
for the Year Ended June 30, 1994

	1994 (in thousands)	1993
<b>CASH FROM (USED IN) OPERATIONS</b>		
<b>SOURCES</b>		
Fees received	\$25,354	\$23,202
Teachers' share of unemployment insurance premium reductions received	1,995	1,850
Advances from General Operating Fund	<u>130</u>	<u>—</u>
	<u>27,479</u>	<u>25,052</u>
<b>USES</b>		
Paid to claimants	(15,310)	(13,066)
Pension contributions paid	(786)	(707)
Administrative expenditures paid	(1,750)	(900)
Advances to General Operating Fund	<u>—</u>	<u>(128)</u>
	<u>(17,846)</u>	<u>(14,801)</u>
<b>NET CASH FROM OPERATIONS</b>	<u>\$9,633</u>	<u>\$10,251</u>
<b>CASH FROM (USED IN) INVESTING ACTIVITIES</b>		
<b>SOURCES</b>		
Investment income received	4,426	3,656
Proceeds from sale of investments	<u>68,220</u>	<u>45,954</u>
	<u>72,646</u>	<u>49,610</u>
<b>USES</b>		
Purchase of investments	(83,439)	(58,522)
Purchase of fixed assets	<u>—</u>	<u>(5)</u>
	<u>(83,439)</u>	<u>(58,527)</u>
<b>NET CASH USED IN INVESTING ACTIVITIES</b>	<u>(10,793)</u>	<u>(8,917)</u>
<b>CHANGE in cash and treasury bills</b>	<u>(1,160)</u>	<u>1,334</u>
<b>CASH and treasury bills, beginning of year</b>	<u>2,503</u>	<u>1,169</u>
<b>CASH and treasury bills, end of year</b>	<u>\$1,343</u>	<u>\$2,503</u>

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 1993-94 membership year. For the year ending June 30, 1995 the 1994 Annual General Meeting approved the same fee.

3. INVESTMENTS

The market value of long-term investments as at June 30, 1994 was \$71,344,994 compared to a carrying value of \$73,476,478 (June 30, 1993 market value—\$61,123,927; carrying value—\$56,765,223).

4. CLAIM EXPENSES AND PROVISION FOR CLAIMS

All accrued liabilities and provisions for claims are based upon an actuarial valuation as of June 30, 1994. 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.

5. 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.

6. CONTINGENT LIABILITY

A former member petitioning on his own behalf and on behalf of the members of the British Columbia Principals' and Vice-Principals' Association has initiated an action against the federation demanding a proportional share of the fund. 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's appeal of this decision was not successful. The issue of quantum of compensation has not been determined and will be the subject of future proceedings.



# UI changes target teachers

by Richard Smith

The debate on reforming Canada's social services has revealed some disturbing attitudes among the participants, especially Lloyd Axworthy, the minister responsible. He has singled out teachers and school boards for abusing the UI system, and despite the comprehensive debunking of this notion in BCTF President Alice McQuade's October 14 news release, he shows no sign of withdrawing his remarks.

His concerns may have been aroused by the number of teachers who received layoff notices in the summer, thus making them eligible for UI, but it is clear that his real target is the long-term teacher on call. This can be seen by his proposed introduction of a two-tiered classification for UI claimants, with the recurrent claimant to receive reduced benefits; apparently chronic underemployment is not punishment enough. This move will seriously affect TOCs who don't secure a contract in their first year.

TOCs have already taken one body blow this year from the UI people. Effective July 3, the length of time one can receive benefits has been

considerably reduced. Claimants receive one week of benefits for every two "working weeks," up to 40 working weeks, and one for one thereafter. (A "working week" is one in which you made UI contributions, i.e., you worked 15 hours or earned \$155.) As TOCs can earn "working weeks" only while schools are in session, i.e., 39 weeks or fewer each year, this provision clearly

*Many TOCs can survive as teachers only by having UI benefits to fall back on when work is short.*

discriminates against us. The effective date, immediately after the end of the school year, emphasizes that this legislation is aimed at teachers.

There is a provision for extra benefit weeks in areas of high unemployment, which, in B.C. means eight or ten extra weeks, but most UI claims will run out well before the end of the school year, leaving no safety margin for the times when work is unavailable. Also, many TOCs won't have accumulated enough working weeks for a new claim, or at best will only qualify for a shorter benefit period, giving still less opportunity to earn

working weeks, and so on, until we can no longer qualify for benefits at all. This may remove us from the unemployment statistics and make that picture look better, but the cosmetic improvement will come at an unacceptable human cost.

Many TOCs can survive as teachers only by having UI benefits to fall back on when work is short. If these benefits are impossible to get or are substantially reduced, many of us will be forced to follow thousands of other teachers who have already left the profession to find work at "McJobs" in restaurants and bars. What a waste of years of training and thousands of dollars in taxpayer-subsidized fees! Axworthy will now divert UI funds to retrain teachers for jobs they don't want. Many careers are threatened by this thoughtless and short-sighted legislation.

*Richard Smith is chairperson of the Teacher on Call Advisory Committee.*

**“** You're treating the unemployed as if they're drug addicts, with all this talk about chronic UI users. Give them a job, and they'll go cold turkey tomorrow. **”**

— Jim Stanford, CAW spokesperson, during a UI debate on CBC TV's Prime Time News.

# Oops

A *Teacher* article on copyright issues ("Copy it right," September 1994) gave the wrong source for legal, subsidized videos for education use by B.C. teachers.

All Learning-Resources-Branch-recommended video titles licensed by the province are now provided through a new agency called the B.C. Learning Connection, Inc. (BCLC).

Today, schools can stock up on any of the hundreds of videos for which the Ministry's Learning Resources Branch has bought duplication rights, for only \$10 to \$30 each depending on length.

In the early '70s, the ministry created a government agency, the Provincial

Educational Media Centre (PEMC), which pioneered a province-wide video licensing service. In the '80s, privatization was in and PEMC was out. It was spun off as a private company, Image Media. Image Media still provided the tapes for which the province paid a licensing fee, and sold software at deep educational discounts as well. It's still in business and still selling software. But it's no longer the ministry's video supplier.

— Larry Kuehn

For more information, contact B.C. Learning Connection at 604-431-7752, toll-free 1-800-884-2366, fax 604-431-1844.

For information about schools' purchasing licences, for video-tapes, call Guy Brownlee or Ken Norton of the Learning Resources Branch at 604-356-7572.

# RRSP Room

If you are not sure how much RRSP contribution room you have accumulated, Revenue Canada's automated Tax Information Phone Service (TIPS) can help. Punch 669-9899 on a touch-tone phone. Have your social insurance number handy.

TIPS also allows you to check the progress of your

income-tax refund, to inquire about the GST credit, and to listen to recorded information from a menu of tax topics.

For callers outside the Lower Mainland, call toll-free at 1-800-663-0739. If you have a rotary phone, dial general inquiries at 689-5411 or 1-800-663-9033.

# Retirement seminars 1995

Time: 09:00 to 16:00 (unless otherwise noted)

February 11—Richmond Richmond Inn

February 18—Surrey Sheraton Guildford

February 25—Kelowna Capri Motor Inn

March 4—Campbell River Anchor Inn

March 9—Smithers Hudson's Bay Lodge (16:00 to 20:00)

March 10—Prince Rupert Crest Motor Hotel (16:00 to 20:00)

March 11—Terrace The Terrace Inn

April 1—Castlegar Hi Arrow Inn

April 8—Cranbrook Inn of the South

April 22—Prince George Inn of the North

April 29—Victoria Holiday Inn

To commence a transfer, contact the Superannuation Commission, in writing.

Negotiations continue with Alberta. That province is reluctant to sign the same agreement as Ontario and Quebec. Alberta wants to calculate the export value on the termination salary without wage indexing, greatly reducing the amount of money exported and thereby reducing the amount of service to be credited in British Columbia. Talks continue...

— Ken Smith

*Half an hour might save your life.*

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- Program begins July 5th, 1995
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# Curriculum Integration With Dr. Roger Taylor

A Seminar Presented by the North Vancouver School District

## Developing Integrated, Interdisciplinary Teaching Units

Friday, March 10, 1995  
The Waterfront Hotel  
Vancouver, B.C.

## Learn:

About a model for structuring thematic units into an interdisciplinary format which will build academic and research skills, creativity, and motivation. This model can be applied to any classroom or program. You will also discover the teacher's role in developing academic and research skills, and creative growth through an interdisciplinary curriculum, to help students to become producers of ideas rather than just consumers of knowledge.

For more information, contact T.W. Branun & Associates

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# Performance Based Assessment

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For more information, contact T.W. Branun & Associates

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# Children's Social Skills With Sandra Campbell

A Seminar Presented by the Mission School District

Practical Strategies for Community-Based Responses towards Violence Prevention

Friday, February 24, 1995  
Wall Centre Garden Hotel  
Vancouver, B.C.

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- Models you can use to develop children's pro-social skills, such as conflict resolution, positive communications, and respect for differences
- Specific strategies for use in the classroom, home, or community to counter the negative impact of violence
- Concerns relating to children, violence, and positive social skills
- How children develop pro-social skills at different ages & stages
- How to develop and use age-appropriate strategies to counter the negative effects of violence
- How to ensure that children learn positive social skills

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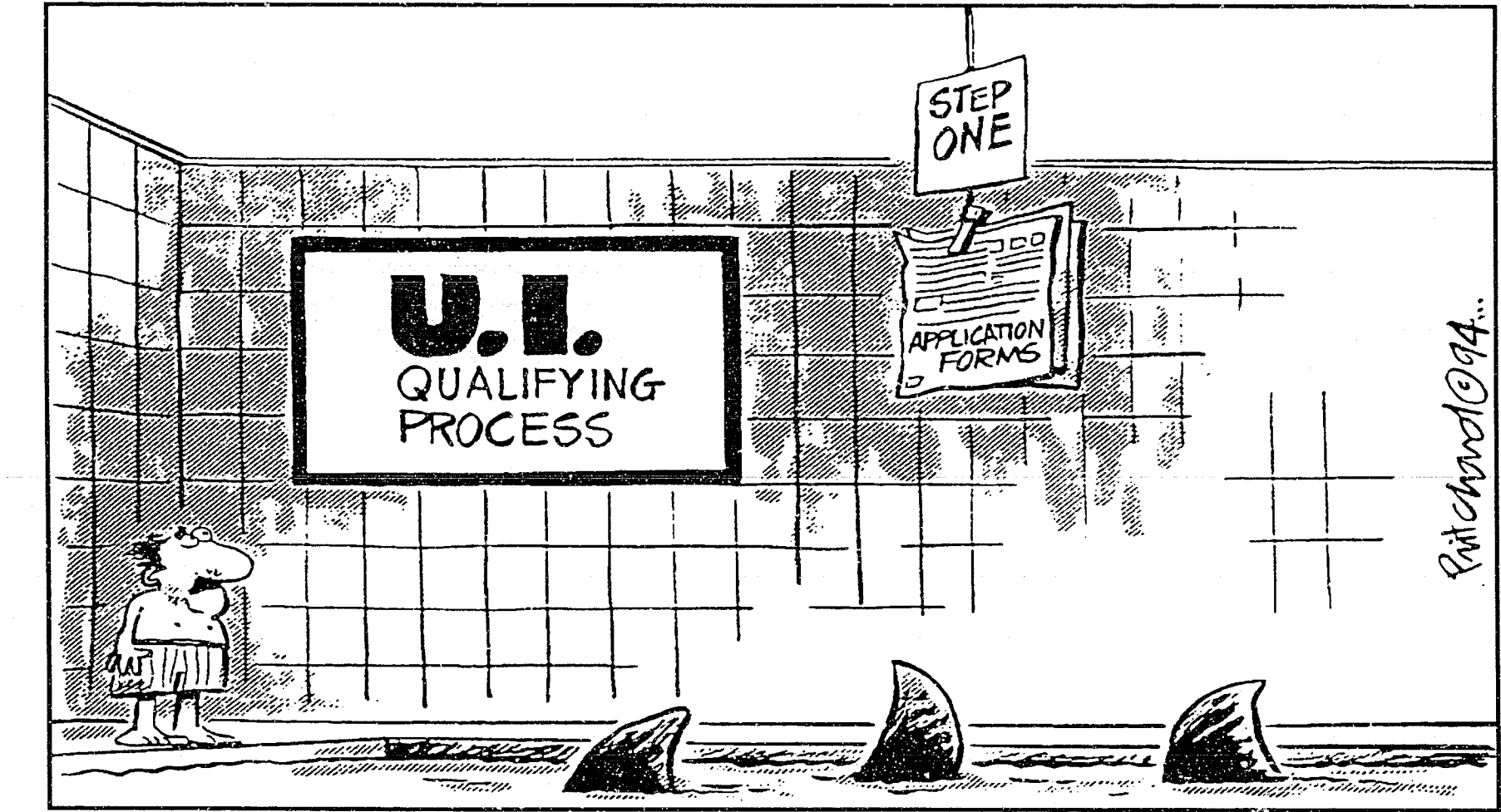
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# Reciprocal agreement update

British Columbia, Ontario, and Quebec signed a new reciprocal transfer agreement for teacher pensions.

Under the new agreement, the exporting province calculates the current value of the pension using its own assumptions regarding inflation, wage changes and fund earnings, and based on the salary earned at the time of termination. The receiving province calculates the current value of the same pensionable service based on

its assumptions and on the B.C. salary being earned.

If the export value equals or exceeds the required import value, then full-service credit is recorded in Victoria. If the export value is less than the required import value, the teacher may pay the difference and get full-service credit or receive a pro-rated service credit.

If you had 10 or more years of service in Ontario or Quebec you could choose to draw a pension from the other plan rather than transfer to B.C. To decide whether this option is

better, request the Superannuation Commission, 548 Michigan Street, Victoria, BC, V8V 4R5, to commence the transfer process. That will provide information on the export and import values.

While that process is under way, contact the other province for a pension estimate for a specific retirement age or ages. With the above information, you can have Ken Smith or Karen Harper at the BCTF help you make an informed decision.

Transfers under these new agreements can be made now.



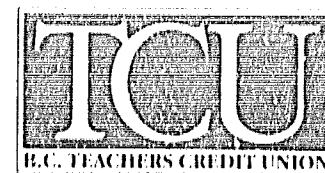
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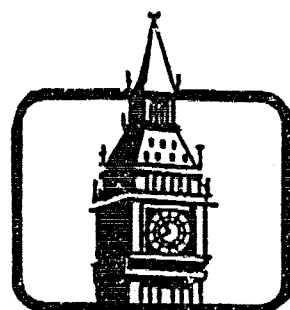
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- The National Child Care Study;
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- The Emergence of Language and Literacy in the Preschool Years;
- The Vancouver Family Day Care Research Project.

For more information on programs in ECE at UBC write, call or fax:

Dr. Hilfel Goelman, ECE Coordinator, UBC Centre for the Study of Curriculum and Instruction, Vancouver, BC V6T 1Z4  
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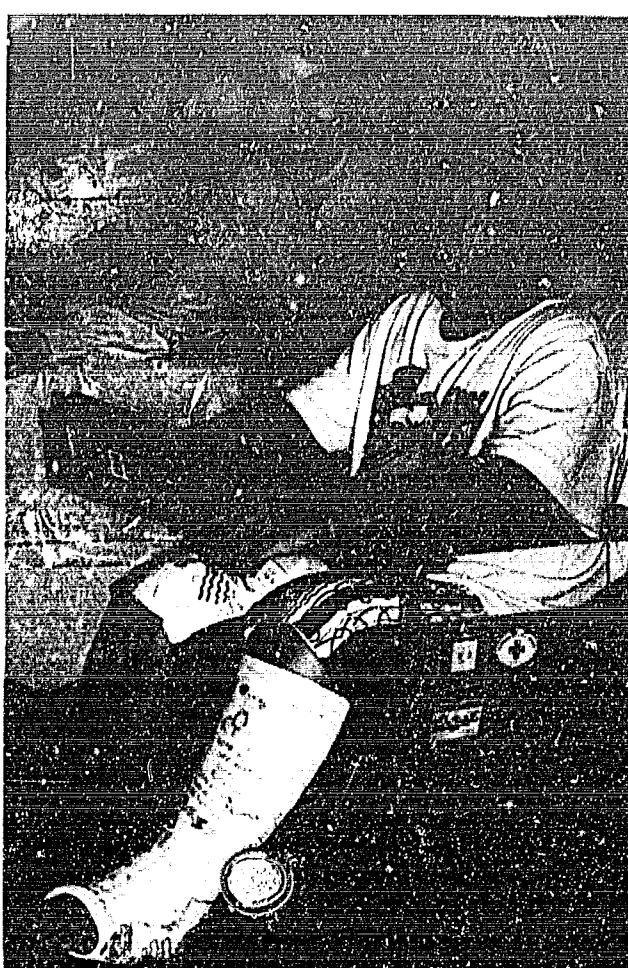
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# Learning without a classroom

*Hospital/homebound teachers go to the students*



*L-R, Jody Cava, Grade 9, injured in a car accident; Kristina Kowk, Grade 8, hit by a car; Vikaash Prasad, Grade 4, broke his ankle in an accident, teacher Anne Avery; Mike Carniel, Grade 12, broke his neck in a car accident. All are continuing their education assisted by hospital/homebound teachers.*

by Barbara Gunn

**T**ogether, Mary Kerr, Michael Brown, and Pat Nalleweg have accumulated seven decades of teaching experience—and much of that has been outside a classroom.

For them, teaching is one-on-one, beside a hospital bed or at a kitchen table. They are three members of B.C.'s hospital/homebound teaching team, 70 full- and part-time instructors who teach students unable to attend school.

Often, the teaching involves more than essays and equations. A school absence can give rise to emotional concerns, and these educators are helping students cope. In many B.C. districts, hospital/homebound teachers also work with students who have been suspended from school.

Walter King, president of the Hospital/Homebound Provincial Specialist Association, has been at the job for five years in Port Alberni.

"I'd be hard pressed to find any negatives in working with sick children or those who need help," he says. "We see everything from cancer to cardiac arrests to asthma to psychiatric admissions, pregnancy, and injuries."

Typically, a student is referred to the program by a classroom teacher, an administrator, a counsellor, a physician, or a member of the Ministry of Social Services. The hospital/homebound teacher provides liaison between school and home, dispatching instructional materials from classroom to student. The sessions can last for days or for years.

Ken Borrie, publicity officer for the provincial specialist association and one of six

hospital/homebound teachers in Surrey, says most of his colleagues had a solid bank of classroom experience before moving into hospital/homebound work.

"A hospital/homebound teacher has to be a jack of all trades," says Borrie. "The objective is to get the student back into the classroom with as little disruption as possible. That means you have to deal with the whole person, and the family and the school."

For Sherilyn LaPlante's daughter, who studied under Borrie for two-and-a-half

*"...you have to deal with the whole person, and the family, and the school."*

months last year, the program was probably a grade-saver. Her daughter was in Grade 11, suffering from Chronic Fatigue Syndrome.

"From November until Spring Break, she did absolutely zilch for schoolwork," recalls LaPlante.

Between Spring Break and the end of the school year, Borrie visited LaPlante's home, usually twice a week, and set up a makeshift classroom at the kitchen table.

"We certainly needed someone," says LaPlante. "Without the program...she would have had trouble completing the year."

In Sooke, Wendy Sinke echoes those sentiments. Her daughter had never been a top achiever at school. By Grade 7, poor grades were becoming the norm, and she took to skipping school.

Michael Brown's services

were enlisted last year, when Sinke's daughter was hospitalized with an eating disorder.

"She was terribly disorganized," Sinke says of her daughter. "She honestly believed she was stupid. She had no goals, no incentive."

From October until June, Brown helped the student plow through the Grade 9 curriculum. By the time they'd finished, there were Bs on her report card.

"It completely turned her around," says Sinke. "[Without him] she would have dropped out, for sure."

Without question, many positives are built into hospital/homebound teaching, chief among them, the opportunity for teachers and students to work one-on-one, something Borrie describes as "every teacher's dream."

The work has its special challenges. For Pat Nalleweg, of the Burns Lake district, there's the struggle to meet the needs of children in an expansive, rural setting. Because her services were cut back this year to two mornings a week from half time, there's the possibility that some of those needs won't be met.

"I'm basically trying to serve whoever," says Nalleweg. "But most of my work this year is with children in in-town schools."

Hospital/homebound teachers also know there can be another, far more disturbing, side effect of working with sick children. In some cases, albeit not many, the students will never return to school.

Borrie recalls one colleague who had two students die on the same weekend.

"It hit her very hard. She basically had never had a sick day, but after that, she took time off, returned on a part-

time basis, and then retired."

Mary Kerr, who works alongside Ken Borrie in Surrey, says that after 25 years as a hospital/homebound teacher, she still finds it extremely upsetting to deal with a student's terminal illness.

"There have been times when I wasn't warned, and it would come as such a shock," she says. "You become part of the family, especially when you're there a long time."

But perhaps the concern of hospital/homebound teachers is public awareness. "Low visibility," says Nalleweg, "is the toughest part of the job."

"Even new teachers coming in aren't necessarily aware that the service is available," she says. Because of that, she's incorporated advertising into her job description. She routinely puts up posters in the district's schools and runs notices in the local newspapers informing the community of her services.

Sooke's Michael Brown is similarly frustrated at times. Low visibility, he says, can translate into job vulnerability.

"It's a real problem. For instance, one of my parents

*"Low visibility," says Nalleweg, "is the toughest part of the job."*

said last year that she was so grateful, but that it was a pity that three weeks passed before help arrived. They didn't even know that it was available."

Even so, Brown knows problems with hospital/homebound teaching are outweighed by its rewards.

Like other members of this small but dedicated army of professionals, he thinks primarily of the individual triumphs. He says, "This is the best in all my experience, and I've taught in eight countries from Grade 2 to Grade 12. The rewards come when I help students who would otherwise be unsuccessful."

Barbara Gunn is a freelance writer from Delta.

## Major boosters

Wendy Sinke and Sherilyn LaPlante are not just aware of the hospital/homebound program; they're major boosters. Last year, they took the time to write letters of appreciation to their districts' superintendents.

LaPlante, whose daughter was missing school because of Chronic Fatigue Syndrome, had only praise for Surrey hospital/homebound teacher Ken Borrie.

"He gave her encouragement without pushing too hard," she said. "His visits gave her the incentive to try to complete assignments she may not have done if left to her own timetable. He was there to explain things she didn't understand."

In Sinke's case, the thanks was for Sooke's Michael Brown. Her daughter was in Grade 9 and away from school with an eating disorder.

"She has a new sense of self-worth and lots of confidence in her abilities to do well in school," wrote Sinke. "People say we usually have one teacher in our lives who really motivates us and perhaps even changes our lives. Well, Michael Brown is it for my daughter."