**Lesson: Trouble on the Line**

**Appendix 1: Key Teaching Points**

Key questions related to the history and introduction of the telephone to British Columbia and the chronology of the 1902 Strikes

1. Find the meaning of the following terms: **strikebreakers, no discrimination for striking, union recognition, local** (in the context of a union), and **closed shop.** (See [Youth, Unions and You : A Secondary Teacher's Guide to Labour Studies for B.C. Schools (2001) (bctf.ca)](https://www.bctf.ca/classroom-resources/details/youth-unions-and-you-a-secondary-teacher's-guide-to-labour-studies-for-b.c.-schools-(2001))) Look for the Glossary file
2. Discuss the reason as to why the women operators were so important to the success of the strike.
3. Using the information that you have from the vignette, Lesson Activity 1 and 2, discuss the reasons as to why the union was successful in its negotiations with the New Westminster and Burrard Telephone Company.
4. Health and Safety was a big concern for both groups, yet health and safety issues were neither advanced nor achieved. Why do you think that was so?
5. What were the important achievements of the strike?
6. Union recognition was an important issue in the first strike (September 16, 1902). What do we mean by the term? Why was the union so anxious to achieve it? Why was the company so anxious to avoid recognizing the union?
7. Both groups achieved gains in establishing apprentice-journeyman & operator/trainee ratios. Why is this such an important issue for the union? Give examples of where the same type of issue arises today.
8. Generally, the business community does not involve itself in other employer’s labour disputes. When they do, it is usually to side with the employer in the dispute. Why the business community did choose to involve itself in this dispute, including publicly laying the blame on the company in a letter that was published on the front page of the Province on December 1st?
9. Using the information that you have from the vignette, Lesson Activity 1 and 2, outline the factors that were positive and negative for both the union and the employer

Draw a line down two separate sheets of paper, label one at the top “Union” and the other one “Employer” on the left column write “positive factors” and on the right column write “negative factors”.

Question 9 (con’t)

For example---

**Factor Analysis Related to the Union**

|  |  |
| --- | --- |
| **Positive Factors** | **Negative Factors** |
| Union members gave solid support to the strike. No one went to work | Union negotiators were very inexperienced |
| The calling of the strike one day after tabling proposals should have turned public opinion against the union.  Instead because of the company’s handling of the business community proposal, public opinion turned the company | If a life-or-death situation had emerged and someone had died (i.e. accident, medical condition etc.), public opinion could have turned very quickly |

**Factor Analysis Related to the Employer**

|  |  |
| --- | --- |
| **Positive Factors** | **Negative Factors** |
| Company had been successful in introducing the telephone to Vancouver and New Westminster | Company was caught by surprise when the second strike started. They were no able to find replacements/strikebreakers for the operators |
|  | The business community jumped into the dispute very quickly/company underestimated the desire of the business community to keep the telephones running |
|  | Labour relations were completely unregulated and companies were left to try to sort out what do when a strike occurred. |

At the end of your analysis, prepare a list of the most important factors that contributed to the success of the strike.

1

2.

3.

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