

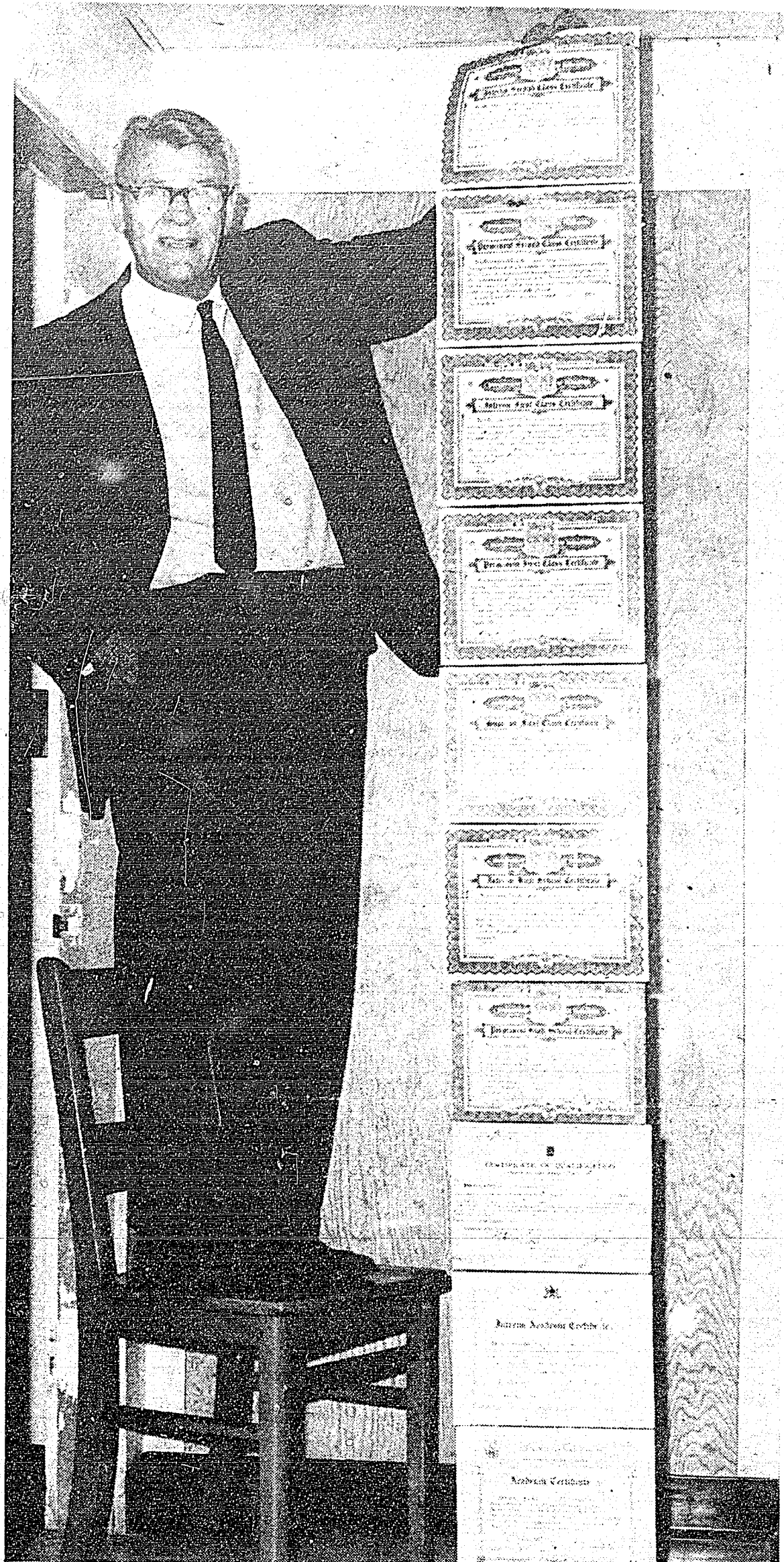
# BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

VOL. 10, No. 3

BROADWAY PRINTERS LTD.

October 1970

## MINI AGM ON PENSIONS



Ten certificates show the history of a career teacher. Retiring last year from Fruitvale, Ed Henry's teaching service started in 1943 in Prince Rupert and continued in the Trail area since 1946. He became an honorary associate of the Federation in June of 1970.

### HUTCHISON SAYS:

## Teachers must be prepared to strike

If all else fails, the government must be assured that teachers are prepared to strike to show their determination to obtain a fair deal in pensions, Tom Hutchison, chairman of the pensions committee, told the delegates.

Hutchison recapitulated the history of the pensions campaign to a crowded meeting at the Bayshore of all local association presidents brought to the October Representative Assembly. The geographical representatives and presidents discussed the pension issue in detail.

Federation president, Jim Killeen, commented that it was a formidable undertaking to bring all local presidents to this meeting. 'But the issue makes it mandatory that we have involvement.' 'At this point in time, we are not exactly fooling around,' said

Killeen. 'We have a vital issue based on a case of simple justice. A strong "yes" vote will indicate to all that we are determined, united, and clearly informed.'

Hutchison explained that the Honorable Wesley Black is the teachers' advocate to the Cabinet and teachers are his clients.

He said that despite Mr. Black's announcement that the pensions act will be opened, teachers are guaranteed nothing. 'The hurdle still to be jumped is the finance group in Cabinet and the Cabinet itself.'

Hutchison emphasized that teachers are not asking for immediate and great transfusions of public money into the pensions fund. 'We have a very healthy fund of 165 million dollars.'

He stressed that teachers were interested in improving the bene-



HUTCHISON

fits now. 'We don't believe that a very real increase in pensions means that government has to pour in great sums of money,' he said.

Continued Hutchison. 'Our aim is for an individual commitment from the membership up to and including strikes if necessary. Teachers are telling the government that if all else fails, they have given the executive the right to call for a strike. We are committed to success.'

'It must be all together and determined, and we will achieve the kind of unity we need.'

Following the presentation by Hutchison, delegates were given a special pensions kit containing detailed information and posters. Questions from the floor on all aspects of the issue took most of the afternoon.

## Fringes — a way of contractual life

By MIKE MIDZAIN

Improvement in fringe benefits has been an integral part of non-teacher settlements this year.

Postal workers achieved 50 percent employer contribution to MSA (previously there had been none), job security guarantees, better shift and overtime arrangements.

The Teamsters' settlement (Mediation Commission) provides for an increase in employer contributions to health and welfare from 8c an hour to 20c an hour.

The IWA Coast settlement provides for gradually increasing employer MSA contributions from the present 50 percent to 70 percent by January 1, 1971.

See FRINGES Page 3

### At Q.E. October 22

## Shanker to address rally

Teachers will rally October 22 at the Queen Elizabeth Theatre with guest speaker Albert Shanker, president of the New York teachers' union.

Decision to bring Shanker from New York came at the June Executive meeting after a request from the Coquitlam and Richmond Teachers' Associations.

Shanker is president of the United Federation of Teachers, a local of the American Federation of Teachers. The UFT represents six groups in the New York Metropolitan area and totals about 70,000 classroom teachers and 12,000 auxiliary personnel. It does not represent administrators.

The American Federation of Teachers is a member of the

AFL-CIO and draws on other member unions for help and advice.

New York city teachers went on strike ten years ago and established the right to bargain collectively. Since that time, the AFT has proceeded by a series of strikes to win substantial gains in wages, pensions, and working conditions.

Says President Jim Killeen: 'Shanker is coming to Vancouver to discuss the alternatives he has used in New York. We are particularly interested in what he has to say about working conditions and pensions.'

'Traditionally, formal negotiations in B.C. have been restricted

See SHANKER Page 2

## Arbitration too narrow

By JURD KIRBY

Teachers need new ways of fulfilling established policies if all matters concerning rates of pay and conditions of employment are going to be the subject of mutual agreement between school boards and teacher associations.

The greatest obstacle in such an aim is the arbitration process. At the moment, only salaries and bonuses are arbitrable and bonuses have been defined very narrowly by both arbitration boards and courts.

To date, boards have been able to limit the scope of negotiations by a variety of stalling tactics, all designed to take the issues teachers want settled to arbitration hearings. Of course, at the hearings the arbitration boards rule that any items of working conditions that teachers consider to be vital issues are beyond their jurisdiction and therefore they do not get heard or dealt with.

Never was such a result more evident than last year when there were 53 arbitration hearings

scheduled to be held within the first three weeks of December. In addition, some 23 tiny districts had previously established some sort of satellite arrangement which, in effect, made their settlements contingent upon one or more arbitration awards. We therefore have 76 districts receiving, directly or indirectly, salaries and bonuses based on arbitration board rulings and these same boards left the

problems of general working conditions unresolved.

Not only were certain vital matters left unresolved by arbitration boards, but judgments are made in a very compressed period of time without enough consideration given to the evidence and the issues that are before them. Further, because of the time limitations and the large number

See ARBITRATION Page 3



Stan Evans, shown here with his wife Dorothy, receives congratulations from President and Mrs.

Jim Killeen at the Representative Assembly. Story, p.6.

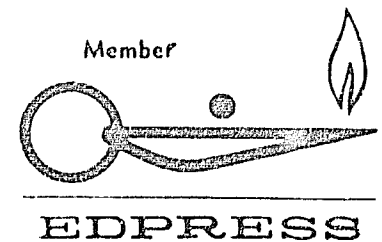
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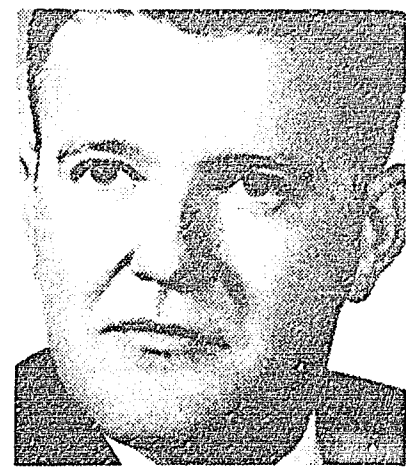


Editor  
JOHN HARDY

105 - 2235 Burrard Street, Vancouver 9, B.C.



## Killeen Comments



Our approach to salary negotiations this year is one I think everyone will agree is a responsible one. We are asking for no more than our fair share of the gains being made by employee groups generally.

Although we don't expect a disproportionate share of the economic gains made by the community as a whole, we see no reason why we should not maintain our economic position in relation to other members of the community. We are not out to win unrealistic increases at the expense of the rest of the taxpayers, but neither do we expect to be limited by guidelines that have not been applied to all other members of the working force.

We have no single target figure this year. Local associations throughout the province are seeking increases in line with those won by other employee groups in their own communities. Our case is one of simple justice, therefore one that can be supported by all citizens.

We are particularly concerned, however, about winning a fair deal for young teachers who intend to make teaching a lifetime career. Present salary schedules result in lifetime earnings for such teachers that do not relate fairly to the qualifications they bring to teaching or to the service they will give their communities during their teaching careers. We hope to revise salary schedules to give such teachers a better break.

We are also endeavoring this year to get signed contracts with school boards spelling out working conditions for teachers and learning conditions for students. In the past such conditions either have not been written down at all, or have been included in statements of school board policy. Unfortunately, there have been several instances in which school boards have unilaterally changed or deleted board policy statements, with the result that learning conditions for the children of the districts deteriorated.

We are obviously concerned with protecting learning conditions for students, but we are equally — and properly — concerned with protecting the working conditions of teachers. We commend the Vancouver and Burnaby school boards, who earlier this year signed learning and working conditions contracts with their teachers, and hope that other enlightened school boards will follow their lead.

Our approach to negotiations, then, is a responsible one. But it takes two parties to negotiate. I am sure neither trustees nor teachers want a repeat of last year's negotiating season, which saw unprecedented difficulties in arriving at salary settlements and a record number of arbitration hearings. I hope, therefore, that trustees generally will respond to our positive approach this year, and that satisfactory settlements can be agreed upon amicably by teachers' associations and their school boards all over the province.

We are willing to negotiate in the best sense of the term. Let us hope trustees are too.

## Educational Press Awards BC Teachers Publications

For the second consecutive year BCTF publications have received awards of excellence from the Educational Press Association of America.

The B.C. Teacher and the BCTF Newsletter won All-America status from Edpress for the year 1969. The magazine and the report of the BCTF Commission on Education won similar awards for 1968.

The B.C. Teacher took two awards, one for an article on Simon Fraser University's teacher education program, and one for the layout of an article on Alateen, the organization that helps teenagers to learn to live with alcoholic parents.

The Simon Fraser article was written by Professor Anton Vogt of SFU. It appeared in the December 1969 issue under the title, 'Simon Fraser's Teacher Educa-

tion Program; How Successful Is It?

'Alateen Helps Teenagers Cope with Alcoholic Parents' appeared in the February 1968 issue. The award-winning layout was done by Miss Barbara Macfarlane, associate editor of the magazine.

The newsletter award went to a feature article on referendums for school operating costs in Washington and Oregon, written by Allan Sprague, formerly of the BCTF staff. The article appeared in the May 1969 issue of the Newsletter, and concluded that the 'referendum vote for school operating funds is wrong in principle, impractical in operation, and disastrous in its results.'

Awards were presented to the winners at the recent meeting of the Representative Assembly.

BCTF NEWSLETTER, October 1970

# The Dispute Rages On

By JURD KIRBY

Earlier this month a dispute between Mr. Campbell, the President of the BCSTA, and the trustees of Burnaby School District raged over the radio hot lines and found focus on the television screens. If I might paraphrase the dispute with a bit of dialogue — "Revolution!" cried Mr. Campbell, "the order of things is being upended and Education will be the loser." "Nonsense!" replied Mr. Fleming, the chief spokesman for Burnaby, "the times are changing and so should trustees if they are to serve their school district."

## SHANKER

(Continued from page 1)

to salary and bonuses only, Killeen said. 'We feel that the time has come to discuss all items of concern to teachers. Some progressive school boards feel this way too.'

Teachers elsewhere have this privilege, why not teachers in British Columbia?" he asked.

Continued Killeen: 'Shanker fought and won over who should determine working conditions. We feel that as a result of his experience negotiating working conditions in New York, he could assist us by explaining tactics that have proven successful.'

However, let me point out that New York is not British Columbia. There are major differences between the two in terms of economics and politics and we must not lose sight of this.'

Shankers has a busy itinerary for his Vancouver trip, that includes talking to local teachers, interviews by the press, and the rally itself.

On arriving at Vancouver, Tuesday, October 20, he meets with President Jim Killeen and members of the various metropolitan teachers groups.

There is a press conference scheduled for Wednesday morning in Vancouver and, Wednesday afternoon, a meeting with members of the Victoria Teachers' Association.

Following the Victoria conference, Shanker goes to Nanaimo to meet representatives from all local associations on Vancouver Island at a dinner meeting.

Shanker is scheduled to appear on Jack Webster's Hot Line show Thursday morning at 9 a.m.

Rally time is at 8, Thursday evening at the Queen Elizabeth Theatre.

## LETTER TO THE EDITOR

Dear Sir  
We are trying to find interested teachers who would like to be paired with a teacher here in Montgomery County, Md., (just outside of Washington, D.C.) in order that their two classrooms may correspond with each other and become better acquainted with each other's countries and culture. We would like to find interested teachers of children ages 5 through 12. The only requirements are the sincere desire on the part of the teacher to take part in the program, plus a small source of funds to cover postage of the letters.

Interested teachers should send me their names, ages of the children in the class, and the approximate size of the class, as well as their mailing address. If this information is sent to me, I will find an interested teacher of the same age group here and the partnership may begin.

I will greatly appreciate any help you can give me. We are hopeful that many teachers will respond, since Canada was most often specified by our teachers as the country they would most like to write to.

Sincerely,  
Mrs. Wm. F. Thompson  
9315 W. Parkhill Dr.,  
Bethesda, Maryland 20014  
U.S.A.

No matter how the dispute between Mr. Campbell and the Burnaby Board is resolved if it ever will be, one thing is certain, teachers will want a say in what happens to their working conditions. Since the learning conditions for children are inextricably tied into the problems of teaching, all educational policies and decisions have at least an indirect effect on teachers.

Many school boards have always recognized the need for consultation and co-operation with professional staff and have and are carrying out this process effectively. With the advent of large complex school districts much of the process needs to become formalized and the results documented and guaranteed.

This need is recognized in the Vancouver District where the school trustees and the teachers discussed matters other than salaries and bonuses and agreed to policies which are mutually acceptable to both parties and also serve best the interests of students. All this was done within the con-

strictions of practical financing. Trustees in that district have not suddenly become redundant because of the agreement. It seems to me that their role is now more meaningful and vital. They have undertaken to work in co-operation with teachers.

This approach requires an acute understanding of human nature and great skill in utilizing democratic techniques. In contrast, the old concept was one of polarity; teachers were relegated to a sharply defined area of influence and trustees lived in the sanctuary of their crystallized authority. Such an approach requires a firm, straight posture and a certain amount of determination, but little else.

It seems to me that Burnaby, like Vancouver, has struck an agreement based on a desire for co-operative action, and it is an agreement which will work well as long as that desire for co-operation is held by the parties concerned.

What is revolutionary about that? Why the big furor from BCSTA President Campbell?

## \$1,000 Charlesworth Award won by White Rock girl

Lynn Sinclair has been awarded the Charlesworth Memorial Scholarship in the amount of \$1,000, an award presented to the son or daughter of a member of the British Columbia Teachers' Federation.

Formal presentation of the award will be made at the 1971 Annual General Meeting.

Lynn is the daughter of Harold Sinclair, a counsellor and teacher at Princess Margaret School in Surrey.

Competition for the award was keen and it was difficult for the committee to make a decision. However, the committee was very impressed with Lynn's academic record and found that it was very hard to beat a school record of straight A's plus government scholarship marks of 90 and 88.

Lynn is a graduate of Semiahmoo School in White Rock where she was a keen and competent participant in extra-curricular activities. At the end of the school year she won the award as the best all-round girl in the school. She was a member of the girls' basketball and volleyball teams.

Possibly the strongest single facet in her character, according



LYNN SINCLAIR

to those who know her, is her quality of rising, to a challenge. Lynn is described as a competitive person who has been brushed with cleverness and as a consequence is the type of person who will do well in any career she chooses.

Consistently a top scholar, active in athletics and other extra-curricular activities in the school, Lynn Sinclair, according to the selection committee, was an excellent choice for the Charlesworth award.

## ODD NOTION

## Harvard Curriculum Relates to Social Matters



HELEN MASON

At the beginning of a new school term we invite all members to investigate the services offered by the BCTF Resources Center.

On request, the Center will provide teachers with professional reading material in the form of books, journals and bibliographies, professional films, filmstrips, audiotapes, videotapes and in-service media kits. Sample curriculum materials are also available for examination and evaluation. Members may request material by telephone, mail or in person.

The Center has recently acquired a set of Social Studies Curriculum Program units called *Man: A Course of Study*. The course materials represent the 5th grade program in SSCP's experimental system of social studies instruction. They were developed under the direction of Jerome Bruner, head of the Center for Cognitive Studies, Harvard University.

Underlying this curriculum is the assumption that subject matter should relate to the social problems of our times.

*Man: A Course of Study* is a one-year course based on three questions: What is human about human beings? How did they get that way? How can they be made more so? Fundamental questions about the nature of man are explored by comparing human life with the life cycle of the salmon, the behavior patterns of herring, gulls and the behavior of baboons. Students also investigate the concept of culture through a study of the Netsilik Eskimos.

Although the complete program includes guidebooks, films, records, filmstrips, games and pictures, the Resources Center has only the set of printed guidebooks which may be used for evaluating the course or as the basis for locally developed curriculum units. The entire set of 34 booklets may be booked from the Resources Center.

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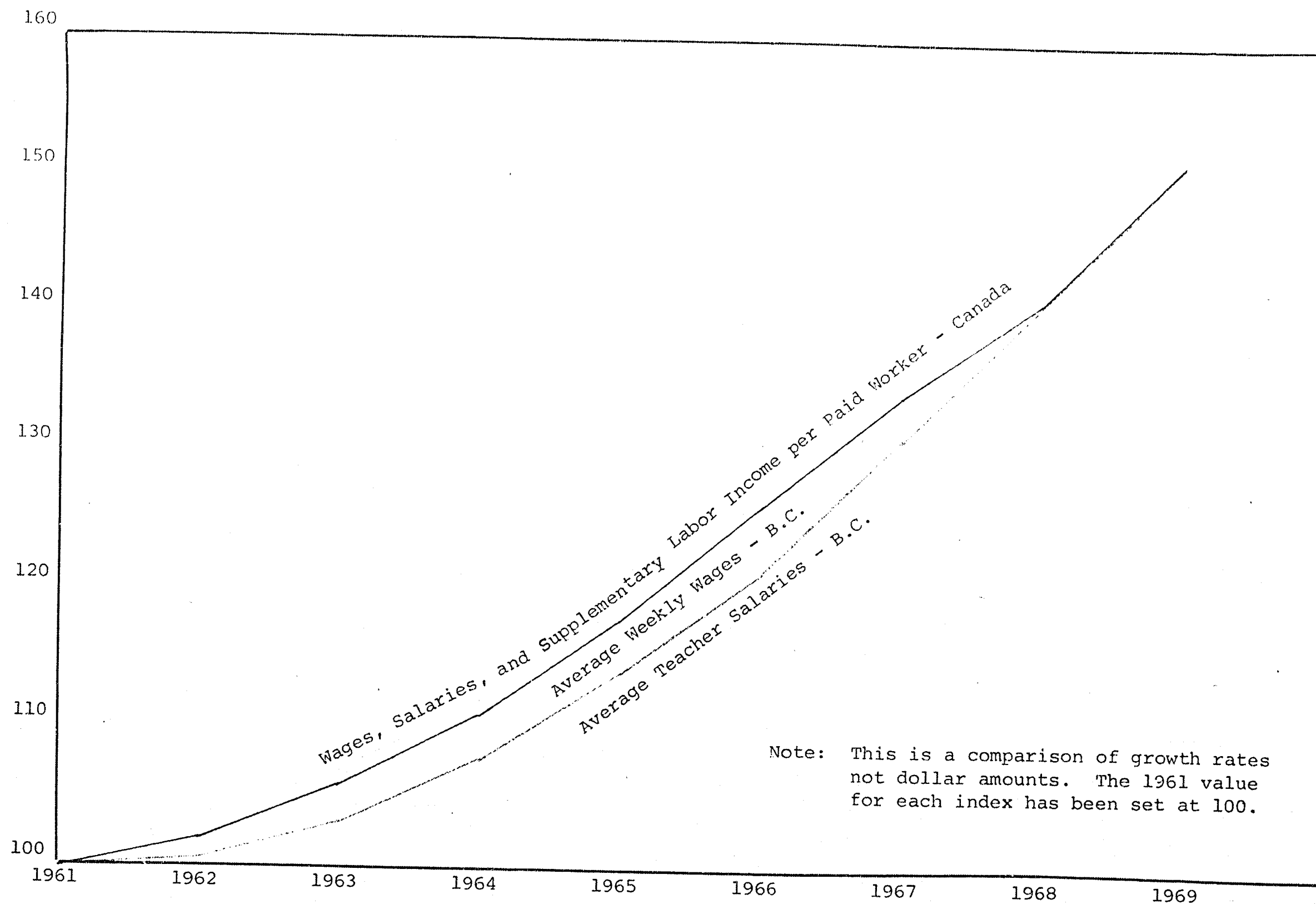
## ARBITRATION

of hearings that are frequently forced upon us, we must resort to the use of personnel who are inexperienced and not all of these bring to the hearing the qualities needed to deal properly with the issues.

Apart from the fact, that at present, arbitration decisions are not all that teachers would like them to be, it is doubtful as to whether or not we ever would get arbitration personnel who can wisely and competently deal with some of the educational issues that need to be resolved by boards and teachers.

In its deliberations this summer, the Agreements Committee came to the conclusion that arbitration may be a useful process when both parties had become so embroiled in personal disputes and extraneous issues that they were unable any longer to negotiate properly, but in the main, it was unacceptable as a process for settling the going rate in salaries and bonuses and it was further unacceptable because of the narrow scope of the matters that can be placed before it. In the view of the Committee, no fair and just agreement can ever be made unless job and remuneration are considered at the same time.

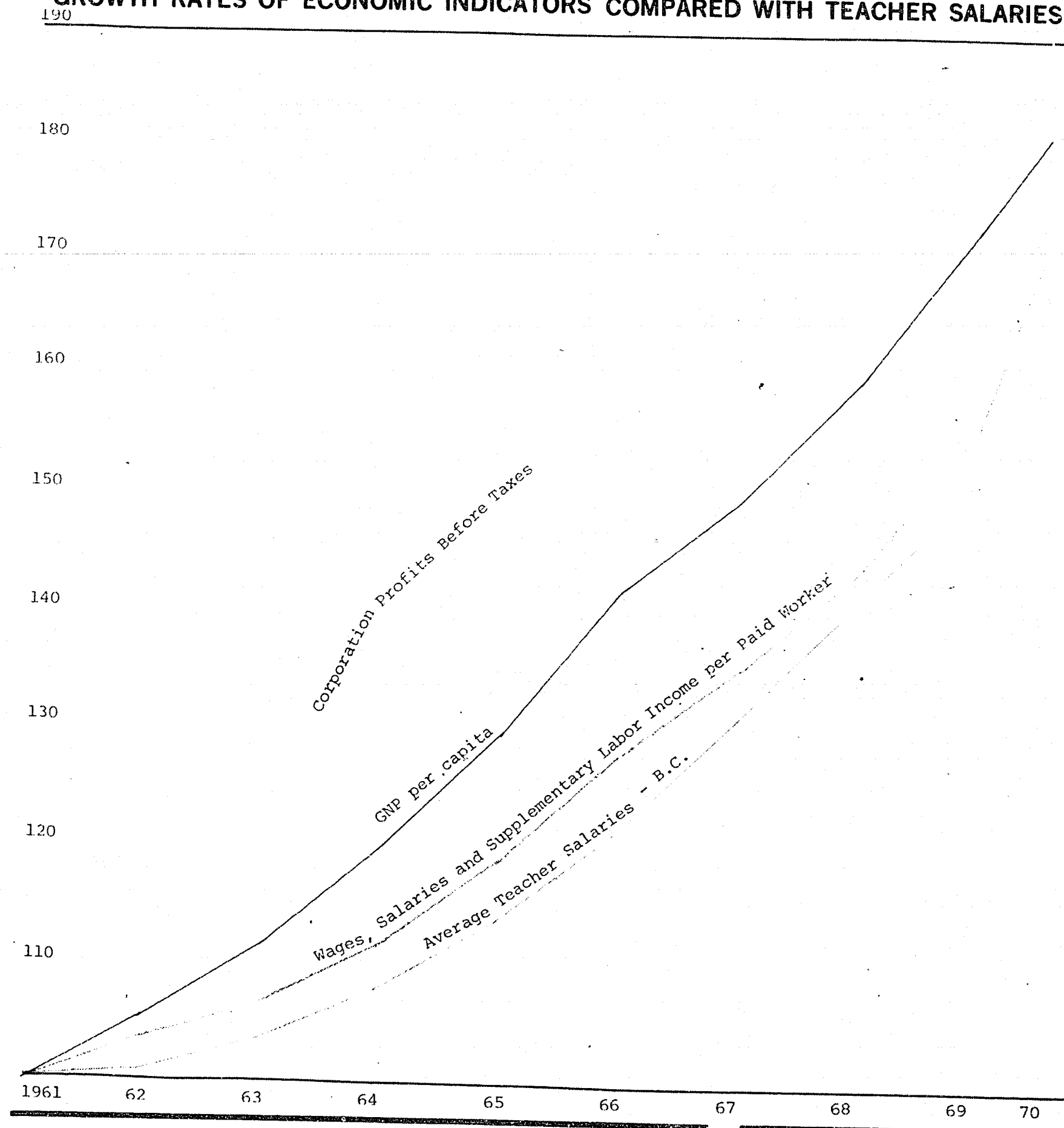
The BCTF, therefore, is not going to tolerate a repetition of last year's proceedings in general nor would the Agreements Committee expect locals to allow themselves to be maneuvered into arbitration without first having settled the outstanding issues on working conditions.



## WHY NOW ?

Why should teachers and other wage and salary earners receive substantial increases at a time when corporation profits are falling, consumer price increases are moderating, unemployment is rising, and economic growth is at a standstill?  
The answer is suggested in the graph below.

## GROWTH RATES OF ECONOMIC INDICATORS COMPARED WITH TEACHER SALARIES



## FRINGES

(Continued from page 1)

The Registered Nurses of B.C. negotiated portability of sick leave credits in B.C. hospitals on change of employment within a 60-day period.

There are reliable statistics available on the cost of fringe benefits in industry. The Thorne Group Ltd., management consultants, have produced a report based on a study of 115 Canadian

companies with a total pay roll of 366,637 employees. They report that in 1969, fringe benefits averaged \$1992 per employee, and comprised 27.91 percent of the total pay roll. The cost of fringes had increased by 24.9 percent of the total pay roll. The cost of fringes had increased by 24.9 percent over 1967 cost, with welfare fringe benefits having increased by 70 percent over 1967.

## READING CONFERENCE

What many believe to be the most significant conference on reading ever held in British Columbia will be held in Cranbrook on October 16 and 17. Top people in the reading field will present talks to the 600 teachers of the East Kootenay Teachers' Association and an invitation has been extended to each district superintendent to send one delegate.

## By objective criteria

## Salary increases determined

There are two generally acceptable objective approaches to teachers' salary increase determination:

1. Taking the average rate of change of actual wages and salaries for other employees in the community.
2. Using rate changes in contract settlements signed by other groups for the coming year.

1. Examples of the first approach:  
Statistics which are published regularly are used to establish "average" earnings. Percent changes are calculated by the change in earnings over a one-year period.

Criterion	Place	Time Interval	Increase
Aver. Wkly. Wages	B.C.	July 1969 to June 1970	7.8%
Aver. Wkly. Wages	Vancouver	April 1969 to March 1970	7.9%
Aver. Wkly. Wages	Kamloops	April 1969 to March 1970	9.7%
Wages, Salaries and Supp. Labor Income per Paid Worker	Canada	1st Qtr. 1969 to 1st Qtr. 1970	9.7%

2. Examples of the second approach:  
Any suitable group or preferably set of groups of employees may be used to determine the "going rate" increase for the community in the coming year. These percentage increases should be weighted according to their importance in indicating the pattern of increases in the teachers' community.

Some groups which may be important in your community are: All reported contract settlements in Canada ratified during the 2nd Quarter of 1970

Coast IWA weighted average	8.5%
B.C. Government Employees	8.5%
Civic Workers Greater Vancouver	8.0%
Cominco Journeymen	9.6%

## INCREASES TO OTHER EMPLOYEES

Increases on base rates amounted to 9% on a weighted average of Canadian contract settlements during the first quarter of 1970. Many contracts have already been decided for 1971. Some of the significant British Columbia settlements are:

Employer or Type of Employment	No. of Employees	1971 Increase	Comment
IWA	28,000	8.8%	
B.C. Govt. (Permanent)	15,500	8.0%	
B.C. Govt. (Temporary)	11,500	10.2%	
Construction Carpenters	9,000	7.5%	
Pulp and Paper	7,000	7.5%	
Cominco	5,000	6.5%	to 10.5% on a contract which runs until July 1, 1971. Higher percentages to more highly skilled grades.

B.C. Hospitals, Nurses	5,000	7.5%	plus reduced work week
Longshoremen	3,515	10.4%	
Towboat Operators	1,200	10.0%	
Fraser Valley Milk Producers	1,200	10.0%	
Pacific Press	1,200	8.7%	

Printers, Pressmen, Stereotypers	8.3%	
Reporters, Salesmen, District Circulation Advisor	9.5%	
or \$10 weekly which ever is greater for lower classifications.		

These are salary increases only. Substantial fringe benefits were negotiated in most cases.

BCTF NEWSLETTER, October 1970



# Bennett, Peterson percentages preferred

By JURD KIRBY

Over a period of a year or so the people of Canada have been bathed in a steady stream of information and misinformation about the economic situation. The initiator of most of this flood has been the federal government and its economic propaganda



BENNETT

PETERSON  
they're in

cogan, the Prices and Incomes Commission.

The message that rides the current is simple: supply of and demand for goods doesn't control prices, guidelines do; costs and sales don't control profits, guidelines do; collective bargaining does not determine wages, guidelines do.

How do they get these guidelines? They look to the past to get average price increases, average profit increases, and average production increases. These then are guidelines for the present and for the future.

## Visionaries

If we were able to see into the future as far as they looked into the past to get their guidelines we might be able to make some kind of judgment about the reliability of the guidelines. If we found in our vision that the growth rates were to be roughly the same for the future as for the past we might be prepared to go along with those guidelines for the long run. Even if we were to be faithful to the past we could not accept such guidelines for just one year, because the outstanding feature of our economy is that it has pronounced ups and downs in growth rates. Any guideline set on the basis of an average would have to hold for a full upturn and a full downturn which would span about a five-year period. Teachers cannot for the foregoing reason accept the 6 percent guidelines as recommended by the spokesman for the Prices and Wages Commission, Dr. John Young. For the same reasons we must reject the call of the Minister of Education, Hon. D. L. Brothers, to rally around the 6 percent guidelines. By his own admission in a letter sent to the school boards last June he is echoing the call from the Commission.

## Acceptable method

We can look with more favor on the guidelines of the Minister of Labour, the Hon. Leslie Peterson, who gave guidelines of 7 percent to 10 percent as being reasonable for at least one group of employees. We tend also to favor the position of the Premier who, speaking with the authority of a highly successful businessman, holds that guidelines should be obtained by adding the percentage increase in cost of living index and the average percentage increase in productivity in order to arrive at guidelines. At the time that he made this statement the calculation would have produced a 7.7 percent wage guideline.

## Look to results

The federal government, through the Prices and Wages Commission, has had ample opportunity to influence both management and labor over the past year or so. It may well be that had they not exerted their influence, prices would have continued to rise and wage increases would have been higher, but we must look to the results obtained from all the reacting economic forces. The latest wage contracts known to the Federal Dept. of Labour give wage rises averaging 8.5 percent in 1971. We think that such evidence makes for a significant guideline. Chief Justice Nathan Nemetz, who acted as a special mediator in the forest industry dispute, came up with recommended wage increases ranging from 7.8 to 11 percent. We think that such evidence makes for a significant guideline.

## Evidence does not apply

In summary then we cannot accept the opinion of either Dr. John Young or the

Hon. Minister Brothers, because the evidence used to arrive at their guidelines is not applicable to the present situation. We are more inclined to accept the opinion of the Hon. Leslie R. Peterson, the Minister for Labour, and the Premier himself because their guidelines relate to what we consider to be significant evidence. It is on the basis of the best available evidence that opinions on guidelines should be judged.

Teachers in British Columbia have always indicated that they would take the sort of wage increases that most of the employees in their communities receive. In our view, significant guidelines come from current settlements made in basic industry in British Columbia.



BROTHERS

YOUNG  
they're out

## Tax free dollars

By MIKE MIDZAIN

One of the objectives established by the Agreements Chairmen this summer, and later endorsed by the BCTF Executive Committee, was full payment of MSA dues by school boards.

Greater employer participation in MSA plans has been a feature of recent settlements in other wage areas.

Postal workers achieved 50 percent employer contribution to MSA when previously there had been none.

The IWA coast settlement provides for gradually increasing employer MSA contributions from the present 50 percent to 70 percent by January 1, 1971.

The Mediation Commission settlement of the Teamsters' contract increases employer contributions to health and welfare from 8c an hour to 20c an hour.

An additional built-in advantage of full employer paid MSA is that the total premium paid then becomes a tax deduction to the employee. Thus the real monetary value of the employers' contributions can be considerably more than the actual dollars paid, especially to teachers at maximum whose tax bite is larger.

Teachers might be prepared to exchange \$75 on scale in return for an equal amount in increased board contribution to MSA, if the increased contribution constituted full payment. The real value to the teacher, in terms of tax deduction privilege, could then amount to above \$100, with no additional expense to the board.

The only loser would be the government's tax coffers. But teachers have always had fewer tax deduction privileges than other professional groups.

**END PITIFUL  
PENSIONS  
VOTE YES  
OCT. 30**

## Learning conditions contracts

# ... Not a legal question, but one of natural justice

This summer the B.C. School Trustees Association expressed concern over learning conditions contracts currently being signed by local boards and local teachers' associations. Of concern was the contract signed by the Burnaby Board and Teachers as well as the request to the Vanderhoof Board for an agreement concerning teacher personnel practices.

It was noted in a letter received at the Federation that while consultation with teachers on educational matters is seldom questioned, nevertheless the BCSTA lawyers were of the opinion "that a School Board is not empowered to divest itself of statutory rights and obligations that devolve upon it pursuant to the Public Schools Act, and that some portions of Board teacher agreements could inadvertently transgress the law in this respect."

A meeting between the Federation lawyers and the Trustees' lawyers was suggested in order to explore and delineate any areas of conflicting opinion. The General Secretary, C. D. Ovens made this reply and it should be read for what it is, a very powerful and eloquent statement on the rights of teachers to participate in the decision processes of the organization.

Frankly we cannot see that any good purpose would be achieved by consultations at this time between BCSTA and BCTF solicitors in the matter of written agreements or contracts between teachers' associations and school boards over learning and working conditions.

As we see it this is not a legal question at all but rather a question of what is fair, reasonable and just. If it is fair, just and reasonable that employers generally, as recognized in the Labor Relations Act, should bargain with employees over working conditions and fair, just and reasonable that school boards should bargain with their non-teaching employees over such conditions, then it is surely fair, just and reasonable that the same consideration should apply to teachers. This is an era of participating democracy. Are teachers alone, of all organized groups in society, to be denied the right to participate democratically in the decision making process applying to the conditions under which they will work?

We cannot agree that through agreements like the one negotiated in Burnaby a school board is expected to "divest itself of statutory rights and obligations." The real question is how are

those statutory rights and obligations to be exercised. Are they to be exercised unilaterally and arbitrarily? or after due consultation with teachers? through negotiations leading to agreement with teachers?

The BCTF insists that it is the latter process which should apply and must in time apply. Any attempt to resist and prevent the teachers from attaining this legitimate objective through the resort to narrow technicalities of law invites teacher resistance and could provoke open, direct confrontation.

In the area of salaries prior to 1958 there was no legislation requiring school boards to negotiate with teachers. In that year widespread disputes arose out of BCSTA insistence that school boards could not be required to negotiate because under school law as then written they had the power and obligation to fix salaries. Resulting confrontations led to a change in law. For years previously many school boards and teachers' associations negotiated freely and in good faith without the benefit of specific laws sanctioning such negotiations.

Today, essentially what was the case in the salary domain prior to 1958 is now the

case in the working conditions domain. The only real difference is that today a few, rather than many, school boards are willing to negotiate with teachers' associations without benefit of specific laws sanctioning those negotiations. Must history repeat itself? Must teachers resort to open confrontations to bring about a change in law such that school boards will be required to do what they could and should have been doing without compulsion?

This, as we see it, is the appropriate area of consultation between the solicitors — what changes in school law, if any, should be made to govern bargaining between school boards and teachers' associations over working conditions? We would be more than pleased to approve joint consultations on this basis.

In a democratic, progressive society concerned with human rights the law is shaped and when necessary re-shaped to serve people. In the present situation may we not agree to do what is fair and reasonable and just, with due regard to both teacher and public interests; and, if necessary, then apply jointly to the lawmakers for any desirable re-shaping of the law?

C. D. OVANS



## Teacher right of search

# Kindly, firmly, and judiciously ... like father

What is the legal implication of teachers searching pupils suspected of carrying drugs or cigarettes?

The question was asked of the Federation's legal advisers and they say at common law, a citizen has no right to search another person without the consent of that person, as it would amount to trespass. Action for damages would lie against the person making the search. However, a police officer has certain rights of search, such as on arrest.

Statute law gives certain rights to peace officers to search, and the Game and Fisheries Act, and the Opium and Narcotic Drug Act have provisions relating to search.

There seems to be no reference in the Public Schools Act to the right of search.

However, the Council of Public Instruction, Rule 3.05 does touch on the problem:

"Every teacher shall practise such discipline as may be exercised by a kind, firm, and judicious parent in his family, avoiding corporal punishment, except when it shall appear necessary, and then a record of the offence and the punishment shall be made in a register used for the purpose and kept in the principal's office, which record shall be open to inspection by the Superintendent of Education or his representative, the District Superintendent of Schools, and the Board of School Trustees."

The first part of this Rule reflects the general law, that 'a school master was bound to take such care of his boys as a

careful father would take care of his boys and there could not be a better definition of the duty of the school master."

The question then seems to be would a 'careful father' or a 'kind, firm and judicious parent' search his child, particularly when he suspects the presence of drugs, weapons, etc.

Each case depends upon its own circumstances, but discretion must be used in every situation. Where possible, the principal or teacher would be well advised, depending upon the strength of his or her suspicions, to consider:

1. Whether or not to ask for permission to search. If a student was about to destroy the evidence or put it beyond the reach of the authorities, then it might be necessary to make an immediate search.

2. Communicating with the police and/or with the parents of the child.

3 In the event of a search, consideration should be given to the person making the search. A male should not search a female. In any case, the person making the search should have someone else present at the time so that there is a minimum risk of allegations of undue force, etc., being advanced.

Generally, it would be wise for the principal or teacher to avoid having to make a search and leave it up to the parent or the police.

## Agreements committees to bump heads three times

Teacher agreements committees this year will be trying to conclude the negotiation process in no more than three sessions with their boards.

The first session, they hope, will be used for the presentation of their case. At the second session, the Board will be expected to be ready with its case and rebuttal. The third session should consist of reconciling different points of view and arriving at a satisfactory conclusion.

If no agreement is reached, then the arbitration process as laid down in the Public Schools Act would go into effect, unless a local feels that it is either very close to agreement, or that there has in fact been no meaningful negotiations at all. Then a local might decide to adopt special tactics to achieve the goal of meaningful negotiations.

There are signs that at least some negotiations this year may be much more efficient and less rancorous than has been the case in previous years.

Teacher agreements chairmen of the Fraser Valley, with the exception of Maple Ridge, met with board representatives in a joint meeting held at Abbotsford on September 22.

The meeting chaired jointly by BCTF Agreements Co-ordinator, Doug Steinson, and trustee branch salary chairman, Dave Greenwood, came to unanimous agreement on the guidelines to be used in contract settlements this year. Each local will now meet with its own board or representatives in order to work out the mechanics of applying the guidelines.

Both sides expect that they can have a completed agreement ready for official ratification at an early date.

## Summer short courses — a success

One of the best known supervisors in elementary instruction, Adam Robertson, was excited over the results of the summer short courses.

The course on learning disabilities was held at Cranbrook in August.

Anticipated outcomes from the course were that each participant would be more aware of the learning disabilities in children and to some degree would be able to identify, diagnose and remediate learning problems in children as they appear in the ordinary classroom.

"Teachers can now put their finger on learning disabilities," said Adam Robertson. "The course has given teachers an awareness that perceptual development is a critical thing."

He feels that the course has been a springboard and is causing a chain reaction in the district as teachers become more and more aware of the critical perceptual problem that some children have in learning.

Other short courses were equally successful. One that attracted attention was a course given by Lawrence Stenhouse from the Nuffield Foundation, England, which tried to show teachers how to introduce controversial items into the classroom. This course was picked up by the news media and given much publicity around the province.

Another course aimed at familiarizing teachers with slides, films and videos for effective use with students was called, 'Have You Discovered? Media.' Thirty-five teachers attended this course held at the Prince of Wales Secondary School where they learned to prepare several forms of media including films, slides, transparencies and video tapes. "I enjoyed the course and do not think that the course could have better lecturers than Walter Griba and Paul Azaroff. A very enjoyable and fruitful course."

"I would gladly take the identical course again — there was a great deal of depth there. We were only limited by our own background, imagination and receptiveness."

"One could obviously not hope to become an expert in two weeks. As an introductory course I think it was excellent."

Similar responses came from a course 'Learning in Small Groups,' held at Prince of Wales Secondary School in Vancouver. The objective here was to help teachers function more effectively in all small groups, regardless of type. Participants evaluated the course in a number of ways:

"An excellent course. A follow-up session would be good, weekends, during the year, or in summer."

"The resource people — Thorell Fest and Jim Robbins were excellent! I would be most interested in doing more work with them. This really was one of the most stimulating sessions I have attended — teachers need a chance to see effective teaching of this kind that is group directed. What better proof than student-centered class work?"

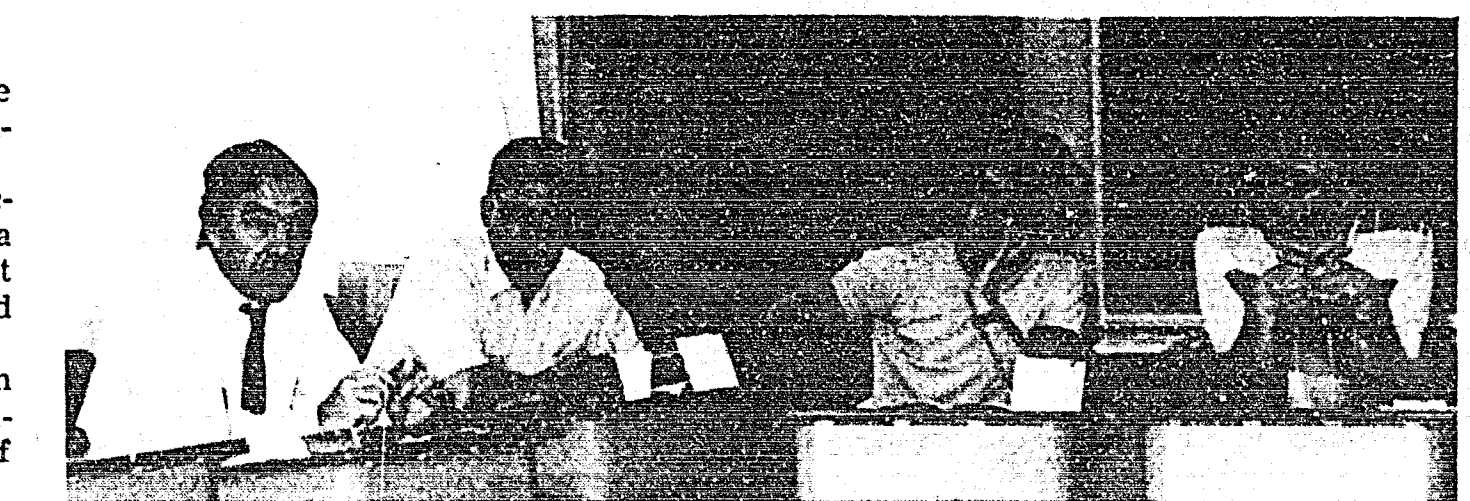
Another course that had over 200 participants was Language Patterns held in Kamloops, Vancouver and Victoria. The instructors, Mrs. Lynn Leluck, an assistant primary supervisor in Coquitlam, Mrs. Marg MacDonald, a primary teacher at Viscount Alexander Elementary School, Coquitlam, and Mrs. Barbara Rowley, a primary teacher at Capilano Elementary School, North Vancouver, were praised by all of the teachers who took the courses.



Paul Azaroff, member of resource team, in "Have You Discovered? Media."



Henry Lunn, Co-ordinator of Special Services, Prince George, worked as a resource person in summer programs at Vancouver and Cranbrook. And below, Lawrence Stenhouse, left, from the Nuffield Foundation, Britain, explaining how to introduce controversial issues into the school.





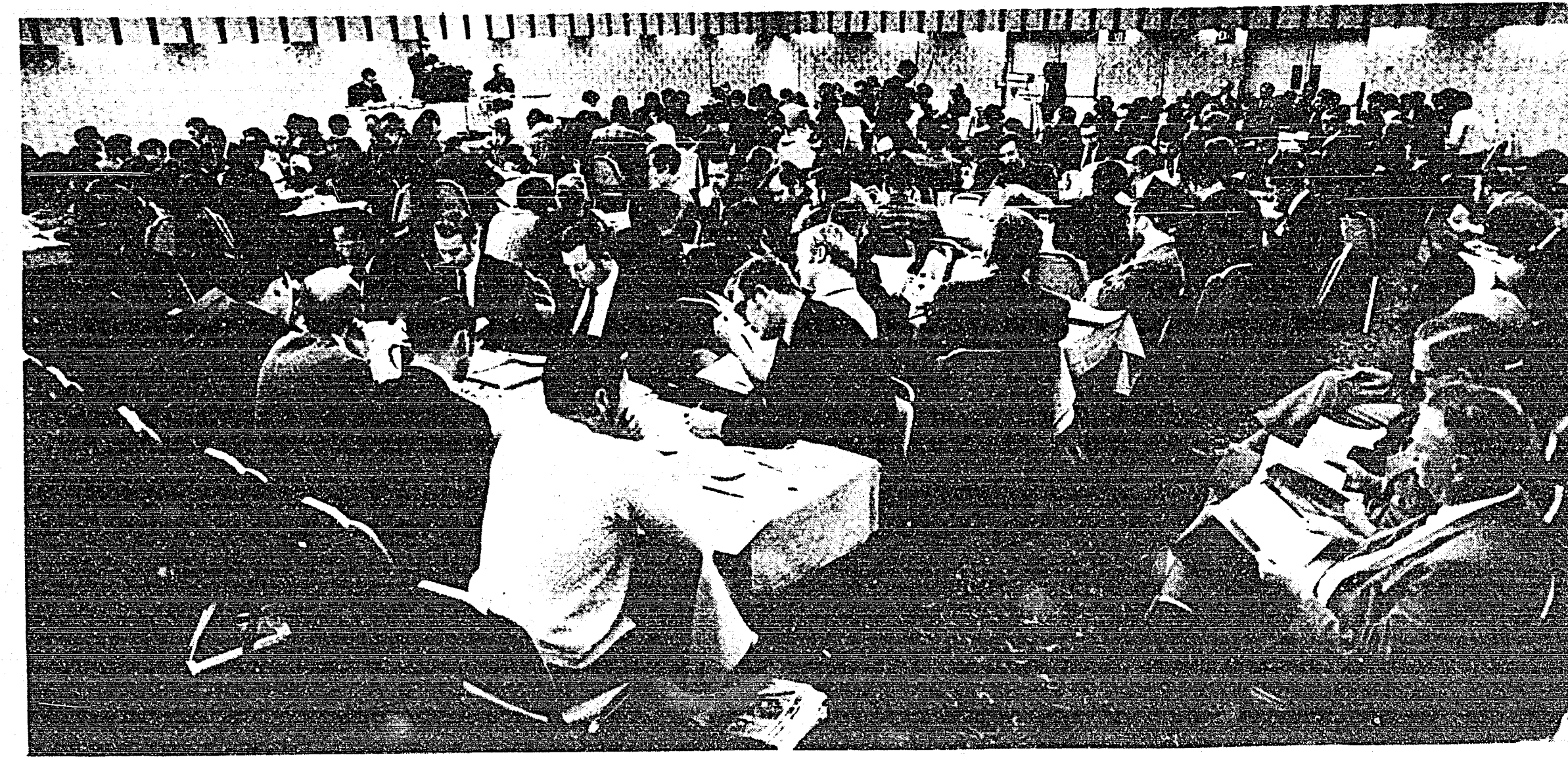
# BCTF Executive, 1970-71



The 1970-71 Executive of the B.C. Teachers' Federation are, left to right: seated, Second Vice-President, Lou Beduz; President Jim Killeen; Past President and Chairman of the Pensions Committee, Tom Hutchison; First Vice-President, Frances Worledge; standing,

Gil Johnston; Les Isaacson; Harry Peebles, Ron Brown; Frank Roemer, Jim MacFarlan; Larry Davies.

**Shots from  
the Special  
Pensions  
Assembly  
this October**



Bruce Watson explained to the crowded meeting how to conduct the balloting on October 30. Ballots will be audited by an independent company in Vancouver.

Spot anyone from your district in these pictures? Delegates interest and concern in what was said on the coming pensions referendum is

apparent. Local presidents joined with the regular October Representative Assembly for the purpose of becoming clearly informed on all aspects of the referendum.

## 25 years service in Federation recognized

Vic Montaldi stood up at the Representative Assembly meeting to make an award, said only a name, and had to wait for the

### Ruby Lidstone Enderby life member

The Enderby Teachers' Association created a precedent by bestowing honorary life membership on a teacher remaining in active service.

Mrs. Ruby Lidstone, teaching since 1927, has held the positions of secretary, vice-president, president and past president and has also been public relations officer for 18 years in the local association. She has been very active in the O.V.T.A. and in the BCTF, holding many positions in these organizations over the years.

Convincing in 1965, she wrote and published a book of the complete history of the schools of the Enderby district from 1896 to 1965.

Mrs. Lidstone was honored at a general meeting held in Kelowna for her outstanding contribution to the association. Ray McNabb, Kelowna association vice-president, presented her with a gardenia corsage on behalf of the BCTF.

applause to die down before he could make his speech.

Stan Evans received a standing ovation from the delegates at the Representative Assembly meeting once his name was mentioned.

Evans was being honored for 25 years of service in the BCTF. His Federation duties have varied over the years as BCTF activities and staff have increased.

He has served as the BCTF representative on the Teachers' Pensions Board for ten years. For about 15 years he has served as a director of the BCTF summer workshop. He has served as a director of public relations for 13 years and as an editor of The B.C. Teacher for 18 years.

The night before, Stan Evans had been made a Life Member of the British Columbia Weekly Newspaper Association. In itself, this is a rare honor for a man who has served the Federation in so many ways.

As Montaldi read out the list of duties that Stan has performed for the Federation over the years, Stan himself observed, 'No wonder I'm tired.'

Stan explained that no one should take this to mean that his duties were now over; he intends to go on travelling the province talking to teachers and to external agencies that deal with teachers.

## Representative Assembly function questioned

The function of the Representative Assembly is under question according to some of its members.

At the October Assembly meeting, it was suggested that perhaps the General Representatives were not as well informed as they should be.

Another representative alleged that they do not represent the "grass-roots" members of the Association. His reason for this was that the District Council does not fully represent its local and since the GR is elected from this Council, he cannot truly represent it either.

One member of the RA pointed out that it did not contain a clear cross section of ages, sexes, or even elementary teachers as opposed to secondary representatives.

The question of proportional representation also came up. Should each local be represented or should the representation be according to the number of members it contains?

A questionnaire was filled in by those attending to obtain an accurate assessment of the Representative Assembly according to its members.

## School named after Marie Sharp

Around the province, teachers retired last June and many were given the best wishes of colleagues and community in a variety of ways.

One of the most noteworthy took place in Williams Lake where Mrs.

Marie Sharp, a teacher there for 25 years, had the school renamed in her honor.

Board chairman, Jim Bann, made the fine tribute, re-naming the Williams Lake Elementary School the Marie Sharpe School.

'I thought this only happened to people after they were dead,' she said.

Joe Phillipson, a former BCTF president and now deputy minister of education, recalled his trip up the Cariboo Road in 1941 to become principal of the small school. Mrs. Sharpe joined his staff in 1945.

Phillipson told Mrs. Sharpe: 'We have always appreciated your deep sense of responsibility. You have been challenged by many problems in education and you always solved them.' He also singled out other long time friends in the audience with whom he had taught in the area and reminisced with them.

From Jim Killeen, president of the Federation, she received an honorary life membership and a letter of good wishes on behalf of the 22,000 teachers in the BCTF.

An editorial in the Williams Lake Tribune observes that for years Mrs. Sharpe acted as a public relations officer and during those years the public gained a much broader understanding of the profession, its plans, aspirations and problems. The editorial regrets the loss of Marie Sharp and May Broughton 'two educational anchor men,' and concludes: 'We hope that there will be many more Marie Sharpes and May Broughtons to give the profession dignity and stature.'

For information about the Holiday Home Exchange write to: Box 444, West Vancouver, B.C.



Stan Evans, his wife Dorothy, and Vic Montaldi.

## Salary continuance

# Missing layer of protection

Despite sick leave provisions, Workmen's Compensation, group insurance plans, BCTF Salary Indemnity and Teachers' Disability Pension many teachers find they are not covered or are inadequately covered when they are unable to work.

With what appear to be so many layers of financial protection it seems odd that teachers would find themselves in this position. However most of these plans are for special circumstances or are available only after a teacher fulfills special conditions.

A closer examination of the situation revealed that those new to teaching, those new to a district and those suffering from long-term disabilities were not adequately covered.

After careful consideration of the problem the Executive Committee and the Representative Assembly decided that the best solution would be found in a three stage arrangement of sick leave, salary indemnity, and a salary insurance policy. The first stage pays full salary to the extent of the individual teacher's accumulated credits. (This may run from zero to 120.) The second pays \$10 a day for the duration of the 40-day waiting period. The final stage pays 60% of the teacher's gross salary.

### PARTICIPATION

The provincial plan is available on a district-by-district basis providing that 65% of the eligible teachers participate or this may be reduced to 40% providing par-

ticipation is made compulsory for new teachers.

### ELIGIBILITY

All full-time teachers who are members of the BCTF or senior administrative office employees of participating boards.

### PREMIUMS

There will be one uniform premium rate which applies to all teachers throughout the province. The rate is established for the years 1971 and 1972 at 0.56% of salary. If an individual's salary is \$10,000 per annum the total premium required would be \$56 per annum. If, as is anticipated, boards do share the cost of this plan, the teacher would pay \$28 per year.

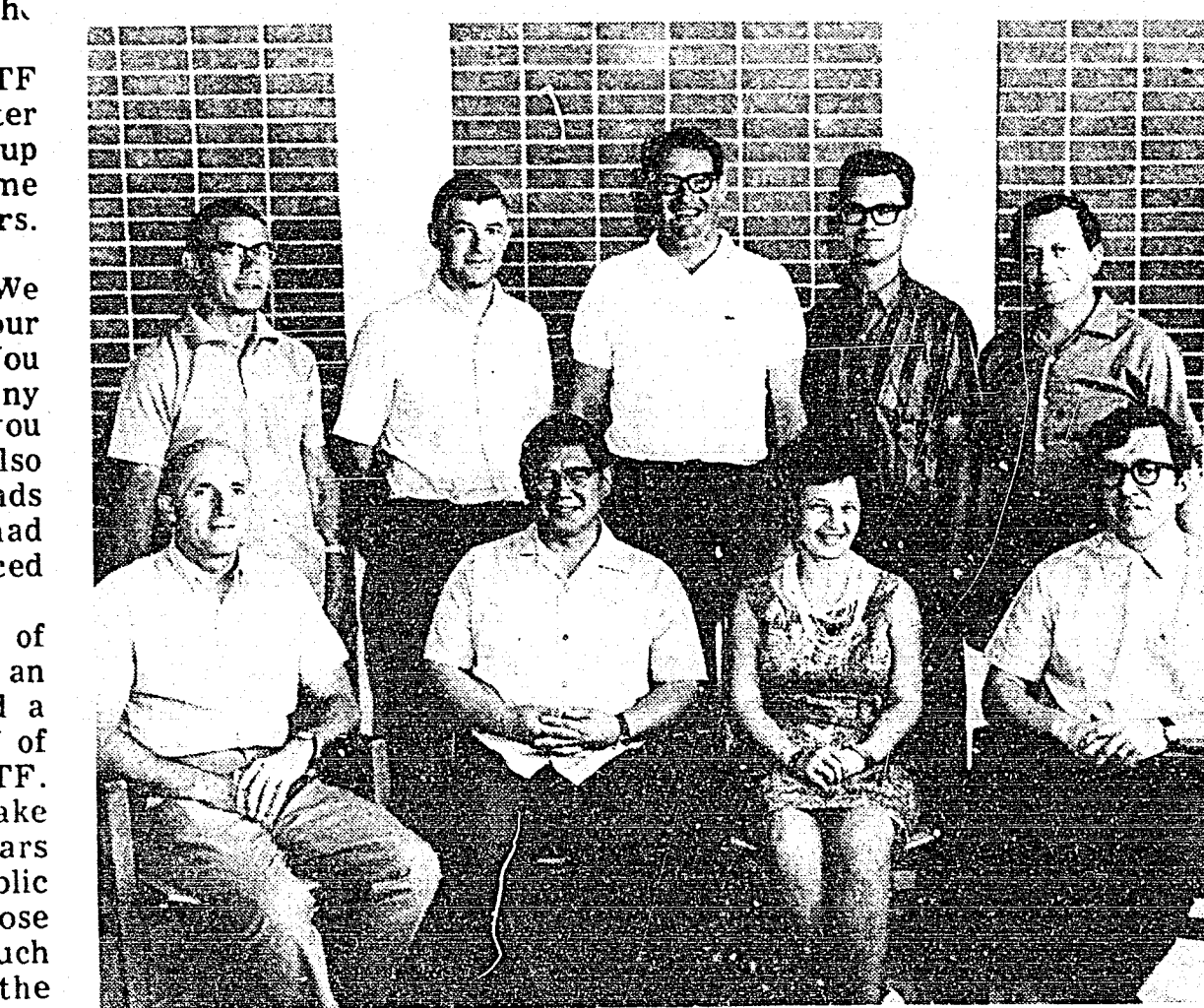
### BENEFITS

For the \$28 per year the teacher receives 60% of gross salary payable until earliest recovery, or death, or age 65 (benefits are presently exempt from income tax). Benefits will be reduced by other disability benefits received from Workmen's Compensation Board, Canada Pension Plan and other disability groups not including the BCTF Salary Indemnity Fund.

We have proposed a change in the Teachers' Pensions Act which allows a teacher who is in receipt of salary insurance benefits to receive paid up teachers' pension at age 65 in lieu of a disability pension from that plan.

### COMMENCEMENT DATE

The proposed plan is ready for inclusion in this year's negotiations and initial commencement date can be January 1, 1971.



Volunteers on CTF Project Overseas assignment spent the summer assisting in overseas countries upgrade their teaching methods and improve their professional organizations. The Canadian Teachers' Federation sent a total of 54 teachers to Africa, the West Indies and Asia during the summer. Volunteers from British Columbia are left to right: seated, Daryl R. Parker, Delbert T. Joe, Miss Mary I. Varga, David L. Janzen; standing, Michael Roscoe, Andrew A. Craig, Gary K. Armour, R. Dale Kelly, Michael Midzain.

## Celdic Report published

A six-year interdisciplinary study of resources, services and facilities available to Canadian children with emotional and learning disorders has now been published.

The 500 page report, called **One Million Children**, deserves the close study of all teachers according to John Church of the BCTF professional development division.

Church observes that the National Study presumes unity rather than fragmentation in the approach to the child as the best practice.

'Instead of viewing the child as student, patient, ward, or offender, depending upon the department or service agency providing help,' says Church, 'the report stresses focusing of the whole child and his environment.'

'Often services are unnecessarily fragmented, lack co-ordination, and planning. All too often, there are tragic gaps and unnecessary duplication.'

Church goes on to say that the report advocates a commitment to the principle of positive and immediate support to meet the individual requirements of each child in his home, in his school and in his community.

'The report strongly supports the retention of children with emotional and learning disorders, as far as possible, in the regular school curricula. At the same time, a range of supporting services for the teacher is recommended.'

Church finds the section on 'The Child as Student' particularly exciting to the teacher in the lucid report.

This report deserves the attention of all teachers in British Columbia,' he says.

Copies can be obtained from the BCTF resources center on loan.

## No estate fees on pensions

Teachers who resigned last June may claim refunds after October 31. Refunds may be obtained by writing to the Commissioner of Teachers' Pensions, Parliament Buildings, Victoria, B.C.

It is usually best to wait until after January 1 so as to place the income into 1971.

Attention of those receiving refunds is drawn to Section 36 of the Income Tax Act. Use of this Section usually results in payment of less tax, especially for the women whose resignations have made them dependent on their husbands' incomes.

WIDOWS  
Some lawyers who have handled estates for widows of teachers have been claiming a percentage of pension as part of estate management fees.

We have a legal opinion that the value of the pension is not part of the estate for such purposes. Write to the Commissioner of Teacher Pensions, Parliament Buildings, Victoria.

REPAYMENT OF REFUNDS  
Since the new policy of allowing reinstatement of service by repaying refunds was adopted last year, numerous repayments have been made.

If you taught in British Columbia, withdrew, and resumed teaching, you may be eligible to repay.

OTHER PROVINCES  
If you came from another province or went to another province, do not withdraw or transfer contributions. Portable pensions are on the way. Leave your money where it is.

The same advice — leave pension contributions where they are — holds for persons transferring to colleges or universities.

GENERAL  
If you have individual problems, call Dave Smith at the Federation office.

BCTF NEWSLETTER



## CTF brief presented to Manpower Committee seeks positive policies

The federal government's white paper on unemployment insurance is a stop-gap measure that avoids the real problems of the unemployed, according to the teachers of Canada.

In a brief presented today to the Committee on Labour, Manpower and Immigration, the Canadian Teachers' Federation called for a guaranteed annual income and equal access to essential social services as a positive alternative to the government's proposal to expand the unemployment insurance program.

The brief was prepared by CTF after intensive consultation with the provincial and territorial teacher organizations which represent 200,000 members, said CTF President Peter Fieger of Ottawa.

"It is not in the interests of Canadians that social and economic reform be approached through piecemeal and partial legislation. Such efforts create serious problems of jurisdiction, of

financing, and of practical implementation. As an inevitable result, workable expedients are then sought through ingenious evasion of these problems rather than through their solution," the brief said.

The teachers said it is imperative that governments proceed with a broadly-based plan involving:

- + manpower training, retraining and allocation;
- + provision for genuine equality of access to appropriate educational programs;
- + vigorous programs of regional development and rehabilitation;
- + economic measures aimed at a strong labor market and full employment;
- + fiscal reform;
- + as an early priority — the ultimate safeguard of a guaranteed income.

"The teachers of Canada are fully prepared, as citizens, to provide their fair share of financial

support for a truly comprehensive program aimed at the elimination of deprivation and economic distress.

"We ask that such a program provide benefits as a natural right rather than through acquired eligibility or in the spurious guise of insurance, that it be truly universal in its application, and that the burden of cost be equitably distributed," the brief said.

"With its insistence on acquired eligibility, rather than natural right, its strong elements of reward and punishment, and its adherence to outmoded definitions of the labor force, the white paper remains faithful to the concepts of 40 years ago.

"More serious, is the obvious inadequacy of this — or any such measure — as an instrument of genuine social improvement. It offers little or no remedy for existing distress, and may even hamper the search for such remedies. We are strongly opposed to its implementation."

## Educators of exceptional children meet in Vancouver

The Council for Exceptional Children holds a Conference at the Hotel Vancouver, October 21-24, at which time over 200 professional leaders will participate in general sessions, section meetings, and instructional sessions.

The keynote address will be given by Ronald E. Jones, Superintendent of Academic Programs, Toronto. Jones, a past executive member of the CEC, will talk on 'The Social Revolution and Special Education.'

Tours designed to interest the special educator have been arranged by Mrs. Florence Ayre of Burnaby. Educators will tour facilities concerned with behavioral disorders, learning disabilities, visual handicaps, mental retardation, and other areas of special education.

A special feature will be a film theatre scheduled for Thursday and Friday of the Conference week. Spotlights will be current films in the field of special education.

Serving as chairman of the local arrangements committee is E. Mary Craig, Supervisor of Special Education, North Vancouver School Board.

## Fall courses for teachers

In July, the University Senate announced that the Extension Department had become the U.B.C. Center for Continuing Education with plans for a central council consisting of representation from University faculties, professional organizations and the community.

The Fall Program of courses for teachers is now underway. The slate of conferences, workshops and evening classes include the following: A Conference on Pollution, Tomorrow and You; workshops on Film Making for Science Teachers and Personal Image Exploration; evening classes on Assessment of Adolescence, Encouragement Group for Parents, Reading Improvement for Teachers and Computer Courses for Teachers; and short courses on A Study of the Transformation of China and Interpersonal Communications for Teachers.

## NOTICE

As Provincial Teachers' Medical Services has not been providing benefits other than Extended Health Benefits since July 1st, 1968. Please take notice that Provincial Teachers' Medical Services will not be responsible for any claims other than E.H.B. claims after December 31st, 1970. W. E. Whatmough Secretary-Treasurer

Pay as much —  
Look forward to less

**Vote YES**  
**for Fair Pensions**

**October 30**