

## SOCREDS THUMPED

# Teachers remove roadblock

Teachers were an influence in the provincial election campaign through an organization called Teachers' Political Action Committee, and coined 'TPAC' by Jack Webster early in the election campaign.

TPAC, co-chaired by BCTF Executive Committee members Bill Broadley of Victoria and Gary Onstad of Vancouver, operated from a small office on Main Street with one paid stenographer and a host of teacher volunteers.

Of 35 candidates for provincial office who received financial support from TPAC, 32 won seats.

Thousands of teachers across the province worked long hours for candidates — canvassing, painting signs, telephoning, scrutineering, dropping leaflets and many other jobs.

Other organizations, such as the hospital workers, ran ads explaining what the provincial government's policies were doing in their respective areas.

TPAC was formed when a court injunction instigated by two teacher members of the Social Credit League froze the levy funds and at the same time frustrated planned activities of the

Federation for the upcoming provincial election. Over \$800,000 of the levy money had been collected at the time of the injunction.

At the organizational meeting of the independent group, a contact committee was established to reach key teachers in as many parts of the province as possible and to establish a list of 100 subscribers who pledged personal and financial support to TPAC. Over \$10,000 was raised in the first five days.

A tabloid outlining the aims and objectives of TPAC was prepared

and joint press conferences held in Victoria and Vancouver announcing that teachers were maintaining a commitment to defeat Social Credit candidates. Response of the media was widespread and encouraging.

Telephone committees were established by local TPAC groups to follow-up the tabloid and personally reach teachers throughout the province. Using the facilities of the Hospital Employees Union auditorium, handwritten letters were directed to 4,000 doctors and dozens of unions for support.

Meetings were held and booths established for teachers at summer school at the University of Victoria, Place Vanier, BCIT and Simon Fraser University. At one meeting in the lounge of the Faculty of Education at UBC, Gary Onstad reports teachers responded

with \$2,100 moving one student to say 'it came in like confetti at a wedding.'

John Uzelac, president of Vancouver Secondary Teachers' Association, and Al Blakey, president of Vancouver Elementary Teachers' Association, both manned the TPAC office all summer without pay.

Lynn Harper, a winner of the Charlesworth Memorial Scholarship last year, saw the TPAC newsletter and was so totally in agreement with the group that she volunteered to help.

'I wasn't supporting a political party,' she said, 'but I agreed with TPAC's stand against the government's education policy.'

Susan Williamson teaches at Crofton House, a private school, and came to help because the fight was for education.

Three classroom teachers, Terra Columbus of Kamloops, Janette Magnussen of Vancouver and Peter Goode of West Vancouver, discussed daily classroom problems with Jack Webster on his morning show. Radio and television coverage of TPAC activities continued at a high level up to election day.

With the financial picture looking healthy by early August, the strategy committee decided to launch its province-wide radio ad campaign.

A \$25,000 radio ad campaign was carried over 57 stations for a two week period finishing on election day.

The 30 second ads exposed Socred policy in large class sizes, cutbacks in counselling services, elimination of special services for children with learning disabilities, and unemployment.

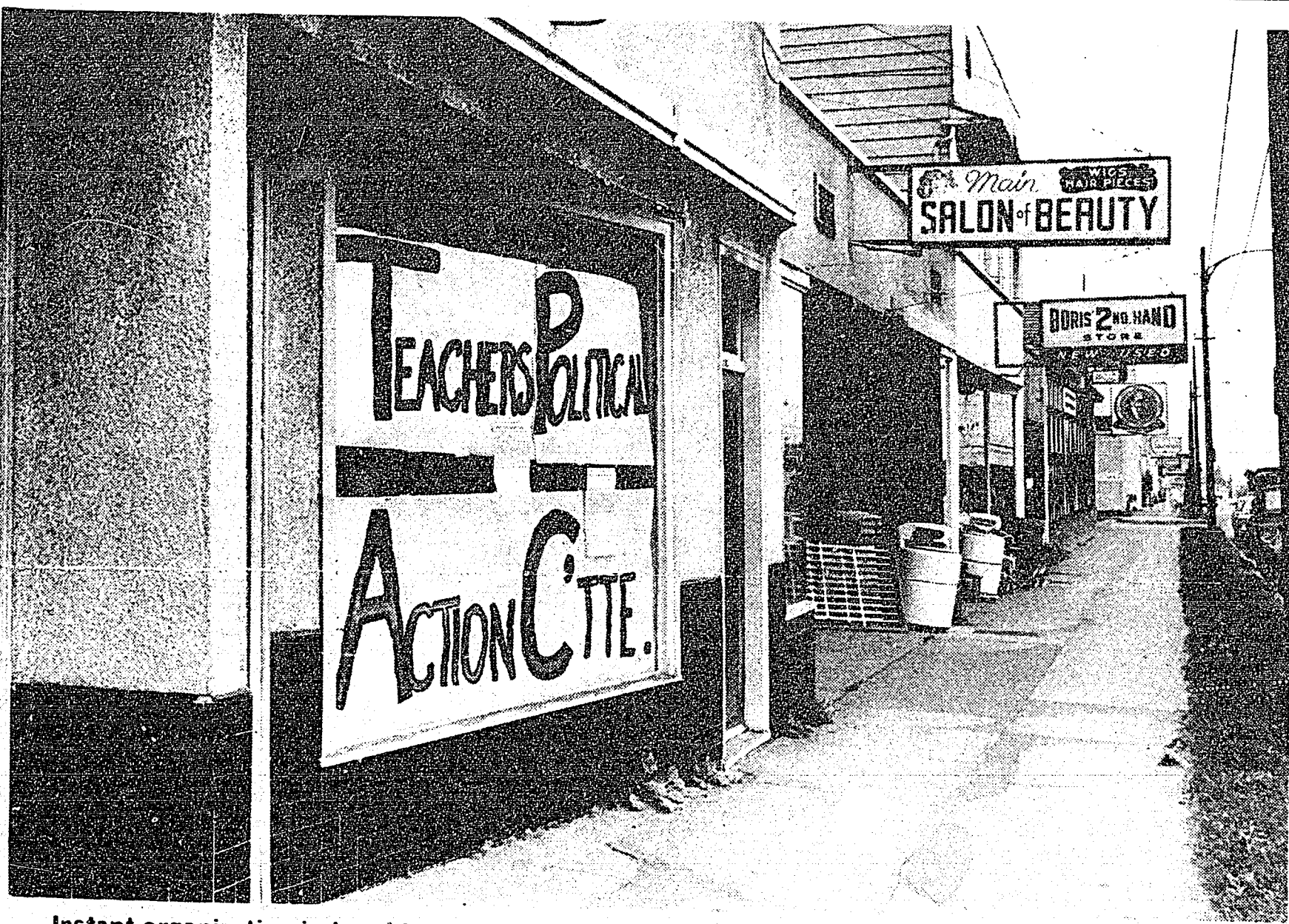
TPAC was flooded with calls; reaction was positive; and Socreds were heard defending themselves.

Many hours were spent sorting out requests for endorsement from individual candidates. The strategy committee decided to support only one opposition candidate in each riding (two in two-member ridings). The criteria for support were that the candidate had a satisfactory record or platform on education and that the candidate had, in the opinion of the committee, the best chance of defeating Social Credit.

In the early stages of the campaign, direct financial support was given to candidates who were in 'key' or 'swing' constituencies. As election day drew closer and TPAC's finances continued to grow, support was extended to some opposition incumbents who had won narrowly in 1969 and even some 'long-shots' who were particularly interested in education or who were facing Socred incumbents who were particularly anti-education. In the final analysis, 32 of the 35 candidates receiving TPAC endorsement were elected.

From the beginning, TPAC followed a policy on the amount of money raised that was called a 'guessing game.' Gary Onstad spoke for the strategy committee when he said, 'We will announce the amount of money he have raised on the same day that the Socreds announce the amount of money they are receiving from MacMillan-Blodel and the oil companies.'

'Teachers of all political persuasions heeded Dave Barrett's advice to teachers at the BCTF Collective Bargaining Rally last March 9,' says Gary Onstad, 'to get off their butts and do something about it.'



Instant organization in humble quarters on Main Street, TPAC kept alive plans frustrated by the injunction and made teachers an influence in the election.

## CTF

# Headaches across Canada

There are problems common to teachers across the country that must be tackled at the federal level, delegates to the Canadian Teachers' Federation conference found at Yellowknife this summer.

Problems now Canada-wide involve areas of collective bargaining, working conditions, and teacher unemployment. Between sessions, the delegates enjoyed the hospitality of Yellowknife teachers.

Resolutions from the conference include:

- a call for active and direct federal involvement in education finance.

- representation to the federal government to have the Canada Pension eligibility changed from 65 to 60.

- a policy, Canada-wide, that teachers have the right to free collective bargaining.

- a call for the Committee on Economic Status of Teachers to define minimum conditions of employment and work standards for Canadian teachers.

Jim Killeen, immediate past president of the BCTF, was elected first vice-president of the CTF and Adam Robertson was appointed to the Board of Directors.

Killeen says a small group of North West Territory teachers did

(Continued on Page 2)

# A thank you

Bill Broadley Gary Onstad  
(Co-chairmen, TPAC)

For teachers to involve themselves in a summer election, there has to be a commitment.

The organizers of TPAC had faith from the beginning that the majority of teachers in British Columbia were committed to the belief that Social Credit policies in education were disastrous for teachers and for the children of the province.

We believed that despite the depressing deterioration in learning conditions, despite the harassment of teachers by the government and despite the subsequent court injunction which cancelled Federation activities, teachers wanted to continue defence of their rights and the rights of the children to a decent education.

This belief in teachers led a group of us to form TPAC as a vehicle for teachers to express their democratic right to dissent and to show the government and the public that we do care about education.

We sincerely thank every teacher who contributed to the campaign.

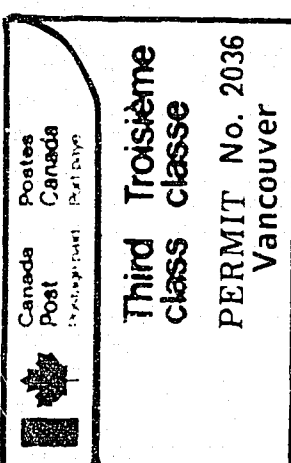
Teachers can stand tall in the knowledge that they were willing to openly and politically commit themselves to the cause of education. And a special thank you

to those retired teachers, doctors, trustees, parents, students, unionists and other citizens who believed in our cause and supported us morally and financially.

While we are only one segment of society and only one variable in a complicated election campaign, we did what we thought was in the best interests of education. The defence of education must continue, but in a creative climate instead of a negative one.



Learning in small groups, teachers mixed with BCTF staffers in a summer short course given by Colorado's Thorell Fest. More on short courses next edition.

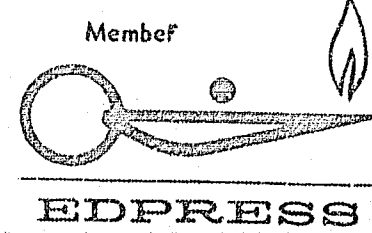


IF UNDELIVERED, return to 2235 Burrard St., Vancouver 9.



Editor  
JOHN HARDY

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



## Some thoughts on defeated politicians

ERIC FROMM, Values, Psychology and Human Existence

The necessity to unite with other living beings, to be related to them, is an imperative need on the fulfillment of which man's sanity depends. This need is behind all phenomena which constitute the whole gamut of intimate human relations, of all passions which are called love in the broadest sense of the word.

There are several ways in which this union can be sought and achieved. Man can attempt to become one with the world by submission to a person, to a group, to an institution, to a God. In this way he transcends the separateness of his individual existence by becoming part of somebody or something bigger than himself and experiences his identity in connection with the power to which he has submitted. Another possibility of overcoming separateness lies in the opposite direction: man can try to unite himself with the world by having power over it, by making others a part of himself, and thus transcending his individual existence by domination.

The common element in both submission and domination is the symbiotic nature of relatedness. Both persons involved have lost their integrity and freedom; they live on each other and from each other, satisfying their craving for closeness, yet suffering from the lack of inner strength and self-reliance which would require freedom and independence, and furthermore constantly threatened by the conscious or unconscious hostility which is bound to arise from the symbiotic relationship.

The realization of the submissive (masochistic) or the domineering (sadistic) passion never leads to satisfaction. They have a self-propelling dynamism, and because no amount of submission or domination (or possession or fame) is enough to give a sense of identity and union, more and more of it is sought.

The ultimate result of these passions is defeat. It cannot be otherwise; although these passions aim at the establishment of a sense of union, they destroy the sense of integrity. The person driven by any one of these passions actually becomes dependent on others; instead of developing his own individual being, he is dependent on those to whom he submits, or whom he dominates.

## Teacher Award Fund needs applications

BCTF members are encouraged to apply to the Teacher Award Fund before September 30 for assistance to carry out innovative projects.

In the two years that this program has been operating 50 submissions have been made to the trustees of the fund. And 22 teachers have received awards. Some awards have been token amounts while others have been fairly substantial.

Besides the practical value to a teacher of receiving encouragement and some money to carry on with the project, there is an element of professional development for those teachers who take the time to describe their projects for the committee in the terms which the committee has requested.

At present the sum of \$5,000 is added to the fund each year. The fund is registered under the income tax act as a charitable organization. It has the authority to accept donations.

If you are engaged in any special project which you feel will improve learning conditions for students and has a practical application to

## Reciprocal pensions help transfer

Reciprocal pension agreements between B.C. and other provinces east and including Quebec have made it easier for teachers to carry on their careers without loss of pension credits.

Each province has its own set of reciprocal rules and teachers must meet these regulations in order to protect their pension rights. The one common rule is that the teacher must have left his money in the pension fund of his former province.

Teachers leaving and entering a participating province should contact their applicable pension authorities to ensure that they have taken the necessary action to maintain their pension rights.

A more detailed explanation of these reciprocal arrangements may be obtained from the BCTF office.

other teachers' situations remember the Teacher Award Fund and request application forms.

What you are doing may help other teachers to solve problems similar to the ones you have identified.

Applications are due for Hilroy awards October 31. Administered by the CTF, the awards are designed to encourage innovative ideas to develop in actual classroom work. Contact Mrs. Isobel Cull, BCTF.

## Unemployment retirement insurance

Teachers who retire should consider application for benefits under the Unemployment Insurance Act.

Claims are for two groups: teachers willing and able to work at some other occupation, and teachers aged 65 unwilling or unable to continue work at some other occupation.

Receiving a pension from the Teachers' Pension Plan makes no difference to your right to seek work and to claim unemployment insurance benefits.

If you are able and willing to work and have reached age 65, you should forego your Canada Pension, seek work and apply for unemployment insurance benefits if unsuccessful. The acceptance of a retirement allowance under Canada Pension is construed as withdrawal from the labor market and from the right to unemployment insurance benefits.

If you are aged 65, retired, and unable to continue work, you are entitled to Canada Pension and to a \$300 final settlement from Unemployment Insurance.

Unemployment Insurance claims for teachers, compulsorily retired at age 65, become effective earlier than the claims of persons who "quit" i.e., retire before age 65.

## Teacher power in election '72

By JOHN UZELAC

Decisive action by teachers as a group in election '72, although unprecedented, was nevertheless a factor in the upset of the Social Credit government. The formation of TPAC was a bold act, an act that could have brought either credit and fame or discredit and infamy to teachers. The fact we were successful resulted from the teachers' determination for a better deal for education, taking a definite stand and participating.

Commitment and direct involvement by several thousand teachers was expressed in a number of ways. Through TPAC the teachers were able to make a voluntary financial commitment to a group which would utilize the monies to the teachers' best political advantage. This was done by direct funding to candidates in constituencies in which it was deemed that not only their educational policy was satisfactory but that they had the best chance to win. (Our score in determining this was 32 out of 35.)

TPAC was instrumental in placing teachers directly in the field of the election battle on behalf

of the candidates which it had identified as the most likely to be successful. Although our monies were instrumental in expanding greatly the publicity campaigns of the candidates, our teacher participation in canvassing, etc., for candidates was equally, if not more successful in directing votes.

At this level of activity teachers numbered at times between 50-80 in some constituencies. This type of involvement certainly opened the eyes of teachers to the "Myth of the Political Experts," a phrase so often heard in the past general meetings during debate on political involvement.

These experts are rare animals indeed. In many instances teachers with little or no past political experience rose to the occasion and ended up either assisting or organizing the candidate's campaign.

Not only have teachers become politicized and knowledgeable about politics but the BCTF administrative staff members, who gave so freely of their own time for TPAC, have been labelled by our public relations firm as being as politically astute as any party in British Columbia.

The fact that teachers did not at the announcement of the "injunction" roll over and die but instead formed a voluntary organization, TPAC, inspired others. Equally important, such action expressed to the general public that teachers were determined to right the injustices suffered, and provided an impetus to other groups in society, such as the unions and doctors, to participate directly in this election.

Our success was due to participation. The election results though do not automatically mean all our concerns have been resolved. TPAC has served its purpose but there still is a far greater challenge for our organization. Now that a government exists in Victoria with which we hope we can establish a continued and meaningful dialogue teachers must once again prepare to participate, this time to participate in a total examination of our education system.

It has been shown that where teachers are concerned and determined we can succeed — the key to future success.

## CTF . . .

(Continued from Page 1)

a tremendous job of hosting colleagues with, among other things, buffalo steaks at a local beach and a midnight golf tournament.

Another sidelight was a pre-convention trip, courtesy of the territorial commissioner, from Yellowknife to Cambridge Bay, he says.

We saw the DEW line, ice still not out of the bay, and a totally new set of conditions in operation that pose undreamed of challenges for educators to deal with.

A number of resolutions passed by delegates attending the recent Annual General Meeting of the Canadian Teachers' Federation in Yellowknife point to a new and more cohesive solidarity among teachers all across Canada.

Norman Gobie, CTF Secretary General told delegates, "The time for polite silence at the national level is passed. It has become the urgent duty of CTF to speak out with clarity and with resolve in the name of a profession united in its beliefs and its aspirations."

The Canadian teaching profession must define and articulate its beliefs in regard to educational purposes and criteria of quality in education.

Government and administrators are making decisions on grounds of short term expediency in public financing, not on the grounds of human social education needs or purpose and these decisions threaten to undo the work of years of painfully slow development. For teachers, acquired rights of long standing — including the right of free collective bargaining itself — have been placed in jeopardy by capricious and discriminatory ventures of governments in the field of wage control.

Teachers organizations have been driven to extreme measures to oppose government action that would reduce the minimal levels of security and economic benefits they have fought for over the years — action that threatens to dilute and impair quality of educational services.

Delegates felt very strongly about the right to collective bargaining. Members were urged to resist any attempts by provincial, territorial or local jurisdictions to remove administrators from membership in recognized teacher organizations and membership in collective salary agreements.

In the coming year CTF will examine minimum conditions of employment and work standards for Canadian teachers, concluding with a national conference in June 1973.



A telephone network, rapidly established, made TPAC a nerve centre for co-ordinating teacher activities. John Uzelac, standing, and Al Blakey manned the office all summer.

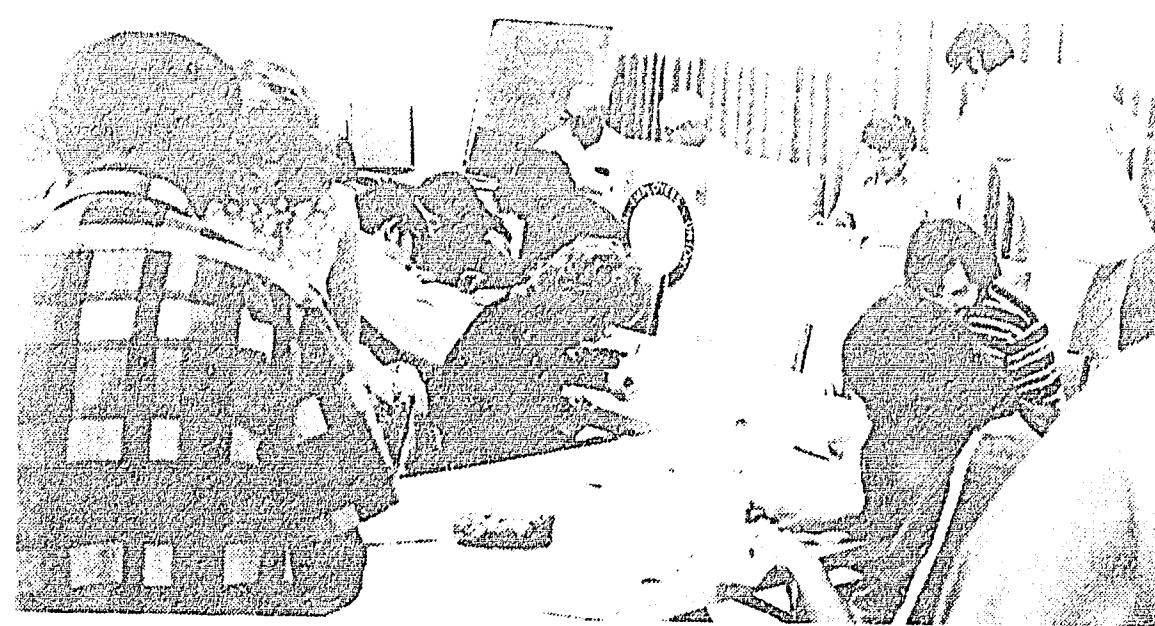
... The Newsletter pays last respect to a fellow traveller.

### HOMAGE TO PAUL GOODMAN

*Jewish Yankee,  
citizen of a nation not yet born,  
architect of unadorned castles,  
assembling his ragtag crew without tools,  
his rambling army without weapons,  
never for hire,  
his university in the kitchen,  
and bawling them all out,  
crocheting samplers of Reason to hang on the wall  
instead of diplomas,  
practicing the simple delights of grey cloth  
properly woven,  
plucking an abacus  
in the cluttered library.  
Corrupter of youth, city's peripatetic,  
grim lover  
tilting at office buildings,  
cranky uncle who never approved  
and always had to be consulted,  
who helped me grow up  
a little less absurd.  
It will not be a matter of disciples,  
more the original meaning of "gone to seed"  
for the man who walked alone  
dourly whistling a song I can't get out of my mind  
even after he has vanished around the corner.*

(reprinted from NY Review of Books)

Todd Gitlin



There was never a shortage of help, from volunteers and from the Hospital Employees' Union where this mailing bee is taking place.



Tom Alsbury, a past president of the BCTF and now heading a pensioners' organization, came to the TPAC office to hold a joint press conference with Gary Onstad.

## External exams under attack

By JOHN HARDY

One of the continuing debates in this coming year will take place in the area of final examinations.

The Executive Committee of the BCTF Curriculum Directors saying external secondary school leaving examinations were now incompatible with a major change in curriculum responsibilities that took place last year.

These changes, following recommendations from the BCTF Curriculum Directors to the Department of Education, allowed for a combined studies program to the existing senior secondary program. Combinations of courses may now be freely chosen, provided that the specific subject requirements established by the school are met.

Provision for locally developed courses offers further flexibility. These changes resulted in a significant shift in responsibility by permitting the individual secondary school, operating within a framework of school district policy, to determine whether or not graduation requirements have been met. Accordingly, the Executive Committee agreed with the Curriculum Directors that external secondary school leaving examinations were now incompatible with the practice of schools accepting responsibility for determining whether or not a student had met graduation requirements.

It should be noted this position accords well to a long established line of BCTF policy. For example,

the 1966 and 1969 AGMs passed resolutions to the effect:

"That the Departmental secondary school leaving examinations should be abolished. (Policy Statement 10.A.01; p. 37, Policies and Procedures, 1971-72.)"

In addition to the 1969 AGM objected to BCTF members marking school leaving examinations:

"That the BCTF is opposed to its members marking Departmental secondary school leaving examinations. (Policy Statement 10.A.03; p. 37, Policies and Procedures, 1971-72.)"

BCTF representatives are on the Provincial Advisory Committee on Secondary School Curriculum which established, effective in 1974, that the responsibility for determining graduation requirements rests with the school.

BCTF Past President Jim Killeen, C. Archibald, Burnaby, Hal Lindsay, Richmond, Tom Lindsay, Abbotsford and Harry Cullis, chairman contributed many hours of study and deliberation to the publication of the new Accreditation Booklet For Secondary Schools that replaces the former Departmental accreditation procedures.

However, anyone who assumes that teachers are of one mind concerning external examinations would be dead wrong. There is a fairly deep rift of opinion among teachers with some angry at external examinations and others wanting to see them maintained. One of the angry teachers is Wes

(Continued on Page 4)

## CANADIAN SCENE

## Growls across the land

The following are a round-up of pieces of legislation, gains and losses in the past year within provincial teachers' organizations across Canada, courtesy CTF news service.

### SASKATCHEWAN TEACHERS' FEDERATION

During the 1971 provincial election campaign, the STF (both provincially and locally) sponsored meetings and advertising of a non-partisan nature to draw attention to educational issues. The leaders of both the government party and the major opposition party publicly recognized this teacher activity as one of the significant factors contributing to the election results.

The pressure of the last two years to reduce the number of teachers in the province by increasing the pupil-teacher ratio has declined.

After the election, the STF reports the following changes in legislation:

Repeal of the compulsory arbitration sections of the Teacher Salary Agreements Act, and provision for the chairman of a voluntary arbitration board to be appointed by the Chief Justice of Saskatchewan rather than the Minister of Education.

Repeal of the Teacher Education Act and abolition of the Advisory Committee on Teacher Certification, both to be replaced by the new Teacher Education and Certification Act.

Amendment of the Teacher Tenure Act to make it inapplicable to teachers over sixty-five years of age.

Amendments to the Teachers' Superannuation Act to provide improvements in:

1. Existing allowances to superannuated teachers;
2. Reversion to the reduction factor in effect prior to 1970 (approximately 2.4% per year instead of 4.1% in the single life allowance for each year the teacher was less than age 60);

A substantial increase in the salary ceiling applicable to teachers' contributions and the calculation of allowances (up from \$11,500 to \$16,000 during the next two years).

Our major thrust during 1972 is to achieve implementation of legislation and procedures to provide for provincial bargaining — a single collective agreement, broad in scope, negotiated between the Government of Saskatchewan and the Saskatchewan Teachers' Federation. A committee of inquiry on teacher bargaining has been appointed to investigate this whole topic, and we are hopeful that a fall sitting of the Legislature will enact the necessary legislation to implement our policy.

Concurrently, we are studying the revisions that will be necessary and desirable in the internal structure of the STF to accommodate the new kind of bargaining structure we have been advocating for Saskatchewan teachers.

THE ALBERTA TEACHERS' ASSOCIATION

Because of the election of a new Government in the province, there was an increase in contacts and consultation with Government members. The Association's representatives met four times with the Minister of Education and twice with the Premier and Cabinet. There were also meetings with the Ministers of Labour and Advanced Education. It is not possible yet to judge the effects of these contacts. We were unsuccessful in getting the Government to include in amendments to the Teaching Profession Act in the current session revisions which are considered necessary to avoid difficulties in the collection of fees.

Negotiations during 1971 were again difficult and protracted. The major contributing factors were

the determination of school boards to institute regional bargaining with all its complexity and unwieldiness and the financial restraints imposed by the School Foundation Program regulations.

Four strikes occurred. There were six thousand six hundred and fifty teachers involved. There were no school days lost in one of the strikes; the others were of three, ten and fifteen days' duration. The last ended with the imposition of compulsory arbitration under a section of The Alberta Labour Act which permits Government intervention.

Added to the frustration of teachers and the heavy demand on the time and energy of negotiators was a financial cost to the Association of more than \$600,000.

Seven school boards refused to collect a special fee assessed to replenish the Special Emergency Reserve as a result of the strike of teacher-employees of the Calgary Public School District. The total amount due from the seven boards is \$99,000. The Association has been compelled to take legal action against the boards to collect. It is expected to be protracted and expensive, although if the case is won, costs will be demanded.

Among resolutions passed by the trustees at their convention in November 1971 were those requesting the Government to amend The Teaching Profession Act so that school boards would not be required to deduct fees, so that membership in the Association would not be a condition of employment, and to exclude teachers holding administrative positions from membership in the bargaining unit.

### ONTARIO TEACHERS' FEDERATION

While the year's activities have been characterized by caution and restraint mainly through economic factors and social changes there has at the same time been significant growth in professional responsibility and attitude. There have been many and varied occasions throughout the year when combinations of trustees, administrators, Ministry personnel and the public have met with teachers and groups of teachers to examine common problems along with mutual goals to try to find ways of working together as cooperating partners. There have been areas of conflict but generally they have been solved by negotiation rather than confrontation.

This continued attempt at responsible and cooperative behaviour seems generally to have improved the status of the Federation and its affiliates since more and more, the Federation is being consulted for its opinions and contributions as a prime force in education.

All in all, the past year has been increasingly productive and demanding as should be expected of an organization representing so large a membership with such broad interests.

Gradual integration of the Teachers' Plan with the Canada Pension Plan (formerly decked).

### PROVINCIAL ASSOCIATION OF CATHOLIC TEACHERS OF QUEBEC

Our whole activity was taken up by provincial negotiations, by legal battles to obtain separate recognition, and, unfortunately with certain interneine strife, in keeping out of the Common Front.

Bill 19 forced striking teachers back to work and legislates that, if agreement is not reached on a collective agreement by June 1, 1972, then the government of Quebec will dictate the terms of the settlement, which will be effective from July 1, 1971 to June 30, 1974.

Bill C229 compels teachers to pay Unemployment Insurance.

Generally, as our paid membership shows, it could be regarded as a year of limited success.

### NEWFOUNDLAND TEACHERS' ASSOCIATION

Collective bargaining has been a priority item for the NTA during the past year. We have developed a proposed collective bargaining structure and our lawyer has prepared draft legislation.

The issue of most concern to teachers in Newfoundland during the past year has been the problem of class size caused in large part by the teacher-pupil ratio. A new set of salary regulations have been worked out and the major change will be in the method of allocating teachers. It is proposed that teachers will be allocated on a Board rather than on a school basis and, using twenty-five as the

divider, the result would be approximately three hundred additional teachers in the province. However, this will not solve the problem of class size in the schools of Newfoundland since almost all specialists are included in that number.

Some indication of discontent among our membership as a result of the less than satisfactory settlement of the 1971 teachers' strike. Attendance at branch meetings has sagged, particularly when one compares the present attendance with the packed houses during the salary hassle. However, the rapid expansion of off-campus credit courses for teachers may be the greatest factor contributing to this decline.

The addition of a levy on all teachers has wiped out our indebtedness as a result of last year's strike. We plan to establish an emergency fund for the future.

Our first full-time President commenced his term on August 1, 1971.

### PRINCE EDWARD ISLAND TEACHERS' FEDERATION

A new School Act was introduced to Prince Edward Island during a special session of the Legislature in November 1971. The new Act initiated radical changes such as the reduction of approximately three hundred school districts to five regional administrative units, total financing of education by the Provincial Government, a Foundation Program, and an opportunity to provide equal educational opportunity throughout the province.

Teachers received the right to negotiate salaries and benefits under the School Act; negotiating procedures to be outlined in regulations.

Teachers received tenure under the School Act; dismissal procedures, including the right to appeal, have been provided for teachers who have been employed for three consecutive years by a Regional Administrative Unit.

To gain significant improvements in teachers' pensions, the Federation's negotiators accepted two Government proposals which might be interpreted as losses:

Change in contribution rate from 5% to 6.5% which includes contributions to the Canada Pension Plan, and

Gradual integration of the Teachers' Plan with the Canada Pension Plan (formerly decked).

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### PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC

The fantastic cost of negotiations, both in terms of dollars and manpower, is putting a very heavy burden on PAPT resources. The investment far exceeds the return. This factor is of great concern to us.

Another area of great concern is the decreasing school population and the increasing number of well-qualified teachers without teaching positions.



# FINAL EXAMS

(Continued from Page 3)

Knapp, a teacher of English Literature at Vancouver's Gladstone Secondary School.

Wes Knapp has fired off letters this summer in a fine rage over the omission from the English Literature 12 exam of Major Barbara.

'Many students who turned directly to the Shaw segment on the exam had their confidence badly shaken and wrote the rest of the exam in a very unsure and quite depressed frame of mind,' says Wes Knapp. He encountered several badly shaken and angry students after the exam. Nor does he feel that tinkering with the marking procedures would undo the psychological damage that the oversight caused.

Then, too, with the notion that 40 percent of students should write, Knapp finds that two of his students who passed his course have failed the Department exam. He knows that his own students have written compositions far superior to the type of objective questions found on the Department's regular exam.

And he raises a very important question regarding the qualifications and experience of those people who make up the final examinations.

While Knapp appears to speak for a great many teachers in the province, there is by no means a consensus as is indicated by the following letter signed by chairmen of their respective subject marking committees to the former Minister of Education, Donald Brothers. The letter says:

'We strongly recommend that the Regular and Scholarship examinations be retained. These examinations provide a valuable

method of maintaining standards by external evaluation. Also, they provide students with the opportunity for recourse to an external body.'

'We believe that these examinations ensure direct teacher involvement in the evaluation of students on a provincial scale.

'We wish to express our confidence in and support for Mr. H.C.D. Chalmers, Director of Examinations.'

This letter was signed by eight of eleven marking committee chairmen.

'Does the Department of Education really think that standards will go down if the government exam is abolished?' asks Wes Knapp. 'More than likely, standards will increase once teachers are unburdened of the rigidity of a final examination.'

He finds it ironic that the recourse for a student mentioned in the letter may result in the student failing the government exam. 'Besides, very few students with a low mark feel that a recourse to an external body is going to help them, especially when the external body is a computerized exam, or at best, an adjudication system that would appear to be highly inconsistent.'

Wes Knapp is not sure what is meant by direct teacher involvement in the evaluation of students on a provincial scale as stated in the letter.

'While my involvement may be direct, it is only partial since I provide 50 percent of the mark. What is the point of evaluating students on a provincial scale?'

One of the main reasons Wes Knapp attributes support for the continuation of government exams is fear, and he may well be right.

## If you moved, let us know

Withdrawal of automatic membership in 1971 made it necessary to divert some of the energies of the organization to the task of membership maintenance.

In May, a membership department was formally established for the purpose of fee reconciliation, membership verification, recruitment, and interpretation of membership policy.

We keep track of 23,000 teachers through stop-order forms. The membership information we receive in October, after the first fees have been deducted, will go onto the IBM System 3 model 6 computer.

In late November, membership cards will be prepared from this information and issued to each member. Lists will also be

prepared from this information and provided to local associations, the Credit Union, and the BCTF Co-operative Association.

Because of the problem of

refunding levy monies, keeping track of members has an even greater emphasis this fall. You can help by sending in your change of address as soon as possible.

### PLEASE FILL IN AND RETURN TO:

B.C. Teachers' Federation  
Membership Department  
#105 - 2235 Burrard Street  
Vancouver 9, B.C.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Social Insurance No. \_\_\_\_\_

Amount of Levy Paid \$ \_\_\_\_\_

1971-72 S.D.# \_\_\_\_\_

## Working women unite

The Working Women's Association will hold a series of seminars on Unions, every Sunday at 2:00 from Sept. 10 to Oct. 1 at the Fishermen's Hall, 138 E. Cordova.

Experienced unionists will speak, and there will be questions and discussion. The objective is to provide the information women workers need in order to unionize, and to help women who are already in unions to make the unions more effective in fighting for working women's rights.

For further information contact the Working Women's Association, No. 3 - 45 Kingsway, Vancouver 10, phone 872-1824.

## CORPORAL PUNISHMENT

# Kindly, firmly, judiciously . . .

By Stan Evans,  
Assistant General Secretary

Following amendments to the Public Schools Act at the 1972 Legislative Session, the Regulations of the Act were extensively revised. Some of the revisions such as those pertaining to corporal punishment and principals' reports on teachers have great significance and should be carefully noted by all concerned. To give guidance on these matters we have consulted with Department officials and with the BCTF solicitor.

### CORPORAL PUNISHMENT

Regulation 14 states, "The discipline exercised in every school shall be similar to that of a kind, firm, and judicious parent, and corporal punishment shall not be used except in cases where it is deemed absolutely necessary and then

(a) it shall be administered privately by the principal with a teacher as a witness, or by a teacher with the principal as a witness;

(b) a record of the offence and the punishment shall be kept in a special file in the principal's office; and

(c) the records of corporal punishment shall be open to inspection by the District Superintendent of Schools."

This regulation has been drafted with the specific intent of reducing the use of corporal punishment to a minimum. The principal is expected to be present to administer or to witness the administration of corporal punishment by the teacher.

In the opinion of the BCTF solicitor a head teacher or a vice-principal can only administer corporal punishment where it is witnessed by the principal. In the absence of the principal, the vice-principal or head teacher does not have the authority to administer or witness the administration of corporal punishment.

The solicitor is also of the opinion that it would not be proper for the school board to establish responsibilities of the vice-principal, in the absence of the principal, to administer or witness the administration of corporal punishment. The solicitor's opinion is that because of the specific wording to Regulation 14, the school board is not empowered to deal with the matter of corporal punishment.

"Administered privately" in clause (a) of the regulation means in a situation in which there would be only the pupil, the principal and the teacher — not in a classroom.

Vice-principals, head teachers, teachers and principals should be particularly cautious in the administration of any corporal punishment other than what is specifically contemplated by Regulation 14.

### PRINCIPALS' REPORTS

Regulations 95, 96 and 97 pertain to the principals' report on the work of the teacher.

#### REGULATION 95

"A principal of a school or schools who is provided with classroom supervisory time during which he is not instructing pupils shall, if directed by the District Superintendent of Schools, make a written report on the work of every teacher appointed to that school in that school-year, and on every other teacher not less

than once in every three years, and make such other written reports on teachers as may be required by the Board or by the District Superintendent of Schools."

#### REGULATION 96

"Reports made under Regulation 95 shall

(a) be based on a number of supervisory visits to the classroom of the teacher as well as on the general work of the teacher in that school;

(b) be completed and filed on or before the last school-day in April;

(c) be made in triplicate;

(d) contain an assessment of the learning situation in the teacher's classes and such recommendations for improvement therein as he may consider necessary;

(e) contain a statement that, in the opinion of the principal, the learning situation is satisfactory or unsatisfactory."

#### REGULATION 97

"The original of every report made under Regulation 95 shall be sent to the District Superintendent of Schools, one copy shall be given to the teacher, and one copy shall be retained in the principal's office."

96 (d) and (e) are new provisions.

The revised tenure provisions of the Public Schools Act are based on a philosophy of sound appointment practices, early identification of weaknesses in a teacher's performance and a provision of specific assistance to overcome such weaknesses. There is provision for probationary appointments, transfers and dismissals but expected only after there is evidence that the teacher has been incapable of profiting by the assistance offered.

The contents of the principal's report and his evaluative procedures have great significance.

A prime function of a principal is to improve instruction in a classroom through making to each staff member positive suggestions for improvement. In this, there is no ready blueprint for the principal to follow.

Each principal develops his own particular successful techniques. His procedures vary from teacher to teacher depending on their personalities and his rapport with them. Fundamentally his relationship with each staff member should be such that there can be genuine communication.

The principal should ensure that his evaluation of the service is based on a careful assessment. He should offer all reasonable assistance to the teacher early enough in the school term to provide the teacher an opportunity to upgrade his work to a satisfactory level.

A sound procedure is for the principal following each significant consultation to prepare a memo of the items discussed and suggestions made giving a copy to the teacher and keeping one in his file for reference if he writes a report on the work of the teacher.

The BCTF, through the Annual Meeting, has adopted the following recommendations for the guidance of principals, directors and district superintendents in reporting on teachers. They constitute sound personnel procedures and should be carefully noted by principals and teachers.

"1. A principal, director or district superintendent is of no help to a teacher of he does not throughout the school year frankly advise the teacher of any faults or weaknesses observed.

"2. At the same time, any principal, director or district superintendent finding fault with a teacher has an obligation to offer constructive suggestions and advice for improvement.

"3. If despite advice and support tendered, the teacher fails to reach a satisfactory standard of performance, the principal as well as the director or district superintendent should inform the teacher that they have an obligation to submit to the school board an unfavorable report with a recommendation that the teacher's engagement be terminated or that he be given a second probationary appointment.

"4. It is considered proper that a principal, director or district superintendent might point out to the teacher that he has the option of resigning rather than waiting for a dismissal notice, but the report on the teacher should be written and a copy of it given to the teacher before any such suggestion is made. This procedure would remove any suspicion of bribery or blackmail designed to bring about or force a teacher's resignation.

"5. Care should be taken that every item included in a report is factually correct. To ensure this, a teacher should be shown a draft of the report before it is filed so the teacher may have the opportunity of pointing out any errors of fact.

"6. While principals, directors and district superintendents should discuss throughout the school year the work of a teacher and should consider jointly what steps, if any, should be taken to correct any weaknesses observed, the formal reports of each should be written quite independently.

"7. Professional honesty requires that a principal should never advise a director, district superintendent or school board that he does not wish to have a teacher retained on staff unless reasons for his stand as given to the director, district superintendent or school board are included in his formal written report on the teacher."

As Recommendation 5 proposes, it is desirable for a principal to show the teacher a copy of a draft of the report before it is filed so the teacher may have the opportunity of pointing out what in his opinion are errors of fact or possible misinterpretations. It is surprising how often the wording of a report is capable of an interpretation completely opposite to the one the author intended.

### CHARGES TO PARENTS

One regulation specifies that any charges to parents or guardians for books and school supplies, other than those authorized under the Public Schools Act, shall be subject to the approval of the school board.

Charges authorized under the Act are basically those under the textbook rental plan. Such items as locker fee rentals, student council fees, workbook costs and art supplies costs are subject to school board approval.

It would be desirable for the principals of a district to discuss this matter with the intent of clarifying school board policy where such is desired.

### PROBATIONARY APPOINTMENTS, TRANSFERS AND DISMISSALS

BCTF members who are given notice of probationary appointments, transfers or dismissals should contact the General Secretary for advice. These matters are dealt with in Section 128 and subsequent sections of the Public Schools Act.

