

## Let's not bobble it

What a difference a day makes! During the past six months the membership has indicated to me very clearly and at times with considerable force of expression that its "Pre-August 30 Thinking" was not at all uniform in nature. No doubt the same situation holds true with the "Membership's Post-August 30 Thinking," but I would expect on a more limited basis.

When the returns indicated the defeat of the Social Credit Government I was, I confess, elated. Elated, not only at the defeat of the Government, but a promise that this defeat heralded the dawn of a new era in British Columbia education — an era pregnant with hope for the educational futures of our children.

These initial thoughts of elation were soon followed by a series of nagging thoughts — thoughts that have remained with me during these early September days — thoughts centering on the opportunities open to us and to the new Government, on our responsibilities and on those of the new Government, on our aspirations, on our motivations, on our capaci-

ties, on our limitations, and on our frailty as human beings.

The election of an NDP Government provides us with an opportunity to work in a positive relationship with a Minister of Education committed to the principle of involving teachers in the decision-making process. To capitalize on this opportunity at this turning point in our history, we must recognize our responsibilities. If we fail to do so, or if we fail to meet our responsibilities, then our opportunity will fade away.

We have the responsibility of recognizing that this new Government, friendly to education, will require time to assess the situation, determine its capabilities, and establish its priorities. We have the responsibility to provide the Minister with a clear picture of both our short and long-term objectives with well conceived plans for their realization so that they will be considered in the Government's assessment of both current and future problems requiring Government action. We have the further responsibility to provide positive input to assist the Minister in determining educational

priorities. I maintain that we would be less than responsible in pressing our case for highly significant changes until such a time as the Government finds its feet.

We would be exercising poor judgment if we attempted to put political pressure on the new Government. We must not throw our political weight around. It would only serve to embarrass the Government and might even lead to the discovery that a this point in time we have, in fact, little political weight. We were not alone as we supported opposition candidates. We are friends of, not masters of this new government.

Let us in our appeals to Government base our case on the merits of our proposals. Let these proposals reflect the finest of motivations — the highest of our aspirations — the best of our thinking.

Let it never be said that the BCTF carried favor with this Government. Let it be said, however, that we have co-operated with the Government where its actions merit our support, that we have criticized the Government when in our considerate opinion it

has acted unwisely in establishing certain educational policies or practices.

We must review our policies very carefully because most of them have been developed in an atmosphere of less than satisfactory relationships between the BCTF and the Government. Because of this we may find on closer examination that some of them are less positive than they should be under the new and more favorable circumstances.

We are having early meetings with the Minister, to present those problems that require immediate solutions. There are problems in the broad areas of educational finance that must be dealt with almost immediately. Temporary solutions must be found — havoc would be the result if we had to wait for a spring sitting of the Legislature.

Beyond these immediate problems, we must prepare submissions in which we spell out clearly and positively our hopes and aspirations for public education in British Columbia.

We have an opportunity today that we have never had during the



ADAM ROBERTSON  
BCTF President

past life of the BCTF. Let us not bobble it. Let us indicate very clearly that our first and foremost concern is for the future of our children and let us concentrate on fostering and promoting the cause of education.

## Budgets eased, bargaining restored

Education Minister Eileen Dailly has announced her intention to restore free collective bargaining for school teachers and school boards, and to return more local autonomy to school trustees regarding their financial operations.

On the third day after she first entered her new office in the Parliament Buildings in Victoria, she called a press conference to announce that she will bring in the necessary amendments to the Public Schools Act during next month's emergency Session of the Legislative Assembly.

One proposed amendment will re-establish teachers' salary negotiation, conciliation or arbitration on the same basis as existed prior to Bill 3. It will also eliminate the need of teachers and school boards to seek owner-elect approval of salary agreements.

Another amendment will allow school boards to plan their 1973 budgets at a level of 110 percent of their basic education programs, in place of the 108 percent imposed under Bill 3. A further amendment will also allow boards to exceed that amount if necessary without having to seek approval of owner-electors.

Mrs. Dailly told newsmen she was announcing her intentions at this time so that school boards and teachers can have guidelines for forthcoming salary negotiations and budget planning sessions.

A letter was mailed the same day by the minister to every school board in British Columbia and to the B.C. Teachers' Federation, advising them of the proposed changes to the Act. Mrs. Dailly also invited the B.C. School Trustees Association and B.C. Teachers' Federation to send representatives to her press conference.

The minister said her decision to ease the existing budget restrictions of school boards "will place the onus of excess operating expense budgeting solely upon the boards and I am sure that they will accept this responsibility prudently and in the best interests of education."

Mrs. Dailly left the door open for possible future changes in the

operating finance formula by mentioning that she will seek the advice of boards of school trustees on this matter.

"However, as there may be emergent circumstances in some districts relating to the balance of the year 1972, I intend to meet with the boards which report to me that they are in this situation," her letter stated.

The minister has also arranged a joint meeting with representatives of the B.C. School Trustees Association and the B.C. Teachers' Federation in her office next week, to discuss matters pertinent to emergent situations in school districts.

"I can assure you that I am sincerely aware that in the years to come I will be faced with many complex problems in education. In seeking the solution to these problems, I am confident that I shall have the willing co-operation of all boards of school trustees to the end that collectively we may all serve the best interests of education in this province," the minister said.

## PSAs — good for you

The BCTF encourages and supports 21 provincial specialist associations. They assist teachers in attaining professional status through exchanges of information, development of research programs, organization of in-service education programs and contributions to professional journals.

PSAs are not restricted to specialists in their respective disciplines. Membership is open to teachers from all areas.

In early September, application forms were sent to all teachers through their schools. Application forms are also available from the BCTF Office.

Deadline for applying is **November 15.**

## Surrey signs LC contract

People in Surrey now have a learning conditions contract, the first signed in the province this year.

Board Chairman Garry Watkins said the contract 'opened up new areas of communication between teachers, the supervisors and the school board.'

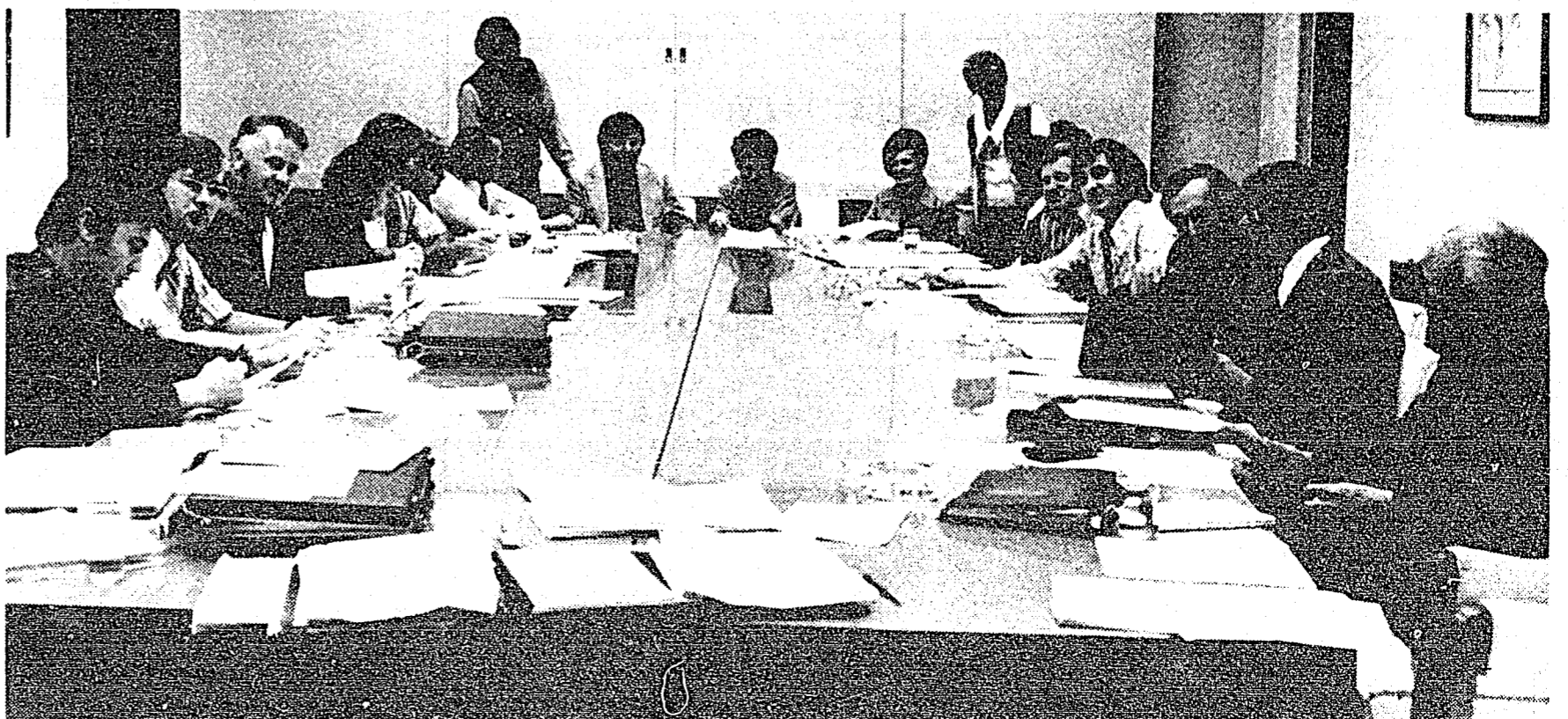
The contract came into being through the substantial efforts of many people.

Kerry Rollins chaired the working and learning conditions committee through to its production of the proposed contract. Ill

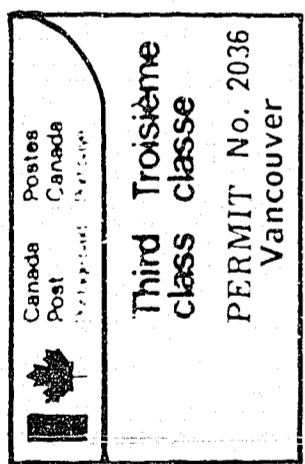
health forced Rollins out last Christmas and the contract was then negotiated by Gerry Powlik and Jay Stibbs.

Gerry Powlik says that throughout the lengthy procedure, Allan Spragge and Mike Zlotnik of the BCTF staff provided expert assistance.

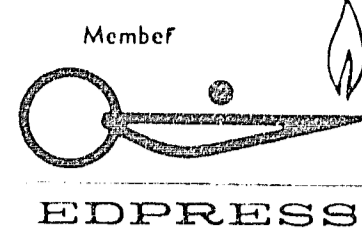
Says Powlik: 'Our board, under Garry Watkins, accepted the progressive concept of a contract from the beginning. We look forward with enthusiasm to more of this kind of co-operation.'



The Metro learning conditions committee met to discuss areas needing immediate attention.



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



## COMMENT

Hottest topic on the conference circuit today for educators is the chant that school costs have gone out of sight. Two other companion themes that have fallen off slightly in the repertoire of speeches, hold that schools are obsolete and students are not being given enough responsibility, or that discipline is terrible and schools should return to a traditional mode.

So the announcements coming out of the Canadian Education Association Conference at Winnipeg this month come as no surprise. Indeed they run true to form.

We have Doctor H.M. Nason, Deputy Minister in Nova Scotia, saying new freedoms granted students have been extended too far. In his exhortation Nason draws on the themes of his boyhood saying, "The time has come to exercise moral fibre," and let the schools 'return to more traditional approaches to education.'

With that kind of solution and that kind of approach, Doctor Nason no doubt will succeed in holding Nova Scotia to a quality of education reminiscent of the turn of the century. As a Deputy Minister he should come and work for Eileen Daily and get up-dated.

But setting that old chestnut aside, the most startling item to come from the Winnipeg convention was a news item containing the following information: "In a ballot following a debate of education costs, delegates voted 139 to 113 in support of the resolution "education costs are becoming excessive".

Why such a statement was put to the vote is hard to say.

The range of education costs as a per cent of provincial revenues varies so widely, for example, 27 per cent in B.C. compared with 36 per cent in Ontario, that we have trouble determining what they were talking about as excessive. The 27 per cent? Eileen Daily, the new Education Minister of B.C. says that is not so; B.C. education requires more, not less money.

Here is another message that the conference may have tried to get out. The message is found in a report titled "The Costs to the Nation of Inadequate Education" prepared by Professor Henry M. Levin of Stanford University in which he estimates the cost to a nation of educational neglect. Inadequacy is defined as attainment of less than high school graduation.

Among some of Levin's points are: Each dollar of social investment for education would have generated about six dollars of national income over the lifetime of a group of men; welfare expenditures attributable to inadequate education are estimated to be about three billion each year and are probably increasing over time; the cost to the nation of crime as related to inadequate education appears to be about three billion a year and rising; and a host of other comments to which it is difficult to relate estimates.

Levin goes on to say that raising the education of parents will likely have a salient effect on the next generation as well. Conversely, the present burden of under-education will likely translate into future costs for the society that our children inherit.

We would be pleased to help educators on the conference circuit rewrite speeches in line with this theme. It would still be possible for them to work within the confines of the vote that education costs are becoming expensive and yet elaborate the theme that alternatives resulting from inadequate spending have proven more costly.

Politicians who have heeded the pessimistic line emerging from the Winnipeg conference have been tossed out of office of late. The public appears to have other ideas. That is something to think about.

## NEW LESSON AIDS

With the new school year starting, there are now 88 new units including print materials, language arts, arithmetic games, and slide sets listed in the Lesson Aids Catalog to serve teachers.

Lesson Aids sales continue to rise. Sales from July 1, 1971 to June 30, 1972 totalled \$56,530. In July and August alone of 1972 the sales totalled \$13,641.

More important, compliments are coming in from all around the country.

Bonnie Inglis, Calgary, says: "I think this service which your organization offers is tremendously worthwhile to all teachers espec-

ially beginning teachers as myself." Another Calgary teacher, A. Russell, says he was impressed by the wide range of materials offered in the 1971 catalog of lesson aids.

"It is folks like you who give the instructor and class a boost," says Mrs. H. Josephson, Benito, Manitoba.

And from Murrayville, British Columbia, Mrs. S.L. Sheppard said, "In dealing with the science kit 'Pendulums,' I was disturbed at the lack of scope and developmental approaches in the accompanying guide book. I have also been unable to locate sufficient resource

(Continued on Page 7)

## Nine B.C. Teachers in 'Project Overseas'

BCTF members will spend the summer of 1973 helping their colleagues in developing countries.

Each summer the various provincial teachers' organizations send a total of 50 teachers to conduct in-service education or leadership courses for teachers in developing countries. The program, Project Overseas, is planned and administered by the Canadian Teachers' Federation.

No salaries are paid, but the expenses of the Canadian teachers are paid by their organizations. The BCTF finances its participants

from the William R. Long Memorial International Assistance Fund.

Last year, the BCTF sent nine of its members to the project, and will do so again next year.

Application forms are available from the BCTF office. Requirements are a university degree, at least five years of teaching experience, excellent health, and evidence of flexibility and mature judgment.

The final selection of B.C. teachers for the project will be made by the Canadian Teachers'

Federation from a list of names recommended by the BCTF.

Although a few BCTF members have participated more than once, BCTF policy is to send as many new people as possible each year to give more of its members who want to participate in the project an opportunity to do so.

The Canadian teachers work in teams made up of themselves and an equal number of teachers from the developing countries concerned. The training courses are directed by people from the developing countries.



Above are the teachers from British Columbia who participated in the 1972 Canadian Teachers' Federation Project Overseas and the country to which they were assigned. Front row, left to right: Lorrie Williams, Ethiopia; Erica Krohman, co-team leader, Ethiopia; Lois Voth, Ethiopia; Lillian Podwin, Grenada. Back row, left to right: William Ashwell, Guyana; Douglas Birch, Ethiopia, W.A. Wiebe, Jamaica; William Hulett, Guyana; Mike Roscoe, co-team leader, Ethiopia.

## LETTERS TO THE EDITOR

Dear Sir:

I have seen this picture from the latest issue of the BCTF Newsletter; in BCTF publications and elsewhere in one form or another so many times it provokes me to this form of reply.

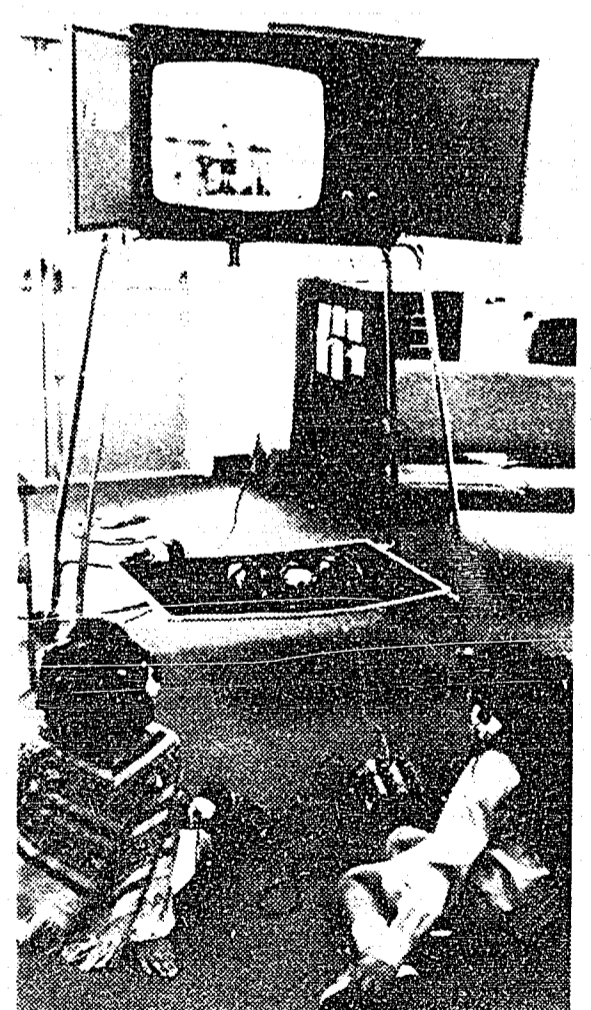
Its such an obvious thing, I cringe each time I see these children craning, straining upward to see the TV receiver. Worse still, its invariably portrayed in a context of desirable pedagogical practice, something we should all strive to do or achieve. When will teachers recognize that they, their own children, and their students accept and learn from television in the comparatively comfortable surroundings of their own home? Would anyone choose to watch TV like this? There is a wealth of carefully researched evidence which indicates that the children in this picture are missing approximately half of what the program producer, the teacher and a host of others intended they should get from this situation. Perhaps future issues of your Newsletter might present this information. Move the kids up or the TV down!

What we are seeing here is thoughtless use of technology and or bad babysitting.

Yours truly,  
G. L. GOODSHIP,  
Coordinator of Instructional Resources, Campbell River

Dear Sir:

Congratulations are due to Gary Onstad, other chairmen, committee members and to those teachers who worked so hard to support the political action campaign after the original plan was shafted by the former provincial government. You did the kind of job most teachers can feel proud of.



While it was unfortunate we were forced to resort to this kind of activity because of government actions against education, and while some of us did not always agree with decisions the BCTF made during the past year I feel obliged to commend TPAC and those who devoted their energy, summer of '72, and money to the election campaign. Your 'betting' had to be the best in the province. Thanks for your efforts.

Bob Chown,  
Courtenay

Dear Sir:

The June Newsletter made mention of a lesson aid 'When Strangers Meet' written by Charlie Hou of Burnaby. It deals with the

role played by Indians in B.C. history. The introduction said the lesson aid would be distributed to interested teachers who do not have the resources of the UBC library and Provincial Archives at their fingertips.

I am concerned about the implication that teachers in B.C. can only turn to such dark recesses for resources about Indians and that they have not heard about the Indian Education Resources Centre at UBC.

The center is operated by the B.C. Native Indian Teachers' Association and staffed by native Indians. It has two bibliographies of nearly 300 books giving information about the past, present and future of native Indians. There is also a monthly newsletter available for the asking. Workshops can be held anywhere in B.C.

For further information contact Indian Education Resources Center, UBC, Vancouver 8, B.C.  
Yours truly,  
JANET MORE

Dear Sir:

On May 16 I phoned you to request legal aid in connection with charges laid against me after an incident during a school rugby game on May 4. Mr. Evans provided legal aid immediately and I am now pleased to be able to report that the charges have been withdrawn and the matter has been solved out of court.

I would like to thank you and the BCTF for your support and assistance in this matter. It gives me great confidence that the BCTF does indeed protect its members.  
Yours sincerely,  
Don Mackenzie

## Buzza belts RA — blandly

Once again the Representative Assembly was slammed at a summer conference, this time by Bob Buzza, who is the chairman of that body. Elected in 1971-72, Bob Buzza described his position as impartial, fair to all, neutral, and therefore in large measure, bland.

Earlier, Dave Shore called the Representative Assembly an unwieldy, expensive, ineffective, and useless body, that served only as a forum for would-be politicians but not an effective body for communications.

Shore, who served a dual role as President of the Williams Lake Teachers' Association and a member of the Representative Assembly, warned local presidents not to depend on the Assembly for information.

Buzza delivered a concise, hard hitting speech on the President's role and responsibilities as a Geographical Representative.

Buzza attacked the notion of the RA as a miniature AGM pointing out that the AGM handles carefully

developed resolutions and recommendations, with supporting arguments, in the hands of delegates weeks before the AGM takes place.

Increasing the Representative Assembly to more than one hundred supposedly to improve communication within the meeting, will add to the frustration that many feel during and after the meeting, and may well do nothing to improve communication.

Buzza thought the argument that only a local association president could speak effectively for his local was a poor one: "If the local association has a position which is so poorly defined that only one person in an elected position, the president, can speak to it, the position is not worth speaking to."

The elected Geographical Representative should do the job just as effectively, he said.

There are valid arguments against not only the president serving as a GR, but also against the need for a Representative Assem-

bly at all. Most other teacher organizations in Canada do not have such an intermediate group.

He said he was not looking forward to the increased size, including local presidents, and questioned if it were not just more money down the chute.

Buzza suggested there were six major functions of a Geographical Representative.

First responsibility of the GR is to express the wishes and views of the teachers in his area to the officers and the Executive Committee of the Federation and vice-versa.

A GR, Buzza said, should designate particular teachers in his district to study major reports which would be considered by the RA, summarize salient features, and find out which of the various alternatives the teachers in his district would most support. "The RA should provide a forum so that the true priorities of the teachers of this province are ascertained, and



Two BCTF past presidents, Bob Buzza and Jim Killeen, talk things over at the local presidents' conference.

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## MODEL for pupil growth and development

A paper with this title was given to local association presidents at a meeting on September 10. Comments were made by Bill McConnell, Chairman of the BCTF Professional Development Committee, and by Isobel Cull, John Church, Roy Ronaghan and Bill Allester of the staff.

As part of the Bill 3 campaign, the staff had prepared a statement on educational policies for use in the Provincial Election. When the injunction prevented direct involvement of the BCTF in the election campaign consideration turned inward to the professional development programs of the BCTF. A "model" was prepared for study and discussion. (Copies of the paper describing the "model" are available from the BCTF.)

The "model" begins with the assumption that the purpose of education is pupil growth and development. What is meant by this is described in some detail. It is suggested that each school staff should decide what aspects of pupil growth and development to emphasize and that the teachers will then arrange the educative environment with these emphases in mind. A focus on pupil growth, rather than custodial care, the imparting of academic information, or job training, has major implications for the school system. Teacher education programs, evaluation systems, reporting procedures, and curriculum design will all be tremendously affected.

The "model" shows the importance of the educative environment in which the pupils and teachers interact among themselves, or with materials or equipment. The more varied the features provided, both in personnel and materials, the more likely that optimum pupil growth will be possible.

In relating the "model" to the "real world" of local association presidents in September, 1972, reference was made to recent changes in educational policy, to the new political situation, and to what the BCTF found out about public opinion on education through polls conducted as part of the Bill 3 campaign.

Telephone calls were made in April and May to over 2000 citizens in various parts of the province. At least 300 calls were made in each of the following districts — Trail, Vernon, Chilliwack, Courtenay, Prince George, Kitimat, and Metropolitan Vancouver. The respondents were asked their views on the quality of education offered by the local public schools, on the manner in which schools were financed, and on the rights and responsibilities of teachers. Some of the conclusions reached were:

1. Education was not a basic issue with the general public in April and May. (Unemployment, inflation, pollution, welfare, and foreign control of industry and property, were all more important issues than education.)

2. The public was generally satisfied with the

quality of education offered by the public schools. (In Trail, for example, 12 percent of the respondents thought the school system to be "Excellent" and 48 percent thought it to be "Good." Yet this was a district where considerable publicity was given to the reductions in the teaching staff brought about by the 108 formula.)

3. The public thought that teachers had the right approach to new ideas. (When asked whether new ideas were adopted too quickly, too slowly, or whether the schools had the right approach, 71 percent of the respondents in Prince George replied that the schools had the right approach.)

4. Many of those responding were willing to give teachers and school administrators the responsibility for maintaining the quality of education. A slightly smaller group thought that the community should have control over quality. (Only 15 percent of the respondents in Chilliwack thought that the Provincial Government should control quality of education and only 13 percent would give this responsibility to the School Board.)

5. However, it was obvious that the public was really poorly informed about what was going on in the public schools. (When asked to describe some of the best features of the schools 35 percent of those in Vernon did not know, 23 percent of the respondents in Kitimat did not know any of the serious problems facing their schools.)

6. When asked whether they would be willing to provide more money for public education, either for buildings or for operating costs, a significant proportion indicated that they were against this. (35 percent of the Courtenay respondents would not approve of an increase for construction and 34 percent would not approve more money for operating costs.)

What we do not know of course, is the extent to which the opinions reported above were changed through the election campaign. Perhaps another poll should be conducted this year.

What we do know is that the new Government has given priority to education in its first Cabinet decisions. Representatives of the Federation will now be able to obtain a sympathetic hearing to the BCTF point of view on educational issues. However, the extent to which education gets the degree of attention that teachers believe necessary, over a longer period of time, will eventually depend on the emphasis placed upon education by the public at large. The demands upon the new Government for improvements in pensions, health, welfare, auto insurance, etc., will all cost money. And, in the final analysis, the money has to be obtained from the public.

The "model" described above places the emphasis upon pupil growth and development. If the schools are successful in maximizing pupil

by Bill Allester

growth, and thereby causing pupil self-esteem to improve, there will be an increased status for education and for teachers. Then any government will find it necessary to provide adequate funds.

In spite of the lack of providing adequate funds, the former Government did institute some significant changes in educational policy. These include:

1. An amendment to the Public Schools Act permitting school district curriculum decisions.
2. Resource courses as in English and social studies.
3. The acceptance of local units as in elementary science.
4. The provision of courses of study such as elementary music which give responsibility to teachers for developing their own curriculum.
5. The opportunity to use local courses for high school graduation.
6. Greater opportunities for field trips and outdoor education.
7. Reduction in the emphasis on external examinations and a decision that secondary school graduation examinations will be discontinued.
8. Changes in the accreditation policy for secondary schools which give more freedom and responsibility to the school staffs.

All of these add up to a situation where the Department now officially refers to a provincial curriculum, a district level of curriculum and a school and teacher level.

Many of these changes came about through the efforts of representatives of the BCTF in committees of the Department — and through the work within the Department of Civil Servants who saw the need for decentralization of decision-making. Unfortunately the education finance policies of the previous Government worked against these other policies. Accordingly school districts could not afford to exercise the freedom they were given.

We can assume that there will be an acceleration of the trend to greater teacher freedom and greater school district autonomy as a result of the election. However, freedom and autonomy bring with them serious new responsibilities for teachers. The PD staff is suggesting that a "model" of education which emphasizes pupil growth and development will be of assistance to teachers in taking advantage of their new freedom. Members of the staff will be pleased to meet with groups of teachers to discuss this "model".

## Package approach to fringe benefits

By B.C. WATSON

Throughout this coming winter, the BCTF will be doing a feasibility study on a "package" approach to fringe benefits.

Such a package could include sick leave, medical care, extended health benefits, dental plans, group life insurance, household and automobile insurance, salary continuation for long-term disability, professional liability insurance, legal service and supplementary pension plan.

Each teacher would select from the package to meet his own personal needs, and pay a single premium based on his selection. Extent of school board sharing would always remain negotiable.

This approach should enable the BCTF to obtain premium discounts based on a large market and to make available to teachers, with a minimum of individual effort and red tape, a selection of benefits which will give them security in the income and personal protection field.

Fringe benefits for teachers may be divided into two categories — those that concern income and personal protection and those that concern professional, personal, and civic responsibilities.

The first category is the one being studied for inclusion into an integrated package. In the latter category would be professional improvement incentives, educational leave, compassionate leave, maternity leave, leave for jury

duty or court attendance, leave to run for civic office or to participate in service club activities.

At the present time, the income and personal protection benefits are provided through a hodgepodge of ways: sick leave through statute; salary indemnity through BCTF fees; household and automobile insurance, legal service and supplementary pensions through individual initiative.

Some benefits are provided by varying combinations of teacher board participation. This applies to medical services, extended health benefits, dental plans, group life insurance, salary continuation.

Some benefits are made available through plans negotiated provincially. These include the BCTF BCSTA Group Life Insurance and BCTF Salary Continuation which are available for local association group participation, and the BCTF Co-operative Association Retirement Savings Plan which is available on an individual basis.

It is hoped that all these can eventually be integrated into a single package, single premium type of benefit.

In the meantime, local association agreements committees are being encouraged to continue to negotiate for improvement in the fringe benefit area in order to obtain for their members a benefit package which meets their needs as teachers and as citizens.

## Significant salary determinants last year compared with this year

|   | Last year — first half |                       | This year — first half |                       |
|---|------------------------|-----------------------|------------------------|-----------------------|
|   | Amount                 | % above previous year | Amount                 | % above previous year |
| <b>National Economy:</b>  |                        |                       |                        |                       |
| Gross National Product  | \$90,568,000,000       | 7.6%                  | \$100,622,000,000      | 11.1%                 |
| Personal Income   | 71,438,000,000         | 8.6%                  | 80,054,000,000         | 12.1%                 |
| Corporate Profits   | 8,260,000,000          | 3.5%                  | 10,228,000,000         | 23.8%                 |
| Consumer Price Index  | 131.7                  | 1.9%                  | 137.7                  | 4.6%                  |
| Unemployment  | 624,000 people         | 19.1%                 | 608,000 people         | -2.6%                 |
| <b>B.C. Average Weekly Earnings</b><br>(based on 390,000 employees) | \$147.56               | 8.5%                  | \$161.56               | 9.5%                  |

### Hourly Rates Established by Major Trend Setting Agreements (as of July)

| AGREEMENT                       | Number of employees | Last Year |                       | This Year |                       |
|---------------------------------|---------------------|-----------|-----------------------|-----------|-----------------------|
|                                 |                     | Rate      | % Above Previous Year | Rate      | % Above Previous Year |
| Coast IWA-FIR base rate         | (28,000)            | \$3.72    | 8.8%                  | \$4.085   | 9.8%                  |
| journeyman rate                 |                     | 4.73      | 10.5%                 | 5.195     | 9.8%                  |
| Construction Carpenters         | (12,000)            | 5.86      | 9.9%                  | 6.44      | 9.9%                  |
| journeyman rate                 |                     |           |                       |           |                       |
| Cominco base rate               |                     | 3.40      | 6.3%                  | 3.75      | 10.3%                 |
| Southern Interior IWA base rate | (4,500)             | 3.58      | 9.1%                  | 3.98      | 11.2%                 |
| Northern Interior IWA base rate | (1,200)             | 3.58      | 12.6%                 | 3.98      | 11.2%                 |

Source: Statistics Canada

The B.C. Mediation Commission.

## Strongest salary case in more than a decade

By MIKE ZLOTNIK

The growth of the national and provincial economies is at the highest rate in years. Personal income is up more than 12 percent with corporate profits running at double that rate. Consumer prices are rising at over twice the rate of increase of a year ago and are anticipated to continue their acceleration, especially for food products.

While unemployment remains high, both the number of unemployed and the rate of unemployment are down from a year ago.

In British Columbia, growth has been even more rapid than for the nation as a whole. Figures covering

the period up to May 1972 show sawmill production 19.8 percent higher, pulp sales 27.7 percent higher and manufacturing production up 18.1 percent over a year earlier. The profit picture for B.C. companies has been even rosier with profits of the 39 major companies reporting first half earnings for 1972, up 33.7 million dollars, a gain of 81.6 percent over 1971.

The basic strength in the economy and the high level of corporate earnings has been reflected in recent contract negotiations in the basic industries which set the trend throughout the private sector and in effect establish the "going-rate" for the community as a whole, including teachers.

These trend-setting agreements are the Coast IWA-FIR, construction, Cominco and the pulp settlement.

The pulp negotiations are not yet settled but the others average about 10 percent.

The Coast IWA-FIR agreement, the most significant of all, provides its 28,000 members with the largest percentage increase they have enjoyed in more than a decade, a result consistent with the economic facts for the forest industry, the province and the nation.

The table which accompanies this article demonstrates that with regard to all the economic indicators, teachers have a much stronger salary case this year than last.



Harry Pearson, chairman of the provincial agreements committee, and Jurd Kirby, acting director, Economic Welfare division, explained agreements position for fall bargaining to local association presidents.

## Going rate bargaining objective

By MIKE MIDZAIN

Salary increases equal to the going rate of change is again the main objective of this fall's negotiations.

Elsewhere in this issue of the Newsletter are descriptions of the kind of increases that have been established for major employee groups in the economic community. If teachers are to maintain their economic position in this community they must receive the same relative increases.



1. Increases in salaries commensurate with those received by employees in the community generally.

2. A fringe benefit package to span all aspects of income protection.

3. Guarantee to members of the right to pursue certain civic, professional and personal obligations without loss of income.

4. A share with boards in the responsibility to update teaching techniques and learning conditions.

5. Personnel policies which will ensure for all members natural justice in the terms of their employment.

There is nothing new in this approach for teachers. We have been saying for years that we are prepared to accept increases similar to those going to the majority of workers in the community, and have always been willing to look at all the available evidence in respect to changes in community incomes.

The Executive Committee has approved the Provincial Agreements Committee's recommendation that the following be the total objectives package for 72 73 agreements negotiations.

## Time to seize initiative

A new, positive approach to learning conditions is needed. On this point the provincial Learning Conditions Committee found no dissenting voice at its meeting on August 31.

The major emphasis in recent years has been on establishment of maximum class size limits so conservative that any violation could be considered intolerable. Essentially a defensive position, this is designed to minimize deterioration of standards in a context of hostile political and economic forces.

In the committee's opinion the time has come for the BCTF to seize the initiative and press for truly desirable conditions.

But though a new era may be just around the corner, that corner has not yet been turned. Financial problems of school boards have not all been miraculously solved. Resistance of taxpayers has not subsided. Those forces hostile to educational progress have not been vanquished. Amidst hopeful signs of new enlightened attitudes, there remain overloaded classrooms, under-equipped schools, frustrated teachers and disadvantaged children.

Consequently, while we gear for an anticipated opportunity for real progress, our defensive position must be maintained.

The committee determined to advise local chairmen to continue an active campaign to identify intolerable situations. Cooperation of school boards will be sought in finding immediate emergency solutions and in appealing where necessary for government assistance.

### HOW HAVE WE DONE? 1961 - 1971

The following table compares the average rate of increase of teachers' salaries with other increases in the ten year period from 1961 to 1971.

|   | Average Annual Increase |
|---|-------------------------|
| Consumer Price Index  | 2.9%                    |
| Estimated Cost of Living*                                   | 4.1%                    |
| B.C. teachers' negotiated increases                         | 5.5%                    |
| B.C. teachers' average salaries                             | 6.1%                    |
| B.C. Average Weekly Earnings                                | 6.0%                    |
| Coast Forest Industry Average Hourly Rate                   | 6.8%                    |
| Pulp Industry Average Hourly Rate                           | 6.4%                    |
| Personal Income Per Person — B.C.                           | 7.3%                    |
| Interest, Dividends, Miscellaneous Investment Income — B.C. | 11.2%                   |
| Rental and Unincorporated Business Income — B.C.            | 6.6%                    |
| Farm Income — B.C. (highly irregular)                       | 4.3%                    |

\* See the article One Percent on this page.

Source: Statistics Canada  
Forest Industrial Relations  
B.C. Mediation Commission

## Transfer procedures key item

The 1972 changes to the Public Schools Act and its Regulations, together with a cavalier attitude on the part of some school boards — an attitude fostered by a supposed oversupply of teachers — have provided a focus and an urgency in the whole area of obtaining natural justice for teachers.

One of the objectives for this year is the negotiation of clauses in respect to transfer, probation, reports and appointments of teachers.

British Columbia teachers always have been in the need of procedures, arrived at through negotiation with their employers, that will give them some guarantees of natural justice and fair treatment in respect to these major decisions which affect their livelihood.

The clauses recommended to each local agreements committee

are an extension of the requirements of the Public Schools Act and its Regulations and are not in conflict with the legislation.

The Public Schools Act and its Regulations set out some minimum processes in the event a board wishes to transfer, cancel appointments or terminate contracts. However, the legislation does not contain sufficient procedural rules to guarantee that no action will be taken against teachers until both sides of the story are heard, that their record will be assessed against known criteria and that they will be given assistance and guidance toward improving their performance.

The UNESCO document "Recommendations Concerning the Status of Teachers", adopted by the Special Inter-Governmental Conference, on the Status of Teachers, Paris, October 5, 1966

stated five principles designed to assure

"A. The right to be informed in writing of the allegations and the grounds for them;

"B. The right to full access to evidence in the case;

"C. The right to defend himself and to be defended by a representative of his choice, adequate time being given to the teacher for the preparation of his defense;

"D. The right to be informed in writing of the decisions reached and the reasons for them;

"E. The right to appeal to clearly designated competent authorities or bodies."

Increasingly the courts too are recognizing that there are basic human rights, a natural justice over and above rights accorded in statutes. The negotiation of clauses to suit local needs should permit teachers to carry on their daily work in the knowledge that their basic human rights will be respected by their employers.

## Teacher workload surveyed

Every school in British Columbia has recently received a package of survey forms designed by the BCTF Learning Conditions Committee, to give local learning conditions committees the data they need to carry out a major segment of their year's work.

Each teacher is expected to complete one copy of the survey form. Staff representatives will then collect the forms and forward them to the chairman of his local association's learning conditions committee.

The first task of the local learning conditions committee will be to spot the cases in which a teacher has reported a class size or a daily pupil load that exceeds the criteria of tolerability established by the BCTF.

The learning conditions committee has specific procedures to follow in seeking relief for overloaded classes. The committee will look for co-operation first from the principal, and secondly, if necessary, from the district superintendent.

Further steps may include an appeal to the local school board or referral of the case to the BCTF for investigation. The survey forms will also help make the local learning conditions committee aware of problems other than class size that adversely affect the educational welfare of pupils.

The committee will be looking particularly for patterns of survey responses that indicate a generally unsatisfactory state of affairs in a school, a class of schools or perhaps even the entire district. Such evidence will then be the basis of representations to the district superintendent or the school board.

Failing satisfactory solutions at the local level, these problems too may be referred to the BCTF for investigation.

## ONE PERCENT

By MIKE ZLOTNIK

Generally we find in salary negotiations that teachers and trustees can narrow their differences to one or two percent without great difficulty.

The question that has been asked from time to time is whether the

one to two percent which is in serious dispute is worth the extra preparation, the extra effort, and at times the grief that is involved in its pursuit.

Perhaps we can find the answer to that question by looking back at what happened in the decade 1961 — 1971:

|  | Average Annual Increase |
|--|-------------------------|
| Consumer price index   | 2.9%                    |
| Real productivity per person                                   | 3.7%                    |
| B.C. Teachers' negotiated increases                            | 5.5%                    |
| B.C. Teachers' average salary                                  | 6.1%                    |
| (includes payments for improved qualifications and experience) |                         |
| Estimated personal income taxes per paid employee              | 12.1%                   |

At this point we should clarify that the consumer price index does not measure the "cost of living." While economists have always been careful to distinguish between the "cost of living" and the "consumer price index" the immense social changes of the 1960s brought the difference home to the ordinary working citizen.

During the 1960s many of the services, which had largely been paid for out of the private consumer dollar were increasingly being provided through public tax dollars. Estimated personal income taxes per paid employee increased at four times the rate of consumer prices.

Therefore, any meaningful estimate of the "cost of living" had

to measure the cost of both private and public services. A reasonable estimate of the cost of living which included both increased consumer prices and increased taxes would be 4.1% for the period 1961-1971.

That means that the real increase for teachers has averaged 1.4% for negotiated increases and 2.0% for total salaries including improved qualifications.

From past experience, the one to two percent which is in serious dispute each year represents virtually the whole gain in real income and improved living standards. The remainder of the salary increase merely compensates for increased prices and taxes.

Source: Statistics Canada  
Department of Education  
Salary Agreements

## Disruption gone

By JURD KIRBY

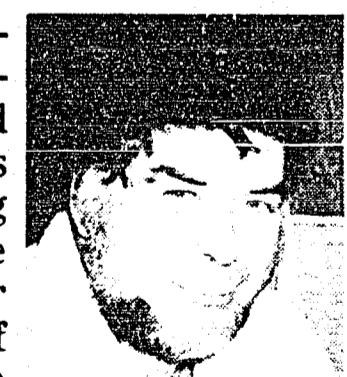
Teachers can expect more gracious surroundings when they sit down to the bargaining table this year.

Certainly the new NDP government's contribution to the atmosphere will be one of warmth and goodwill. They are on record as believing in the collective bargaining process, as upholding the principle of representative government for school boards, and as supporters of the benefits of the public education system. They have already promised to remove certain odious legislative restrictions applied by the previous government.

We can be sure that school boards and teachers' associations will find themselves involved in a process for which they have learned the rules and mastered the skills. We can expect them to sit down to the table with relative ease and to employ a high level of expertise in their exchanges.

The trend in the provincial economy is to strong expansion and high productivity — the best in several years. This is also a cycle year for many big contracts, particularly in the forest industry. Clear and significant evidence is available to the participants.

With familiar rules, established skills and clear evidence as their instruments and no disruptive outside influence, we can expect a good bargaining year.





# Education has a spokeswoman

Public school education has entered a new and brighter era in British Columbia with the appointment of Eileen Dailly as Minister of Education.

Once called a rudderless ship, education now has an articulate minister who brings both a sense of direction to the schools and a first hand knowledge of education. This will take some getting used to for teachers, but it's a change they welcome.

Underlying all that Eileen Dailly will be attempting to make happen as minister will be a strong philosophy guiding her decisions.

Most of her ideas revolve around concepts of openness and innovation, of flexibility and choice, of co-operation and discussion. But she is not about to use her position to impose her ideas on people in education; teachers will be consulted.

Born in Vancouver, Mrs. Dailly graduated from John Oliver and went to the old Vancouver Normal School for a teacher-training year. She taught for two years on Denman Island, Grades 1-8, 1947 to 1949, then in Burnaby for ten years.

Primary teachers will be delighted to know that Mrs. Dailly taught mainly Grade 2 in Burnaby, is one of them, and expects a personal invitation to their fall conference.

She ran for office on the Burnaby School Board in 1956 because she was concerned about education finance. After ten years as a trustee, three of them as board chairman, she was more concerned than ever. So she became an M.L.A. moving closer to the source of the problem, and serving as the best spokesman education has had in the legislature for the past six years.

'We could well afford to spend more on education in this province,' she says. 'The input into education relative to our per capita wealth is not high.' She stressed, however, that there would be no 'blank cheque' given out.

One way to ease costs, she says, is to purchase school sites years ahead of time before land values rise. 'I've asked for a full report on siting procedures to be on my desk very shortly,' she adds.

Mrs. Dailly hopes to encourage an atmosphere that leads to a greater flexibility and choice. 'I'm not so concerned with what you learn, but more with how you learn, how you are taught. That's not an original idea, but it has impressed me.'

A major change for the province will be a willingness on the part of government to accept responsibility for educational research. Where the BCTF and BCSTA have been maintaining educational research without government paying anything, Mrs. Dailly will now see to it that government does contribute its share.

School rental textbooks, while not a priority, will also be given a look at because she's not an advocate of standardized texts. 'They're strange things in this day and age.' But the textbook branch is only one of a number of departments that she has inherited, she points out, and that will take time.

She said she wants to see political clubs in secondary school with political science, soci-

ology and comparative religion on the curriculum. 'I would hope to get around to local boards and give them my ideas. Certainly the kids are politically illiterate when they come out of school.'

She would personally like to see corporal punishment abolished. 'It's one of my priorities. I want to discuss this with teachers and I would hope to convince them.'

On day care for children of working mothers, she intends to hold a 'round robin' between herself, Health Minister Dennis Cocke and Rehabilitation Minister Norm Levi. 'We realize day care facilities overlap these jurisdictions,' she says. She thinks day care might be incorporated into the education department.

'Many areas of government need to be restructured,' she adds.

Another major change that will, she hopes, eventually come to pass is local option on superintendents. Mrs. Dailly advocates local boards be given the power to hire their own superintendent. 'Not right away because I realize this will be a slow process, but local boards should have a superintendent responsible to them rather than the provincial department.'

And kindergartens will be considered as essential as Grade One and therefore will become mandatory in school districts. 'I fought for kindergartens as part of the regular program instead of their being an optional feature. They are much too important to be left to referendum. Look around the province;

there are none in North Vancouver because of referendum and there are none in Bennett's riding of Kelowna.'

Another major difference in the type of office Mrs. Dailly will serve comes about in areas of conflict like Campbell River. Although she will only be exercising ministerial discretion on selection for the board of reference,



she is quite definite that had she been Minister of Education last year she would have met with parents, students, teachers and trustees in Campbell River.

She argues that in an explosive situation the minister cannot afford to receive information second-hand but must go to the area to get the feeling of the community.

What does Eileen Dailly want to see for her efforts as Minister of Education?

'I think it's our responsibility, and it's not an easy one, to produce young people who have a good self-concept and an ability to think for themselves.'

'There is a tendency to make a child feel a failure in the system. I want every child to realize that if they fail a subject, it doesn't mean they are personal failures. We need young people who have confidence in themselves.'

Mrs. Dailly has a strong desire to bring about needed reform in education. She has the power to go with it. Where in the past major changes affecting this organization and education in British Columbia were imposed unilaterally by government, it should be clear that Mrs. Dailly's intention is to consult all parties in fashioning a provincial policy for education. 'The ball is in the teachers' court.'



## STATUS OF WOMEN

### Half-time teaching okay

The Task Force on the Status of Women in Education has sent a questionnaire to local associations to determine the distribution of women in the education system.

Each local has been asked to name a contact person to assist the task force in gathering information.

At this time we would hope that agreements committees are working to do away with the discriminatory clauses which we have noticed still exist in many districts. Under maternity leave, many agreements still contain clauses which would restrict a woman from continuing to work till full term. Under group insurance many clauses do not allow a married woman teacher the same

use of the insurance plan as a married man. A man's spouse is automatically considered to be a dependent — but not a woman's spouse.

We encourage the concept of half-time teaching on a regular, permanent basis for both sexes. This is in keeping with the position paper presented at the May 1972 RA 'A Better Education for a Better Tomorrow' — a statement of education policies of the BCTF that stresses the increased growth of leisure and the lessening of the work load. Half-time teaching is most acceptable to both males and females currently involved in the child-rearing process — and it will do much to provide more work for all.

## PSA NEWS

### PRIMARY EDUCATION

BY LORNA ROBB

This will be another extravaganza on Kindergarten-Primary Instruction, according to Margaret Martin and Mary McCaw who are co-chairing the annual conference sponsored by the B.C. Primary Teachers' Association and hosted by the Vernon Primary Teachers' Association. They expect an attendance of about 800 educators from all parts of B.C., on Friday evening October 13 and Saturday, October 14, 1972.

The theme of the Conference is "Understanding Together", and will develop ideas about "understanding ourselves, our neighbors, our environment, our language, and our culture".

On Friday evening the Vernon Community Center will house the Opening ceremonies, registrations, and the extensive displays. On Saturday morning, in Silver Star School, there will be three sessions, with resource speakers on 30 different topics. Then a massive luncheon will be served in the Community Center followed by a Symposium on various approaches to teaching Language Arts in the beginning years at school.

A charter flight will leave Vancouver Airport at 6:00 p.m. Friday and return leaving Kelowna 6:00 p.m. Saturday. Reservations are being handled by Mrs. Alice Hayman, No. 11, 8747 Granville St., Vancouver 14 (261-2990). Applications should have enclosed the return fare of \$42.00.

Pre-registration for the Vernon Primary Conference should be sent to Mrs. Mavis Strother, Silver Star School, 1404-35th Ave., Vernon, before October 6. The cost of the entire Conference including Friday evening reception, and Saturday lunch is \$10.00.

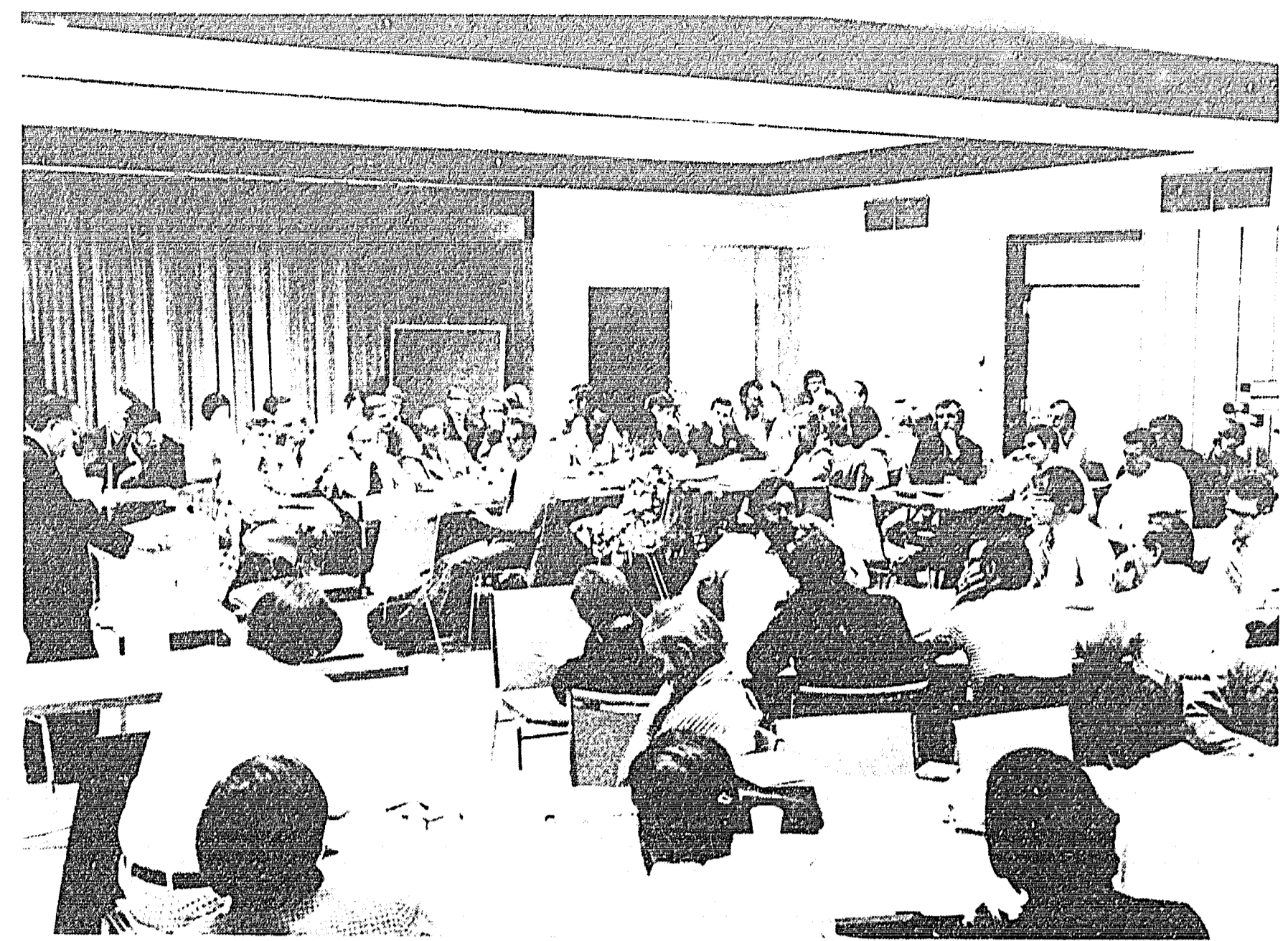
Although this Conference is hosted by Primary Teachers, there will be much of interest and value to educators in other areas of the school system. A warm welcome to attend it, is extended to all members of the BCTF. Read the detailed program that has been mailed to all Elementary Schools recently.

### LIBRARIANS

The British Columbia School Librarians' Association is planning a 'triple bill' Executive Meeting on October 13 and 14 at Vernon.

Friday afternoon will be spent observing the Harwood Demonstration School Library in action, with the evening devoted to the Full Executive Meeting.

On Saturday the librarians will join the Primary PSA Workshop for some of their sessions, displays, and smorgasbord lunch. The BCCLA Full Executive is composed of the Table Officers and one representative from each of its 26 recognized Chapters, but it is anticipated that other librarians will want to join the Full Executive for



BCTF President Adam Robertson shown here talking to local association presidents. Summer conference for presidents was delayed to September because of the summer election.

this meeting. Further information may be obtained from Miss Angela Thacker, 2561 Western Avenue, North Vancouver.

### ENGLISH TEACHERS

The B.C. English Teachers' Association will hold a forum to explore 'What Are You Doing About Reading?' on Monday, October 23 at the John Prior Auditorium BCTF Building, 7:30-9:00.

'It's a time to share your problems and ideas,' says Steve Bailey.

### BUSINESS EDUCATION

By BOB PEACOCK  
263-9126

"The most successful business education conference in Canada," commented one of the publisher's representatives after participating in the two-day conference at Plaza 500, Vancouver, May 12-13.

The conference, largest held by the B.C. Business Educators' Association, attracted over 200 'commerce' teachers for twelve sessions that included tours, panel discussions and local speakers. Accommodation was excellent and the responsive participants carried away many new ideas and 'bulging' attache cases.

The conference came up on the 'right-side' of the ledger with a balance of over \$600 for further workshops and conferences.

Business Educators joining for this year (1972-73) can look forward to a full program starting with a curriculum workshop on November 4 at Hillside Secondary School in West Vancouver. Members and local chapters are urged to have briefs, ideas and representatives ready.

Enthusiastic Business Educators — this is your chance to participate! Be a member in 1972-73. Join early, get all the information. Ask for your Provincial Specialist Application Form.

## lesson aids

(Continued from Page 2)

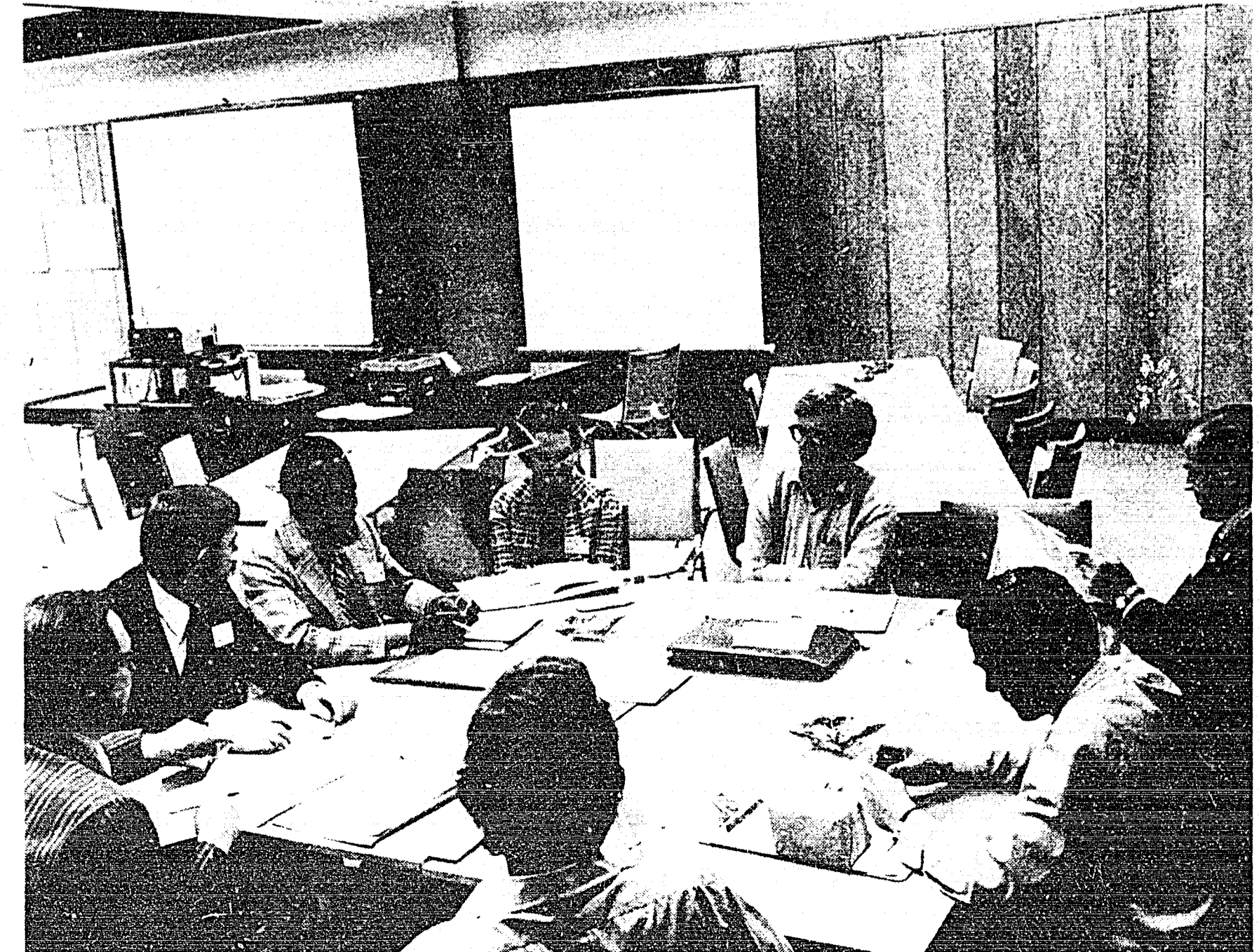
material to satisfy my immediate needs. I have been most impressed with your lesson aid material and wondered if you have developed, or were planning to develop, similar units in the Science area.

The Lesson Aids Display Room is now open on an experimental basis 9-6 weekdays as well as the usual 9-1 Saturdays.

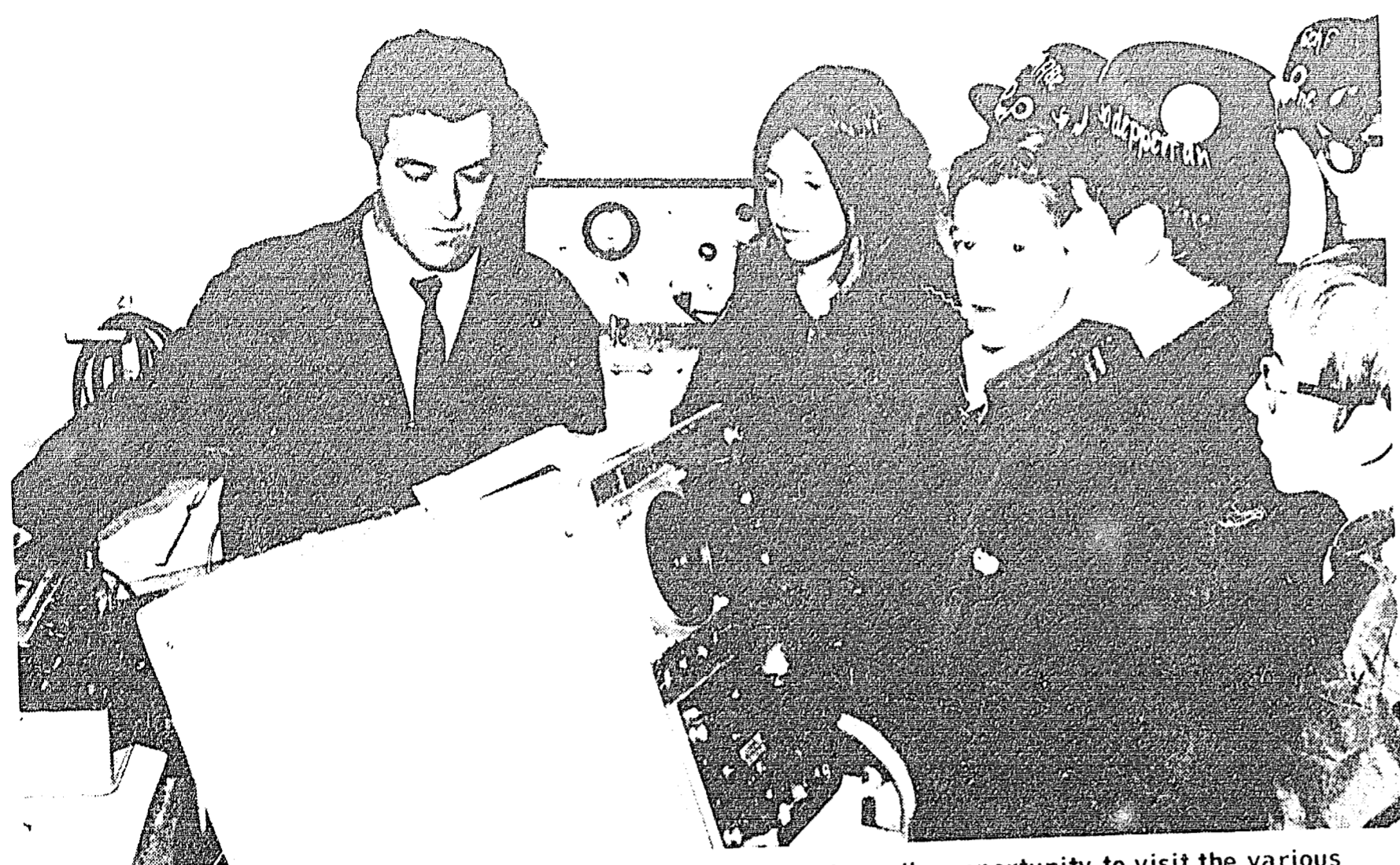
8081C — TWO SOUNDS OF 'OO', 'EA', 'OU', 9 p. 22c. One sheet on each sound and 3 review sheets.

8081D — BEGINNING CONSONANT BLENDS, 8 p. 20c. One sheet on each of 'st', 'fr', 'fl', 'cr', 'sn', 'pl', 'gr', and 'tr.'

8081E — BEGINNING CONSONANT BLENDS, 5 p. 12c. One sheet on each of 'br', 'sm', 'bl', 'cl', and 'sl.'



Local presidents broke into small groups for discussion during the conference.



Along with their regular classroom studies, DND students have the opportunity to visit the various Canadian Military sections and to receive explanations of the equipment used.

## DND offers challenges

### CTF NEWS SERVICE

For many reasons, humans are compelled to change or alter their life styles and life patterns.

DND teachers in Europe express a wide variety of answers to the question of why they decide to uproot themselves (and in many cases their families) to settle for a temporary period in continental Europe.

The orientation to a new environment in a different country is an exciting learning experience in itself, but the learning process does not cease once one is settled in a new location in Germany, Holland

or Belgium, for every day is a "learning experience" in the European setting.

Overseas schools accommodate 4600 pupils in two major areas: Lahr and Baden-Soellingen in West Germany, with smaller areas in Ramstein, Western Germany, SHAPE in Casteau, Belgium, and AFCENT in Brunssum, Holland. The teaching personnel for the year 1971-72 numbered 313.

The school programs are designed to meet the needs of the children of Canadian Armed Forces Personnel who are stationed in the above mentioned areas. DND

operates a K to 13 system and provides facilities for educating children whose first language is French or English.

Living and teaching in Europe is an exercise in human development and a most rewarding and interesting experience. It is an opportunity to work and learn in a fascinating and colorful European setting. Teachers wishing to participate and enjoy this unique experience should make their wishes known to their Board as soon as possible. The deadline for submission of nominations by the Board is 1 December, 1972.

## TPAC funds

TPAC, the organization formed to fight the last provincial election on behalf of teachers, still has some financial commitments to meet.

Co-chairman Bill Broadley reports that teachers have been asking if TPAC does need more money, and the answer, he says, is "yes".

Interested teachers should send

donations to Box 8246, Postal Station "L", Vancouver 14.

\* \* \*  
Congratulations on your outstanding success in the defeat of the Socreds. It is our hope that this change will bring the prospect of an enlightened education policy based on a true concern for the public interest.  
Wendall Sparkes, President, and CTF Staff

## BUZZA BELTS RA

(Continued from Page 3)  
it should deal primarily with items of global significance.

The watchdog function, mentorship, Buzza said was not always handled in mature fashion.

'We have had executive reports endorsed by the RA and had members of that RA subsequently criticize the Executive for a report and for a position to which the individual was now party. This process is particularly galling when the individual lacked the strength to make his case during the Representative Assembly debate.'

The constitution, Buzza pointed out, permits the RA to authorize or prohibit any proposal of the Executive Committee for action which is contrary to or beyond the scope of BCTF policy.

'Too often we will hear questions which make it obvious to locals who have done their homework that the person asking the question has not done his,' Buzza said.

On the appeal function, Buzza noted the RA had the power to suspend for cause any local association. 'We will undoubtedly face a situation in which particular districts fall out of favor with the majority of the teachers in the province,' he said. 'We have too few well defined areas on which we overwhelmingly agree. What criteria would lead to the suspension

of a local and what are the implications for the provincial organization?'

A major task of the RA, nominating candidates for the Executive Committee, has now resulted in a number of subtle and not so subtle pressures on each and every member of the Representative Assembly, he said.

'We need the best people that we can find to serve us, people who have credibility outside as well as within the profession, people in whom all of us can take pride, even in disagreement. Such people do not grow on trees.'

'It is difficult today to get a person elected from outside the Representative Assembly,' Buzza said.

'The Representative Assembly also has an obligation to make reports, submissions and recommendations to the Annual General Meeting. This is often done accidentally, incidentally, or by default.'

Instead of simply passing along significant recommendations to the AGM, Buzza suggested the process should be a more conscious one in which the RA becomes a policy initiation group. 'Bring matters of substance to the Annual General Meeting in such form that they can be dealt with adequately,' he said.

# Teaching not accepted as a profession

... following are excerpts from an address by R. G. Fredericks, immediate past president of the Canadian Teachers' Federation, to the 1972 Annual General Meeting held this summer at Yellowknife.

Since the end of World War II, we have been trying to build up the corporate strength of our teachers' organizations and gain a place for ourselves in the educational power structure — and we thought we had won a place in the sun.

Suddenly the clouds begin to appear. Compulsory membership in one's teacher organization, once a situation unique in Canada, is being withdrawn. Tenure is under fire across the country. Salaries-frozen. Collective bargaining made meaningless and a hollow mockery.

I am haunted by the growing realization that all those gains we made in the late 1950s and 1960s were due not so much to our strength but to the paternalistic benevolence of governments operating in the warm climate of public opinion and riding the wave of unprecedented affluence.

All the set-backs we have experienced should again teach us that the whole question of a place in the educational power structure is a matter of what we can command and not a matter of what we are worth. We have been looking at ourselves but never making up our minds whether we are unions or professional bodies.

To embrace professionalism, at this time, seems to me to be turning back the clock. Teaching is not accepted as a profession and has not been at any time in the past. Reading the situation among teachers today, I would say that the majority of teachers are not anxious to embrace professionalism; they want the things that economic security can bring. Experience from the past bears this out, if we stop to reflect for a minute on the attempts teachers' organizations have made to promote professional bodies.

The National Education Association in the United States was a truly professional organization for example, but today it is in a struggle for survival . . .

I think the time has come for us to recognize what we are and to end the silent debate of the professional versus the unionist. We are unions and we should be proud of it.

The attitude of some members of the teaching profession toward labor and labor unions has been as full of contempt as the attitude of the old established professions toward education and teaching.

What do teachers have to offer that is of use to society? Nothing, save their work. We are not producers! We do not do the really important things in life. We have a service to sell. All that we receive from society depends on the selling of our services.

A foolish division exists in the minds of some people where there is in reality no division. All workers have their labor to sell. Whether we are white-collar workers or blue-collar workers (hard to tell today) is not important. There is a dignity to all labor that is honestly performed. We should be quick to recognize this.

We are in a war and the battle lines are being carefully drawn — the outcome will determine our survival as a corporate body to be reckoned with. First, there is need for teacher unity from one end of this country to the other.

Second, we should be exploring ways in which other unions could help us — this would include unions of doctors, lawyers, university professors and others, just as soon as they become unionized. (It will soon be respectable among teachers to admit that one belongs to a union). The important word in 'collective bargaining' is the word 'collective' and we should be looking to ways in which to enlarge our collective existence.

Once we recover from the emotional shock of the idea of having strange bed-fellows, we shall find that their aims and ours are not incompatible.

Our common interests are:

- ★ To improve wages, working hours and working conditions;
- ★ To bring the benefits of free collective bargaining to our members;

- ★ To achieve equality of opportunity for all members, regardless of race, color, creed, (language);

- ★ To support legislation that will aid members and to oppose harmful legislation;

- ★ To protect and strengthen democratic institutions;

- ★ To aid in promoting the cause of peace and freedom in the world.

If we want to be recognized as part of the educational power structure, we have to be strong enough so that those who ignore us do so at their own peril.

I do not think that looking to other unions for help will solve the problems that teacher organizations have, but it is a tool or a method that we could use to help us in solving our problems.

The problems of the organized teaching body are going to have to be solved by the leaders and the teaching body working together. No one else is going to do it for us. But we can look for help and we should explore all avenues open to us. We should look for ways of opening avenues that appear to be cut-off.

In the old chicken-and-egg controversy, I take the stand that the chicken came first. The chicken we need is power, and when we get that, prestige — the egg — will follow. If we go looking for prestige through being very professional people we shall always be counted out when a crisis comes in our affairs. We have to have power to confront power.

The one thing that raised the prestige of the teaching profession more than any other single factor, following World War II, was money. As basic salaries went up the prestige of the profession went up.

The ambivalence of our organizations has to be resolved. We have to understand clearly what we are and what our chief purpose is, so that we can approach our problems with a single eye, not having to look around every so often to try to figure out whether we are fish or fowl.