

# BCTF wants due process restored

Any member has a right to due process in matters of transfer.

Already people with enough problems on their plate, principals suddenly lost this fundamental right this month in the legislature.

Principals would now be assigned rather than appointed in the new legislation and transferred from one position to another with no due process whatsoever. 'The new sections

are more flexible than their repealed counterparts,' says the explanatory notes to Bill 83.

'Mischievous, dangerous, and a denial of natural justice,' says Des Grady, the Federation's legal advisor.

'In many districts there will be a great temptation to take the easiest route in transfer knowing the person has little in due process,' Grady explained to the Executive Committee in a special session at the RA held

to discuss the new legislation. 'You can be transferred from a director to a vice-principal, from a teacher to a principal, from a principal to a teacher, in other words in all directions.'

While the intent may have been good, the result could be 'how high does a board ask a person to jump?', or even more 'transfer resignations' to a job that's distasteful or even transfer to a job that makes a person incompetent.

Bill Melville, president of the Principals' and Vice-Principals' Association, attended the meeting and commented that the crux of this thing 'regardless of appointment, assignment, or dropped out of the sky,' is on what grounds do you assign people?

Pat Brady, Executive, noted that in Prince George it would be possible to transfer someone from Valemount to Mackenzie, a distance of 300 miles forcing a member to

change homes as well as jobs.

BCTF representatives will go to Victoria, following endorsement of the Representative Assembly, on the following recommendation:

'Any teacher subject to transfer under Section 129 of the Public Schools Act shall be notified in writing of the grounds for the transfer and shall have access to an appeal process to a tribunal with authority to approve or reverse the decision to transfer.'

## newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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### Guard class size gains RA warned

Learning Conditions chairperson Ralph Sundby warned the RA that teachers will have to guard carefully gains made in class size because there is about the land a conservative reaction.

Sundby, who resigns this year as chairperson of the Provincial Learning Conditions Committee, was given a standing ovation by the RA for his service to the Federation.

Regional reports from learning conditions coordinators indicate positive reaction to the program of last year, he said. And the opening day survey, while many teachers found it a nuisance, proved effective for the LC program.

The key success for LC, he said, was in the budget presentations when teachers have a good opportunity to make their case. And he reminded GRs that the Premier in establishing his budget is influenced by the input from the educational budgets across the province.

'Our biggest disappointment,' he said, 'is that we have gone another year without getting bargaining rights for learning conditions.'

Sundby also talked about a conflict that occurred between aff committees and BCTF policies, saying it had proved a difficult area for us to deal with. The onus, he said, is on staff committees to justify what they are doing.

Replacements for himself this year will be co-chairpersons Don Walmsley, First Vice-President-elect and Barry Jones, Coquitlam. Claus Spiekermann, North Vancouver and Barry Kuehn, Kamloops, were also added to the committee.



It's a mess of paper all right, but that's how much work the RA went through in a three-day session.

### MacFarlan sees more program integration

Next year learning conditions and professional development will be much more integrated than in the past according to Jim MacFarlan.

Reporting to the May RA, the outgoing President touched on the relationship of class size and teaching styles as well as bargaining legislation, strikes of non-teaching personnel, staff appointments and public funding of private schools.

Teaching styles, MacFarlan said, will have to be a number one priority for the Federation next year. 'We anticipated that it would take time for a transition from one teaching style to another. You don't wake up in September with three less and change a mental set of ten, twenty or thirty teaching years. Teachers need both time and training to make the transition to different teaching styles.'

Assistance will come from the staff in the BCTF Professional Development Division, who will give major emphasis to teaching styles and staff committees.

Some dissatisfaction has been expressed by some Executive members and staff over the process of new staff

appointments but MacFarlan said that when you have up to 60 applicants some won't get accepted. 'I'm convinced that you will see the Federation served well by as strong a support staff as it's ever been,' he said.

Also in learning conditions MacFarlan called for changes in education finance. 'We have examples of boards who played by the rules, following the Minister's direction, and still ended up with enormously increased mill rates.'

In addition, he said, we are anticipating many violations in the kindergarten area, more split grades, and generally an averaging and leveling effect because of the lack of funds in the class size program.

(Continued on page 2)

### New bargaining legislation

## Bargaining scope still too narrow

The Federation has expressed strong dissatisfaction with Bill 83, changes in bargaining legislation, because of its failure to expand the scope of bargaining.

In an unanimous endorsement by the Executive Committee and Representative Assembly, the BCTF reaffirmed positions expressed in briefs of August 16, 1973 and September 16, 1974 with respect to the scope of bargaining.

'We believe that all employees should have the right to settle all conditions in terms of employment through a collective bargaining process,' BCTF President Jim MacFarlan reiterated. 'Teachers are still restrained from bargaining with their employer over a large number of items that are properly classified as conditions and terms of employment.'

In a brief on bargaining presented to the Select Standing Committee last September in Salmon Arm, the Federation asked for the right to bargain on the following:

- hiring and firing procedure;
- assignment and transfer conditions and procedure;
- procedure for determining posts of special responsibility;
- promotion policy;
- decision-making processes in the schools;
- teacher workload;
- conditions and processes related to LC.

Provisions for zonal bargaining also came under fire. Present legislation concerning zonal bargaining is adequate says the Executive, therefore we would oppose proposed legislation that would empower the Minister to establish zones for bargaining.

### Vietnam, Cambodia

## Fund started for school supplies

A special fund called the 'Vietnam and Cambodia School Reconstruction Fund,' established by the May RA, already totalled \$1,330 in contributions by the end of the meeting.

A campaign will be launched

immediately to solicit donations from BCTF members, local associations and the public at large. Administration costs will be drawn from the William R. Long Memorial International Assistance Fund.

In addition, the BCTF will sponsor a provincial tour by a Vietnamese and/or a Cambodian teacher-leader with the necessary funds from the William R. Long Memorial Fund. CTF and CEQ will be contacted for assistance in arranging for a nation-wide tour if a Vietnamese or a Cambodian teacher-leader is available.

The provincial government will be asked to at least match all BCTF contributions to the fund; BCTF delegates to CTF and the world body will urge these bodies to provide as much financial assistance as possible to assist school reconstruction in Vietnam and Cambodia.

The CTF will also be requested to urge the federal government to make substantial funds available for Vietnamese and Cambodian reconstruction.

President Jim MacFarlan  
(Continued on page 2)

### FUND

Donations to the Vietnam and Cambodia School Reconstruction Fund can be sent to the BCTF, #105-2235 Burrard Street, Vancouver, B.C. V6J 3H9. Cheques should be made payable to Vietnam and Cambodia School Reconstruction Fund c/o B.C. Teachers' Federation (attention Accounting Department). Be sure to include your name and address (printed) for possible tax deductions.



## New structure of zonal advisers created for development

A newly formed Professional Development Advisory Committee will act as liaison on matters of existing policy between the BCTF and the Department of Education and other provincial educational agencies concerned with teacher professional development.

Replacing the former Professional Development and Curriculum Committee, the new advisory committee will be composed of co-ordinators appointed from the same regions as are members of the provincial Agreements Committee.

The existing PD & C Committee has provided good service, Jim MacFarlan told the RA, but if there is to be any fundamental change in professional development there is a need to change the existing structure. The regional co-ordinators on the new advisory committee would be responsible for policy-making and have a responsibility to represent the central committee from that region.

First Vice-President-elect Don Walmsley told the Assembly that the best way to help change the scope of professional development in the province is to change the structure to one similar to agreements and learning conditions, both of which function well now. Communications would then be freed, he said, so that things could move up and down more easily. And there would be a responsibility to the local membership built into the committee.

President-elect Bill Broadley summarized some of the concerns delegates had when

he said that it is 'inevitable that we go regional' but that he was not prepared to go regional at this time because there may be a void in dealing with government and departmental curriculum groups.

He expressed concern about the capacity of individuals appointed to the committee who would be expected to offer advice and stimulate programs in professional development at local, regional and provincial levels, advise the Executive Committee on PD matters in curriculum as well as relating the Federation to the Department of Education and other agencies. 'Place yourself in the position of a co-ordinator and I think you'll see you'll have a full-time job that you're asking the person to do,' Broadley said.

He called on the RA to adopt the regional concept in principle and develop it over the next year.

Ross Regan, chairperson of the PD & C Committee, said the group supports geographic representation but expressed concern about a rigid selection geographically and about the number of days off in a school year for members of the new committee. The people on the platform in front of you now, he said, are off up to 30 days in a school year and we could run into trouble with some school boards.

In addition, Regan expressed

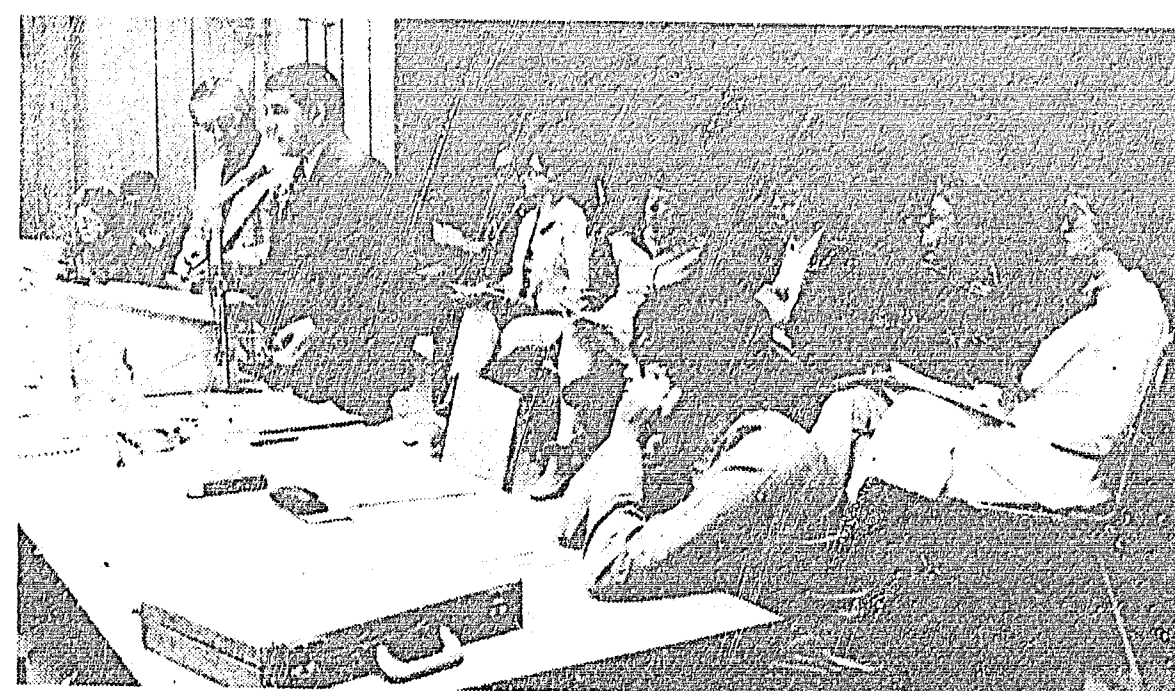
the committee's desire to have a balance of secondary and elementary people on the committee as at present.

Dorothy Glass suggested members of the committee, if they are to have responsibility to regions, should perhaps be elected at the regional level rather than appointed at the provincial level.

Mary Alford, Sooke, agreed the members should be elected from a local area. 'We're not going to get effective PD unless the teacher who is being professionally developed is involved. You are wasting time and our money if people are being done to.'

Cliff Boldt, Executive, speaking for the new committee structure, said there was a need for a new thrust in professional development and related this to the need in a class size campaign for a delivery on teaching styles.

Al Blakey, Executive, also speaking for the new structure, said there was a strong feeling among Vancouver teachers that past activities have not been operating as effectively as they might. 'Our experience in Vancouver over the last two years has been virtually no communication with professional development within the organization.' Instead of sitting up on a cloud and developing theoretical ideas, he said, let's develop from local needs.



Changes in professional development took three hours in the May RA. Shown here from l to r, members of the PD & C Committee, Ross Regan, Mike Downing, Velma Haslin, Judy Doyle, Brad Smith, Randi Hawkes, Janet Mori and Dick Lonsdale at the table.

## Curriculum regulations need your attention

The opportunity to submit sound educational reasons for involvement in forming local curriculum is now open to all teachers, Ross Regan, chairperson of the PD & C Committee told the RA.

Draft regulations on curriculum decentralization are now in schools for reaction directly to the Deputy Minister of Education by June 30.

Teacher participation in the formulation of the regulations indicates recognition by Department officials of the Federation position that those who are affected by decisions

should share in making those decisions, Regan told the Assembly. This recognition, he said, came from a recommendation adopted unanimously by the AGM that boards of school trustees should 'share in the decision-making with all parties concerned including local associations and local staffs,' when it is approving curriculum.

At the spring session of the legislature, the government had amended Section 168 of the Public Schools Act to read: 'Subject to the regulations, a Board may approve courses, textbooks, supplementary readers, and similar instructional materials for use in the public schools in the school district.'

As it stood, Section 168 could have prevented teachers from having any say in development of local curriculum. But Ross Regan, John Church and Isobel Cull, representing the BCTF, ensured that teachers would be able to participate in the formulation of the regulations for Section 168.

That's why it is important, Regan concluded, that teachers take time to comment on the draft regulations now in the schools.

## World body meets in Berlin

The world body of teachers, WCOTP, meets in Berlin July 30 - August 6.

For some years, the BCTF has sponsored 'official observers' to WCOTP. This year the Executive will provide financial assistance (\$100) to a maximum of five BCTF members to attend plenary sessions of the 1975 assembly.

If you will be in Germany at that time and are interested, write to Bob Buzza and let him know.

## From page 1

## Vietnam reconstruction fund

explained that the funds were not for school buildings because in his talks with representatives of the Vietnam government they had explained actual school construction was much easier in Vietnam than here in B.C. What they do need, he explained, is supplies such as pencils, paper, materials. And these can be bought much more cheaply in southeast Asia than they can here.

A motion to make an immediate grant of \$20,000 from the William R. Long Memorial International Assistance Fund was defeated 98-123.

Delegates speaking against it said they were sure teachers would want to contribute, but donations should be made on a voluntary basis. Most said they were happy to donate voluntarily.

'As teachers,' Jim MacFarlan explained, 'we can be of considerable assistance to both Vietnam and Cambodia by providing financial aid for the purchase of school supplies. I believe that our members will respond generously to a call for donations.'

MacFarlan at one point expressed strong anger at the

defeat of the \$20,000 from the William R. Long Memorial Fund saying that he was 'most surprised that we can send money to other African countries, for libraries in Thailand, a printing press for Ghana teachers, but we sit here now academically talking about politics when there has been a total devastation of an educational system in these countries.'

It is to the shame of the organization, MacFarlan said, that for over a decade we contributed only \$1.00 per member for international assistance and it is to the credit of the organization that it was doubled to \$2.00 a year ago.

Claus Spiekermann spoke strongly in favor of the fund, 'We're talking about children. The lives of these children have been abused to such an extent that anything that we can do to help we should do. It has nothing to do with ideology.'

Adam Robertson urged members to contribute to the fund saying, 'Let this Federation in the years ahead have money for funds like this to help children secure some equality in education.'

## North east sector

## Workdays held on problems

By WES KNAPP

Parents, community workers and teachers in Vancouver's north east sector conducted workdays on May 9 and 10 to seek solutions to community / school issues in this part of the city. The workdays identified a number of deficiencies in curriculum, pre-service and in-service education and facilities.

Sponsored by the Department of Education, the Vancouver School Board and the BCTF, the workdays were attended by 80 people comprising the community / school organizations in the north east sector.

Of much concern is the fact that the community, traditionally, has not been consulted in the development and design of solutions to problems identified by external agencies. The solutions, like the problems, have been imposed on the north east sector by those from outside the community. Other shortcomings identified include:

- an absence of community access to curriculum decision-making.
  - an absence of programs that confront the problems of racism, sexism and classism in the north east sector.
  - a lack of respect in the curriculum for working class and ethnic values.
  - a deficient university training for teachers in such areas as the north east sector.
  - the failure of in-service programs to meet specific needs of the north east sector schools and community.
  - an inability of the educational system to provide structures for parents, teachers and students to share in the important decisions which affect the educational system.
  - the instability of funds for programs.
  - inadequate language programs and translation services.
- Projects to deal with each of these issues, plus numerous other concerns, have been

drawn up for consideration by the workdays' participants, many calling for substantial amounts of parent and teacher release time to work on neighborhood / school committees. Uppermost in the minds of those seeking solutions is a significant involvement of the community in all educational issues in the north east sector.

Community participants at the workdays made it abundantly clear that the educational decisions for their children are too important to be left to teachers, administrators and school board officials. Parents and community groups must have direct access to the schools if issues that face the north east sector are to be properly addressed.

One of the groups is shown below that discussed problems of schools in Vancouver's north east sector. Eighty people met in the teacher center for these May workdays.



## Claim UIC sickness benefits early

With the extension of the salary indemnity benefit period from 75 to 175 working days (35 weeks) effective September 1, there will no longer be any advantage in delaying a claim for UIC sickness benefits until the end of SIF. This advantage previously applied to teachers who did not belong to a salary continuance plan and were anticipating a long illness.

After receiving SIF benefits for the maximum 175 days, claimants would no longer qualify for UIC sickness benefits as they would not have the required 20 weeks of employment in the preceding 52.

Therefore application for UIC should be made to cover the two-week SIF waiting period. Application should be made two weeks prior to the end of accumulated paid sick leave or as soon as paid sick leave begins if the accumulation is less than two weeks. These last two weeks of paid sick leave then become the UIC waiting period.

There is provision in UI Act

allowing the mandatory two-week UIC waiting period to be served in the last two weeks of paid sick leave.

Late (retroactive) applications are not likely to be accepted even though there is provision in the Unemployment Insurance Act for the Commission to predate applications upon proof of good cause for the delay. Oversight, neglect or ignorance of the rules is usually not considered good cause.

If UIC's medical requirements are met, there will then be UIC sickness benefits for the SIF waiting period. Claimants will probably have to undergo a medical examination by the Commission's doctor before being accepted on claim.

Claiming UIC for the SIF waiting period does not affect the status of SIF as an approved wage-loss replacement plan, which gives the BCTF a premium reduction refund.

## Building study news

The Kitsilano area planner has indicated both the city and a neighbourhood residents would be basically opposed to penetration of commercial land use into areas zoned residential.

The Federation, the planner suggested, should rezone its entire site for comprehensive development to give greater flexibility in combining commercial and residential land uses.

Members of the RA faced a

decision of selling a portion of the available land to a developer for housing or having the Federation develop moderate income housing under CMHC. Ninety-five percent financing for this \$1,800,000 project is available through CMHC at a fixed rate of 8% for a 50 year term.

The Executive opted for Federation development but the RA wants to wait until more information is available in the fall.

## Segregation 'out'

By RALPH SUNDBY

Elementary and secondary classes shall not be segregated on the basis of sex. This statement became BCTF learning conditions policy at the 1975 AGM. Implementation of the new policy will be a giant step toward freedom from sex biases which have existed for years in the education system. When the teachers of B.C., through their AGM delegates, overwhelmingly endorsed the statement, they declared that they no longer supported the traditional belief that the aptitudes, interests and aspirations of girls are different from those of boys. Furthermore, teachers served notice that they will no longer tolerate denial of freedom to students to pursue academic, recreational and professional avenues they choose simply because their choice does not fit the stereotyped role for their sex.

A. The new policy means: • every course or class must be equally open to both boys and girls.

• no measures may be taken to encourage or discourage one sex to register or not register for a particular course or class.

The new policy:

- Does NOT rule out an all-boys or an all-girls class which occurs as a result of free student choice (providing that nothing was done to encourage one sex more than the other to register).
- Does NOT mean that each class must contain a proportionate number, an equal number or even a token number of boys and girls.



Ralph Sundby

students and neglected the majority. Teachers have long paid lip service to mass participation and physical development of every student while deliberately carrying out an elitist sports program. Surveys indicate that the masses of citizens (including students) are in poor physical condition while a few are in good condition. Nonsegregated programs which do not stress competition would favor general physical development as an objective.

3. 'Girls could not take part with boys in such tough sports as rugby and wrestling.' Not true! Some girls could and would choose to participate in these sports and some boys already choose not to. The important thing is that both should have the right to participate in any sport which is taught. Furthermore, physical education programs would be as good or better if they included more of the numerous sports which stress agility, skill and conditioning rather than physical strength.

Ralph Sundby has a two-year appointment to staff, not a one-year appointment as reported in the last Newsletter.

• Does NOT mean parallel (but segregated) programs for boys and girls. B. The new policy is based on the following beliefs:

1. That sex discrimination is unfair and harmful just as is discrimination on the basis of race, religion, nationality, etc.
2. That the generalization that boys have aptitudes, aspirations and interests different from those of girls is a FALLACY, created and perpetuated by years of sex stereotyping in every facet of society.
3. That physical differences between boys and girls have been grossly exaggerated and overgeneralized. (Many girls are stronger than some boys and many boys have better small muscle development than some girls.)

4. That every student should be helped to develop his/her aptitudes and interests regardless of whether they fit traditional sex stereotypes.

5. That segregation on the basis of sex encourages and supports stereotyping which restricts development of the individual.

C. Some common but invalid arguments used to support segregation are:

1. 'The quality of PE skills will deteriorate.'

2. 'Students will be less able to compete.' It is doubtful that these contentions are true. In many cases they are based on the concept of elitism in sports which has long favored a few

4. 'It would be sexually improper for boys to wrestle with girls.' Those who subscribe to this argument should find it ever more improper for a boy to wrestle with a boy.

5. 'Some topics in guidance classes could not be discussed freely in integrated classes.' Most untrue! Experience with both adults and students shows that the frankest and most open discussions occur in mixed groups. The taboos which surround some topics can best be removed by open discussion in mixed groups.

6. 'There will be numerous problems of various kinds caused by the new policy.' Problems will arise when any new concept is implemented. However, it appears that the problems related to this particular policy are being exaggerated. Some schools, including high schools, are already nonsegregated. Time-table problems should, in the long term, be reduced because there will be one less variable to worry about. Class size limits can be more easily observed. As a matter of fact, many class size violations in the past have occurred as a result of segregation for PE and other classes.

Obviously, problems will have to be solved and attitudes will have to be changed, but people who are sensitive to the sex segregation issue will make the necessary effort.

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## From page 1

## Program integration

He explained the Federation's concern for changes in bargaining legislation recently introduced that will allow the Minister the capability to create zones for bargaining with an opt out provision for local associations and local school boards. Existing bargaining legislation is already adequate, MacFarlan commented, and he warned the news media will create a psychological climate that will place those local boards and teachers who choose to opt out of the zones in an invidious position.

MacFarlan noted the growing number of strikes of non-teaching personnel during this past year and predicted more in the coming round of negotiations. He called on local association executives to discuss and take a position on the matter of strikes by non-teaching personnel and to communicate recommendations to the Executive Committee over the next few weeks.

MacFarlan also told the RA that a letter had gone to Premier Dave Barrett giving the Federation's position on the matter of funding of independent schools. The Federation, he says, has policy going back to 1952 saying it is totally, unalterably opposed to public funds being used to finance private schools.

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## Letters

Editor,

(An answer to Mr. Broadley's statements in the May issue.)

No, Bill Broadley, the answer is not in the ballot box. The answer is in the people elected.

'They don't represent me!' members are heard to say, even about the Executive Committee.

'Yes, they do!!' you roar. But, Bill Broadley, are they trying to?

There are faults in our election processes, mainly human faults. We don't need elected persons who pretend an imperfect process becomes perfect upon producing a product.

What we need are men and women who acknowledge the imperfections of their election, and the system they are part of. We need such people to work to overcome these faults. We need them to serve the membership; not use it, or any part of it!

Your words, Mr. Broadley, express a wish to have the power of elected persons acknowledged.

Sir, the membership realizes that power, that authority. What it needs is some humility, some humanity, from those with power. Your logic is more legalistic than humanistic,

more dictatorial than democratic.

Perhaps BCTF members at present shouldn't cry, 'They don't represent me!' It is more accurate to say, 'They don't try to represent me!'

The Minister of Education seems to understand this. Does that make her more of a Liberal than Bill Broadley is?

Gordon R. Scott,  
White Rock.

Dear Sir:

In the May issue, I read with dismay, consternation, disgust, and considerable chagrin that "my" organization, the BCTF, has made a donation of \$100 to the Greenpeace V project.

If these quasi-conservationists wish to intrude into marine areas where their only object is to harass individuals who are carrying on a legal activity, then let them pay for their own folly.

However, there may be a bright side to the story - these misguided individuals may become so seakick that they will cease this nonsensical enterprise or they may become modern Jonahs with no hope of being regurgitated.

G. A. Kolstad  
Coquitlam

## BRITISH COLUMBIA TEACHERS' FEDERATION

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# Improved pensions sought in three areas

The BCTF will try to gain three improvements in the pensions of retired teachers, based on the findings of a study of the possibilities of recalculating all existing pensions.

The Representative Assembly approved two recommendations of a report made for the government and the BCTF by Bruce Wiggins of William M. Mercer Limited.

The first recommendation would have pensions increased for anyone whose actual final salary was higher than the salary figure used in calculating the pension.

The second change would be increases ranging from 3 to 11% in the 'lifetime portion' of all pensions granted between July 1, 1961 and June 30, 1973.

In addition, the Assembly instructed that an adjustment be sought to existing pensions using a statistical measure equivalent to a 2% per year of pensionable service multiplied by a final average salary as determined in the Wiggins report recommendations.

The report had found that complete recalculation of existing pensions was impractical and inequitable for a variety of reasons. The Assem-

bly therefore decided to try the equivalent approach.

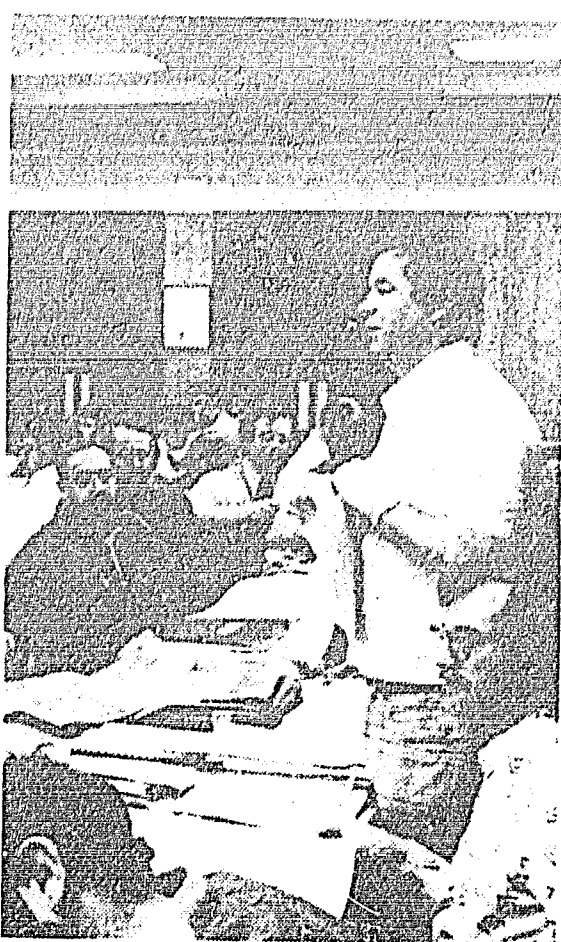
The Assembly also decided that, in the future, 'prior to any decision's being made with respect to pension plan improvements for present teachers, a method should be devised to ensure as well that retirees receive an appropriate adjustment.'

## Task force on racism

Racism has become a real concern for many teachers; therefore a task force will be struck to effect a solution to the problem.

Teachers have expressed concern over a growing racism that has become evident in the classrooms and in the playgrounds.

Accordingly, the RA voted overwhelmingly to establish a task force, one that will work with other concerned groups in the community to tackle the problem. More details later when the task force members are appointed and the terms of reference established.



Pat Brady, Executive, on his feet to make a point at the May Assembly.

# Scholarship policy still under wraps

Although the Minister has said, 'Students will be very pleased with major changes that will take effect very soon in government scholarship examination policy,' Ross Regan told the RA that details of the proposed policy have not yet been announced.

'But we hope that the changes will reflect the principles advocated in the BCTF brief on scholarships submitted in October 1974,' he said.

Current BCTF policy on scholarships says that each school staff in consultation with its students and their parents should decide what

kinds of excellence should be rewarded, and in what form these rewards should be made.

'Since there are 60 Grade 12 subjects offered in B.C. with exams in only 12, it would seem appropriate to increase the subjects in which pupils could write for scholarships at the provincial or local level,' Regan says.

BCTF representatives, he says, have stressed local involvement in deciding scholarship winners and pushed for a increase in the financial rewards available to candidates. 'Schools should be recognized as the most appropriate body to identify pupils to be rewarded since growth and development is more apparent at the school level.' Pupils, parents and teachers would be responsible for allocating financial rewards on an equitable basis.

Regan suggested that school staffs wishing to discuss the proposed changes in scholarships should contact the PD division of the BCTF.

## CTF fills real need

The Canadian Teachers' Federation exists because of a felt need on the part of 14 teachers' organizations in the country.

Reporting to the RA on the national organization, Jim Killeen (a past president of both BCTF and CTF) reminded the GRs that the BCTF was a leading architect of CTF over 50 years ago, and

was still an enthusiastic supporter of CTF's efforts on behalf of Canadian teachers.

Among CTF's important functions, said Killeen, was representations to such federal government departments as External Affairs, Citizenship and Immigration, Secretary of State, Unemployment Insurance Commission, and CIDA.

CTF represents 210,000 teachers. All teachers' organizations in the country except that of the French-speaking teachers of Quebec are members. Efforts have been made over the years to have the Centrale de l'enseignement du Quebec join CTF, but CEQ regards itself as the French-speaking equivalent of CTF — i.e., as a national organization in its own right.

Killeen said that getting 14 teachers' organizations to agree on policies in education was difficult, but when agreement was reached, the policy statements had a profound impact on the national scene.

Another important function of CTF, said Killeen, was to lobby the federal government, seeking to have the point of view of the country's teachers implemented in legislation or regulations.

## \$6 million to update libraries

A book entitlement capital expense of over six million dollars to enable libraries in schools throughout British Columbia to update and enrich their book holdings has been announced by Education Minister Eileen Dailly.

The Department of Education will share with school districts in this capital expense, to be paid out over the next two fiscal years.

'I am very pleased to be able to announce this entitlement,' said Mrs. Dailly. 'While all schools in the province will benefit from these funds, the special beneficiaries will certainly be those schools that have marked deficiencies in library materials.'



Another view of the RA taken during the lengthy discussion on changes in professional development activities reported on page 2 in the Newsletter.

## Credit Union relocates at Oakridge Plaza

Over 100 members and invited guests were present at the recent official opening of the Oakridge Plaza Branch of B.C. Teachers Credit Union, May 24, with Daisy Webster, MLA for Vancouver South, presiding.

In her comments, Mrs. Webster praised the energy and foresight of the directors and staff of the credit union, in

providing a fully modern, well-equipped air-conditioned office for the use of the Vancouver members.

She also mentioned the tremendous growth of the credit union over the years to its present record 12,000 members and \$26 million in total assets.

Following the official opening, a reception was held at the Blue Boy Motor Hotel.



B.C. Teachers' Credit Union president Ken McKenzie, left, with MLA Daisy Webster and general manager E. J. Simpson at the official opening of the new office.

## Brief Takes

### local presidents

From the Central Okanagan comes a request that at the time you are making your budget for local association affairs you consider time-off for the president, part-time or full-time. Duties of most local presidents now, they say, have increased to such an extent as to warrant such considerations.

### postage stamps

Recycle used postage stamps? The Foster Parents Plan of Canada is helping needy children through used postage stamps and you can help by collecting these stamps and mailing them to Al and Mary Rattray, No. 408 - 1655 Nelson Street, Vancouver, B.C. V6G 1M4.

### sports camp

Gary Haensgen wants teachers who might be attending UBC Summer School to know about the youth sports camp under the leadership of Dr. Alex Carre from June 30 to August 22. It includes team sports such as volleyball, soccer, floor hockey; individual sports such as tennis, swimming, gymnastics and archery as well as other outdoor activities. Contact Carre at Youth Sports Camp, UBC for more information.

### award winner

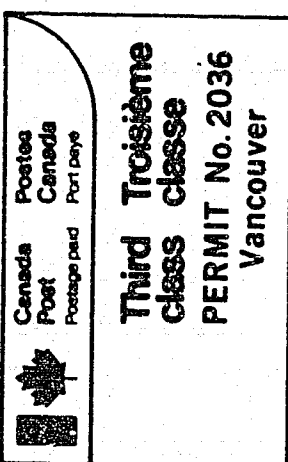
Stephen C. Lydiatt, Vancouver, has been awarded the Florence S. Dunlop Memorial Fellowship to pursue studies in the Department of Special Education, UBC. His area of study will be in language and reading processes.

### sick leave

The Public Schools Act, Section 132, governs the minimum number of days of paid sick leave available to teachers. (One day per month taught in the service of the Board prior to April 1968 and 1.5 days per month taught in the service of the Board after April 1968.)

The words "in the service of the Board" are important in that broken service with the same Board does not eliminate the previous accumulation of sick leave credits.

For example, assuming no use of sick leave, service with Board X from September 1966 to June 1968 would generate 21.5 days of sick leave credits. If the teacher resigned from Board X and subsequently returned to employment with this same Board in September 1974, the teacher would start off with 21.5 days of accumulated sick leave credits.



IF UNDELIVERED, return to 2235 Burrard St., Vancouver, B.C. V6J 3H9