

You must get involved

# Many issues facing teachers



President Bill Broadley

The message was loud and clear.

If you want something done — stop griping and start working.

It came from Bill Broadley, BCTF President, in his opening address to some 160 delegates to the GR Assembly meeting, January 29.

In admonishing the member-

ship for an astonishing apathy toward participation in the last election, he said in strong terms that the way to combat what were considered injustices to teachers and the educational process was to get involved.

The method he recommended was to bombard government officials and

MLAs with letters, telegrams, etc. from locals, districts, and private individuals.

Issues he suggested focusing on were:

- \* Proposed roll-backs of arbitration awards.
- \* External political environment of the province.
- \* School board budgetary controls.
- \* Status of women programs.
- \* Advisory Committee on Sex Discrimination in Education.
- \* Misinformation being put out by the BCSTA.
- \* Proposed fees for Teacher Qualification Service.
- \* Teacher in-put into local school board budgets.
- \* Federal restraint programs.

Findings from a recent survey commissioned by the BCTF on the Quality of Education in British Columbia indicate, he said, that the populace of the province want, and are willing to pay for, improved quality of education.

'It's absurd for anyone to suggest that taxpayers are not willing to pay for better education,' he told the assembly.

He said the survey revealed that 72 percent of the 510 British Columbians surveyed were in favor of improving the

quality of teachers; 67 percent were in favor of more vocational classes and 58 percent wanted more materials in school libraries.

'I don't see that we should have any trouble in convincing the public of the need for money for education.'

School board cutbacks would result in 'kids getting cheated,' he said.

The loud mouthing of South Vancouver Island and Surrey school board members about reducing budgets and threatening to lay off teachers was termed 'totally erroneous and false' by the Federation President.

'School boards should not be wrapping themselves in the flag of Canadian nationalism and burying the kids under it in the process,' he said.

Despite the fact that the government insists the cupboard is bare, there must be money for education and ultimately the fight is with the trustees, he indicated.

'Focus on the budget. Please take that message back to your local.'

Get teachers involved in school board budgets.

If you want things done — get involved.'

## newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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### On wage guidelines

## A unanimous Assembly says 'consultation before decision'

B.C. teachers will not go the Toronto route — unless their calls continue to get a busy signal in Victoria.

That was the message that came from the 160 teacher representatives in B.C. attending the BCTF Representative Assembly meeting in Vancouver January 29-31.

In a unanimous show of hands, GRs voted to support the Executive Committee in seeking an immediate meeting with the Cabinet Sub-Committee on Anti-Inflation.

Such a meeting has been sought since January 14, when officials of the Federation met with Education Minister Pat McGeer, Deputy Minister W. R. Hardwick, and executive assistant to the Minister, Jim Bennett.

Teachers deserve access to the committee to discuss with them the unique position of B.C. teachers who have, in fact, already felt the spirit of the Federal restraint program in arbitration settlements, BCTF President Bill Broadley told the meeting.

It will be another two weeks before any agreements have been arrived at by the sub-committee to determine what stance will be taken by the provincial government in regard to the Federal guidelines.

Before any decision is made the BCTF wants input into the committee.

Broadley said while teachers are patriotic citizens, it is 'not a patriotic thing to participate in a program that isn't clear.'

'The guidelines do not provide a simple formula,' he said, and 'guidelines are not controls.'

He suggested teachers might receive a more sympathetic hearing from the Federal Anti-Inflation Review Board than they would from one struck provincially.

The message of restraint so far has been more than evident in the arbitrated settlements.

'By God, they've had an

impact,' he exclaimed, 'to the tune of the loss of seven or eight percent.'

Before restraints were imposed by the federal government, B.C. teachers had been looking to a 20 percent salary increase. Under the arbitrated settlements, the average settlement for the province was 12½%.

Broadley urged GRs to go back to the districts and press locals and individuals to write

to the Minister and their local MLAs urging that the Federation be given a hearing before the Cabinet sub-committee before any decision is made.

He suggested the Federation and Labor were agreed that the public was being deceived about the real causes of inflation and recommended that an intensive program be initiated by the BCTF, dubbed Education in Economics, to inform the membership.

### Bill Broadley says:

## Teachers have followed established legal process

By following the process established in law, B.C. teachers have had salaries set for 1976 and been paid accordingly for January.

Along with their January cheques, teachers also received notification that the Government of B.C. may act to require a subsequent adjustment in salary.

The BCTF has asked the Government of B.C. to '... recognize the restraints under which teachers have always negotiated and which have already been applied in 1976 contracts, and that no additional restraints be imposed with respect to these 1976 contracts.'

Teachers are unable to bargain conditions of employment other than salaries and bonuses. No other organized group of employees in B.C. is subject to this restraint.

Teachers have rejected strike as a dispute-resolving process for bargaining salaries and bonuses and have accepted compulsory binding arbitration instead. No other large group of employees in B.C. has accepted this process which brings stability and assures continuity of service. The process causes teachers to follow settlements in other sectors by almost a year; we do not lead.

We now find ourselves in a situation in which the Government of B.C. appears prepared to destroy a bargaining process that has brought this stability to B.C. schools for almost four decades.

The destruction will occur if the only legitimate bargaining processes available to teachers to establish 1976 salaries are overturned on a retroactive basis.

Law deserves respect. It will not have respect if legal action today is made illegal retroactively. There can be no law and order if the principle of retroactive legislation is to prevail.

If arbitration boards had ignored the guidelines, teachers might understand the dilemma of the government. However, the record clearly shows that arbitration boards implemented the wage guidelines for teacher salaries in 1976. Retroactive legislation is not necessary to implement restraint. Surely the responsible position of government is to provide forward looking legislation that applies equitably to all citizens.

Teachers and other citizens will be observing the action of the new government in this matter with great interest. Is law and order to be respected or not?

The action of the Government of B.C. will provide an answer.

## Financial support to Toronto teachers

The Representative Assembly voted to send a dollar per member for financial assistance to the striking Toronto teachers. The amount will be approximately \$27,000.

Earlier the BCTF Executive Committee had extended support by telegram to the teachers of Metro Toronto in their fight to oppose interference by the Anti-Inflation Board in their right to free collective bargaining.

'Teachers have fought too hard a battle to achieve recognition to permit it to be taken away without a fight,' said the Executive.

A. Lecuyer, Associate General Secretary of OSSTF, offered the following reasons why teachers rejected the last board offer:

1. Although the money portion could be seen as an acceptable offer, the fact that it was not made retroactive to September 1, the beginning of the contract year, made this offer unacceptable. In fact, the Board was applying the money to the grid as of January 1976, leaving four months on the old grid.

2. A clause did away with merit pay and, according to the negotiators, those who had already received their merit pay portion would have had to repay it to the Board.

3. The \$600 lump payment was far below that recommended by the appointed Fact Finder.

4. The proposal contained a clause which made the entire Agreement subject to the Anti-Inflation Board. Our solicitor felt that this clause could in fact prevent the reopening of the Agreement by the teachers

should the Anti-Inflation Board ruling be negative to the teachers and, in this latter course, the teachers wanted to retain the option to reopen negotiations in order to improve other clauses of the Agreement.

5. The board which had paid up to 75% of OHIP was now offering no payment.

6. The offer was also reducing by a substantial amount the term insurance available to teachers.

**Dignity and respect do not come from remaining in the classroom as passive, blind victims of unjust laws — they come from questioning those laws and they come from fighting for what you believe.**

**As a teacher, I feel greater dignity now for my profession than I have ever felt in the past. Under an unprecedented barrage of vicious attacks from scheming editorialists and high-priced bureaucracies, we teachers have gained greater political awareness and greater fortitude as a result of our legal strike. Against injustice, we have made our point and, regardless of the final settlement, we have triumphed.**

**Our students have indeed learned, and learned only too well, that the best way to teach is by example. And, it's a lesson they won't soon forget.**

**John T. Borovilos  
Toronto**

*(The Toronto Star, 31st December, 1975)*

## More on the October motion of censure

I am writing this letter in an attempt to clear up some misconceptions that a few writers seem to have regarding the motion of censure against the BCTF Executive Committee made at the October Representative Assembly.

The reason I seconded this motion was that the Executive did not deal firmly enough with the principals' and vice-principals' PSA for making an unauthorized submission to the Minister of Education. The right of an individual to express an opinion was never, and is not now, in question. The rights of a PSA are quite another matter!

The PVPPSA does not represent 100% of the administrators in the PCTF. Membership only recently passed the 50% mark. Secondly, the Association receives \$5 from the BCTF for every BCTF member. This means that my money is being used by a highly political power group to oppose Federa-

tion policy that has been democratically debated and adopted by our Annual General Meeting.

Most members of the BCTF do not know the contents of the submission to the Minister. The submission calls for more power (which they mistakenly call authority) for the principal in the school. Its stated reason for this is that democracy, in the form of shared decision-making, will not work. Key phrases are 'leadership is provided in the school by one individual... that individual is the principal,' who will provide 'positive risk taking leadership,' therefore, 'the principal's responsibility and accountability can be neither reduced nor transferred.' Really, colleagues! Risk taking leadership? From our principals? Pure hogwash!

I have found myself overcome with increasing nausea in reading the BCTF Newsletter since the October RA. The

pages of this paper have been filled with a series of sanctimonious, cynical bleats of 'central control,' 'freedom of speech,' and 'democracy.' Let us attempt to use our crap detectors, colleagues, and clarify the situation. The PVPPSA has come out four square for a system which is antithetical to any rational concept of democracy!

It is exactly this authoritarian system, which it supports, that has allowed petty tyrants, puffed up with their own self-importance, to harass and intimidate the teachers under their control. What these recent writers in the Newsletter have done is to fly the flag of democracy to oppose democracy.

A Mr. Holt, in the January Newsletter, attempts to cast the PSA into the role of a suppressed majority.

It is high time that teachers throughout the province rejected the despotism of the system. We do not elect our ad-

ministrators. They are not our educational leaders. They are, both by inclination and by law, the representatives of the school board in our schools.

When they want something which cannot be ordered by law, we are addressed as colleagues. When the classroom teacher wants to share in decision-making in the school, we find these 'colleagues' wrapped in the Public Schools Act. I would like to see some articles in the Newsletter addressing the real issues facing teachers. Currently, principals are (1) overpaid in relation to the classroom teacher, (2) given far too much power by the Act, and (3) incredibly underworked because of a system which releases most of them from responsibility for education and makes them 'plant managers.' I look forward to articles by classroom teachers about the day to day democracy in our schools.

Lloyd Edwards,  
Surrey

## TQS erases year

Re: BCTF Newsletter, Vol. 15, No. 7, January 8, 1976.

Notwithstanding the fact that credits in certain courses acquired in one university are not necessarily transferable to another university even within B.C., the Teacher Qualification Board has decided to eliminate one year from the educational life of Ontario graduates on the pretext that the B.C. universities no longer grant transfer credit for Ontario Grade 13.

Although the decision does not make academic sense, it certainly makes anthropological sense which requires that foreign members of a tribe called Ontario teachers have to sacrifice a little of their life and pay-cheque before they can be admitted by another tribe named B.C. Teachers.

Time-shrinkers, head-shrinkers and teachers have one thing in common — they safeguard their tribal privileges. In B.C., we like to reward educational inbreeding with a bigger pay-cheque.

B. A. Kamath  
Merritt



Don Walmsley, BCTF first vice-president.

"Declaration" for learning conditions

## We can also make unilateral decision

Our basic danger, Don Walmsley told the Representative Assembly during the learning conditions session, is our optimism.

Walmsley, the BCTF First Vice-President, told the GRs the major responsibility is to hold up budgets that are in danger of sagging.

Walmsley said that trustees don't understand what it's like to teach in a classroom with 30 or 35 children and then have noon hour supervision laid on. Trustees don't have the same concerns as you do. They are more concerned about the mill rate, he said.

Walmsley also reviewed a new strategy in the learning conditions program that in-

volves a 'declaration' to serve in place of an agreement. The idea of the declaration, he said, is to bring teachers the same rights as those enjoyed by every other professional or union group in British Columbia.

We set ourselves a declaration, he said, because at the opposite end the trustees are making unilateral decisions that virtually preclude teacher involvement. 'Then it becomes a case of when you want to negotiate we will meet with you.'

Provincial governments have said they will not introduce legislation to make learning and working conditions negotiable until learning

and working conditions agreements are general throughout the province. In six years of trying to establish such agreements on this 'permissible basis' only seven locals have succeeded in getting signed contracts with their respective school boards. The great majority of boards say they cannot or will not negotiate learning and working conditions until compelled to by legislation.

Is a unilateral 'declaration' enforceable? That is equivalent, Walmsley replied, to asking 'is the BCTF policy enforceable?' The Public Schools Act serves as an inhibiting factor but the 'declaration' is enforceable to the extent that members, staffs, local associations and the provincial organization are prepared to enforce it.

'Any gains we have made have been made by forcing the law to change. Only as a group can we force these changes,' he said.

Within the declaration, as envisioned, it would be the obligation of local associations

to ensure that discussion of the declaration takes place. Additions, deletions, or other modifications would have to be approved by a local general meeting. At the school level, a school staff would have the right to participate in any policy decisions affecting the learning and working conditions in the school. The nature of this participation is that of shared decision-making responsibilities among the school staff, the local teachers' association, the local school board, the BCTF and the Department of Education.

Within the limitations imposed by the prerogatives of other parties, the school staff has the right to make decisions concerning the use and allocation of the resources provided to it that bear on the general operation of the school.

For the teacher, there is a right to due process in the pursuit of learning or working concerns as well as a responsibility for assessing the quality of learning conditions provided the students.

## Charlesworth presentation

### Our graduates are top quality

Is it possible someone's making a thesis out of an ivory tower transient thought?

Are today's public school graduates just a bunch of mumbling, bumbling mental and vocal illiterates?

Not in the opinion of GRs attending the Representative Assembly January 31 who were treated to the sight of two of B.C.'s top academic students being awarded the Charlesworth Memorial Scholarship.



BCTF president Bill Broadley talks with Charlesworth award winners Jennifer Welton, Trail, and John Fawcett, Victoria.

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## Professional development thriving in Kelowna

Jennifer J. Welton, Trail, a graduate of J. Lloyd Crowe Senior Secondary and John A. Fawcett, 57 Wellington Avenue, Victoria, a graduate of Victoria High School, were living proof of two academically brilliant students, nurtured by the educational system of B.C. to become articulate, well educated and well adjusted students on their way to a University.

They were two of some 300 top Secondary School graduates who were considered for the \$1,000 award. And the group they represented was a relatively small, select one.

The scholarship is offered annually by the Federation to the son or daughter of any active, retired or deceased member of the BCTF to honor the memory of the late Harry Charlesworth, first General Secretary, BCTF.

As BCTF President Bill Broadley put it: 'Let me assure you, there is no doubt in anyone's mind about the quality of our graduates today.'

Kelowna has developed a new model for in-service that has teachers and trustees pleased with the results.

Professional development has come alive in the district, says Doug Green, a principal in Kelowna and a member of the BCTF Professional Development Advisory Committee. He arranged a meeting for the Newsletter with Bill Zoellner, superintendent; Bert Webb, director of elementary instruction; Don Keith, chairperson of the Central Okanagan Teachers' Association professional development committee; and Marj Showler, a trustee.

Green recognizes that while the program works well in Kelowna, it may not fit all the school districts. But, he says, parts of the program should be of some assistance to teachers who are modifying or developing professional development programs elsewhere in the province.

For example, as a regional co-ordinator for PDAC, Doug

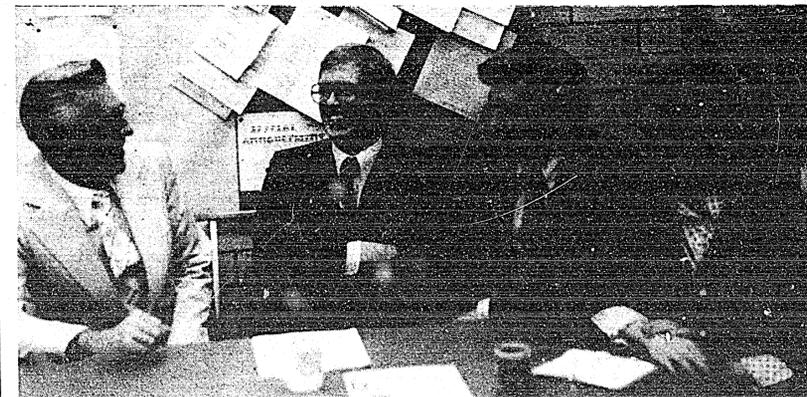
Green talked to 14 school representatives in Penticton, where he explained the PD model and suggested modifications for the Penticton situation.

Green emphasized that it took about four years to develop the program. He says the Kelowna experience has shown that small group workshops do yield better results than large conferences or out of district workshops that one or two teachers attend. And if the Pro D program is to be successful, local PSA chapters and specialist groups must be operating within the district. Finally, provision of adequate financing is 'absolutely crucial.'

Basically, the professional program is funded at 40% from the local association, and 60% from the board.

We don't give schools an outright grant, Green explains — instead schools are given a budget figure to operate within, to prevent building up

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Things are moving in Kelowna says Bill Zoellner, left, with Doug Green, Don Keith, and Marj Showler.

## Triennial Review report

### Sharp debate over powers

Any hope of the family watch dog taking over the running of the household got a sharp command 'sit' from the provincial GRs during a report of the Triennial Review Committee, January 30.

The speculation of Committee chairperson, Donald Olds, Hope, that 'There is a strong wish and desire of this Assembly to exert more influence' (on decisions of the Executive Committee) provoked stirring debate which ranged from the accusation that not all GRs were duly elected, to the charge that the GRs were not representative because of the ratio, to the argument that the RA shouldn't be used as a political forum.

The first recommendation which would have given the RA special powers was soundly defeated.

The recommendation read, in part, 'Notwithstanding anything contained elsewhere in these by-laws, the RA has power, between AGMs, to initiate, prohibit, interpret or develop policy subject to ratification by the AGM.'

As one delegate put it, 'The RA is an advisory body as defined by the Constitution, not a decision-making body.'

Jim MacFarlan's succinct definition of the recommendation brought a round of applause, 'I think it's a mess.'

Roili Cacchioni, Central Okanagan, charged that not all GRs were elected. Doug Green, Central Okanagan, contended the RA was not representative of the membership since in some cases one GR represent-

ing only 20 teachers had one vote, which if projected to his district would give him 42 votes.

The latter comments were in respect to the second recommendation of the Committee which attempted to present a new formula for election of GRs.

Frances Worledge, Vancouver Elementary, took issue with the formula presented and put forth one of her own.

Questions as to the cost of increasing the number of GRs and information on membership caused the recommendation to be put over to Saturday when the information could be assembled and distributed.

Saturday it was agreed that GRs will be elected by local associations according to the following formula:

- less than 2.5% 1 GR.
- 2.5% to 4.99% 2 GRs
- 5% and more 3 GRs

Plus one additional GR for associations of 1,000 or more members.

A resolution calling for a directory of duly elected GRs and their elected substitutes to be compiled and that only those duly elected be granted recognition and voting privileges at meetings of the RA and AGM, was carried.

A recommendation to strike a committee of GRs, representatives of the Executive and Finance Committees to prepare, with staff assistance, a detailed report on procedures required for more effective future operations in the areas of finance and management as well as professional development, economic welfare, governance and supportive services was defeated.

BCTF publications will carry names of all persons nominated for office in the BCTF either by district councils, local associations or 10 members in good standing, according to a successful recommendation.

Further, GRs accepted a recommendation that at its fall session, the RA will appoint a chairperson of the Nominating Committee. The RA will then act as a Nominating Committee.

For information write this committee c/o BCTF, 105 - 2235 Burrard St., Vancouver, V6J 3H9.

## It's a mod world

From a Canadian Viewpoint it certainly is a mod world. Textbooks as such are on the way out, 'modules' are taking over.

Along with the module trend goes decentralized selection of all books.

This implies a need for more titles in print, which is good, but will result in smaller and fewer orders for any one title, which, for the Canadian publisher, is not so good.

Basically it means that to be published, a book manuscript approved for use in B.C. schools must, as well, appeal to a publisher as a good trade book.

This point has become increasingly obvious to the members of the Canadian Authors Association — B.C. Teachers' Federation manuscript evaluation committee, 'From a Canadian Viewpoint,' whose endorsed selections have not, to date, found publishers.

There are other hampering aspects — Canadian copyright law, laws governing the importation and exportation of

books, questions of financial assistance to Canadian publishers. These are federal matters currently under review and revision in response to pressure from various concerned associations.

In the meantime, B.C. teachers and librarians could help now to further their aims and those of the committee 'From a Canadian Viewpoint.'

- Buy Canadian books — B.C. is not a leader in this aspect of patriotism.
- Demand Canadian Books — order through Canadian distributors or publishers. Complain loud and long to the right parties if service is poor.
- Write Canadian books — the range of topics is wide; traditional or modular format, according to intended use.

With honest, concerted and sustained effort much more material written from a Canadian viewpoint could become available to students in a mod world.

For information write this committee c/o BCTF, 105 - 2235 Burrard St., Vancouver, V6J 3H9.

## Don Walmsley talks about collegiality

The following is an exchange of questions and answers on collegiality by a secondary school principal and Don Walmsley, Vice-President of the BCTF.

**Q: How would you define collegiality?**  
A: In my opinion, collegiality is synonymous with equality or democracy. To me, it means that each teacher, being a professional, has the right and responsibility to be involved in the decision-making processes within a school, a school district and the province.

**Q: What role would the principal have in the collegial process?**

A: In a collegial system, the principal would not have a veto power. On the other hand, neither would the staff meet every day to make every decision within a school. The day-to-day practices within a school would change very little. What would change — and indeed is changing — is the exercise of total autocratic power by some administrators.

**Q: How does this concept stand up in light of the Public Schools Act?**

A: One can argue both ways with regard to collegiality and the Public Schools Act. The section which applies states that 'the principal is responsible for administering and supervising the school.' Some argue that this gives the final power to the principal. Others argue that a principal fulfills this responsibility so long as he/she ensures that it is done (e.g. by a staff or staff committee).

**Q: Might some interpret such action by a staff committee as contravention of the law?**

A: Insofar as the 'law' is concerned, it is interesting to note that practice generally precedes legislative change. An illustration of this is the Canadian Constitution which gives sweeping powers to the Governor General, yet does not even mention the Prime Minister.

**Q: Do you believe that teachers and administrators are ready for this new concept?**

A: I do not believe that 'collegiality' will occur overnight. There is evidence of it now. For example, principals no longer deny women the right to wear trousers; they no longer insist that teachers seek permission before going home for lunch; and they no longer require teachers to 'sign in' each morning. Collegiality will continue to grow. And, as you are no doubt aware, many principals support the concept.

**Q: While many principals have accepted the concept, others have not. There has been some talk of a break-away movement with principals setting up their own association. How do you respond to this?**

A: I hope principals will continue to resist the stated position of the BCSTA which would have principals removed from the BCTF on the grounds that they are management, not teachers. I believe that principals must see themselves as teachers first.

# Happenings . . .

## Candidates

The following BCTF members have been nominated for office for the 1976-77 year:

**President:** Bill Broadley (Victoria), Don Walmsley (Boston Bar).

**First Vice-President:** Pat Brady (Prince George), Gale Neuberger (Coquitlam).

**Second Vice-President:** Mavis DeGirolamo (Victoria), Jack Tearne (Chilliwack).

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## Kelowna PD thriving

thousands of dollars in unused funds.

Every school in the district elects a school Pro D committee. Operating from the school's philosophy, priorities, and staff needs, the committee determines how the funds will be used.

At the district level the local association professional development committee reviews and controls all funds. Superintendent Bill Zoellner approves activities on behalf of the board.

That's the basis of the model. In-service starts from the teachers, who define their own problems, delineate their own needs, and arrange for the kind of help they want.

What happened before is that a school board in-service committee dispensed grants. 'We really were not doing as well as we could do,' says Marj Showler who had served on the in-service committee. 'We never really had the information we needed to decide on a teacher's request to attend a workshop. We're getting better results for our money now.'

Marj Showler is one of those rare trustees who have confidence in teachers. Teachers, she says, know 'where it's at.' She is a tremendously supportive force on the board.

Teachers are finding that it

**Member-at-Large:** Joe Berry (Vancouver), Al Blakey (Vancouver), Mike Campbell (Abbotsford), Mike Downing (West Vancouver), Frank Fuller (Sechelt), Julia Goulden (Burnaby), Bob Hamelin (Vancouver), Velma Haslin (Vancouver), David Janzen (North Vancouver), Everet Krider (Ashcroft), Don Olds (Hope), Glen Plueckhahn (Nanaimo), Ken Smith (Kamloops), Linda Wilson (Vancouver).

By recommendation of the Triennial Review Committee the RA now acts as a Nominating Committee and procedures for establishing a list of candidates are as follows:

\* nominations shall be submitted to the Nominating Committee chairpersons by January 31 in any year;

\* the list of candidates shall consist of the names of active members submitted in writing by local associations, district councils, or 10 members in good standing;

\* names shall be added only with prior consent of the individual concerned;

\* names received in nomination by December 31 shall be circulated to GRs prior to the winter session of the RA;

\* names of nominees will be published in AGM Reports and Resolutions, the pre-AGM issue of the BCTF Newsletter and the AGM Convention program.

## Delta bonspiel

The Delta Teachers' Curling Club will hold a spring bonspiel at Tunneltown Curling Club, South Delta, April 9-11.

Deadline for entries, which should include a team list, and a \$10 deposit, is February 28. Entries should be forwarded to Bruce Conley, Delta Junior Secondary, 4995 45th Ave., Delta.

## African Relief

An item of some social significance has come from Bob Cowie, a teacher at Princess Margaret School in Surrey, who notes that in the cold frost of winter, a lot of African people will be perishing because they lack clothing.

In Angola, Mozambique, Rhodesia, and Southwest Africa, there is a tremendous refugee problem created by

war and one of the great needs is for clothing — any sort of clothing, shoes, boots, socks, hats, blankets: 'All that I'm asking is that it be washed,' says Bob Cowie.

He has called it the 'African Refugee Relief Program' and he is asking Social Studies teachers in particular to take an interest in the clothing drive. He is willing to come and pick up the clothing, but it would be helpful if those who can would drop the clothing off at his school or his home.

He can be reached at 594-5488 (school); or at 531-7718 (home). To talk to him is to understand the urgency of the situation.

## BCTF to relocate

The BCTF is to have a new office building at a new location.

This was the decision of the Representative Assembly, Friday, January 30.

The decision was not made lightly.

Three and one half hours went into the debate that finally resulted in a decision to construct a new BCTF office building of some 100,000 square feet, plus necessary parking facilities, within the Broadway corridor area, defined as lying between Arbutus and Main Streets.

Three major arguments were wrestled with before a final decision was made. They were: to remain on the present premises, remove the present tenants and renovate where necessary; to build a new building on the present premises by renovation and addition; to relocate on a property that would allow for space to construct a building to accommodate BCTF offices, plus the Co-op and Credit Union.

## Priorities by AGM

For the first time in BCTF history the AGM will provide guidelines concerning priorities of Federation programs.

Delegates will vote by ballot on all BCTF programs, ranging from the Learning Conditions program to the Task Force on Racism. Some 30 programs will come under review.

The balloting will take place on the final day of the AGM.

## Chess Championship

The B.C. High School Chess Championship will be held April 3 at Ryerson United Church, 2195 West 45th in Vancouver. There are two events: a team championship and a straight five round open swiss event, winner to represent B.C. in the Canadian High School Chess Championships in Toronto in July. More information from Paul Brown, 749 West 66th Avenue, Vancouver, B.C.

## Living on edge

Living on the Edge, a program directed to B.C. teachers, will be shown on CBC Hourglass, February 11 and 12 between 6:30 and 7:30 p.m.

The T.V. special portrays the continuing education program for teachers being offered at the Strathcona Park Outdoor Education Centre.

## More on taxes

Receipts for tax deductible fees paid in 1975 will be mailed to all BCTF members this year. It is not necessary to request a receipt, but it is important that we have your correct mailing address. Please advise us of any address changes as soon as possible. The receipts will be mailed toward the end of February.

# Long debate on "strikebreaker"

B.C. teachers do not have the legal right to strike — at least in matters concerning salaries.

Their position vis a vis those who do have the right to strike in the schools — such as other school board employees — has been the source of confusion and frustration to many members over recent years.

A report and recommendations of BCTF appointed Labor Liaison Task Force as approved by the Executive Committee was therefore welcomed by the GR Assembly last week.

Of the seven recommendations by the task force only the first was an issue at the Assembly. It was one the Executive Committee had spent literally hours debating — the definition of a strikebreaker.

The first recommendation of Executive Committee stated that BCTF policy not include the definition of a strikebreaker.

The GRs threw this recommendation out and with great dispatch immediately put forth the following definition 'A strikebreaker is a person who performs any of the duties during a strike or lockout

which would normally be done by those persons who are either on strike or locked out.'

The other recommendations fell in line and were carried.

The committee recommended that present policy be changed to state:

• When a school board uses strike breakers, the local association is justified in refusing to work.

• The decision as to whether or not members will work when a school board uses strike breakers during a strike or lockout is the responsibility of the local association concerned.

• Should a local decide its members are justified in refusing to work when a school board uses strike breakers during a strike or lockout, the BCTF will defend members by: 1. making available such financial and legal aid as required under the circumstances; 2. bring to bear all appropriate political influence and pressure available to it.

• Local associations be encouraged to include in salary and/or learning and working conditions agreements a clause to protect teachers from punitive action by boards

during strikes or lockouts of non teaching school board employees.

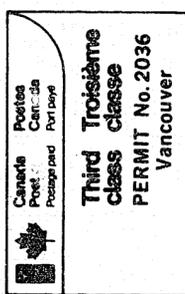
• That an amendment to the Public Schools Act be sought which would read, 'A board may not, however, suspend a teacher by reason only of his/her refusing to work: a) during a strike of non teaching school board employees which

is not contrary to the Labour Code of British Columbia Act; or b) as a result of a lockout.'

• Suggested guidelines for local associations prior to and during strikes or lockouts of non teaching school board employees be circulated to presidents and GRs for reaction, and comment back to the Task Force.



The labor liaison task force has tackled the troublesome issue of teachers caught in strikes — their help was welcomed by the Assembly. Shown here, George North, foreground, Frank Fuller, with the RA co-chairperson, Len Traboulay.



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