

# Teachers seek package hike

A more normal negotiation process in teacher salary bargaining is underway this fall, BCTF president Bill Broadley told a news conference in Vancouver this week.

Broadley is confident that the BCSTA will not be following the disastrous tactics of last year that saw negotiations break down when they tried to force teachers to come to a central bargaining table.

'The opportunity is now there

for trustees to reach agreement at the bargaining table with teachers at the local level,' he says.

'Some local associations have ratified their objectives, others are still putting the package together, but all will be using the evidence of recent settlements in the province, which indicate increases in rates at 20% and better.'

He said a number of local associations were considering

committing themselves to zonal bargaining if satisfactory preliminary arrangements on the scope and process of such bargaining can be made with their boards.

Under the latest amendments to the Public Schools Act there is provision for remaining in or opting out of the bargaining zones that were established by the Minister. If either party elects not to participate in a zone, negotiations have to be at the local level.

Broadley reported that most locals will be after improvement in the starting salaries of beginning teachers to bring them more in line with existing rates being paid in other occupations.

Another concern is the length of time it takes for a teacher to reach maximum salary.

'Teachers are now the only group of professionally trained people who have to wait 12 years to receive full salary in

their category. Increments for most salaried professional people are now only three years.'

Another area in negotiations is the right to bargain terms and conditions of work. Local associations want to discuss terms and conditions of work at the bargaining table, Broadley said. But he pointed out that teachers are the only occupational group denied this right, 'something that has to change.'

BRITISH  
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TEACHERS'  
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# NEWSletter

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## Inflation determining factor in salary demands

Inflation has become one of the critical facts of life.

Politicians and economists may disagree over its cause and wrangle about the means to cure it, but while they do so inflation affects us all — detrimentally.

It reduces the real purchasing power of current dollars and devalues our savings, and there is virtually nothing we can do about it. At best we may seek to defend ourselves and families by winning salary settlements that more than compensate for the damage done to our real earning power.

The rate of inflationary growth in our economy is generally measured in terms

of the Consumer Price Index (Canada). In recent months that index has moved as follows:

- August 1975 over August 1974 — 11.1% increase.
- July 1975 over July 1974 — 11.0% increase.
- June 1975 over June 1974 — 10.4% increase.
- May 1975 over May 1974 — 10.1% increase.
- April 1975 over April 1974 — 11.1% increase.

The depressing double digit rate of inflationary growth that was first manifest in 1974 continues through 1975.

The rate of change in the CPI from month to month during the first eight months of 1975 averaged 0.88%, and in the past three months it has been 1% or greater.

Early in 1975 it looked as if

the 1% a month rate of growth that occurred in 1974 would not be matched in 1975.

That optimistic view now appears unwarranted. Recent increases in the prices of gasoline, natural gas, and oil plus almost certain increases in the prices of major food items such as flour, coffee, and sugar certainly will not slow the CPI growth rate.

The effect of these changes on teachers' real earning power has been, and will continue to be, devastating.

If one assumes, for the moment, that the dollars teachers won during salary negotiations last winter were actually worth 100c as of January 1, 1975, inflation had cut their worth to 95.5c by July 1. If the pattern continues — and there is no reason to doubt

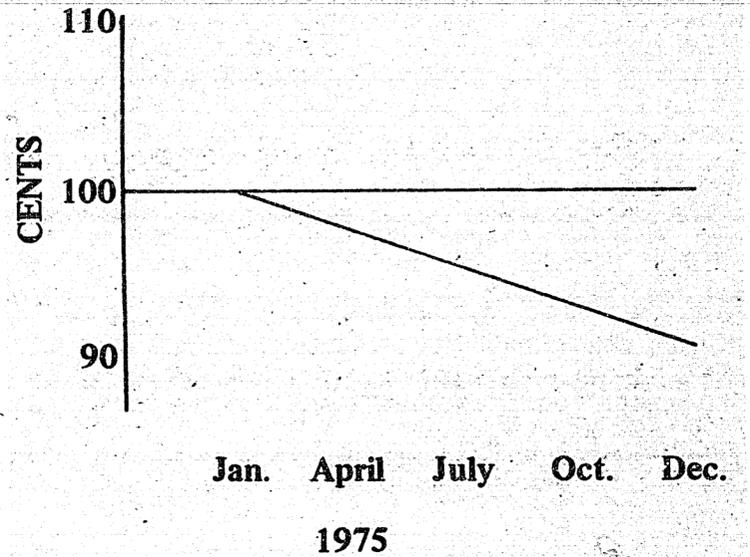
that it will not, and every reason to assume that inflation may accelerate in its rate of growth — by December of 1975 that dollar would be worth about 90c.

Teachers, like other members of the community,

must cope with the costs of inflation — higher prices and devalued savings. To suggest that limiting teacher salary increases would, per se, have any effect in helping reduce inflation is ludicrous and should be rejected out of hand.

### IMPACT OF INFLATION

Figure 1



## Back to square one!

Coquitlam school board dropped a bombshell on local teachers at the board meeting in early September when they proposed annual district-wide examinations for all students from kindergarten to Grade 12 beginning at the end of the current school year.

The current move gives strong support to those members of the Federation who have been urging teachers to become active in the next school trustee elections.

One trustee, Mike Coles, claims set examinations are necessary from his reading of a "Black Paper, 1975," a study made by a group of educators in England on their school system.

Primarily what troubles

Russ Kidd, president of the Coquitlam Teachers' Association, is the unilateral action of the board in bringing in such a proposal without any prior consultation with teachers.

'Any decision that affects the teachers in the classroom is one on which we have the basic right to be heard,' he said. 'And before a decision is made.'

'We do not ask for the power to make decisions that probably belong to the board. All we ask is the opportunity to have input on the decisions before the board makes a decision,' says Kidd.

He says that instituting tests district-wide will be a disaster, setting the district back 50 years educationally.

## BCTF opposes Trident nuclear base at Bangor

The British Columbia Teachers' Federation has strongly opposed the establishment of a nuclear submarine base at Bangor, Washington.

At the meeting of the BCTF Executive Committee in August, teachers recognized that Bangor will become the major target for any nation contemplating a nuclear attack on the United States placing Vancouver and Victoria under a nuclear sword of Damocles.

Letters of protest have been sent to the provincial and federal government as well as the U.S. government. The Canadian Teachers' Federation will be requested to take a strong national stand on the issue.

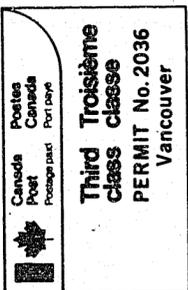
The BCTF hopes that all citizens in British Columbia will join teachers in this protest by writing letters to their MLA's and MP's.

In three years, if things go according to Navy schedule, the United States' first Trident

ballistic missile submarine, twice the length of a football field, will head through the Straits of Juan de Fuca and slip into its home port now under construction in Bangor, Washington. It will have the capability to make 408 nuclear weapons strikes on cities within a 5,000 mile radius.

Teachers fear that the Trident system represents the most dangerous nuclear strategy that has ever existed, and certainly the most dangerous situation in terms of nuclear war since the development of atomic weapons.

Teachers fear that the base could certainly endanger over half the population of British Columbia from radioactive fallout even if there was no direct hit. In the language of the military, Bangor would become the 'primary tradeoff target' and the population of B.C. written off as 'collateral damage in an initial nuclear attack.'



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

## Beginning teachers need good starting pay

By DENNIS RANKIN  
What can beginning teachers expect from their September payroll statements and their salary grids?

Beyond providing Dickens with a theme for a novel, surely the minima must provide for the individual's needs and compare favorably with the earnings of others.

The minima may be interpreted as the basic wage for the teaching job, therefore all teachers must be concerned with those salaries at the initial steps on the scales. The teaching function ought not to be depreciated by low base rates.

If teaching is to attract personnel from other sectors of the work force as well as encourage high school graduates to pursue a career in education, we must ensure that starting salaries are attractive.

Individuals cannot be expected to accept drastically reduced earnings in exchange for a new career. Neither should graduates be expected to accept lower earnings for teaching than those available

in other occupations they might have entered with the same amount of training, or even in some cases less training.

The individual entering teaching should expect that the years of training — and therefore lost income — would find reflection in that initial salary. Furthermore, the salary differential between minima and maxima comes under sharper focus when teacher salaries generally — and the minima particularly — compare unfavorably with those of other income earners.

When beginning teachers cannot qualify for a mortgage, or save for the summer months, or afford to rent adequate accommodation, then, as teachers, are we not responsible for improving the situation?

The agreements recommendations direct attention to the early experience levels. The accompanying graph suggests that this focus is warranted. Is it not time to provide teachers commencing their careers with more than 'Great Expectations'?

Clerk Typist 2	\$8,124
Category 3 (min.)*	\$10,018
ICBC Adjuster	\$10,885
Category 4 (min.)*	\$11,049
Laborer Municipal	\$11,500
Category 5 (min.)*	\$12,243
General Duty Nurse (min.)	\$12,588
Category 6 (min.)*	\$13,541
Head Nurse (min.)	\$14,472
Municipal Tradesman	\$15,640
Laborer Construction	\$16,160
Carpenter Construction	\$18,213

† Other salaries assume straight time wages and hours of work as of contracts September 1, 1975.

\* Teacher minima = median salary for the scale.

### Teachers and picket lines

## THIS IS THE LAW

By DESMOND GRADY  
BCTF Legal Affairs

Q: Do teachers have the legal right to refuse to cross picket lines of non-teaching employees?

A: Legally, a teacher who refuses to perform his/her teaching duties except for reasons acceptable to the Board or for illness is in breach of his/her contract of employment. This breach, depending upon the circumstances may constitute misconduct, neglect of duty, or refusal or neglect to obey a lawful order of the Board, any of which provide grounds for suspension and dismissal of the teacher. Unlike most collective agreements teachers' contracts of employment and local

salary agreements do not contain a clause recognizing the employees' right to refuse to cross a picket line. Vancouver School Board policy is that Board employees are not required to cross a picket line but those who do not do so are not paid. It seems highly unlikely that any Board would want to attract the publicity and outcry which would surely follow the imposition of any greater penalty. However, the strict legal answer to the question as posed has to be NO!

Q: Can a teacher be held personally liable for injuries suffered by pupils in school accidents?

A: In any court action for damages the teacher can

expect to be joined as a defendant with the School Board and probably the principal of the school. If the teacher is shown to have failed to conform to the standard of care expected of a teacher and this failure was the proximate cause of the resulting injury then the teacher is liable. The same test apply to determine if the principal is liable. If either or both of the teacher or principal were acting within the scope of their employment, then the School Board is also liable.

In British Columbia all school boards hold a minimum \$3 million Liability Insurance Policy with the Insurance Corporation of British Columbia. Some school boards have elected for higher coverage. Teachers and other employees and volunteer workers are named insureds within this policy and while acting within the scope of their duties they can rely on the policy to pay costs and damages.

A point to note, however, is that this policy does not extend to claims arising from the use of motor vehicles.

## BCTF kicks off campaign fund for Vietnam, Cambodia

A campaign to raise funds to purchase school supplies for the children of Vietnam and Cambodia gets under way in British Columbia on October 4, when two Vietnamese teachers meet with the BCTF Representative Assembly.

The fund drive was authorized by the Assembly at its meeting last May. In approving several recommendations from the Executive Committee, the Assembly invited teacher representatives from the two Asian countries to visit B.C. to participate in the fund raising campaign.

The Vietnamese visitors will spend about 10 days in the province, and will attend meetings of teachers and the general public in several centers.

The Assembly was concerned about the education of children in Vietnam and Cambodia following the hostilities in those countries. At first the fund was envisaged as providing money for the reconstruction of schools. Advice from officials in the two countries, however, indicated the great need was for supplies and equipment, not buildings.



School supplies are needed, not school buildings.

## Disenchantment voiced over Federation policy

'Why does the Executive Committee fear PSA's?' Bill Melville, past president of the B.C. Principals and Vice-Principals Association, asked Saturday.

It looked like a routine meeting until an undercurrent of disenchantment with BCTF policy toward PSA's emerged, culminating in the challenge made by Melville.

He was speaking at the end of the Provincial Specialists' Association Orientation Conference not long after President Bill Broadley had said that some members of the Executive felt that PSA's should be self-sustaining. Broadley added he did not personally subscribe to that view.

Some members expressed dissatisfaction with the responsibility given the Executive to approve the PSA budget.

### 'Bureaucratic'

'It is bureaucratic, dictatorial and paternalistic,' one member exclaimed, indicating that the collegial decision making process was at fault.

Another member agreed saying to give individual PSA's more financial responsibility, would generate more involvement among members.

A motion was finally passed recommending to the Executive that the PSA council approve the 1975/76 budget.

Broadley expressed concern that the \$5 per PSA member subsidy was under scrutiny because it represented over half the entire PSA budget. He also said two changes had been made to Program 25: One to ensure all representations to the government would be made through the BCTF Executive, and the other to provide that the PSA council would act as a common meeting ground for PSA's rather than in an authoritarian capacity.

Broadley also urged PSA's to become more politically active. This was in conflict to earlier statements made by John Church, BCTF staff, who said PSA's should concentrate on their work and desist from political activity.

Church's comments aroused

some opposition from members.

'How can we desist from political activity when you tell us at the same time to think in a creative, divergent and subversive way?' one member wanted to know.

Another member pointed out it was impossible to ignore the political role as long as there were monetary issues.

Church called 1975 'a revelation and a millennium' in educational practice and related it to his key topic of curriculum decentralization. 'It is important that we now recognize that this is the time of making decisions and learning to live with those decisions,' he said.

'If students are to make decisions, it becomes essential that teachers too become much more directly and intimately involved with decision making. The staff committee can be a powerful weapon to assist teachers in this.'

Interpersonal relationships are more important than the structure. With the explosion of learning it is necessary to concentrate on the "how's" rather than the "what's". The process, not the product, becomes the beacon.

### Increased role

He told PSA's they would be called upon to increase their role in specific areas. Promoting teachers to become expert in groups, using the media, promoting better learning conditions and working with students and teachers to implement school-based programs were some.

'All this means that PSA's are going to have to increase the number of members and chapters. A strong chapter will help to build a strong local association,' he said.

Guest speaker from the Department of Education, Bruce Naylor, explained decentralization from the department's view.

He said the decision to decentralize had been made and it was now a case of waiting for the decision to be implemented by teachers and schools.

'You cannot legislate de-

centralization. Section 168 in the Public Schools Act is there to enable it to take place, but this cannot happen until a conscious decision is made at the level at which it is implemented.'

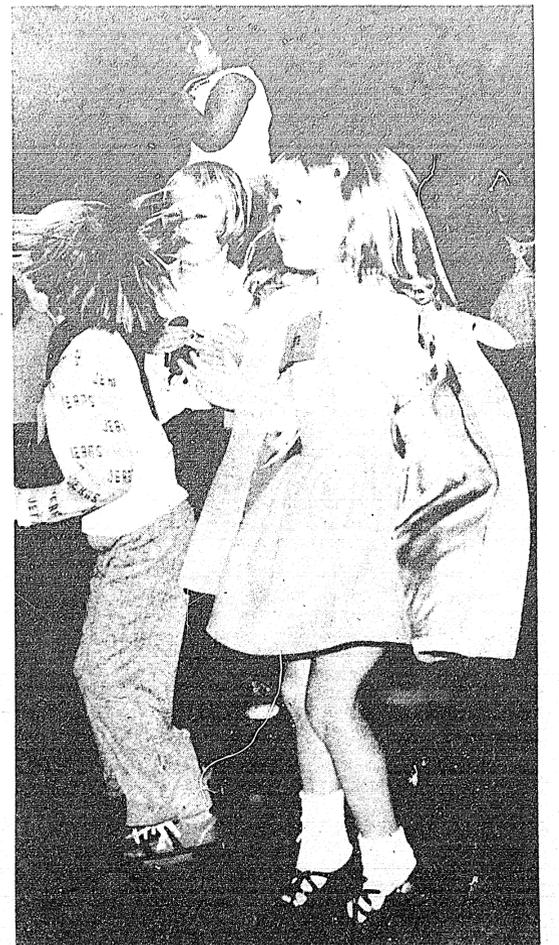
He said the Department will change from a prescriptive role to a service role but in the interim will continue to develop curriculum for those boards and schools not ready to undertake the responsibility.

'We will develop curriculum saying what has to be done but not how it is to be done,' he said.

Naylor does not expect decentralization to happen quickly. 'I don't think you can describe it in terms of years,' he said. 'What needs to happen is a change of attitude, a change, therefore, in role.' He assured PSA's that the Department does not intend to have one bureaucracy replaced by either the BCTF or numerous other departments.

Assistant Superintendent of Special Education Frances Fleming later criticized Naylor's comments saying they reflected a kind of 'buddha attitude' on behalf of the Department.

'The Department officials can't sit there contemplating their navels while we are out there working in the field with other departments,' she said.



Children giving active support to a workshop called Education Through Music at Harbour View Elementary School, Coquitlam in August. The workshop demonstrated the unique approach of Mary Helen Richards to teaching music—a combination of music and language arts.

## School consultative committees open doors to parents, students

Establishment of 'consultative committees' that would allow Vancouver parents to become involved in school decision-making has complete endorsement of Vancouver Secondary School teachers, states local president Linda Wilson.

The proposals of the Vancouver School Board for setting up the committees were developed in consultation with both the Elementary and Secondary school locals, Wilson said.

According to Al Paterson, president of the Vancouver Elementary Teachers' Association his group supports consultation 'but we don't want meaningless consultation.'

He said while his group supported establishment of the committees in principle they did not want to see the program laid on all the schools.

He suggested these were still some questions that needed answering and together with the VSTA a 'watching brief' would be kept.

The purpose of the committees is to promote the free exchange of ideas between principal, staff, students and parents relating to school programs and policies.

The committees, in an advisory capacity, can examine the educational philosophies and policies of both provincial and local authorities, and have the opportunity of suggesting alternatives.

The proposal has been in the planning stage for a year, Wilson said, and in all five areas of the city a system of liaison with parents has already been developed.

'This is a carefully thought through and completely straight-forward effort by the Board to involve parents in the development of school programs and policies,' Wilson emphasized.

Committees will consist of 10 to 15 members to include parents, administrators, teachers and students.

Parents must be elected at a school meeting called for this purpose. The principal or vice-principal of the school will be a member of the committee, along with a staff representative appointed by the staff committee, and a student representative appointed by the student council.

Chairperson of the School Consultative Committee will be a parent.

Among the committee's functions would be the reviewing of curriculum to obtain an understanding of school programs, recommending a code of student conduct and co-operation in establishing programs for parents through which they may become informed of developments within the school.

It is expected that, after a committee has convened to discuss their function, they would be better prepared to

discuss the philosophy of the school. This philosophy could then be presented to the VSB for consideration in the assigning of principals to individual schools.

The board would support consultative committees by providing personnel to assist parents and staff to understand educational developments within the Vancouver system and would provide nominal financial assistance to the committee to help defray minor expenses such as stationery, mailing and publication of newsletters.

School board superintendent Dante Lupini said he hoped the committees would be operating by December.

Lupini said that the school board, in co-operation with teachers and parents, would undertake an evaluation of the progress of the committees one year from the time they are formed. Prior to this it is expected an on-going evaluation will be undertaken by each committee, results of which will be given to the research department of the board.

Lupini was a regional director of the Montreal School Board when consultative committees were introduced into that system eight years ago. The Montreal model was the basis for Bill 21 which provided legislatively for similar committees throughout the province with the exception of the island of Montreal.

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## Federation life member Roy Mountain mourned

Roy Mountain, an Honorary Life Member of the Federation and chairperson of the Constitution and By-Laws Committee for many years, died recently. With his passing has gone a colorful part of Federation history.

According to John Sutherland, BCTF President in 1939-40, Mountain was 'subjected to a great deal of persecution' in an heroic struggle he waged with the Langley school board over teachers' salaries.

At that time, Sutherland recalls, Mountain took the Langley school board to arbitration but the board refused to honor the arbitration settlement until they were forced to pay the award by the government. The teachers' problem was compounded by the chairperson of the Langley board, himself an ex-teacher from the prairies.

'A most threatening man,' says Sutherland, 'who would lift his cane during meetings as if threatening violence. He was moving teachers about as a means of punishment,' Sutherland recalls, 'until an appeal board ruled that a teacher could not be moved without cause. It was a very miserable time for Roy Mountain. He was subjected to a lot of abuse at

the hands of the local school board.' But the 38 teachers of the Langley local, he says, 'stuck by their guns under the leadership of Roy Mountain.'

It was the first arbitration case held in B.C. after compulsory arbitration had been introduced, says Sutherland. One interesting comment he makes on the hostilities of the time is that a farmer was called to the witness stand and he asserted that teachers made more money than the farmers paying their salary.

But under questioning, Sutherland says, it turned out that the farmer had \$600 in the bank at the end of a year after taxes whereas the teacher was paid \$780 a year total.

The outcome he says was that \$2,000 was awarded by the arbitration board to be divided among all the teachers in the local.

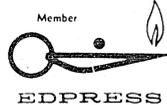
### Pick up your copy

Copies of a booklet, *Your Superannuation Plan*, has been prepared by the Commissioner of Teachers Pensions. It is available, together with an explanatory pamphlet, from school board secretary-treasurers.

BRITISH COLUMBIA TEACHERS' FEDERATION  
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newsletter

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Letters to the editor must be signed by and bear the address of the writer. The Newsletter may edit letters for brevity, clarity, legality or taste.

## Shop students on Salt Spring wear earmuffs during class

Shop students on Salt Spring Island are wearing earmuffs again this year.

And metal-work teacher Laurie Neish is again instructing at the Gulf Island Secondary school — his ears swathed in muffs.

And although the noisy, propane furnace has been shut down on recommendation of the Workers' Compensation Board, eliminating the choking fumes that emanated from it, severe restrictions in the metal-work program have resulted.

The earmuffs were also the recommendation of WCB whose inspector, on visiting the shop last February, determined the noise emanating from the dust extractor system exceeded the criteria for permissible noise exposure. He recommended that 'without delay appropriate measures be taken to reduce the noise intensity to approved levels.'

The two shop teachers, Neish and Ian Thompson, during the past year have taken their concerns about the excessive noise, lack of storage space, and the fuming metal-work furnace to the School Board, Department of Education, WCB, the Gulf Island Teachers' Association, the Community Health Service and the local media.

Results?

Visits by government representatives. Visits by a WCB inspector. Communication between the teachers association and the board. The commitment of the local learning conditions committee to make the issue a priority concern for the coming year. Commitment by the school board to do something immediately.

To date, the school board has engaged a construction firm in Victoria to renovate the storage centre. Workmen arrived one day carrying materials and left the next day carrying the same materials.

The board has also engaged an engineering firm to correct the noise and fume problems but as yet no engineers have turned up at the school.

In the meantime the kids are still wearing earmuffs.

And Neish, who underwent hearing tests last spring and was informed he is losing hearing in both ears is considering legal action.

After all he told the Board before the vocational section was constructed a year ago about the physical shortcomings in the design of the shop area.

## 79% adults okay schools

Seventy-nine percent of B.C.'s adult population is 'pleased' or 'mostly satisfied' with schools and education available in the province, according to a recent survey by a University of Victoria sociologist.

The figure was arrived at from the response to a mail survey of the general population done by Prof. Daniel Koenig under a university research contract for the provincial Department of Human Resources.

Some 1,480 people replied to questionnaires mailed in the spring of this year to a random sample of voters selected from the federal voters list. The response was 55 percent.

A total of 12.9 percent expressed dissatisfaction with the schools and education available and 7 percent were 'unhappy'.

In questions under the heading of Relative Evaluation of Government Spending 54.7 percent felt that the quality of education had been greatly improved, 9.6 percent felt quality had been 'somewhat improved' and only 2.7 percent felt there had been no improvement.



The old 'an apple for the teacher' cliché has been reversed in four Kelowna schools. Sam Janzen, principal of South Kelowna, East Kelowna, Mission Creek and Casorso schools became concerned about the lack of fresh fruit available to students and last year attempted a new method of providing students with fresh apples. This year some 200 apples a day are being sold in the schools, with students, themselves, responsible for its sale and distribution.

## Community schools future

The future development and funding of Community Schools in Vancouver will be determined at a Working Conference to be held at Bayview Community School, Saturday, October 4 from 9 a.m. to 3 p.m.

Organized by the Bayview Community School Advisory Council, purpose of the conference is to bring together the major decision-makers involved in the development and funding of the Community Schools.

Those who have been invited include citizen representatives from the Community Schools in Vancouver; the provincial government; City of Vancouver, and other organizations involved, including the BCTF.

The Hon. Eileen Dailly, Minister of Education, will attend. Also invited from government are Minister of Health Dennis Cocke, Minister of Human Resources Norman Levi, Provincial Secretary Ernie Hall and Minister of Recreation and Conservation Jack Radford.

Goals of the conference are threefold.

- To reach agreement in principle to support continued development of community schools in Vancouver.
- To reach agreement in principle on a flexible funding formula for community schools in Vancouver.
- To set up the mechanics to implement such an agreement.

## Coffee party

The Retired Teachers Association of B.C. will hold their annual coffee party, Saturday, October 18, in the library of Langara College in Vancouver.

Members of the association and spouses are invited. Tickets will be available at the door.

## Good progress recorded in native teacher program

Jenny is an Indian mother who leaves her reserve every week to attend classes 75 miles away. On weekends she returns to look after her four children.

Annie does the same thing but she travels 200 miles.

This type of resolve and commitment is characteristic of native students just ending their first year of the intensive UBC-centered Native Indian Teacher Education Program (NITEP).

Reports have been very favorable. Dr. Art More, UBC program supervisor, says students have borne the heavy workload well and the fact that 41 out of the beginning 55 students are returning for second

year proves the phenomenal success of the program.

NITEP is a four-year program of teacher training leading to a Bachelor of Education degree and the B.C. Professional Teaching Certificate. Two years are taken in off-campus centers or in school based activities.

The program was first devised in response to needs for an effective and relevant training program for native teachers in B.C. Although there are 22,000 teachers in B.C., only 50 are native Indian and only half are currently teaching.

The group which developed the program believe they have a great responsibility to Indian communities and that native students, with their cultural background, have something special to contribute to education in addition to being fully qualified teachers.

More believes teachers graduating from the program will act as catalysts, stimulating more Indian students to continue in the education system. He said the program could have a large impact on communities with native Indian populations, or in the Indian communities themselves.

'The first graduating class could double the number of Indian teachers in the school system. I can see that over the years this program will have a strong and cumulative impact on the success of native Indian students in our school system.'

The Native Voice newspaper reports the program operating out of Terrace has been unofficially judged the most successful in the province. Some school administrators said they would hire certain students now because of their potential and attitude.

This year 60 students will be enrolling in first year NITEP, five more than last year. The program looks like being a continuing success.

## Bangladesh children need help

As Canadian children return in droves to school this fall the same situation for children in Bangladesh is an appalling antithesis.

Out of more than 23 million children of school age; only one third are in school.

The reason is acute malnutrition.

One of the tragedies of Bangladesh is the number of children seriously malnourished before birth and during their first years of life. The facts are so overwhelming and out of proportion to the North American situation that people find it hard to grasp.

The important thing to remember is that international agencies like UNICEF can and do improve the situation. They are out there right now providing milk for pre-schoolers, but they need help.

Memorial contributions should be sent to:

Canadian Unicef Committee, 443 Mount Pleasant Road, Toronto, Ontario, M4S 2L8.

Contributions should be marked 'Dr. Laycock Memorial.'

## Information access important to library

The network concept for information access is one of the most important areas in the future of library development says the newly appointed head of the BCTF Resources Center, Anne Gray.

'As a former teacher, I know how difficult it is to have limited access to professional information. If the network concept succeeds, teachers using district resource centers will have access to information, materials and services from libraries throughout the province,' she says.

Anne Gray attended Carleton University in Ottawa, and McArthur College of Education at Queen's University receiving a teaching certificate for history and commercial teaching, then to UBC, graduating in spring 1970 with a Bachelor of Library Science (Honours).

She worked in the University of Calgary Library 1970-72 as an assistant acquisitions librarian head, Gifts and Exchange Unit cataloger, fol-



Anne Gray

## Pensions Act amendment

### 'Housekeeping changes'

The contents of Bill 114 — PENSIONS ACT AMENDMENT 1975 — which received third reading approval on June 19, 1975 are primarily of a housekeeping nature. The 1974 amendments contained some wordings which required further amendment to make clear their application, e.g. the clauses on escalation of existing pensions. The amendments on escalation do not change what has been the practice.

These are the other highlights:

1. Section 10(2) of the Act is amended such that a person who has been in receipt of salary continuance benefits has his final average salary escalated in the same manner as a person on deferred pension.
2. The spouse of a teacher who dies in service before age 60 no longer has to take a temporary annuity together with a joint life and last survivor pension; the spouse now has a choice in the same manner as the spouse of a teacher who dies in service after age 60.
3. To be reinstated in the Pensions Fund after a period of absence the teacher must return to continuous service for one year and meet the other requirements. This has been the practice.
4. Persons who transferred to or from the employ of a reciprocal employer prior to July 1, 1973 (e.g. Municipal, Public Service, College) and who transferred their earlier contributions to their voluntary account in the fund of their new employer may apply to have such monies transferred back and thereby come under the reciprocal employer arrangement, i.e. total service would be used to calculate their final pension.
5. Membership on the Teachers' Pensions Board has been amended to delete the BCSTA and the Minister of Finance; therefore membership is now the Commissioner, BCTF and the Department of Education.
6. The restrictions on earnings by pensioners who are not yet age 66 do not apply if the spouse is in receipt of an allowance granted in respect of a deceased contributor.

Representatives of the Pensions Committee reviewed these amendments and indicated their agreement to the Commissioner of Teachers' Pensions.