

PSAs under fire

Historic roll call vote taken on PSA funding

The Representative Assembly restored \$33,432 to the Provincial Specialist Association program that had been removed by the Executive Committee in September.

By a roll call vote, the first in the history of the RA, \$23,802 was restored to administration charges and \$12,630 to PSA grants. In total, the PSA and PSA Council budgets now account for \$103,737.

The PSAs were again the center of a stormy controversy.

Mike Campbell, Abbotsford, produced a financial statement summary for the PSAs to June 1975 that showed a balance of \$47,327.45. In an angry denunciation Campbell said that he had supported PSAs last year restoring money to the budgets but that now he felt like a fool when he saw that kind of balance. He said that he was a member of two PSAs and last year he 'got nothing from one of them.' He asked how many honoraria were given by PSAs and how many had been made

without Executive approval.

The money, he said, would be better spent at the local level and the Executive Committee should be rapped on the knuckles for the overrun. PSAs were out of control, he charged.

Victoria teacher Bev Phillips, president of the B.C. Primary Teachers' Association,



Bev Phillips and Velma Haslin: "people like us, they just join us!"

tion; Velma Haslin, PSA Council; and Dobby Stagg, BCTF staff co-ordinator, gave explanations in defence of the PSA budgets.

Part of the explanation appears to be an 'evergreen' system in which membership fees can be paid at any time of the year entitling subscribers to a 12 month membership. But the BCTF accounting system terminates in June. Year end figures for the BCTF, therefore, do not reflect PSA membership. There can also be a lag in printing charges for PSAs especially since they have tended to be low priority in recent years with the number of crises in the BCTF.

Repeated efforts by Jim MacFarlan to determine what portion was 'evergreen' membership and what portion prepaid printing costs were unsuccessful.

Fee increases and membership increases are reflected in the surplus, was one reply. And from Bev Phillips 'people like us; they just join us.' The so-

called surplus, she said, is really membership fees that will be used up in service in the coming year.

Dorothy Fast, Dawson Creek, speaking in favor of restoring the fund said that she believed the BCTF has a professional responsibility that PSAs are meeting, with volunteer labor. It would take an awful lot of paid staff to do the same tasks.

Doug Steinson, Chilliwack, said there were two things of concern that he learned when he entered teaching: 'One was what I got paid, and the other what I taught.'

'We needed the PSAs in the 60's to combat the Professional Development Division of the BCTF,' Steinson said, giving some historical dimensions to the PSA conflict. He said he was getting very concerned because the Federation appeared to be rapidly becoming a branch of a political party and pointed to a number of the Federation's social programs.

'If you decide to take on the

PSAs, you are going to activate a lot of people who are not political. Put a sharp stick in their eye and you are going to come to their attention,' Steinson said.

Helen Scully, Queen Charlotte, said the conflict was between those who are politically impotent versus those who are not, and those financially

(Continued on page 3)



Why fund two structures doing the same work? asked Don Walmsley.

Executive nearly censured

Too easy on principals say members

A motion to censure the BCTF Executive Committee of 1974-75 for failing to thump the Principals' and Vice-Principals' Association hard enough when they submitted an unauthorized brief to government caused intense debate at the RA.

A second part of the motion sought to freeze the BCPVPA association funds.

Put forward by Kerry Gibbs and Lloyd Edwards, both of Surrey, the motion arose from a brief submitted by the BCPVPA to the Minister of Education in June without approval of the BCTF Executive. The brief, 'Responsibility in the

Public School System', had been to the Executive table earlier in the year at which time the association's officers were requested to revise the brief more to reflect the intent of BCTF policy.

The revised brief was placed on the Executive agenda May 31, but representatives of BCPVPA were not told and therefore were not in attendance. A covering letter to the Minister did say that the views expressed were those of the Principals' and Vice-Principals' Association and that the document had not been approved by the BCTF.

Reviewing the action by the

principals, the Executive voted to express regret that the BCPVPA submitted its brief directly to the Minister instead of, in accordance with statement 36.22, through the BCTF.

BCTF President Bill Broadley said that years ago he had reprimanded his Math PSA for going to government without BCTF approval, pointing out to the officers of the association that 'we are going to get far more done if we work together in the Federation.'

There was no question among Executive members, he said, that the procedure used by the principals was in violation of BCTF policy. But what would be effective action if conveying regrets was not harsh enough, he asked the Assembly.

'What would be effective action?' he asked. 'The Code of Ethics? If you believe the Executive was ineffective then what are you advocating the Executive do? Suspension? If there is to be any meaning to the motion of censure, if you deem an action ineffective, then what is effective?'

The real question in all of this, said Jack Tearne, a member of last year's Executive Committee, is the right of a group to express an opinion. 'Or does the Federation have the right to muzzle opinion?'

Lloyd Edwards scorned the word 'regret.'

'I regret when any teacher breaks ethics, but is that all you do?'

(Continued on page 2)



The politically impotent against those who are not was one description of the PSA controversy. Shown here, Mike Campbell raised questions on the budget surplus.

Segregated sports hot issue at RA

The recent furor in athletics of boys playing on the girls' grass hockey team in Delta came up for debate at the RA.

Ron Shindler, Surrey, said he wanted the BCTF President and Vice-President to get in touch with individuals mentioned in a *Vancouver Sun* story and notify them that they must implement BCTF policy.

Harry Hufty, Prince George, objected to what he called 'the laying on of a heavy hand.'

BCTF President Bill Broadley reacted to the word 'must' and angrily cited another BCTF policy on physical fitness that he argued was not being implemented by teachers.

'This organization does not operate from force but from influence. To use the word must on members, to move in such

directions, is to plant the seeds of destruction in this organization.'

A number of people spoke strongly in favor of enforcing BCTF policy, among them Kerry Gibbs, Surrey, who said he wanted the whole matter cleared up. He said that he feels embarrassed when he lets the boys out of an integrated class to participate in a segregated sports program.

The meeting finally approved a position that will have the President and Vice-President meet with representatives of the P.E. teachers' association, the B.C. Federation of School Athletic Association, and the Canadian Association for Health, Physical Education and Recreation to emphasize BCTF policy on segregated sports.

Are you ready for the question?

Representation will be made to the Department of Education to secure amendments to the Public Schools Act to remove stipulations which now prevent teachers from serving as school trustees in the district in which they are employed.

A proposal that the Vietnam-Cambodia Education Fund be supported to the extent of \$10,000 from the W. R. Long Memorial International Assistance Fund was referred to the January meeting of the R.A.

The Assembly instructed that strong displeasure be expressed to those school boards that refuse to allow GRs to attend all six days of RA meetings.

Several changes to the BCTF expense allowances were made. Effective November 1, 1975 meal rates will be: breakfast, \$3.50; lunch, \$4.50; dinner, \$9. Mileage rate will change to 20 cents a mile.

Al Paterson was named chairperson of the Nominating Committee and Len Traboulay, assistant chairperson of the Representative Assembly.

Five persons were appointed to the Triennial Review Committee (to review composition of the RA). They are Frances Worledge, Vancouver Elementary; Ken Smith, Kamloops; Syd Langhelt, Victoria; Tom Krall, Nanaimo; and Don Olds, Hope.

Revisions in finance formula forecast

A Department of Education Special Study Committee has proposed income revisions to the education finance formula.

Because the committee is composed of representatives from the BCTF, BCSTA and Department officials, their proposals were termed 'note-worthy' by Bill Broadley, BCTF President, in his address to the Representative Assembly. Broadley was reporting on his meeting with Education Minister Eileen Daily in

September to present the BCTF brief 'Priorities and Processes.'

Education finance is the first priority, Broadley said. 'If you really think about the problems that face education — professional development activities, class size problems — all of these are related to education finance. If we could solve that problem, then the others would be much easier to achieve.'

The committee's recommendations are that:

- Additional instructional units be awarded on the basis of one instructional unit for each school in the district. (This would add 1,574 units.)
- The number of elementary pupils be reduced from 25 to 20 in the calculation of instructional units. (This would add 3,051 units.)
- After calculation of the instructional unit value according to the current statute, this instructional unit value to be increased by an amount equal to the preceding year's average monthly increase in the Consumer Price Index.

Broadley estimated that on the basis of 1975 schools and enrollments, the proposals would add approximately 19% to the number of instructional units calculated on a province-wide basis.

Broadley warned the RA, however, that there was a big 'if' because he said all of the manipulation could go on in the instructional unit value but the basic levy government requires, presently 26.5 mills to the local property owners, could be increased significantly by the government. 'Then, of course, the gain helping school board budgets would be lost.'

Regarding the value of the instructional unit, set a year

ago, that will be escalated with the change in the Consumer Price Index over the past year, Broadley cautioned that salaries and supplies would erode some of the gain, 'but compared to what we have, local boards may be given an opportunity to move without huge tax increases.'

The Federation, he said, will be presenting a brief to the municipal inquiry on provincial property and taxation that will reflect AGM 1975 policy. But also he said that he believes the Federation should present the same brief to Cabinet to ensure that the government has the position directly from the Federation.

Broadley reported on the meeting with the Minister, touching on the various items in the brief 'Priorities and Processes' and giving the Representative Assembly comments made by the Minister.

In personnel relations, the BCTF had reported to the Minister that briefs from November 1972, August 1973 and September 1974 containing a number of recommendations on personnel relations matters had only been dealt with in part in the May 1975 revision of the regulations. 'Individuals continue to suffer as a result of inadequate legislation. We asked for clarification of the processes to be followed for handling such matters more quickly.'

In 1973-74, the BCTF was represented on an Advisory Committee on School Buildings, but the committee has not met in the past year.

'The Minister shook her head in dismay, but the point remains,' Broadley says, 'she has to bear responsibility when no follow-through on these things takes place.'



Failure to take strong action against the principals association has left a lot of us upset, said Frances Worledge shown here talking to Bill Broadley during a break.

Vietnam-Cambodia fund officially launched at RA

A campaign to raise funds to purchase school supplies for the children of Vietnam and Cambodia got under way officially at the RA meeting, but not, as reported in a previous newsletter, with a visit from two Vietnamese teachers.

The Education Workers' Union in Vietnam wired the BCTF that their delegates were unable to get away at the present time.

Dr. A. M. Inglis, chairperson of Canadian Aid for Vietnam Civilians, spoke to the



Dr. A. M. Inglis

Assembly in support of the campaign.

He told delegates there was no blood bath in Vietnam — 'This is just BS manufactured by the press, and particularly radio' — and thanked the BCTF for initiating the campaign.

In response to a question of why aid to Vietnam and Cambodia rather than any other countries, BCTF Past President Jim MacFarlan pointed out the decision to mount the campaign was made by the May RA, just a few weeks after hostilities had ceased in the two countries.

He added that more than 4,000 schools had been demolished in the last decade during a 30-year war for the people in the two Asian countries.

He also emphasized that contributions by teachers to the fund would be multiplied four-fold. The provincial government will match the contributions, and the Canadian International Development Agency will in turn match the total raised in B.C.

More on Language survey

Editor, BCTF:

The recent debate over the Language B.C. survey has touched on a number of basic issues in this province's educational system. Certainly, it reveals the deep concern members of the BCTF have about literacy, teaching innovations, government intervention, and standardized testing. But in the midst of the controversy some larger issues may be getting lost.

First, there is no such thing as a value-free questionnaire. What questions are asked (or not asked), why they are asked, and the range of acceptable answers are all value choices. If we choose to exclude recognition of minority languages and cultural values, we do so not because we are 'value-free' but because we have given priority to one set of values over others.

Second, historically, British Columbia education has not been especially tolerant or supportive of minorities. The schools have been committed to a white, Protestant, English cultural imperialism. Such domination may indeed be what the majority of people want, but that should not prevent us from recognizing the imposition of intolerance where it exists.

Third, cultural domination has made it difficult for

aspiring non-whites or other minority groups to achieve in schools. Poverty and differing cultural values combine with intolerance to undermine the possibilities of equal educational opportunity. The schools can only partially implement a policy of equal opportunity; the elimination of poverty requires social and economic commitments that seem a long way off. But the educational system can make greater efforts to improve the learning environments of minority children.

Justifications can and have been made for requiring a single standard of achievement and for fearing that a recognition of minority rights would fragment the society. These justifications are invariably overdrawn; recognizing and fostering multiple values is less a threat than the monolithic and often coercive uniformity that marks B.C.'s schools. The greatest threat to a free society is the denial of minority viewpoints, the closing off of aspirations of the poor and ethnically different.

If the debate over the Language B.C. survey can open us to that awareness, it will have served a purpose far beyond the specifics of the survey.

Marvin Lazerson, Associate Professor, UBC



Dorothy Fast, more than a little upset that the PSA budgets were cut, warned about the loss of volunteer help in a professional organization.

From page 1

Historic roll call on PSAs

inept against those who are not.

Don Walmsley, BCTF First Vice-President, rejected the notion that there was any per-



Trying to come to grips with elusive PSA finances was Doug Green.

RA's irate at being ignored

Irate at sending information to trustees that doesn't go to BCTF locals, Representative Assembly members hotly debated the best way of dealing with a memo that had already been sent out to the BCSTA containing quotes from American sources regarding principal's salaries.

Jim MacFarlan soundly scored the office for not only sending the memo but for including in it information that was philosophically 'diametrically opposed' to Federation policy.

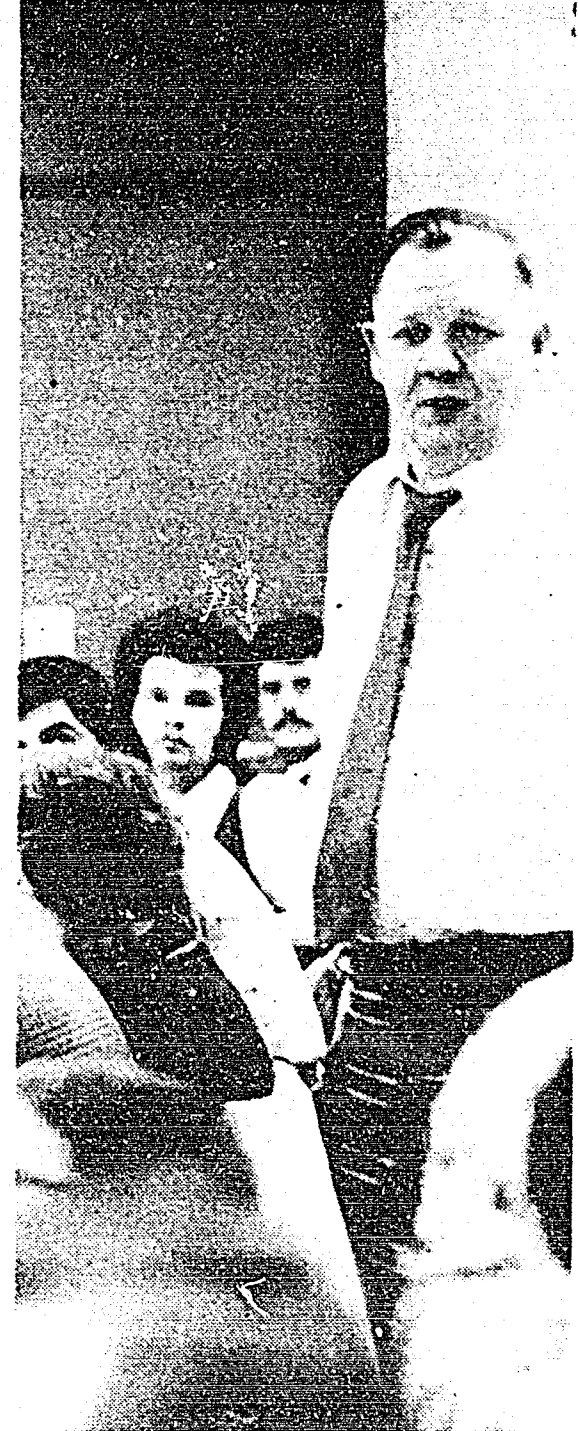
In the end the meeting agreed to an amended motion to send out a supplementary paper to EW-75-327 circ., clearly setting out BCTF policies.

Following approval by the Executive Committee, the paper will be distributed to locals and trustees.

secution of PSAs, going on to say the whole purpose of the motion was to get needed changes in professional development. The whole intent was to get every person involved, he said, and it was not the intent of the motion to attack PSAs.

Referring to the newly created PDAC, Walmsley said its purpose was to allow for communication to the classroom and from the classroom. 'Do we need two structures doing the same thing?' he asked.

He pointed out the real cost of the PSA programs were probably in the neighborhood of \$146,000, which divided among the 14,000 PSA members represented about \$10 per member. He suggested that a lot of the costs in PSAs should be charged to the people who use the programs as a general principle unless they represent an entire membership of the BCTF, 'which PSAs don't.'



You are going to activate a lot of people in the organization, Doug Steinson warned.

Roll call vote on PSAs

For, against — to restore PSAs budget funds

	For	Against		For	Against
Dianne Archer	1		E. S. Kirkpatrick	3	
Fort Nelson			Saanich		
Al R. Argue	5		Everet A. Krider	1	
Coquitlam			South Cariboo		
Jed Astin	4		Bernie J. Lane	3	
Vernon			Maple Ridge		
Donn Barrieau	1		S. Langheil	4	
Vancouver Co-ordinators			Greater Victoria		
Walter K. Bergmann	1		Lawrence C. Lavender	2	
Mount Arrowsmith			Creston Valley		
M. (Skip) Bergsma	3		Ronald O. Lee	3	
Terrace			Shuswap		
Gerald M. Brise	2		Greg B. Lindsay	3	
Nelson			Peace River North		
Joseph R. Brooks	2		Mrs. Ilse Link	5	
Vancouver Island North			North Vancouver		
C. Tom Brunker	2		Richard G. Lloyd	3	
Vancouver Administrators			Sooke		
Frank Burden	2		Anita LoSasso	3	
Nechako			Vancouver Secondary		
Rolli D. Cacchioni	6		Mrs. M. L. (Peggy) Lundquist, (Absent)		
Central Okanagan			North Thompson		
Mike J. Campbell	4		Mrs. Margaret MacKenzie		
Abbotsford			Greater Vancouver		
Jim Calvert	2		A. N. (Gus) MacLennan, (Absent)		
Prince Rupert			Powell River		
Leo J. Chaland			Ron MacQueen	3	
North Vancouver			West Vancouver		
Don Chapman	3		Jaak Madiste	2	
Quesnel			Smithers		
Robert S. Chown	3		A. (Tony) McCullough	1	
Comox			Southern Okanagan		
Ken A. Clausen	7		John McDougall	2	
Richmond			Howe Sound		
Jim Collar	1		Cyan Nath	3	
Nishga			Vancouver Secondary		
R. D. (Bob) Cotter	1		Donald Olds	1	
Sechelt			Hope		
Maureen L. Crawford	4		A. John Olson	1	
Vancouver Elementary			Stikine		
Ted De Boer	1		Joe Pashak	4	
Kimberley			Langley		
George G. Duerksen	2		M. Alan Paterson	4	
Cranbrook			Vancouver Elementary		
Lloyd Edwards	4		R. Tom Paul	4	
Surrey			Alberni		
Charles Endicott	1		Gary W. Phillips	3	
Bella Coola			New Westminster		
Roger Engelbracht	1		Les Phillips	5	
Windermere			Coquitlam		
Elroy Engler	1		Glen E. Plueckhahn	5	
Princeton			Nanaimo		
D. Wayne Erickson	4		Marion Poggemiller	5	
Greater Victoria			Burnaby		
Tegwin Evans	5		Joseph Ranallo	2	
Burnaby			Trail		
Mrs. Dorothy M. Fast	3		E. P. Rithaler	1	
Peace River South			Gulf Islands		
Robert W. Faulkner	2		Al Rosman	1	
Castlegar			Armstrong		
Al Fraser	1		Cirino Salvador, (Absent)		
Agassiz-Harrison			Fernie		
Don Garnett	1		Helen Scully	1	
Vancouver Island West			Queen Charlotte		
Kerry B. Gibbs	4		W. Ron Shindler	4	
Surrey			Surrey		
Douglas Gillett	1		Dave Shore	3	
North Columbia			Cariboo-Chilcotin		
W. A. Gobbett	1		Ken J. Smith	4	
Grand Forks			Kamloops		
Julia Gowan	1		Penny Stewart	4	
Lillooet			Prince George		
Charlie Granewall	1		Hal Sulz	1	
Arrow Lakes			Nicola Valley		
Bob Green	2		Jack Tearne	4	
Kitimat			Chilliwack		
Doug L. Green (Cards Voted)			West Tietzen	1	
Central Okanagan			Kettle Valley		
Bill Harrison	3		M. Stan Walker	1	
Campbell River			Burns Lake		
Brian Holt	1		Ron F. West	1	
Keremeos			Summerland		
Art E. Hooper	4		Mrs. A. B. (Linda) Wilson	5	
Kamloops			Vancouver Secondary		
Harry M. Hufty	4		Dan Wilson	4	
Prince George			Delta		
David B. Hughes	3		Ed A. Wilson	2	
Cowichan			Penticton		
Henry Janzen	3		Ian M. Wood, (Cards Voted)		
Delta			Richmond		
John Johannessen	2		Miss Frances Worledge	4	
Mission			Vancouver Elementary		
R. Jerry Joyce	1		Jim S. Young	1	
Lake Cowichan			Burnaby Principals' & Vice-Principals'		
Mrs. Jessie W. Kingwell	1				
Revelstoke			Total	146	91

Freedom and staff committees?

Gentlepersons:

I was interested in Mr. Broadley's statements on the subject of staff committees and collegial decisions in the September 3 edition of the Newsletter. It appears fashionable and politic at the present time to believe that staff committees will produce more freedom for teachers, students, and the schools in general. While I sympathize with Mr. Broadley's aims, I suggest that exactly the opposite is true!

'The first factor of group decision-making and collegial decisions is their strongly authoritarian character,' says John Kenneth Galbraith.

In his vision of the future, *The Machine Stops*, E. M. Forster has his completely mechanized world run by a re-

pressive, incompetent committee. An individual may be held responsible for his actions and judgment, and be removed. Who holds a committee responsible? ... We did the best we could and anybody who doesn't think ... In an impasse between a principal and a staff committee, it is far easier to shift the principal than the committee.

As far as I can determine, it was largely as a result of committee action that my wife and I are on the 'Teachers Secret Black-list' and my wife was refused even a substitute teacher's position (not in Surrey) because, and I quote, 'She is married to a dangerous left wing activator.' Although we complained to the BCTF, I suppose it went to a committee.

We are hired by individuals and bothered, shifted, and fired by committees. Unfortunately, a committee may be repressive when many of its individual members are decent well meaning people. Shall we have a committee for the investigation of unprogressive teachers to sentence that intellectual offender to life in a permissive school, or vice versa? Committees are notoriously anti-intellectual and their prose is usually abominable.

I suggest that although teachers have achieved the vital freedom to wear or not to wear a tie or a beard, they have seldom had less actual freedom of choice than at the present time.

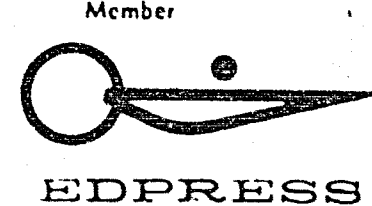
I have never met a committee from which I did not have a natural desire to dissent. They all smell too much of those 'creme de la creme' committees, the Committee for the investigation of Un-American Activities or the Spanish Inquisition. I could stomach staff committees if they had the decency to wear hoods. The Spanish Inquisition also believed that it was freeing the souls of its victims.

W. D. Corry, Guildford Community School, Surrey. (Classroom teacher and likely to remain so)

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.

PD done anything for you lately?

Do you remember when you called Isobel Cull for teacher awards, John Church for libraries, Roy Ronaghan for short courses? And Bill Al-lester supervised it all?

That's all changed now.

The model has changed. The people involved have changed. And the hope is that the service to members will improve.

Having decided that the hierarchical system of decision-making was a hindrance to their own professional development as well as to the development of those they were assigned to help, the Federation PD staff restructured themselves according to the collegial model.

Now collegiality is one of those words that baffle people, and as the intent of this article is to de-baffle, let's start with collegiality.

While collegiality is still in the seedling stage, the roots of the hierarchical model are still strongly intertwined in the fabric of society.

John Church, co-director of PD explains: 'We live in an increasingly complex society with only a few involved in determining goals and priorities. The result is often alienation and non-involvement.'

'We know that commitment to the realization of goals is dependent on involvement — participation in the realization of goals.'

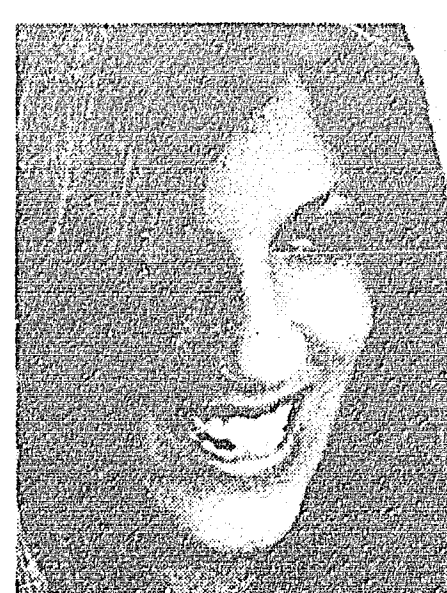
PD have incorporated this idea into their own operation. They feel that providing the most effective service means sharing responsibility with all other divisions within BCTF — they are involved with. That is why they talk about a team of eleven, instead of six.

John Church, Roy Ronaghan, Ralph Sundby, Lynn Dalrymple, Wes Knapp and Jim Bowman make up the core group. They are strengthened by representatives from three sub-groups. Pam Palnick and Ann Gray represent the Resources Centre, Shirley Fox represents Lesson Aids and the support sub-group represented by Berniece Fender also includes Debbie Stagg for PSAs.

The new team, Church says, recognizes each participant brings a different kind of expertise to the decision-making process. He says it is important for the group to know each other sufficiently well so that each knows each other's area of expertise and feels there is trust and rapport among members. When a decision is made, he says, each member of the group should be



Wes Knapp, core group.



Pam Palnick, Resources Center sub group.

Collegiality — a rational system of looking at issues and resolving them by the people involved . . . those who have to live with the decisions made.



Shirley Cox, Lesson Aids sub group.



Anne Gray, Resources Center sub group.



Debbie Stagg, PSAs sub group.

Has Professional Development done anything for you recently? If not, it might be because you just aren't aware of what they are able to do.

When two teachers were asked to define PD in terms of both its meaning and function within the BCTF, the answers were a little disturbing.

One Vancouver school counsellor with seven years experience felt that PD meant workshops set up and financed by either the Counselling Association or the School Board. And her understanding of the Federation's professional development division?

'I don't think of it in terms of anything except the BCTF library as a teacher resource,' she said.

Another teacher with two years experience had similarly undefined notions.

'PD to me is something that assists me to organize my time and helps me cope with parents and administration. But I'm not sure what the PD division is there for or what it is designed to do.'

Is this uncertainty familiar to you?

Acting on the assumption that it is, clarification of the operation, function and purpose of Professional Development would seem to be necessary.

involved or must live with the decisions.

So with hierarchy a forgotten word, the PD people are now the PD team. And if a synthesized message could be pinned down it might be in Church's statement: 'We believe that new structures will promote new ways of thinking and new problem solving techniques.'

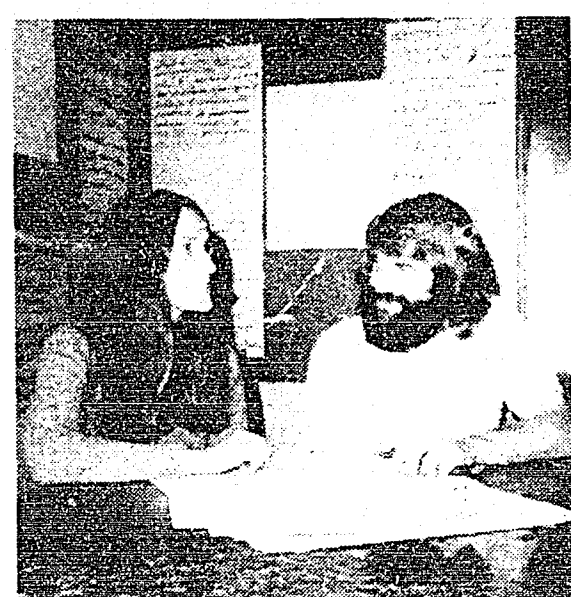
The team operates as a whole and in separate task groups. At one of their regularly scheduled meetings a problem will be identified. A task group will then form to try and solve the problem and report back to the whole group on their progress.

Lynn Dalrymple says, 'Team meetings are good because we have them regularly and it avoids the necessity of running round looking for individuals. We all meet together, throw problems on the

table and solutions emerge from the team.'

The PD team model is a bit of an experiment to see if collegial decision-making can work for large school staffs.

Another service is assisting PD co-ordinators to deliver PD services at the school and district levels.



Lynn Dalrymple and Roy Ronaghan, core group.

We have printed the names of PD co-ordinators on page 7 in this Newsletter and the PD suggests you call these people in their zones if you have questions on workshops or in-service activities, or any professional activities.)

During August and September the group, by using brainstorming techniques, have arrived at some ideas on how they can plan PD programs for the coming year.

They will be promoting decentralization, encouraging group decision-making at the school level and encouraging teachers to have pupils and parents become involved in that decision-making.

They will, therefore, be resisting centralizing tendencies, although they expect some PSAs that still have a big brother/sister mentality and some teachers will continue to

look to the Department or district officials to solve their problems.

They will be trying to secure regulations for curriculum decentralization so that processes are established whereby teachers can make meaningful decisions at the school level.

Church sees a need to resist efforts to reintroduce district and province-wide testing and if there has to be a learning assessment program, he says, 'then let's ensure that it is one which incorporates in sequence an assessment of goals, an assessment of outcomes, a discrepancy analysis and an evaluation or reasons for any discrepancies.'

'If this kind of learning assessment program occurs, teachers can then formulate specific recommendations which are directed toward the improvement or removal of various inadequacies.'

The group will be working closely with the learning conditions programs. They see a need to promote teaching learning styles by way of demonstrations, workshops, seminars, conferences and in-class visitations.

And at the cutting edge of new developments the group will be turning to the area of social responsibility. 'Schools alone can't help the plight of the disadvantaged,' says John Church, 'therefore we must work in the area of social, economic background of the disadvantaged students.'

In an effort to encourage new ways of organizing and operating schools Church has called for some new programs to be integrated with some aspect of the Status of Women project. These are: the Task Force on Authority and Responsibility, Task Force on Labor History, Task Force on Racism and Task Force on NESP.

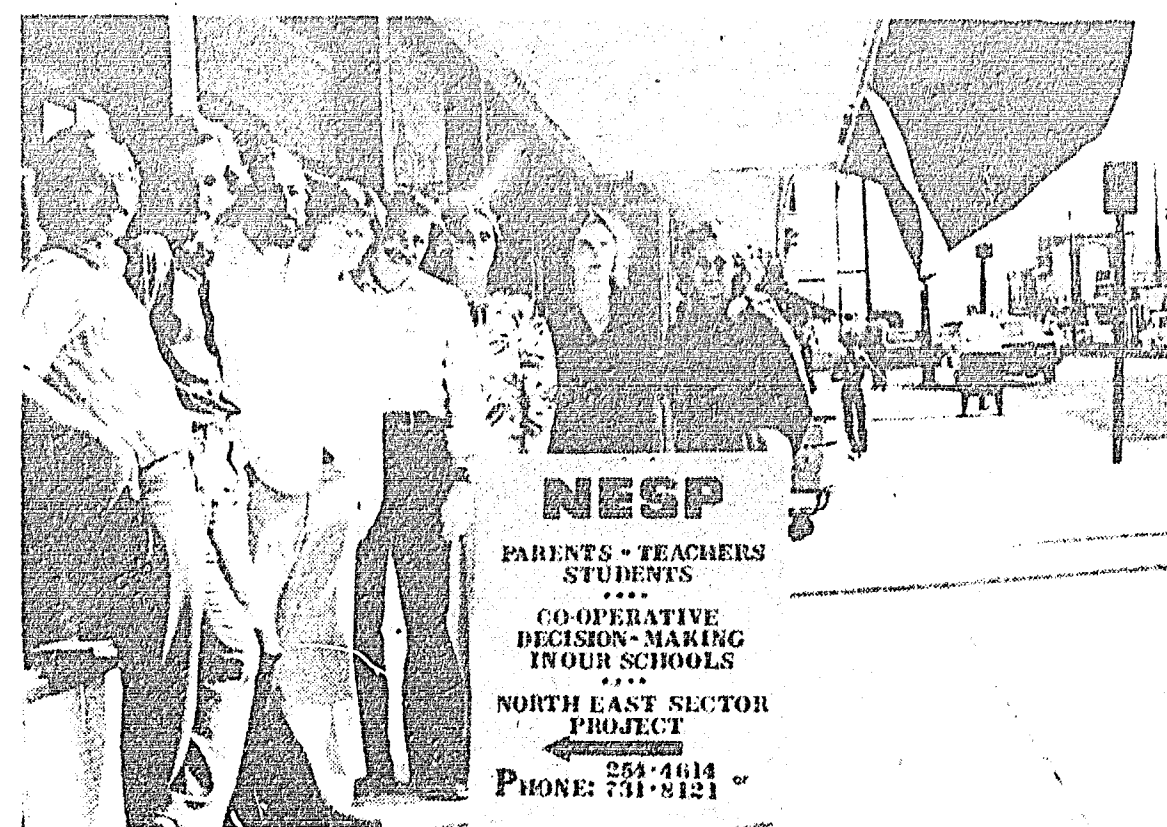
Church also sees the team influencing universities to improve the quality of their teacher education programs, particularly in areas of discriminatory practices, whether based on race, sex, class or whatever.

Apart from the cutting edge function, the PD team will be maintaining certain services such as Lesson Aids and the Resources Center, which they hope to expand into a provincial network of professional resources and services for teachers.



Berniece Fender, support sub group, Jim Bowman, core group.

What other services can they offer? Roy Ronaghan puts it in a nutshell: 'We are here in a consulting, facilitating, advisory and conducting capacity. One of the most popular requests we have from teachers is to set up curriculum workshops in schools.'



Members of the NESP committee at their storefront offices in the East End. Left to right: Sam Fillipoff, teacher; Gary Chapman, parent; Jim McDowell, parent; Hazel Allan, teacher; Wes Knapp, BCTF staff member; Maureen Crawford, teacher; Sandra Currie parent; Anne Johnson, teacher.

NESP future uncertain no decision until Jan.

The North East Sector Project, NESP, has been effectively cooled until January to allow warring factions to come together and talk with each other.

The RA, following the Executive Committee's advice, told the NESP committee to meet with Vancouver's administrators', secondary, and elementary associations, the board, the Department of Education and community organizations and resolve differences of opinion about the program.

There have been a number of clashes of late over the program that started with a letter drafted last fall by teachers in the north east sector that identified social, economic, and political problems in the area and was distributed to all three levels of government, community organizations, school boards, and BCTF.

Problems for the NESP committee came when the Department withdrew support because the project went beyond its initial problem areas of staffing, class size, and English for new Canadians and into areas of racism, sexism, classism as well as tackling the universities for 'encouraging and perpetuating the mystification of teaching and schooling.'

The other objection of the Department's is that the participants at the workshops were mainly teachers. There's a concern for the base of public involvement. Without Department funds, the project can't go ahead. So in the next three months, the NESP committee will probably meet with Department officials and work out the objections.

Another group to meet with are the Vancouver Administrators who gave support to the initial letter but who say they are concerned about later events. They cite a political turn in the program, some pressure they feel to adopt it, and lack of support from school staffs in the NE sector for the project.

Then there's the local teachers' associations who seem at odds on the program, the elementary teachers supporting it and the secondary teachers objecting on a question of local versus central control. The secondary group objects to the BCTF taking a position favoring a proposal

that had not yet been approved by the members. The locals need a chance to discuss the proposal.

All concerned groups agree that there are some real problems in the north east sector. It was said at the Executive that there is much common ground and a fear was expressed that the common ground could be swept away unless time was allowed for the process to mature.

Thus, the NESP committee has been instructed to meet with and resolve problems over the next few months and maintain the momentum.

BCTF election involvement should be non-partisan

BCTF involvement in the forthcoming provincial election should be non-partisan and concentrated at the local level.

This was the conclusion of workshop groups at the Representative Assembly studying what political action should be taken by the Federation during the election campaign.

It was generally agreed there should be no specific campaign by the Federation itself but rather that it act as a resource for local associations mounting campaign issues.

All groups agreed that although educational issues should be kept to a minimum, three major ones should be emphasized — education finance, class size, school buildings and equipment.

While issues would vary from area to area it was essential that these issues be limited in number, clarified for

Charlesworth Award nets two winners

The Charlesworth Memorial Scholarship has been won this year by two top ranking academic students.

The \$1000 award will be divided between Jennifer J. Welton, 1137 Columbia Avenue, Trail, a graduate of J. Lloyd Crowe Senior Secondary School, and John A. Fawcett, 57 Wellington Avenue, Victoria, a graduate of Victoria High School.

The official presentation will be made in January at the winter session of the Representative Assembly.

Nisgha . . . birth of a school district

Nisgha . . . It has the soft ring of ancient west coast Indian culture. Of a people nurtured by the richness of the land and the abundance of the sea.

And so it is appropriate that it has come to symbolize the native people's thrust for independence from paternal federal authority with the creation of the Nisgha School district.

B.C.'s 75th school district was established this year to encompass the Nisgha Indian people's schools which were formerly administered by the Federal Department of Indian Affairs. It is unique in that it is the first whole district in B.C. to be relinquished by Indian Affairs.

Nisgha School district can be reached by dodging potholes and logging trucks along a 90-mile gravel road northwest of Terrace. The road wanders

Sugar or spice?

Breaking the Mold is a booklet of lesson aids designed for teachers to help children explore sex roles.

Two copies have been sent to each elementary school in the province and are suitable for use with students from kindergarten to Grade 7.

Further information on the booklet can be obtained from local contacts of the BCTF Status of Women group.

The main wing will have a large open area containing facilities for learning Nisgha arts, crafts, and such skills as canoe making. Fully developed sports facilities and play areas (both indoor and outdoor) are part of the plan.

public consumption and successfully presented.

'The campaign has to be successful or we are better to do nothing,' as one group coordinator succinctly put it.

The BCTF central office should provide resource personnel to instruct local groups how to make better use of the channels available to them, such as contacting groups and individuals, including candidates, media personnel, and convincing them of the necessity of supporting the teachers' goals.

Clarification of issues was most important, delegates agreed.

'Scope of bargaining' — 'inequities' — meaningless words to anyone outside the teaching profession. To further complicate the message 'inequities' in one area meant 'workload' in another 'class size'.

Three things were re-emphasized as each group reported its discussions:

1. The campaign should be conducted at the local level — any issues the Federation 'laid on' might come back on them.
 2. Keep the focus on kids — what does what we're asking for mean in terms of your child's education?
 3. Focus on a few issues and avoid any issue that reflects only self interest.
- The part the Federation plays should be strictly that of in-service to teacher groups to assist them in becoming politically aware and mobilized.

through scenic mountains and over a recent (250 years) lava bed. It features ancient Indian pictographs on an over-hanging cliff.

A school operates in each of four main communities, Kincolith, Greenville, Nass Camp and New Aiyansh. Total enrolment is just over 400 students, almost all of whom are Nisgha Indians. Of the 24 teachers, only one, Bert McKay, is Nisgha. Eighteen teachers are new to the district this year.

A young group drawn from varied backgrounds, the teachers nevertheless show understanding of their new environment and willingness to involve themselves in its lot.

School trustees will not be elected until possibly a year from now. A single provincially appointed trustee in the person of Alvin McKay (Bert's brother) presently administers the district.

The McKay brothers — teacher and trustee — are intensely aware of the culture and language problems which face the schools. Both are intelligent and well educated. Their deep roots in the native culture coupled with common sense qualifies them for the leadership role they provide for the Nisgha people.

Both express themselves fluently, precisely and bilingually. Bert, who is the acknowledged expert on language development, steadfastly maintains a bilingual approach to educating Nisgha children is absolutely essential to bridge the gap between cultures.

'One cannot become proficient in a second language until proficiency has been acquired in one's native tongue.'

The main wing will have a large open area containing facilities for learning Nisgha arts, crafts, and such skills as canoe making. Fully developed sports facilities and play areas (both indoor and outdoor) are part of the plan.

...And birth of a local association

An unique new local association of the BCTF came into being Friday, September 5 when 24 teachers of Nisgha School District (No. 92) met in the Indian village of Kincolith, elected an executive, set a membership fee and named itself the Nisgha Teachers' Association.

Formal approval of the new association was given at the September 13 meeting of the BCTF Executive.

Dick Davis, of Greenville, newly elected president of the Nisgha local, promptly called an executive meeting to discuss several areas of concern to teachers in the district. He

expressed satisfaction at the enthusiasm and awareness shown by members of the fledgling local.

Others elected to the executive are: Gordon Weese, New Aiyansh, vice-president; Gina Sinclair, Greenville, secretary. Committee chairpersons are as follows: Hans Lorenz, Kincolith, agreements; Linda Samland, New Aiyansh, learning conditions; Bert McKay, New Aiyansh, professional development; Kevin Brown, Greenville, public relations; Lois Barber, New Aiyansh, status of women.

Geographical representative is Jim Collar of Nass Camp.

October 15 — Equal Opportunity in Theory and Practice — Part I: Male and Female He Created Them . . . ; October 22 — Part II: Canadian Mosaic: Fact or Fiction; October 29 — Part III: Social Class Factors in Vancouver Schools; November 5 — Community Control: Real? Possibility or Hoax?; November 12 — Alternative Strategies for Change: Can Schools Change Society? Can Society Change Schools?

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He goes on to say there is a myriad of experiences, emotions and shades of meaning that cannot be translated into English because the communicative quality of any language is heavily dependent on an understanding of the culture within which it developed.

A proud, sensitive people the Nisghas are willing to bridge the gap but determined not to lose their rich heritage in the process. To them, a bilingual and bicultural approach is the only acceptable way to build such a bridge while still preserving the native culture.

Other districts of B.C. could take a few cues from the Nisgha people about involving the community in education. An 'Education Advisory Committee' which is composed of representatives from all villages sits periodically to discuss the whole spectrum of educational issues from janitorial service to curriculum development. Meetings are open to the community and anyone may participate.

Plans and sketches of a new elementary-secondary school to be built this year at Aiyansh are displayed with pride and enthusiasm. An innovative design includes a classroom block suggestive of a modernistic longhouse. Primary classes will be housed in an octagonal flexible open-closed area.

The main wing will have a large open area containing facilities for learning Nisgha arts, crafts, and such skills as canoe making. Fully developed sports facilities and play areas (both indoor and outdoor) are part of the plan.

MacFarlan in Gastown

BCTF Past-President, Jim MacFarlan will give six non-credit evening classes this fall for the Centre of Continuing Education, UBC.

The series will be held at Vancouver Historical Insights, 18 Water Street, Gastown, 8 to 9:30 p.m., each Wednesday, commencing October 8. Registration fee for the series is \$18. Subjects of the classes are as follows: October 8 — B.C. Education: Past and Present;

October 15 — Equal Opportunity in Theory and Practice — Part I: Male and Female He Created Them . . . ; October 22 — Part II: Canadian Mosaic: Fact or Fiction; October 29 — Part III: Social Class Factors in Vancouver Schools; November 5 — Community Control: Real? Possibility or Hoax?; November 12 — Alternative Strategies for Change: Can Schools Change Society? Can Society Change Schools?



Ralph Sundby and John Church, core group

committed and be able to live comfortably with it.

That's the key to the PD change. The people in the division say they now have a rational system for looking at issues by the people who are in —

Dailly to strike task force on community schools

It was the biggest poker game in town, Saturday, October 4.

It attracted three cabinet ministers, one deputy minister and perennial back-bencher Rosemary Brown.



Education Minister Eileen Dailly told conference delegates that community school education was high on her list of priorities. She is pictured here with Henry Arthur, centre, member of the Bayview Advisory Council and Norm Levi, right, Human Resources Minister.

It also attracted all Vancouver's top educators, city hall officials, alderpersons, and representatives from such diverse agencies as the Metropolitan Board of Health and the B.C. Federation of Labour.

It might have been a political

meeting called by Barrett to bolster up Norm Levi, whose riding it was held in.

It wasn't anything of the sort.

It was a working conference on the development and fun-

study and make recommendations for future funding of overhead costs of community schools.

The frame of reference for such a task force was left to the discretion of the meeting. After considerable discussion the consensus was that the task force should be a provincial one. A three month time limit should be imposed.

A proposal would be made to the Minister that the composition of the task force parallel that of the meeting.

The fact that Bayview Community School, a relatively small school in Vancouver, could bring off the type of meeting involving provincial, civic, educational and community agencies was a victory for the grass roots.

The fact that such a diverse group could accomplish in less than seven hours what it set out to do was a miracle.

Goals of the conference, as defined by chairperson Henry Arthur, member of the Bayview Advisory Council were to reach agreement in principle to support the continued development of community schools in Vancouver and to set up the mechanics to implement a flexible funding formula for such schools.

The process was advocacy and consensus. The result was action by the Minister of Education and the probable salvation and promotion of the community school concept in B.C.

Up to the time of the meeting Vancouver and Victoria school

boards questioned their ability to continue to support overhead costs for community schools. Pressures by elementary and secondary school spokespersons with legitimate claims of dollar needs to reduce class size, increase learning facilities, etc. were forcing school boards to cut back on the community schools.

But while there may have been differences of opinion among the various groups involved in community schools in Vancouver, one thing was evident — all wanted to keep the show on the road, albeit not at their expense.

Too many people had worked too long and too hard on the scenario to let it become just another short run — like so many progressive educational movements.

Priorities set

There was no doubt where Dailly stood on the issue.

When asked 'What kind of priority will the Minister give community schools in regard to funds?' she replied 'The first priority is that every student in the province have access to a good public school education. After that, it is my personal view that community schools warrant a top priority. . . you are actively encouraging parents to participate in the educational process.'

Speaking for the Minister of Health, Dr. George Elliot, deputy minister, said the community school concept had strong support from the health department and the minister.

Human Resources Minister Norman Levi likened what was happening to community schools to what was happening with community resource boards.

'When we develop these resource boards we have to look at the sharing — community schools will have to look at this. This sharing is going to have to be worked out.'

He proposed that pilot projects be set up to evaluate community schools and was informed firmly that evaluation had already been done. 'Pilot projects have happened.'

Eric Broom, spokesman for Provincial Secretary Ernie Hall, endorsed the pilot project idea but felt the problem of funding was one not peculiar to Vancouver but rather province wide.

According to Peter Bunn, BCSTA, 'The concept of community schools is just applied commonsense. There is a policy statement by 500 trustees in the province endorsing and supporting community schools.' The only hang-up was funding, he said.

Ray Rintoul, president of the Vancouver School Administrators Association (elementary) said that while his association gives '100 percent support' to the community school concept, 'No additional community schools should be developed in Vancouver until a proper evaluation has taken place.' He suggested the evaluation was necessary because of a backlash from regular schools vying for funds.

Replying, Elliott Gose, chairperson, Education and Student Services Committee of the Vancouver School Board, said: 'If there is a backlash I

am not aware of. I am aware of very positive feelings about community schools.'

Mr. Gose said that VSB had recently reaffirmed its commitment to the concept but that no new community schools were provided for in next year's budget.

'The money has to go elsewhere — smaller class sizes for secondary schools, learning conditions, and other priorities.'

'We shall continue to support community schools, but it does make sense for other arms of municipal and provincial governments to contribute.'

Dailly said the government endorses the philosophy of community schools and in 1973 brought down legislation enabling school boards to enter into arrangements for the construction, maintenance, facilities etc., for them — for everything, in fact, other than financing the use of such schools by the community.

She said while the government endorses the philosophy through legislation there is a concern on the delineation of fiscal responsibility.

The problem seemed to be, she said, to define the true education component.

Discussion on the administering of funds found Jack Radford, Minister of Recreation and Conservation, opting for those who are involved at the local level to do the job.

General consensus

There was a general consensus that it be the school board who administers funds, with some representatives opting for control by the Board, the Parks Board and a City Council Liaison Committee.

As discussion floated around the official representatives' table and eventually back into the observers' area one thing became clear. While no-one agreed exactly on how community schools should be funded, all agreed they should continue to operate.

Even the maintenance personnel were in favor of the concept to the degree that J. Curtis, president of CUPE, said his union had agreed to waive hours until time was found to arrange a system fair to employees.

Everyone from cabinet ministers to housewives, to unions, recognized the sense of community as the great strength of the schools.

In some remarkable way community schools were able to draw together the immigrant and the native born British Columbian, the shift worker and the business executive, the swingers and the senior citizen whist players, the social worker and the policeman, the school nurse and the recreation supervisor into a common commitment.

It was pioneer days, 1975 style, when everyone knew everyone else and each one contributed of their talents to make the community a richer place to live in.

As Daisy Halliday, executive member of the Vancouver Municipal and Regional Employees Union put it, 'I'm in favor of anything that will bring back the old neighborhood where you knew and worked with your neighbors!'

\$280,000 surplus called for in 1975-76

Achieving a healthy 1975 / 76 budget surplus became something of a chess game at the RA.

The Finance Committee at the AGM had expressed concern about the annual borrowings by the Federation because if a liquidity crisis occurred the BCTF may not have been able to obtain the necessary bank loans to meet operating requirements which could create a serious organizational crisis. They therefore recommended surplus budgeting.

It became evident at the Summer Conference in July that the surplus of \$106,975 had fallen drastically short of the \$307,923 originally forecast at the AGM.

At the RA the Executive recommended that cutting certain program budgets would mean a saving of \$200,948, thereby restoring the surplus to a healthier level.

While accepting some of the recommendations, the RA made a counter move by restoring money to some programs.

Before agreement was reached delegates questioned why the originally estimated surplus figure hadn't been achieved.

Derek Holden, BCTF Treasurer, explained the PPBS process briefly and showed how the deficit had occurred.

'Many programs have expanded and been given additional money,' he said. 'This

includes \$40,000 for PDAC, \$50,000 for political action and \$50,000 for learning conditions.'

Delegates questioned why extra money had been spent on programs. 'Why this money when we don't even know what it is for,' one speaker asked. 'I suggest we re-examine our priorities or we will go through the same thing every year worrying about decisions made by the Executive who don't seem to understand the costs involved.'

Another concerned delegate wanted to know what control there was over money once it was allocated to programs.

Holden explained that the cost control system made sure the money goes to the prime activities of the Federation.

BCTF General Secretary Bob Buzza supported him, saying there were a number of checks and balances and any over expenditure couldn't occur without authorization from the executive committee.

Buzza admitted the system wasn't foolproof and there were problems.

Finance Committee chairperson Valorie Watson said, 'The crisis isn't financial, it is in the planning and process.'

Delegates finally approved a program budget of \$3,430,000 for 1975 / 76, calling for a surplus of approximately \$280,000.

Last year the program budget was for \$2,703,240 with a surplus of \$155,043.

CATEGORY	DESCRIPTION	AMOUNT	%
A	Government of the Federation	\$ 780,068	22.75%
B	Management	275,061	8.02%
C	Administrative & Building Services	921,668	26.88%
D	Promotion of Educational Processes	812,677	23.70%
E	Salaries, Income Protection, Working Conditions	342,394	9.98%
F	Influencing the Public and Government Education Policy	125,525	3.66%
G	Other Programs	172,016	5.01%
	TOTAL	\$3,429,409	100.00%

R. J. Leskiew named to new government post

Dr. Russell J. Leskiew, recently appointed superintendent of field personnel for the B.C. Department of Education, says the basic premise of his work is to strive for active involvement by the B.C. Teachers' Federation, B.C. School Trustees Association and universities.



Dr. R. J. Leskiew

'Each play vital roles and therefore must be involved in decisions about programs and services. In that way we can give better service to teachers,' Dr. Leskiew said.

This does not always imply equal responsibility, but does involve the sharing of responsibility, he said.

From this basic premise will come the main thrust and systematic planning of work to be done by field services.

This will also involve building and maintaining an effective relationship with the BCTF at a central and local level, as well as having contact with individual teachers and teacher groups.

In 1967 he was appointed acting president of the new University of Lethbridge, and assumed the position of dean of the university's faculty of education later that year. He held this position until a year ago when he took a year's study leave as a visiting professor at the School of Education, University of Arizona, in Tucson.

Legal implications

Teacher reporting procedures

A recent judgment awarded a teacher substantial damages for libel and slander against four school principals and a parent. This statement, prepared jointly by the Department of Education, the British Columbia Teachers' Federation and the British Columbia School Trustees Association with the approval of all parties is intended to interpret the action so that similar occurrences may be avoided.

In law it is clearly defamatory to make oral or written statements about a person that have the effect of lowering the esteem of that person in the minds of others or of damaging that person's reputation in a trade, profession or calling.

However, not all defamatory statements will create a cause of action for the person defamed. If the statements can be shown to be true, the defence is complete. If the statements are made in good faith and in the line of duty, the person making the statements can claim the defence of qualified privilege.

In the case under review, a jury determined that statements made about the plaintiff, a teacher, were defamatory and were false. Further, the jury concluded that the statements were motivated by malice, which nullifies the defence of qualified privilege. Malice in this context need not mean personal spite or ill-will. The definition of malice in law and the judicial interpretations of the same are very often quite distinct and different from what is generally regarded as the dictionary definition of malice. For example, mere proof that statements are false is not evidence of malice, if at the same time the person making the statement or comment honestly believed it to be true or fair. Malice will be found to exist if the statements were prompted by some indirect or wrong motive not connected with the privilege.

It is impossible to conclude which action or actions of the defendants or which evidence supplied by one or other of the more than 75 witnesses, actuated the jury to conclude that malice existed. However, it is obvious that all reports written by or about teachers must be thoroughly prepared and carefully written. Facts and conclusions based on alleged facts must be strictly accurate. The prescriptions of the Public Schools Act and Regulations must be followed and the authors of reports must be scrupulously introspective to ensure that their comments are valid and fair and free from any taint of animus toward the recipient of the report.

The efficient and effective operation of the public school system demands some form of reporting system. This isolated and unusual decision of a court of law should be viewed for its positive contribution in stressing the obligation for fairness in that system.

The tooth fairy has four options

The issue is teeth — children's teeth, and they are a problem.

How best to treat them is the decision now facing the provincial government. Having already committed itself to a free dental program of some kind, the government now has to choose one of four options prepared by a committee headed by Dr. Robert Evans, a UBC medical economist.

That a problem exists is clear in a recent statement by Dr. Spencer Gallagher, Director of the Dental Health Division of Metropolitan Vancouver's Health Service.

'Thousands of children in Vancouver are suffering from very severe tooth decay, gum disease and other dental problems. Outside the Lower Mainland the situation is even more serious. From one year to the next, 40 out of every 100 children in B.C. don't get any dental care whatsoever.'

The options in the Evans Report are: school-based dental clinics; private practice dentists; public/private dentists combined, and community-based dental clinics.

The school-based clinics would treat 90% or more of B.C.'s children and would cost the least.

Community dental clinics would reach 90% or more of the children, but would cost 2%-8% more because of transportation costs for taking children to and from the clinic.

Public/private practice would reach a maximum of 80% of the children and costs

would be 27% higher than school-based clinics.

Private practice would reach 80% of the children and costs would be 40% more than school-based clinics.

The school-based clinic seems to have come out on top. The Social Planning and Review Council of B.C. (SPARC) has mounted a public campaign to get support for the program.

Its chairperson, Mrs. Davie Fulton, says, 'School-based clinics are the most economical and effective means of providing vitally needed dental care for children. The Evans Report shows that school clinics would reach the most children, but would cost far less than other methods — savings of \$20 million a year are possible.'

Dr. Gallagher also supports the program. 'It would be difficult to devise another system that would be so widely available, convenient and efficient,' he says.

In total disagreement with this statement is Dr. Robert Hicks of the B.C. College of Dental Surgeons. He says it would be 'costly and inefficient.'

At a meeting in Vancouver recently, Dr. Evans answered questions from SPARC representatives and other interested people.

'All options are difficult to predict for utilization,' he said. 'There is a level at which it ceases to be worthwhile to pay for a preventive program. Programs are expensive com-

pared to the benefits you get, so they are not a real panacea.'

Evans was asked why the B.C. program proposed treating children from 3 to 17 which is more expensive than New Zealand's counterpart system, which treats children from 3 to 12.

'Their program is based on the premise that the utilization rate drops off after 12,' said Evans. 'The rate might drop off after 17 too, but at least by that time we have got them past the period when they are most exposed. The period from 12 to 17 is when they are first using permanent teeth and are most vulnerable to attack.'



The main problem is funding . . . Dailly and Levi exchange comments.

Teach 150 years for comparable lifetime earnings!

In virtually all of B.C.'s school districts, a beginning teacher must invest, in addition to an unpaid 'apprenticeship' of three to six years, another 10 to 12 years in order to attain the maximum salary.

While those years of teaching service unquestionably extract an investment of time and energy, it constitutes peculiar investment indeed. Such an investment in conventional terms would prompt a financial enquiry. The results of the investigation would substantiate that the diminished rewards (depressed lifetime earnings) in comparison to other wage earners are directly attributed to the prolonged increment pattern, the years of formal training in which the earnings were at best minimal, and the fact that the maxima themselves compare unfavorably to other rates of pay.

Employment requiring an apprenticeship period rewards participants with earnings during training as well as a journeyman rate that both exceeds the teachers' minima and also compares most favorably with the teachers' maxima. For example, the current Carpenters' Standard Agreement provides for apprentice rates as of November 1, 1975 of \$5.32 / hour or 55% of the journeyman's rate. The apprentice rate increases by 5% every six months until the final half of the fourth year when \$8.70 / hour or 90% of the base rate is paid. Assuming no changes — even though the contract expires April 30, 1976 — these provisions would translate into apprentice earnings of over \$54,000¹ and a beginning yearly rate for the journeyman of \$18,856¹. We are not judging the rates paid to car-

penters but simply citing the contract for purpose of comparison.

The beginning Category 3(EA) teacher would earn less than the first-year apprentice and could anticipate a maximum salary some 10 years later that would only be slightly higher than the third-year apprentice. Category 4(PC) begins below the second-year apprentice and has a maximum that falls short of the journeyman's rate by \$1,600 per year.

Category 5(PB) teachers at step 10 could roughly equal the journeyman's rate and if they were to teach for 150 more years they could claim comparable lifetime earnings.

Category 6(PAM) teachers, on the other hand, can achieve parity at step 8 on their scale and if apprentice earnings were ignored, teachers could match carpenters' lifetime earnings after 34 years of teaching. If those apprentice earnings are to be matched, Category 6 teachers must teach 21 more years. After 55 years, these teachers would equal the carpenters' lifetime earnings.

Comparing a typist² with a Category 3 teacher, the latter would achieve equal lifetime earnings during his / her 11th year of teaching. The typist's advantage arose as a result of \$25,848 earnings during the three years that the teacher attended university.

Why are such examples the case? The delay in reaching maximum salary not only successfully defers earnings, but also devalues the salary itself. Inadequate minima salaries compound the deficiency of an unduly prolonged increment

pattern. In comparison to other rates of pay, teachers' maxima do not command a preferred position.

What can be done? The importance attached to the maxima testifies to the numerous proposals regarding how best to provide for career earnings. Often boards have capitalized on teacher desire to improve the economic position of teachers on lower category levels and have extracted the price from the maxima. Such a settlement invariably produces a reaction where a buy-off occurs in favor of the maxima at the expense of the rest of the scale.

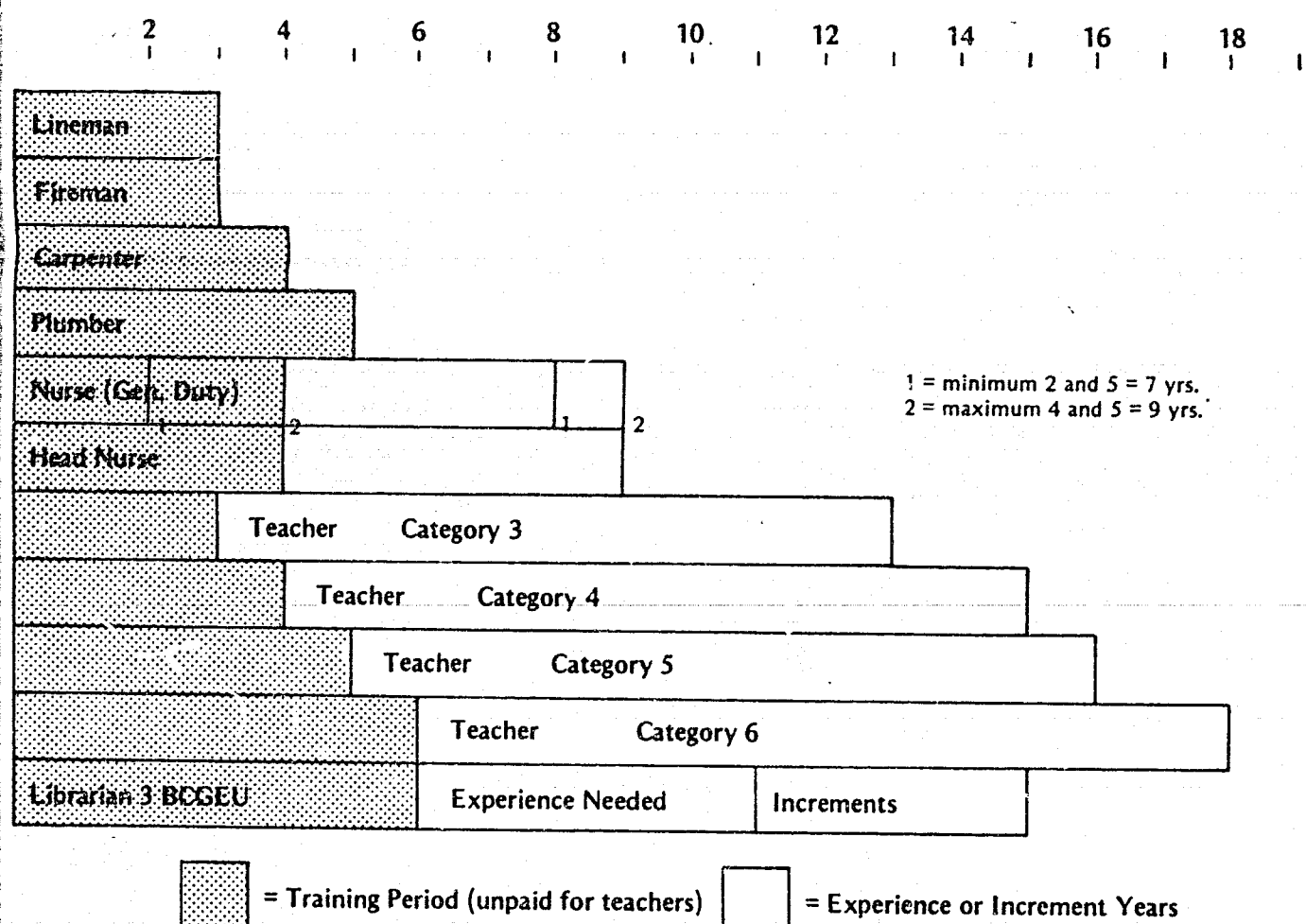
This pendulum-like process affords us little real and immediate improvement in career earnings. A combination in which the minima at least matched the going rate for starting salaries, the years to attain maxima were significantly reduced (to seven or less), and the maxima rates received no less than the going rate would substantially improve the career earnings.

A rationale for a difference between beginning and maximum salaries remains, but the rationale for 10 or more years of post-apprentice apprenticeship is lost — if it ever existed. If we as teachers are to accept preparatory years (apprenticeship) with little or no remuneration, must we also endure the prolonged practicum years (increments) in order to attain the journeyman's rate a decade or more later?

¹ Calculated as an annual rate using 37½ hour per week straight time at the November 1, 1975 rate of \$9.67 / hr.

² Clerk typist 2 — City of Vancouver.

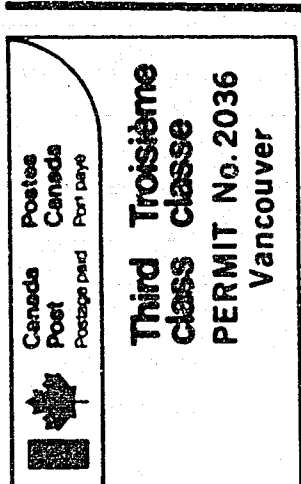
Years required to attain maximum salary or wage



Maximum salary or wage rates

Category 3	min. 10018	max. 14845
Category 4	min. 11113	max. 17209
Category 5	min. 12243	max. 19584
Category 6	min. 13478	max. 21458
Gen. Duty Nurse	14868	
Fireman	15876	
Head Nurse	17088	
Plumber	18622	
Carpenter	18856	
Lineman (B.C. Hydro)	19635	
Librarian 3 (BCGEU)	17328	19860

ANNUAL RATES CALCULATED ACCORDING TO PREVAILING RATE AS OF OCTOBER 1, 1975 AND BASED ON STRAIGHT TIME WHERE HOURLY RATES APPLY.



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

Building program

Proposal to relocate considered

While the need to expand BCTF facilities is not in question, the way the facilities will be expanded took on a new wrinkle at the RA this month.

Instead of renovating the existing building a new proposal that would have the BCTF relocate to the site of the old McGavin's bakery on Broadway was put forward by Ross Regan.

Regan had submitted the plans for renovating and extending the existing building to Dominion Construction officials who suggested that a completely new building of equivalent total area could be built for the same price on another site.

The cost of the suggested site on Broadway should be less than the value of the existing BCTF site and building, they say. And they say that they

would consider taking over the present BCTF site.

Members of the RA seemed to find the relocation idea more attractive than the renovation of existing facilities, particularly because of problems connected to zoning and entering into a housing project by the BCTF.

Rhone and Iredale, architects, announced that a request to CMHC for a loan for subsidized low-cost housing on the BCTF property had been turned down. To extend the present facilities would result in encroachment of land designated residential property. And while a proposal to incorporate the building extension with a housing project had been favorably received by City Hall officials, rejection by CMHC for the special loan meant a review of the whole project.

The RA empowered the Executive Committee to actively

pursue the option of erecting a new building on a new site.

They also authorized a revision of phase one of the building program to permit Rhone and Iredale to meet with developers and the City Planning Department to determine feasibility of a proposed building expansion either by leasing of land and/or air rights to permit housing on a portion of the residentially zoned

property or to sell off a portion of that property.

A decision on which alternative to pursue will be made either at the next regular RA meeting or at a meeting especially called for that purpose.

The RA allocated up to \$10,000 to complete the revised phase one of the building program and allocated up to \$10,000 to pursue alternate sites.

Members Guide, Calendar?

Send extras to Central Office

Has your staffroom any spare copies of the Members' Guide or Appointment Calendar?

Both publications proved popular this year and although additional copies were printed, central office is short a few hundred copies of both

booklets.

If each school staff orders just one extra copy, 1,500 copies are used.

Any unclaimed copies would be appreciated. Please send them collect to the BCTF office, 2235 Burrard St., Vancouver V6J 3H9.