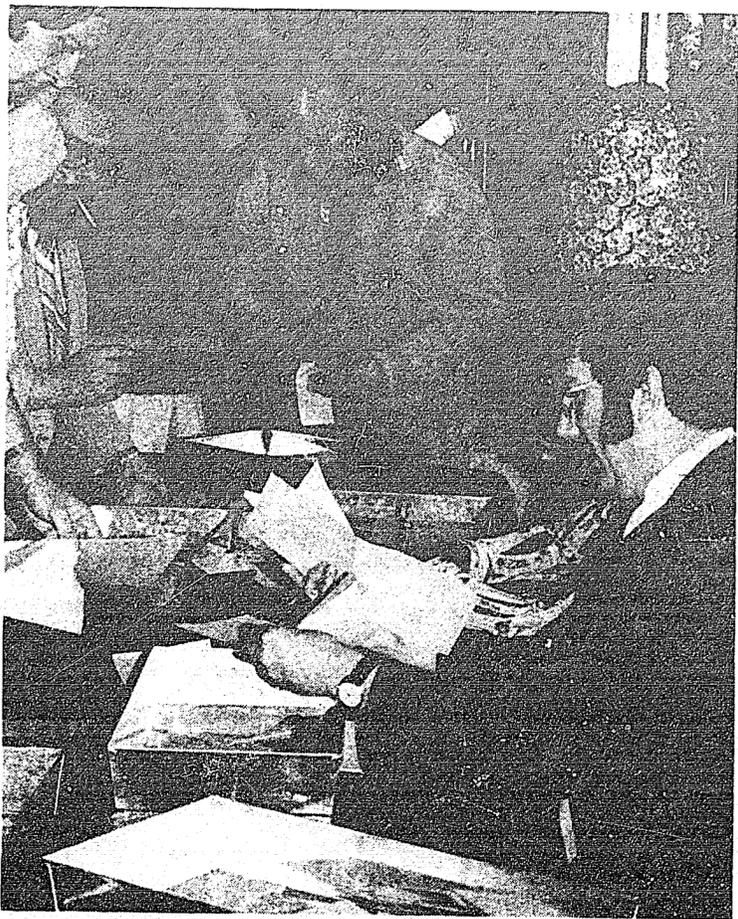


# No Canadian precedent for B.C. legislation



Counting the ballots at the RA. A task force was elected to study the number and duplication of BCTF committees.

What are the precedents for funding independent schools in Canada? What legislative arrangements exist in other provinces that would apply to Bill 33, the proposed legislation to fund independent schools in B.C.?

The BCTF asked Allan Spragge, a former BCTF staff officer, to find out.

The report by Spragge is reprinted inside this Newsletter. Here are some of the highlights:

Nowhere in Canada is there a precedent for Bill 33.

Nowhere else are public funds provided with such minimal control provisions.

Spragge distinguishes between religious, or separate schools, and independent or private schools in his search of other province's legislation.

Private schools in Bill 33's group 1 category may receive grants from public funds without any standards of teacher certification, of curriculum and with restricted admission.

Group 2 schools — and these would include the Catholic group in B.C. — have more stringent conditions. But standards of teacher qualifica-

tion are inferior to those of the public school system, selective admittance rules are not prohibited, and partial independence is maintained in the program of studies.

No province other than Alberta, Quebec and Saskatchewan has any system of general operational grants to private or independent schools. And in those three provinces, says the report, control provisions diminish significantly the degree of independence enjoyed by the subsidized school.

'Strictly speaking,' says the report, 'an independent school would be one which is subject to no regulation whatever by any public authority. In this absolute sense, no private school offering general education to children of school age in any province is truly independent.'

The public school system of Alberta, Saskatchewan and Ontario include provision for separate schools. The separate school however is in no sense independent but subject to regulations in curriculum, textbooks, school operation, teacher qualifications, dis-

cipline and instructional standards.

The separate school system provides no precedent for Bill 33 which will permit schools to operate outside the public school system and independent of provincial regulation.

The separate school system provides recognition of philosophic differences between Roman Catholics and Protestants, but no distinction of any particular religious sect within the general classification of Protestant.

Attendance of pupils where separate schools exist is not always a matter of free choice, Spragge finds. In fact, short of renouncing their faith, students may have no option.

The Ontario government has been under some pressure to permit its separate schools to offer instruction beyond grade 10, but has firmly refused, Spragge reports as incidental information.

The Ontario government has been so steadfastly opposed to any form of public funding of private schools that it declines even to apply on behalf of such schools for federal subsidies that are available in support of particular programs.

# newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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Quality education now possible

## Declining enrolment and class sizes

Scope of bargaining, equality of educational opportunity and declining enrolment, will be the two major areas of concern to the Learning Conditions Committee for next year, the two co-chairpersons Don Walmsley and Gordon Sanborn told the May Representative Assembly.

Sanborn said many teachers are not aware that we are the only organized group in B.C. unable to bargain all conditions of employment. The Declaration, he said, has worked well in locals that have implemented it.

Sanborn said that the major components in equality of educational opportunity are budget analysis and presentations to school boards. He said the LC committee hopes to increase the use and scope of socio economic status maps, the status of women slide/tape presentation and similar materials for promoting equality of educational opportunity.

Learning conditions will again have a summer course and offer workshops to explain the use of 'Indicators of Quality.'

Don Walmsley told the RA that teachers must reject the notion that declining enrol-

ment means a declining teaching force.

'I can't stress too strongly that we cannot afford to go along with that concept' he said.

In B.C. there were 27,858 full-time equivalent teachers employed on October 31, 1976. If the PTR remains at 18.6 to 1 until 1982, B.C. will employ 27,128 teachers, a decrease of 730 teachers.

But for B.C. to achieve a ratio of 17 to 1 in 1982, the province will require 29,697 teachers, an increase of 1,839 over the present staffing level.

'Declining enrolment does not mean a declining teaching force,' Walmsley said.

'Declining enrolment provides the opportunity to improve the quality of education.'

### Class sizes show decline

	Sept. 1975	Sept. 1976
Kindergarten	19.6	20.1
One	23.0	22.8
Two	25.0	24.4
Three	26.0	25.3
Four	27.7	27.3
Five	28.3	27.6
Six	28.6	27.8
Seven	28.4	27.6
Special Ed.	10.1	9.1
Multi I-III	2.34	22.8
Multi IV-VII	27.2	26.3
All Elementary	24.7	24.1
All Secondary	24.2	24.0

Source: Ministry of Education, Form J, September, 1976

## Public opinion against funding restricted schools.

Public opinion in B.C. is split on allocating provincial funds to independent schools says a survey conducted by Canadian Facts, a Vancouver research company, for the B.C. Teachers' Federation.

But support deteriorates, says the survey, when independent schools deviate from what is expected of the public school system.

Canadian Facts conducted interviews with 251 individuals, 19 years of age and

over, all residents of the metropolitan Vancouver area. The sample, selected at random used age and sex quotas established by 1971 census data and 1976 B.C. Research projections.

The survey found that where an independent school is not open to all applicants and when a student can be rejected at any time, public support declined notably. 'In this situation the majority of people are definitely opposed to the school receiving monetary assistance,' says the survey.

BCTF president Bill Broadley says the government has placed heavy reliance on an earlier survey conducted by Canadian Facts in 1975 that showed 57% of the public favored giving some financial assistance to independent schools.

Broadley says the 1975 survey, however, did not seek opinion on the amount or conditions of funding. 'At the time, a student at an independent school had access to the provincial textbook rental system and to a school bus, but no significant amount of public money was involved.'

Government should now place the same reliance on the latest survey Broadley argues.

'People are not in favor of giving public money to a school that can reject a student on the basis of grades, sex, behavior or religion — and all independent schools do this as a matter of policy.'

'Public schools do not have this right to discriminate.'

The survey shows that 70% of the public oppose allocating funds to schools that can reject a student, 22% in favor, and 8% have no opinion.

The survey found that 54% of the residents oppose using any public money to pay for tuition fees. Opposition grows however, to 69% when the fee exceeds \$1,000 per year.



President-elect Pat Brady, left, has literally moved into Bill Broadley's office for the month of June as both work together during the transition period.

# Members' voice

## Clarification

The following statement should clarify my position on the Independent Schools Act, Bill 33.

My opening statement at the BCSTA AGM was, 'I am speaking against this motion.' I went on to say, 'if this motion means that the BCSTA is to recommend a take-over of Independent Schools, then, I suggest we have enough problems already without adding Independent Schools.'

I also pointed out, 'if the Independent Schools close their doors due to a lack of funds, we will ultimately be picking up the cost anyway.'

Hugh J. Robins,  
S.D. No. 52,  
Prince Rupert.

## Opposition

Dear Mr. McGeer,

The Prince Rupert District Teachers' Association executive would like to express its opposition to the expenditure of public funds to support private and sectarian schools.

Bernice Goldie,  
Secretary, PRDTA.

## S/W pleased

Dear People:

Vancouver Status of Women is pleased that the Status of Women Task Force has been elevated to a standing committee.

We have worked closely with staff and members of the task force on issues of mutual concern since the beginning of the program. The institutional nature of sexism makes it difficult to deal with on an individual basis, thus the women's movement in B.C. looks to the status of women program for leadership.

It is essential that this issue be systematically approached by a group focused specifically on women as teacher and student. Too often our concerns have been incorporated into a 'greater' cause. We commend the BCTF for its commitment and leadership — we will continue to urge the minister of education to recognize that he also has a responsibility to deal with sexism in education.

Nadine Allen

## Most effective

In the midst of engulfing certainty in the B.C. educational scene that the independent or private schools will get government aid, it would be helpful to examine a similar situation in Britain in the early 60s when their prestigious independent schools (called 'Public Schools' in Britain) faced declining enrollments and increasing costs. The question of aid to these ailing 'Public Schools' was widely debated.

A Labour MP observed at that time: 'The only intelligent man who supports our Public Schools happens to be a foreigner and his reason is that he had found the wives of Public School educated men to be most easily seducible!'

If there is truth in the foreigner's finding in Britain and the fact that the vast majority of people in B.C. are either the descendants of foreign immigrants or just plain

immigrants, the government plan to aid the independent schools has the potential for seductions of gigantic proportions. Contrary to the claim by the BCTF and the BCSTA, an increasing number of independent schools in B.C. might prove to be the most effective instrument of bringing people together in many ways.

B. A. Kamath,  
Merritt.

## Core curriculum

At our district convention, May 6, we listened to a panel discussion on Core Curriculum. The speakers were D. Cocks, J. Lowther, V. Haslin, Dr. J. Wisenthal. A few ideas for general consideration were brought forth:

Firstly, a core curriculum by all means; but with continued teacher input on a wider scale. Under no condition should we limit our influence in forming and revising curriculum.

Secondly, academic emphasis toward curriculum-making for university entrance is likely to become less important as time goes on due to open-end inflation on fees and controlled limits on wages. University population is likely to diminish because of increasing inability to meet fee demands.

Thirdly, the Arts, which seem likely to be cut back, must be emphasized and increased even more in face of government-acknowledged threats on employment. It has been predicted that, in the next 15 years, there will be a 'glut' of educated workers without jobs. The arts — music, painting, sculpture, weaving, etc. — will be in demand for thousands without work, both in jail and out. Indeed, jails are likely to become more populated from such mass unemployment; apt contrast to university training!

The above-mentioned thoughts show categorically the logic of curriculum influence stemming from local levels because different areas will be affected in widely different ways. A 'core' must be formed and cultivated by representative educators from all parts of the province. Let us make sure we keep it that way; otherwise, we face deeper trouble.

Ivor J. Mills,  
Richmond.

## Public funding

It is ironic that proponents of public funding for private schools are declaring their schools to be in fact 'public' schools when every question regarding the accountability of these schools to the taxpayer of B.C. who will be required to subsidize them has been evaded or ignored.

A public school cannot refuse admission to a legally admissible child within the school's neighborhood. Yet there is no provision in Bill 33 to ensure that prospective students of private schools will not be screened according to economic status (through high tuition fees), academic ability, or religious belief. Some religious schools have openly admitted that they will discriminate according to the religion of the student.

Public schools are responsible to a democratically and publicly

elected school board, private schools, under Bill 33, will be responsible only to an inspector of independent schools appointed by the minister.

Supporters of Bill 33 have suggested that they would prefer an elected independent schools board, but the only people allowed to vote would be those with an interest in private schools.

Public schools only employ teachers who are professionally trained and certified. Private schools do not require their staff to be certified teachers and this may continue under Bill 33. Section I of the bill allows for teaching staff who have been 'certified by the inspector on the recommendation of an independent schools teacher certificate committee.'

The initial cost of funding private schools is estimated to be about \$30 million and would undoubtedly increase yearly. At a time when revenues are not growing, and badly needed programs (such as English as a second language training) cannot be adequately supported in our public schools, it is unacceptable to hand out public money without demanding open schools with full accountability. Bill 33 should be withdrawn.

T. Trivett,  
Vancouver.

## Shabby document

Hold on to your hat! Don Walmsley, our esteemed 1st vice-president who lost in his bid to be our president at this year's AGM and a crowd of malcontents propose to set up an organization outside the BCTF to 'ensure the implementation of current BCTF policy!'

Incredible? Outrageous? Maybe so, but it is true. A shabby, maliciously slanted document (which may even be downright libelous) entitled 'The Teacher's Viewpoint' has been circulated to selected GR's throughout the province to rally support for what amounts to a counter-organization to our new BCTF Executive Committee and the Representative Assembly.

The author of this sorry document has neglected to affix his or her name to it. Whether this was a regrettable oversight or plain cowardice, I am not sure.

I am sure that the document, its accusations and its proposition, if not exactly illegal, is a highly unprofessional, unprincipled reaction to the results of the AGM elections and a complete rejection of the democratic process.

By claiming that B.C. teachers have been manipulated in various ways by their principals and vice-principals to oust himself and others on the Executive Committee sympathetic to his views, Walmsley justifies his attempt to establish this alternate means of asserting political power.

He proposes to be our saviour, our guardian in spite of ourselves. It is the most disgusting, sanctimonious statement of purpose that Walmsley has made yet and I believe that he and others responsible for this dangerous nonsense should be censured for their trouble.

Fred Hughson,  
Saanich.

## NDTA S/W

On behalf of the Nelson Status of Women Committee I wish to commend the recent news that the BCTF S/W task force has now become a standing committee and as such will make regular appointments.

Implicit in the formation of a permanent committee is the recognition of the justice of, and the continuing need for, the S/W program to eliminate sexism in education and to provide equal opportunities for all students. Furthermore, it significantly strengthens our belief in the

ultimate sense of justice of human-kind in general and in BCTF members in particular.

Aleen Norris,  
S/W contact person, NDTA.

## Dissatisfaction

I would like to express my dissatisfaction with the proposed amalgamation of 'minority' issues — racism, sexism and schools with greater needs — put forward at the executive meeting of March 26. I understand that this proposal arose during the debate around the conversion of the Status of Women Task Force to a Standing Committee. Although the executive finally voted in favor of conversion, some executive members requested a delay of that decision until a study could be done on the possibility of organizing 'minority' issues under one umbrella group.

I would like to know what the executive plans to do with the existing S/W program? Obviously this proposal would relegate the S/W to a 'minority' issue position within the federation. This seems rather odd as the program deals with women in the federation who comprise 54% of the membership, a majority in most peoples' view.

I would urge all teachers, students and parents throughout B.C. to resist any kind of amalgamation of the S/W program. Since its inception, the program has made progress in curriculum revision, teacher education, integration of courses, parenthood leave, language reform, child care, pensions and teacher involvement. These major steps have only been possible because the S/W program has been effective and dynamic. It must continue on its present course until its goal, elimination of sex discrimination, has been reached.

Jane King,  
Burnaby North Sr. Secondary.

## Bravo

As a long-time proponent of public involvement in educational decision-making, I am very impressed and pleased with the action Nelson parents took in determining their school principal. I would hope that congratulatory messages from parents, teachers and even our centralist minister are forthcoming to Nelson parents for their courageous community action in choosing their principal. BRAVO!!

C. Spiekermann,  
Trustee (Sechelt),  
Principal (North Vancouver).

## Noise level rising

By Norman Goble, CTF Secretary General

We seem to have slipped rather suddenly into a heated debate with the business world and the universities about schooling.

There is the discipline debate.

In reaction to the excesses of the youth cult and the anti-establishment vehemence of the sixties, many adults want to see kids put back in their place. They want to see compulsion instead of choice.

There is the debate between differentiation and equalization.

Should the school be trying to soften the effect of initial inequalities, or does society need to have those differences preserved?

Should school be trying to keep kids in by supporting their development, or screening them out by subjecting them to artificial ordeals?

Do we do enough to encourage and reward hard work and achievement?

There is the program argument. Should the school try to prepare people to manage their lives successfully, by teaching economics and money management, consumer awareness, family life skills and a basic knowledge of politics and the law?

Should it instead concentrate on making them employable, or on selecting and grooming candidates for higher education?

Do the arts have any place in education? What kind of concessions, if any, should be made to the handicapped? To the socially disadvantaged? To minorities?

There is the problem of defining 'subjects.' What do we mean by English, Mathematics, History, Science or Grammar?

There is the methodology debate.

Should school be a place where students sit and listen, or where they learn by doing?

There is the measurement debate.

What kinds of tests are really valid, and how should they be applied?

There is the 'literacy' debate. What does the word mean? How is literacy measured?

Should it be the major goal of school? Should schools throw out those who cannot meet 'literacy' standards and so deny them the chance of learning life and work skills?

The questions are almost innumerable and their significance goes deep. Unfortunately, we are hearing few answers, and they tend to be shallow.

The danger of a return to a repressive and selective institution, in which the maintenance of order is the main purpose, and educational goals take second place, is real and imminent.

To limit the damage we should promote debate and discussion of the real questions, with maximum honesty and openness; arouse the attention of parents and encourage their interest; listen to honest criticism and make changes where there are deficiencies; challenge those who trade in shallow propagandist slogans, like 'back to the basics'; and finally, not be afraid of giving offence to those whose purposes in pressing for educational change are not educational at all.

Much of the noise is coming from those whose real concern is the protection of economic or social privilege and we should make them say so.

# A study of public funding of religious and private schools in other Canadian provinces

A report by Allan Spragge

The provisions of Bill 33 have three interrelated objectives, as follows:

To provide statutory authority for the issue of grants from the provincial treasury in support of the operation of independent schools.

To establish criteria for determining which independent schools shall qualify for grants, and establish conditions with which a school must comply in consequence of receiving a grant.

To establish a formula or process for determining in each case the amount of the grant.

## Statutory Authority

Section 2 of the Bill provides for appointment of an inspector of independent schools, who is responsible to the Minister for administration of the Act. Sections 5 and 6 authorize the inspector to grant Group 1 or Group 2 classification to the authority which funds and operates an independent school. Section 9 then requires payment of an annual grant to each school to which Group 1 or Group 2 classification has been granted.

Section 11 provides that a Group 2 authority may also apply to the public school board of the district in which it is located for a local support grant. The application must be based on the assertion that the independent school provides a special service not available in the local public schools. If the public school board approves the application, the local support grant shall be paid from the provincial treasury.

## Criteria to Qualify

No grant is paid directly to a school: the grant is to the authority which funds and operates the school. In Section 1 of the Bill, 'authority' is defined as a society incorporated under the Societies Act, or a nonprofit corporation incorporated under a private act. Excluded, therefore, would be any authority incorporated by federal charter or under the Companies Act and any authority whose articles of incorporation do not expressly renounce the making of a profit, and any authority which is not incorporated.

## Each authority must satisfy the inspector

In addition to the foregoing limitation, each authority, to qualify for a grant, must satisfy the inspector that it complies with three conditions set out in Section 5. First, the school must offer no program that fosters doctrines of racial or ethnic superiority, or religious intolerance of persecution, or social change through violent action. Secondly, the facilities of the school must be adequate. The Bill does not specify what facilities are referred to, nor what criteria of adequacy must be met. Thirdly, the school must have been operated by the authority for five consecutive years.

These are all of the criteria for classification in Group 1. In this group, therefore, we may have private schools receiving grants from public funds

without being required to meet any standards of teacher qualification, of adequacy of curriculum, of effectiveness of operation, or of impartiality of admittance rules.

Section 6 establishes further criteria for classification in Group 2. The school must adhere to certain aspects of the public school curriculum, as designated by the Minister. It must agree to cooperate in a pupil testing program, an external evaluation program and a learning assessment program established or approved by the Minister or the inspector. It must adopt a five-year program to culminate in employment of a teaching staff, all members of which are certified according to this Act.

Certification under this Act, however, is not necessarily identical with certification under the Public Schools Act. Certification for private school teaching may be granted on the sole basis of having taught on a full-time basis for 10 or more years in a public or private school in British Columbia. It may also be granted by the inspector on the recommendation of an independent schools' teacher certification committee. Establishment of such committees is authorized in Section 3; their members are appointed by the Minister.

## Group 2 classification conditions more stringent than Group 1

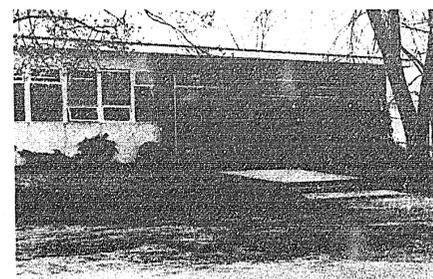
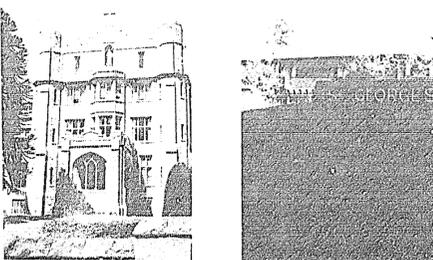
It is clear, then, that Group 2 classification involves conditions much more stringent than Group 1. Yet even in this group, standards of teacher qualification are inferior to those in the public school system, selective admittance rules are not prohibited, and partial independence is maintained in respect of program of studies.

### Amount of Grant

The method of computing the basic grant to each qualifying authority is set forth in Sections 7, 8 and 9 of the Bill. The grant is a grant per pupil in actual attendance at the independent school. The amount per pupil is a percentage of the average operating cost per pupil in the public schools of the district in which the independent school is located. A percentage to be applied in case of Group 1 classification, and a percentage to be applied in case of Group 2 classification, are to be prescribed by the Lieutenant-Governor in Council.

Section 9 sets no limit on the percentages that may be prescribed, nor does it require that the percentages for Group 1 and Group 2 must differ. In view of the more stringent conditions governing Group 2 classification, common sense would dictate that the Group 2 grant should exceed that for Group 1, but there is no statutory requirement that common sense be exercised. It is theoretically possible that both percentages be set at 100%, or even at a figure in excess of 100%.

The implication of a substantial differential between the two percentages is clear, however, on consideration of Section 10, which stipulates that a Group 2 grant may be used to pay any operating expense of the school, while a Group 1 grant may be used only to pay operating expenses other than the remuneration of teachers. This stipulation virtually subjects the Group 1 grant to a limit of 20% or perhaps 25%.



The discretionary power granted the Lieutenant-Governor in Council in prescribing the percentages makes it difficult to assess the financial implications of the Bill. If the Group 2 percentage were set at 100%, and if all the independent schools chose to apply and to meet the qualifying conditions, the grants in the first year of operation could amount to some \$1,600 per pupil for 23,000 pupils, a total of \$37,000,000. If the prescribed percentages were set at a mere token level, and many of the schools chose not to apply or failed to qualify, the sum involved might be only \$3,000,000 or \$4,000,000.

Whatever the sum involved, one implication is clear. Money devoted to support of independent schools is money not available for support of the public schools. It is unrealistic, not to say dishonest, to argue otherwise. When a provincial budget is established, the government of the day must determine what total sum it is prepared to allot to the support of education, and of that total sum the amount required under Bill 33 is an integral part.

Such local support grants as may be approved by local public school boards are also computed as a percentage of average operating cost per pupil, but in this case the maximum allowable percentage is limited to 10%. We thus have the odd situation that the grant which is made in acknowledgement of a unique and valuable educational service is a minor supplement, while the grant which is unrelated to any special educational contribution is without statutory limit. The significance of this observation will become apparent as grant provisions in the Province of Quebec are considered.

*Whatever the sum involved, one implication is clear. Money devoted to support of independent schools is money not available for support of the public schools. It is unrealistic, not to say dishonest, to argue otherwise. When a provincial budget is established, the government of the day must determine what total sum it is prepared to allot to the support of education, and of that total sum the amount required under Bill 33 is an integral part.*

In seeking to find Canadian precedent for Group 1 grants, then, we must search for cases in which support is granted with little or nothing in the way of qualifying conditions. In respect of both Group 1 and Group 2, we must search for cases in which the level of grant support is not specified in legislation, but is left to the discretion of an administrative authority.

The public school systems of Alberta, Saskatchewan and Ontario include provision for separate schools for Roman Catholics where the majority of the population is Protestant, and for separate Protestant schools where the majority is Roman Catholic. Ontario separate schools are not authorized to give instruction beyond the Grade 10 level. In Quebec there are two parallel public school systems, Roman Catholic and Protestant. In Newfoundland all public schools are denominational, four denominational groups being recognized.

These separate school systems do not constitute precedents in any real sense for the provisions of

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. Articles contained here-in reflect the views of the authors and do not necessarily express official policy of the BCTF.



Bill 33. There are several essential differences between a separate school and the independent schools to which Bill 33 would apply.

The separate school is in no sense independent. It is operated by a publicly-elected school board, pur-

*The separate school system provides recognition of philosophic differences between Roman Catholics and Protestants. It provides no specific recognition of the unique philosophic inclination of any particular religious sect within the general classification of Protestant, nor of any non-Christian minority group, save for the common provision that pupils may be excused from religious exercises if the parents so request.*

suant to the Schools Act or Education Act of the province. It is subject to the same regulations as are the majority schools in respect of such matters as curriculum, textbooks, school operation, teacher qualifications, discipline and instructional standards. The separate school differs from the majority school solely in the nature of religious exercises and instruction it prescribes for its pupils, although in some cases a particular philosophic bias may permeate the instructional atmosphere in consequence of the common religious affiliation of staff and students.

The separate school system provides recognition of philosophic differences between Roman Catholics and Protestants. It provides no specific recognition of the unique philosophic inclination of any particular religious sect within the general classification of Protestant, nor of any non-Christian minority group, save for the common provision that pupils may be excused from religious exercises if the parents so request. The separate school system, or course, makes no provision for recognition of schools established on any special basis other than religious discrimination.

### Attendance not always a matter of free choice by pupils/parents

Attendance of pupils at the majority of minority schools, where separate schools exist, is not always a matter of free choice by pupils or their parents. The right of a child to attend school without payment of fee applies only to the type of school, public or separate, of which his parent is a supporter. The definition of separate school supporter varies from province to province.

In Alberta, once a Roman Catholic separate school district is established, all Roman Catholic residents are separate school supporters and all non-Catholic residents are public school supporters. Short of renouncing their faith, they have no option.

In Ontario, on the other hand, separate school supporters are those who are Roman Catholics, have registered their desire to support the separate school district, and have not withdrawn such registration. Thus, a Roman Catholic may elect to be a public school supporter, but a non-Catholic may not elect to support the separate school.

*In Alberta, once a Roman Catholic separate school district is established, all Roman Catholic residents are separate school supporters and all non-Catholic residents are public school supporters. Short of renouncing their faith, they have no option.*

In every case, the school tax on the residence of an individual is assigned to the school system, public or separate, of which he is a registered supporter. Tax revenue from property owned by corporations is shared on a proportional basis between the two school systems.

Newfoundland, of course, is a special case. The public school system of that province includes school districts administered by four designated denominational groups, these being integrated (an amalgam of Anglican, United Church, Presbyterian and Salvation Army), Roman Catholic, Pentecostal and Seventh Day Adventist. Again, however, these school districts are all operated by boards established pursuant to the Schools Act, and all are subject to the same provincial regulation of all aspects of their operation. As to selective enrollment of pupils, the Schools Act stipulates that no board may refuse admission to its schools of any child unless there is reasonably available to him a school of his own faith or another more appropriate school. By implication, if a school of the child's faith is reasonably available, that is the school he must attend.

### Separate schools do give RC's opportunity.

In terms of the intent of Bill 33, then, the various separate school systems do give Roman Catholics the opportunity (without option in some cases) to send their children to schools that cater to their religious faith, and to escape property taxation for support of non-Catholic schools. The same consideration, however, is not afforded to adherents of any other particular faith (except, to a limited degree, in Newfoundland) nor to those who would support a school established in pursuit of a unique philosophy of a purely educational nature. Certainly, the separate school system provides no precedent relevant to schools which operate outside the public school system and independent of provincial regulation.

### Public Regulation of Private Schools

Strictly speaking, an independent school would be one which is subject to no regulation whatever by any public authority. In this absolute sense, no private school offering general education to children of school age in any province is truly independent. Every province has some provision, however scanty, for control of such institutions.

Basic control lies in the compulsory school attendance laws. In some provinces compulsory attendance provisions are included in the School Act or Education Act; Saskatchewan, Manitoba and Newfoundland have statutes entitled 'School Attendance Act.' In all cases, attendance at a public school is required of all persons of school age (as variously defined) unless excused on specified grounds.

*Certainly, the separate school system provides no precedent relevant to schools which operate outside the public school system and independent of provincial regulation.*

Consequently, any private school could be rendered inoperative for lack of a clientele if the appropriate public authority established that it does not meet statutory requirements as an acceptable alternative to public school attendance. The procedure might be difficult and cumbersome, consisting of prosecution and conviction of parents for failure to comply with compulsory attendance laws. The mechanism is, however, available.

The exception provisions in compulsory attendance laws vary considerably from province to province. The British Columbia provision is least stringent of all. A pupil may be excused if he 'is being educated by some other means satisfactory to the Justice or tribunal before whom the prosecution takes place.' This province is unique in making a court of law the sole arbiter, without reference to approval by any educational authority.

In New Brunswick and Prince Edward Island the pupil, to be excused, must be receiving 'efficient' instruction, and in Ontario 'satisfactory' instruction, in each case 'in the opinion of the Minister.' In Saskatchewan the alternative instruction must be efficient as approved by the superintendent. Quebec stipulates attendance at a school organized under the laws of the province, while Alberta sanctions attendance at a school approved under the 'Department of Education Act.' In Nova Scotia the alternative instruction must be 'equivalent to that available in a public school,' while Manitoba sanctions attendance at any of a list of private schools appended to the Act as a schedule or to any other school certified by the Minister as having a standard of instruction equal to that in the public schools. In Manitoba, the quality of instruction is monitored on a continuing basis by field officials of the Education Department. Newfoundland requires a certificate issued by a local public school board certifying that the pupil is under continuous and efficient alternative instruction, such certificate being valid for not more than six months.

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We view education as a process of opening minds, not indoctrination.

We recognize the right of parents to provide religious training for their children. But no parent should ask other citizens to pay for this training and thereby help to promulgate religious teaching through compulsory taxation.

For over 100 years, public funding of the schools of British Columbia has been based on a recognized single school system in each community controlled by the public through its duly elected Board of School Trustees. The result has been a school system which is non-partisan, non-denominational and accessible to all, regardless of sex, race,

creed, wealth or social status.

As you know, funding of public schools is provided on the basis of a foundation program. The government attempts, through its central taxing authority, to take monies from citizens in accordance with their ability to pay and makes funds available to provide equal schooling opportunities for children in all parts of the province.

There has been provision for school districts to exceed the basic standards of service but local taxpayers have had to bear the cost. At no time did the public schools have the opportunity to make changes in the school or to get additional funds without the approval of the community at large and the Ministry of Education.

It seems that Bill 33 makes funding available to groups who reject the foundation concept and has the government use tax monies to promote inequities in the educational services of the province.

We ask that your government withdraw Bill 33. Our representatives would appreciate an opportunity to discuss this issue with you. We will be sending a similar letter to the Premier.

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### And a reply

Dear Mr. Broadley:

Your letter outlining BCTF opposition to Bill 33 contains a series of assumptions that are fundamentally different to the position of the present government. The best way I can answer your concerns is to outline the rationale of the government in moving to support independent schools.

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### Minister may declare school 'institution of public interest'

For many years, incidental clauses in several acts of the Quebec Legislature enabled some private schools to obtain a degree of public funding, either through local municipal or public school authorities or directly from the provincial treasury. A comprehensive system was enacted in December 1968, under the title 'Private Education Act.'

Under this Act, the Minister may declare an independent school to be an 'institution of public interest.' Specific criteria for such classification are established by regulation, but the Act requires that the institution be one which, by reason of its competence, contributes to the advancement of education in Quebec, and that it be owned by a corporation having no object other than education. The Act also requires the Minister, in his certificate of designation, to set forth his specific grounds for classifying the school as an institution of public interest.

An institution of public interest qualified for a grant equal to 80% of the per pupil cost for the preceding year for public establishments of the same class. Having accepted the grant, the school must then limit the tuition fees it charges to an amount which brings its total operating revenue to 110% of the per pupil cost in the public establishments. It is also subject to provincial regulation concerning the remuneration of its teaching staff.

### Failing 80% grant, school may qualify for 60% grant

Failing classification as an institution of public interest, an independent school may be designated

by the Minister as an 'institution recognized for grant purposes.' Such a school qualified for a grant at the 60% level, rather than 80%. Its grant is subject to the same terms and conditions as those paid to institutions of public interest, including the same limitation of tuition fees.

In Saskatchewan, as in Alberta, grants to private schools are provided through regulation, in this case pursuant to an omnibus clause in the 'School Grants Act.' Grants are provided only to secondary schools; in 1977 seven private secondary schools receiving grants. The amount of the grant is a percentage, set by order-in-council of the per pupil grant in support of public secondary schools. In 1977 it amounts to \$700 per pupil enrolled in Grades 9 to 12.

To qualify for a grant, the school must employ only certificated teachers. It is subject to regulation of its program of studies and must accept inspection and supervision by the Department of Education. It must also have been in operation for at least five years, and during the immediately past two years it must have enrolled at least 60 pupils in Grades 10 to 12.

*Nowhere in Canada is there a direct precedent for the Group 1 schools of Bill 33, which may receive operational grants with very minimal qualifying conditions.*

No province other than Alberta, Quebec and Saskatchewan has any system of general operational grants to private or independent schools. In those three provinces, the control provisions described in this chapter, together with those referred to in Chapter Four, diminish significantly the degree of independence enjoyed by the subsidized school. Nowhere in Canada is there a direct may receive operational grants with very minimal qualifying conditions.

proceed with the passage of the Independent Schools Support Act as soon as possible.

Patrick L. McGeer,  
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*The Minister provides a good example of ignoring our arguments in favor of giving his own.*

*Here ends the lesson.*

### Tax money spent on Schools should serve all groups

BCTF President Bill Broadley has received a number of letters regarding the Independent Schools. This letter summarizes his replies to those letters.

Thank you for writing to me about your disagreement with my statements about funding of independent schools. I believe that public funds should always be spent under direct public control. If the government has new money, let it be spent to provide better quality education in public schools.

All parents should be assured that their children will receive a first-class education from these public schools. I believe that church and state should be kept separate. Most independent schools do bring religion into their teaching at every opportunity. Neither your hard-earned money nor mine should be used through taxes to promote a particular religious faith. Surely the family responsibility should not be assumed by the school.

You and I may voluntarily provide such funds, but the state should not force us to do so through taxation.

Tax money spent on schools should serve all groups in society by bringing people together so we can learn with each other in our studies and play.

The family responsibility to provide a religious upbringing should not be assumed by the state through taxation.

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Tax dollars need to be effectively used to ensure that all public schools provide a good education. Most already do.

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Bill 33. There are several essential differences between a separate school and the independent schools to which Bill 33 would apply.

The separate school is in no sense independent. It is operated by a publicly-elected school board, pur-

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suant to the Schools Act or Education Act of the province. It is subject to the same regulations as are the majority schools in respect of such matters as curriculum, textbooks, school operation, teacher qualifications, discipline and instructional standards. The separate school differs from the majority school solely in the nature of religious exercises and instruction it prescribes for its pupils, although in some cases a particular philosophic bias may permeate the instructional atmosphere in consequence of the common religious affiliation of staff and students.

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### Attendance not always a matter of free choice by pupils/parents

Attendance of pupils at the majority of minority schools, where separate schools exist, is not always a matter of free choice by pupils or their parents. The right of a child to attend school without payment of fee applies only to the type of school, public or separate, of which his parent is a supporter. The definition of separate school supporter varies from province to province.

In Alberta, once a Roman Catholic separate school district is established, all Roman Catholic residents are separate school supporters and all non-Catholic residents are public school supporters. Short of renouncing their faith, they have no option.

In Ontario, on the other hand, separate school supporters are those who are Roman Catholics, have registered their desire to support the separate school district, and have not withdrawn such registration. Thus, a Roman Catholic may elect to be a public school supporter, but a non-Catholic may not elect to support the separate school.

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In every case, the school tax on the residence of an individual is assigned to the school system, public or separate, of which he is a registered supporter. Tax revenue from property owned by corporations is shared on a proportional basis between the two school systems.

Newfoundland, of course, is a special case. The public school system of that province includes school districts administered by four designated denominational groups, these being Integrated (an amalgam of Anglican, United Church, Presbyterian and Salvation Army), Roman Catholic, Pentecostal and Seventh Day Adventist. Again, however, these school districts are all operated by boards established pursuant to the Schools Act, and all are subject to the same provincial regulation of all aspects of their operation. As to selective enrollment of pupils, the Schools Act stipulates that no board may refuse admission to its schools of any child unless there is reasonably available to him a school of his own faith or another more appropriate school. By implication, if a school of the child's faith is reasonably available, that is the school he must attend.

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### Separate schools do give RC's opportunity.

In terms of the intent of Bill 33, then, the various separate school systems do give Roman Catholics the opportunity (without option in some cases) to send their children to schools that cater to their religious faith, and to escape property taxation for support of non-Catholic schools. The same consideration, however, is not afforded to adherents of any other particular faith (except, to a limited degree, in Newfoundland) nor to those who would support a school established in pursuit of a unique philosophy of a purely educational nature. Certainly, the separate school system provides no precedent relevant to schools which operate outside the public school system and independent of provincial regulation.

### Public Regulation of Private Schools

Strictly speaking, an independent school would be one which is subject to no regulation whatever by any public authority. In this absolute sense, no private school offering general education to children of school age in any province is truly independent. Every province has some provision, however scanty, for control of such institutions.

Basic control lies in the compulsory school attendance laws. In some provinces compulsory attendance provisions are included in the School Act or Education Act; Saskatchewan, Manitoba and Newfoundland have statutes entitled 'School Attendance Act.' In all cases, attendance at a public school is required of all persons of school age (as variously defined) unless excused on specified grounds.

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Consequently, any private school could be rendered inoperative for lack of a clientele if the appropriate public authority established that it does not meet statutory requirements as an acceptable alternative to public school attendance. The procedure might be difficult and cumbersome, consisting of prosecution and conviction of parents for failure to comply with compulsory attendance laws. The mechanism is, however, available.

The exception provisions in compulsory attendance laws vary considerably from province to province. The British Columbia provision is least stringent of all. A pupil may be excused if he 'is being educated by some other means satisfactory to the Justice or tribunal before whom the prosecution takes place.' This province is unique in making a court of law the sole arbiter, without reference to approval by any educational authority.

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schools without deriving the usual benefits from them and have, at that same time paid the full costs of maintaining their own schools.

The government's move to inaugurate a carefully restricted plan of financial assistance to independent schools is directed, in part, to the amelioration of this double burden.

The government is pledged to provide assistance for independent schools. We plan to

proceed with the passage of the Independent Schools Support Act as soon as possible.

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## Report charges a conspiracy to takeover BCTF

During late 1976 and early 1977 it became apparent that there was a concentrated effort to change the direction of the BCTF by influencing the AGM. The effort was being led in most instances by some principals and vice-principals (e.g. Peter Minshull's invitation in the BCTF Newsletter, Bill Melville's 'Ad Hoc Committee to Return the BCTF to the Membership' and Dave Shore's organization).

Planning prior to the AGM by a group of principals, vice-principals and supporters focused on the election of AGM delegates and the binding of delegates' votes.

During late January, February and March meetings were stacked in a number of locals and conservative delegations elected. Examples of this stacking were Langley and North Vancouver where printed slates of delegates were distributed within locals, principals encouraged their staffs to attend local meetings to get rid of the 'radical left' and large numbers of principals and vice-principals stood for election as delegates.

For example, in West Vancouver the eight-member delegation consisted of a supervisor of instruction, some principals and three vice-principals.

In Terrace, some principals and vice-principals stacked the wrong meeting. A regular turnout occurred at the next meeting and delegates were elected as usual (i.e. volunteers were sought).

In a number of locals the election of delegates had taken place prior to late January. In such locals, the pre-AGM general meeting was frequently stacked to instruct delegates on the 'proper' executive candidates to support.

The best example of this was Kamloops. Another was South Peace. Even in locals where there have normally been a few progressive delegates, such members were either defeated or bound.

Examples were Fernie, West Vancouver, and Richmond. It seems likely that other locals also bound delegates but because there has been no contact with these locals the binding was not reported.

In some locals, 'advice' rather than direction was given. This advice was based on the fact that the 'radical left-communist-marxist-fascists' were leading the BCTF in dangerous directions.

October 14, Core and EEE were given as examples. In one case (Langley) candidates for AGM delegates said

*Editor's note—  
Above report circulating the province was submitted by Fred Hughson — see letter in this paper. Another view is given below by Ron Jesterhouth, a Coquitlam delegate to the AGM.*

they wished 'to represent those members who never attended general meetings.'

Although there are no statistics yet available, it appeared that a much larger number of principals and vice-principals and much fewer women attended as delegates than have in the recent past.

In some instances slates of 'moderate' executive committee candidates to support were printed (e.g. Maple Ridge) but more often these slates were transmitted by word of mouth or on the backs of cigarette packages.

By focusing on the tactic of red-baiting (i.e. labelling all 'non-moderates' as reds, communists, radicals, marxists, etc.) the 'moderates' avoided debate on most issues.

One of the few issues they openly supported (before it came to the floor) was on referendum claiming this was the most democratic method of voting.

The question of the AGM making a decision to join the Public Sector Employees Co-ordinating Council was avoided first by claiming the pamphlet was biased rather than factual and second, by tabling the resolution.

In the debate on the floor of the AGM from Monday afternoon until Wednesday morning the speakers were predominantly progressive; the debate centered on issues and the issues carried in favor of progressive policy.

For example, learning conditions, status of women and racism issues drew minimal opposition. There was a very long discussion on the EEE paper but it drew surprisingly little flak.

The policy of having principals teach at least 20% carried. The right of the executive to appoint an editorial board of the BCTF Newsletter was upheld. In contrast, the 'moderate' resolutions on referendum calling, fees by referendum and presidential balloting by the membership at large were defeated.

Also, 23.C.18 was not deleted (it was referred to the B.C. Committee but will remain as a procedure for 1977-78).

The most critical issues lost were fees, the General Secretary's address to be a regular part of the AGM agenda and the tabling of the Public Sector Council resolution.

The five so-called 'moderates' elected to the executive did not publicly associate themselves with the issues they espouse and find themselves generally cool towards BCTF policy in the area of social/educational responsibility.

The voting pattern at the AGM generally did not link candidates to issues; the delegates tended to support progressive policies but elected 'moderate' candidates. It appeared that as many as 165 delegates did not connect candidates to issues.

The highest vote count received by a 'moderate' was 387 and by a progressive 399 (Van Seters and Kirshn respectively). The last ballot, which clearly pitted 'moderate' vs progressive was won by Steinson by only 12 votes.

Binding and red-baiting clearly influenced table officer elections.

The vote split on candidates was probably about 320 'moderate,' 275 progressive and 70 uncommitted. On issues, however, the 'moderate' vote often dwindled to 275 leaving a middle of about 100.

Much of the middle was undoubtedly influenced on most issues by the debate. From Monday afternoon until Wednesday morning the 'moderates' were noticeably absent from debate.

This might have been a deliberate decision. It appeared that a considerable amount of the 'moderate' support was lost during the AGM — especially on issues.

In summary, the organization initiated by a number of principals and vice-principals three years ago and expanded ever since, gained control of the elections at this year's AGM.

While it elected five of six members of its slate it did show signs of weakness. But most important was the fact that a switch of 40 votes would have changed the results dramatically.

Some of those 40 votes were held through coercion and claims substantiated only by red-baiting.

It is clear that the BCTF has entered a new era: some principals, vice-principals and supporters have created what is essentially a political party complete with campaign literature and slates.

They have found considerable support from conservative elements within the BCTF. They have had an organization for at least three years.

The general membership does not appear to be aware of the magnitude of the organization.

Teachers seem to have a choice: allow the 'moderates' to hold power until their own inertia overcomes them (if it does) or build an effective counter-organization which would work towards realizing their interests.

An approach that would build a stronger teacher movement would be to foster the development of an organization to counter that of the conservative elements.

Such an organization must appeal to a very broad spectrum of the membership (including some principals and vice-principals) and must be based on issues rather than 'right' vs 'left'.

In other words, any such organization must be based on teacher objectives.



Pearl Roberts, left, reports a thriving women's movement from her recent tour of the Kootenays.

### English test not on achievement

## Minister challenged to listen

The BCTF strongly rejected the conclusion that English standards are falling as a result of the Grade 12 English Placement Test.

Says BCTF president Bill Broadley, 'The Grade 12 English Placement Test is not an achievement test at all. The purpose of the test, according to Lloyd MacDonald the project director, is to identify students for whom supplementary English instruction would be of greatest value.'

English teachers expressed strenuous objections, says Broadley, to the test being used as a measure of student achievement. MacDonald assured them that the project operates on 'a presumption of good faith in that all parties will utilize results for the purpose for which they were intended.'

An earlier report released by the Ministry of Education in October 1976 found more than two-thirds of Grade 12 papers to be acceptable in most of the main writing categories. At least 80% of the papers in Language B.C. were rated as acceptable in the skills of developed argument, vocabulary, capitalization and handwriting.

Education Minister Pat McGeer in a news release June 8 on the English placement test challenges 'those responsible for the education of our young people to double their efforts to improve results in the future.'

Says Broadley: 'We would very much like to discuss proposals that we have to improve education. We have concrete proposals for changes in legislation that only the minister can make towards improving teacher training, certification or

Hot Lunches?

The Indian Homemakers' Association would like to know which schools provide a hot lunch program (free or subsidized) for students. Please contact: Indian Homemakers' Association, 423 West Broadway, Vancouver, B.C. Phone: 876-4929.

teachers, up-grading or re-moving incompetent teachers and improving learning conditions.'

Broadley says, 'Many of today's Grade 12 students have taken most of their school years under poor learning conditions. At the time these Grade 12 graduates started school, in 1965, class sizes were extremely large, school libraries were poor, learning assistance programs were almost non-existent and teachers' qualifications were on the average lower than today. Most school districts did not even offer kindergartens.'

In addition, says Broadley, changing social patterns are affecting learning. 'There has been an alarming increase in the proportion of students who come from broken homes or single-parent families in recent years.'

Television is also having an effect on how students learn in the schools, particularly in English. Violence on television may be associated with behavior and discipline problems in the schools.

Broadley says that teachers

### Save the Fraser

SPEC's 'Save the Fraser' slide show is now available to teachers through the Provincial Education Media Centre in a 20 minute color video-tape package.

During the past year, SPEC has made over 200 presentations, with most taking place in elementary and secondary schools.

Discussions during presentations in high schools have touched on estuarine ecosystem, water quality and marine organisms as well as farmland preservation, urban sprawl and greenspaces.

In elementary schools, discussions have touched on local frog pond and streams, pollution, birds and litter.

For information, contact Rod Marining, 736-5601.

share with the minister a desire to improve the quality of instruction and learning. 'We believe that Dr. McGeer should share his information and his concerns with the teaching profession. We prefer a co-operative problem solving approach to the question of English standards.'

## Fall bargaining again looks cloudy

The Anti-Inflation Board made teacher bargaining a mess last year and the program for this fall could well be marked by the same uncertainty and frustration.

Some of this uncertainty and frustration spilled out at the Representative Assembly with debate tending to focus on a working paper prepared by the Provincial Agreements Committee, 'an analysis of ways of dealing with current and anticipated problems in teacher bargaining.'

At conclusion of debate, the RA recommended to the executive committee that the BCTF express to the government that it wants to return to salary negotiations that existed prior to the time AIB controls were imposed. As well, the RA:

- Authorized the Agreements Committee to undertake a series of communications activities designed to inform local association personnel and members about the major strategic concerns for bargaining in the coming year and to get feedback about suitable styles and action plans.

- Instructed the Agreements Committee to devise methods for keeping informed about government intentions or plans for controlling the economy, specifically wages, and making any information available to the members so that they may respond appropriately in bargaining.

## Women's movement alive and well in Kootenays

By Pearl Roberts  
Status of Women  
Feminism is alive and thriving in the Kootenays! I spent 10 days recently visiting locals in the East and West Kootenays, accompanied part of the time by Lynda Coplin, chairperson of the Status of Women Task Force.

Letters were sent in advance indicating our willingness to hold workshops, meet with local committees, and visit school staffs. The response was encouraging and contacts were enthusiastic about the possibilities.

Trail was a high point in the tour. Several years ago, their S/W committee consisted of a single person who managed to attract two people to a S/W workshop.

Perseverance has resulted in a highly active committee, chaired by Eileen Pedersen, who organized a four-hour workshop with 35 participants.

Local press and television representatives covered the event. Two women from the Nelson Women's Center sponsored a display and sale of non-sexist and feminist books.

In Creston, I enjoyed the bar-becue and skit night held by local teachers. Topics ranging from the interviewing of administrative hopefuls to relations between the 'upstairs' and 'downstairs' staff rooms were cleverly dramatized. Poems, songs and costumes enlivened the performance.

Eugenia Materi chairs the Cranbrook committee that recently worked with the Women's Resource Group to organize a two-day S/W conference. Some 150 women participated in the conference, and the rest had to be turned away. Throughout the Kootenays we heard rave reviews from women who had attended.

S/W committees in the area enjoy good community support. Aleen Norris and her committee in Nelson find that attendance at regular meetings has increased to a total of 20 teachers.

As well as the spectacular scenery and hospitable reception, we appreciated learning first hand of the problems and strengths of each community.

In the fall, we hope to sponsor a zone conference for contacts in the Kootenays, so they can meet to share successes and concerns.

The media delights in laying the women's movement to rest, but our experience tells us it is just beginning.

In Invermere, 23 people came to the S/W workshop we held after school. Considering that there are only 87 teachers in the district, the turnout was encouraging!

Another active spot is Kaslo. Twenty people attended our workshop there. We also met with the local women's center, which has a 'core' group of 10 to 15 members.

Other members of the community enjoy the activities organized by the center. Their current project is the design of a float for the Kaslo May Day Parade.

Long-time residents were interviewed to obtain information about women pioneers in the area. Several of these women will be portrayed on the float.

The Slocan Valley is a major center of feminist activity. A women's group near Nakusp recently held a meeting in a living room that attracted 50 women. The women's group in Hills now has a waiting list.

We met one woman in the Lord Minton restaurant at Nakusp who is touring with her theatre group in the feminist play 'Voices.'

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### Election not on issues, but approach

As I see it, B.C. teachers have come to the end of a great experiment. The experiment has included such variables as political power, degree of public expenditures, public opinion, teacher professionalism, educational gimmickry and teacher solidarity.

The object of the experiment has been to see how far each one of these variables could be stretched, how these variables correlate, and which of these variables, when mixed together, will go 'poof.'

In other words, when you push something past the maximum tolerable level, past the state of reasonability or moderation, something has to give.

We have requested lower class sizes and placed the strain on public coffers. We have favored decentralized curricula and, at the same time, secretly hope for some form of continuity.

We have encouraged the purchase of all sorts of learning materials and erroneously equated the manipulation of these materials with the learning process.

We have placed demands on all areas of public resources and, yet, have been unable to convince the public that we are correct, much less our own selves. The fatal flaw in the experiment reveals itself . . . we are divided among ourselves.

We are not setting an example of educational leadership and, as a result, the public has lost much faith in the teaching profession . . . the faith that once was there and moved mountains.

It is on the basis of these and similar conclusions that the new BCTF executive has been elected. In many cases, they represent the teaching era of previous years.

One cannot discount emotions as the basis of the recent election. At the same time, however, the results of our experiment were known and the majority of the delegates drew the same conclusion . . . that an executive had to be elected that was not divided, not antagonistic, and that would, by its example, restore the public trust.

The election was not so much a question of issues, but of approach.

The directions in which our new executive should go is not towards the accountability modal; but, rather, towards the credibility modal. Teachers who are credible, who possess public trust, have more academic freedom than any legislation can provide. If this public trust can be restored to the teaching profession, then this new executive has done its job . . . many problems in education today will no longer exist.

Ron Jesterhouth,  
Coquitlam.

## Education Commission approved

The Representative Assembly was generally accepting of a Commission on Education.

Although some reservations were voiced, the RA voted to support, in principle, the establishment of a commission and to provide an amount of up to \$5,000 for the Commission on Education Task Force.

## Group to study BCTF committees

The two positions of the special task force on Planning and Control went to Owen Corcoran, Prince George and Pauline Galinski, Powell River.

The planning and control task force was created because of such problem areas as, duplication of committees, committees struck without clear references and committees and/or task forces struck too readily.

A planning and control seminar in February resulted in the following recommendations.

(a) To propose procedures to clarify, regularly, local and provincial responsibilities for implementing programs that require joint action and, in particular;

(b) To clarify the responsibilities of geographical

representatives, individually and collectively, in this matter.

Jurd Kirby, Economic Welfare Division Director, has agreed to be the staffperson on the task force if the above recommendation is endorsed.

The two Executive Committee members on the task force should be named at the June 10, 11 executive meeting.

The five member task force will meet in June to begin preparing a preliminary report for the fall executive and RA.

Len Traboulay, Burnaby and Al Paterson, VESTA, were elected by acclamation as chairpersons of the RA for the next year.

The three members elected to the Judicial Committee for a three year term are, James Hinds, Kamloops, Tony McCullough, South Okanagan and Winnifred Littleton, Greater Victoria.

within and without the teaching profession towards increasing understanding and consensus.

Ron McQueen, West Vancouver, expressed concern that the commission could become an 'in-house thing' if it is just established on a BCTF base. 'There are skeptics in the public who will treat it in that light,' he said.

'After all, we could arrange to interview the right people and get the right answers,' he said.

Al Garneau, Vancouver wanted more debate on the actual commission. 'I find this motion will bind us in the fall and I do not want this to happen,' he said.

West Vancouver's Peter Minshull disagreed with Garneau, saying he did not feel this was binding.

'I would like to see us initiate discussions with other groups to get this going,' he said.

Ross Regan, Executive Committee felt the BCTF could not ask other groups to participate if it was not yet sure what it was going to do.

BCTF President Bill Broadley, on the other hand, said it was a 'very correct move' for teachers to take at this time.

'Should we approach people, they can always say yes they are interested in the commission as is, or yes, with changes, or no they are not at all interested.'

## At the Representative Assembly



Whoa there — you missed.



Harry Huffy, ready to leave.

## Provincial tests rejected

# Teachers won't mark them

A recommendation from the Professional Development Advisory Committee that teachers should not be compelled to administer and mark provincial tests received lengthy debate during the Spring Representative Assembly.

The recommendation was first defeated and then passed after a count was called. The vote was affirmative 256 and negative 236.

PDAC co-chairperson Larry Scott told delegates he did not think teachers should have to administer government tests.

Julia Goulden, Executive Committee, said although the government may have the right to give tests to children, 'I myself do not professionally believe in this.'

Doug Gagnon, Howe Sound, spoke against provincial tests, saying he opposes it, especially when proper techniques for drawing up and administering the tests are not followed.

'If the government had done pilot projects and ensured the

correcting of the tests, then it might have been okay.'

However, the whole thing was too quick and there are too many errors, Gagnon said.

Peter Minshull, 1st vice-president-elect, spoke in favor of the testing.

He agreed that teachers should make specific criticisms of the program, but he also felt the provincial government has a 'right' from

time to time to administer tests in order to meet its responsibilities as a ministry of education.

Ron McQueen, West Vancouver, had similar feelings.

'I do not agree that we should disagree with what the law of the land tells us to do,' said McQueen.

'I also do not hear many teachers saying that we should not be teaching some sort of core curriculum.'

## World conference here in August

The World Federation for Mental Health will hold its 1977 Congress on the University of B.C. campus in Vancouver from August 21 - 26.

The meeting is expected to attract some 1,000 participants from all parts of the world.

Dr. Tsung-yi Lin, federation president, said the theme of the 1977 Congress is 'Today's Priorities in Mental Health.'

'The mental health movement, if it is to sustain, must be relevant, passionate, strategic and directed towards those who most need help,' he said.

'The 1977 World Congress will concentrate on "priorities" so the mental health movement can be an effective world force for the well-being of mankind.'

An interesting and thought-provoking debate will take place on the third day of the Congress 'Be It Resolved: There Is No Need for Mental Health Professionals.' Dr. Morris Carstairs, Vice-Chancellor, University of York, England, will argue the negative, and Dr. Ivan Illich, author, educator and noted critic of health systems, Mexico, will argue the affirmative.

## Some teachers not eligible for benefits

Teachers who will begin employment in September for the first time, or who were unemployed in the previous year, will be considered to be employed as of July 1 and not eligible for benefits in the preceding summer period. But benefits will be payable for July and August to any teacher whose contract was terminated or who resigned for just cause and is still unemployed at the beginning of the fall term.

Where benefits were received and teaching employment begins at some date later in the school year, a backdated prorating of annual salary may be applied and a portion of the benefits could be subject to repayment.

Economic Welfare Division staffperson Mike Midzain, who presented the appeals before the Umpire, said he was pleased with the judge's decision.

'Apart from the fact that the successful appeals meant quite a bit of money to the two

claimants,' he said, 'we believe that this interpretation of annual salary will be of more advantage to more teachers in the long run.'

'While first year teachers will not be able to claim benefits for the two months preceding their actual beginning of duties, in most cases these new teachers will not have had sufficient work experience to qualify. But the person who has taught and suddenly finds himself out of a job will be able to claim immediately.'

A teacher who becomes unemployed must be ready, willing and able to work, make an active search for employment, and be prepared to take any suitable employment if a teaching job is not available.

Pamphlets giving advice to teacher unemployment insurance claimants are available in most staffrooms, and can be obtained from the BCTF Economic Welfare Division.



Barb Macfarlane, Associate Editor, B.C. Teacher magazine, retires June 23rd after 23 years service. See magazine for story.

## PAPT appeals for tolerance

Both the Quebec Protestant teachers and the Canadian Teachers Federation, CTF, have expressed their concern over the Quebec government's

proposed language policies.

The Provincial Association of Protestant Teachers of Quebec, PAPT, in a recent press release, appealed to all Quebecers to 'reject the cold logic of unilingualism and to embrace instead a new crusade in favor of tolerance of all groups in our society.'

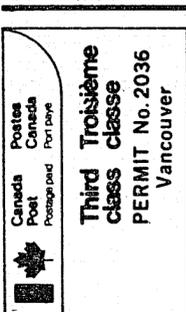
PAPT believes education is the key to resolving the language conflicts within Quebec.

CTF president Michael Heron, said that 'at a time when other Canadian provinces are moving to remedy repressive conditions in regard to language rights, Quebec appears to be reversing the trend of a century of enlightened program in the relationship between its French-speaking and English-speaking citizens.'

Heron said while CTF agrees with many of the principles in the tabled Bill 1, in its opinion the case for radical measures has been 'grossly overstated'.



A familiar figure to most of us, Ernie Simpson retired this year. Ken Mann, seated, will greet you this summer at the Credit Union.



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

## Why not join a PSA?

	BCTF MEMBERS	STUDENT	NON-BCTF MEMBERS
41	<input type="checkbox"/> \$ 8.00 Art	<input type="checkbox"/> \$ 2.00	<input type="checkbox"/> \$15.00
42	<input type="checkbox"/> \$ 7.00 Business Educators	<input type="checkbox"/> \$ 2.00	<input type="checkbox"/> \$12.00
43	<input type="checkbox"/> \$ 5.00 Classics	<input type="checkbox"/> \$	<input type="checkbox"/> \$ 5.00
44	<input type="checkbox"/> \$ 7.50 Counsellors	<input type="checkbox"/> \$ 5.00	<input type="checkbox"/> \$ 7.50
45	<input type="checkbox"/> \$ 5.00 Labor History	<input type="checkbox"/> \$ 5.00	<input type="checkbox"/> \$ 5.00
46	<input type="checkbox"/> \$ 7.50 English	<input type="checkbox"/> \$ 3.00	<input type="checkbox"/> \$12.50
47	<input type="checkbox"/> \$ 7.50 Home Economics	<input type="checkbox"/> \$ 3.50	<input type="checkbox"/> \$10.00
48	<input type="checkbox"/> \$10.00 Intermediate (PITA)	<input type="checkbox"/> Journals only \$ 5.00	<input type="checkbox"/> \$12.50
49	<input type="checkbox"/> \$10.00 Librarians	<input type="checkbox"/> \$ 5.00	<input type="checkbox"/> \$15.00
50	<input type="checkbox"/> \$ 7.00 Mathematics	<input type="checkbox"/> \$ 2.00	<input type="checkbox"/> \$12.00
51	<input type="checkbox"/> \$ 6.00 Modern Languages	<input type="checkbox"/> \$ 2.50	<input type="checkbox"/> \$10.00
52	<input type="checkbox"/> \$10.00 Music	<input type="checkbox"/> \$ 5.00	<input type="checkbox"/> \$15.00
53	<input type="checkbox"/> \$ 5.00 Secondary Learning Assistance (SLATA)	<input type="checkbox"/> \$ 2.50	<input type="checkbox"/> \$ 5.00
54	<input type="checkbox"/> \$ 6.00 Physical Education	<input type="checkbox"/> \$ 3.00	<input type="checkbox"/> \$ 8.00
55	<input type="checkbox"/> \$10.00 Primary	<input type="checkbox"/> Journals only \$ 3.00	<input type="checkbox"/> \$12.50
56	<input type="checkbox"/> \$15.00 Principals	<input type="checkbox"/> \$	<input type="checkbox"/> \$15.00
57	<input type="checkbox"/> \$ 6.00 Science	<input type="checkbox"/> \$ 3.00	<input type="checkbox"/> \$10.00
58	<input type="checkbox"/> \$ 6.00 Shop	<input type="checkbox"/> \$ 2.00	<input type="checkbox"/> \$ 6.00
59	<input type="checkbox"/> \$ 6.00 Social Studies	<input type="checkbox"/> \$ 2.00	<input type="checkbox"/> \$ 6.00
60	<input type="checkbox"/> \$10.00 Special Education	<input type="checkbox"/> \$ 2.00	<input type="checkbox"/> \$10.00
61	<input type="checkbox"/> \$10.00 Supervisors	<input type="checkbox"/> \$	<input type="checkbox"/> \$10.00

Name \_\_\_\_\_

Address \_\_\_\_\_

If no fee is indicated for student or non-BCTF member, it means that PSA does not accept that type of membership.  
Check the association(s) you wish to join.  
Enclose cheque or money order made payable to B.C. Teachers' Federation.  
Mail to B.C. TEACHERS' FEDERATION, 105 - 2235 Burrard Street, Vancouver, B.C. V6J 3H9.  
Total number of associations joined \_\_\_\_\_ Total fees enclosed \_\_\_\_\_  
Cheque \_\_\_\_\_ Money Order \_\_\_\_\_