



Scene from the Executive Committee meeting September 11 when the Executive voted to support the day of protest and called for general meetings across the province. A good sized crowd packed into the room for the debate.

AIB foolish, inconsistent

Controls vary nation wide

The new process of salary determination is politically foolish and administratively inconsistent say the directors of economic welfare of the various provincial teachers' organizations who met in Winnipeg, September 15 to exchange information.

Salary determination has moved from the local to the federal arena, from a model based on negotiation and mediation to one based on political imperatives and administrative edicts.

It is impossible, they concluded, for teachers to reconcile rational bargaining procedures provided in provincial legislation with the so-called anti-inflation processes enforced by provincial and federal governments.

Ontario, Nova Scotia, Alberta and Manitoba have all had wages determined by the federal Anti-Inflation Board. They have all had controls imposed differently.

Ontario teachers have had

inconsistent rulings on increment calculation, costing of superannuation, value of leave clauses and inclusion of other fringe benefits. Rollbacks were from 17% to 6%.

Nova Scotia had the contract between teachers and the provincial government altered to reduce the increase from 18.6% for the first 12 months and 7% for the next five months to 18.6% for 17 months — despite submissions from both parties to the AIB, despite the fact they will remain below other Maritime provinces, and despite the fact the agreement was made prior to being placed under controls.

St. James-Assiniboine, a district in Manitoba, came under scrutiny of the AIB for a historic deliberation of one and one-half hours.

The decision was to roll back the arbitration award to 10.9% from 14.5%.

The 10.9% is the calculated arithmetic guideline for St. James-Assiniboine, but indications are that rollbacks to arithmetic guidelines will prevail in all urban districts.

This means that the 10.9%, or \$2400, is a maximum that will be applied to any point on the grid. Historical relationships

as in the case of Nova Scotia are not recognized for salary changes. Increments are to be counted as an increase.

Alberta decided to support the guidelines.

Settlements were set on that basis, ranging from 8% to 12.95%. Variations from the guidelines ranged from 1.32% to 2.2%.

To date 36 agreements have been accepted by AIB, six were rolled back. Neither increments nor pension costs were included in the total compensation package. The \$2400 limit was not applied to individuals.

Quebec and Saskatchewan have their own provincial controls arrangements. Quebec is about to conclude a four year deal for salaries after 15 months of bargaining, which should see them get a 35% increase in base plus three annual increases of 6%, 6% and 4% (part of the base in a Cost of Living Adjustment roll in).

Saskatchewan, coming off a rather poor two-year deal with their provincial government, got a 20% increase.

Newfoundland, New Brunswick, P.E.I., Yukon and the Territories along with B.C. are still to be dealt with by the AIB.

October 14 brings mixed reaction

What will teachers be doing October 14?

Early reports from meetings of local associations show a mixed reaction with most in favor of staying on the job.

The BCTF Executive Committee passed a motion requesting locals to hold general meetings before the Canadian Labour Congress Day of Protest to gauge how many would or would not be supporting the nation-wide strike against wage controls.

More locals have scheduled general meetings after publication of this Newsletter. Reports received to date are as follows:

Dawn Hilbourn, New Westminster says the majority are in favor of 'staying on the job October 14.'

At a September 9 meeting, two out of 250 New Westminster teachers voted to support the strike. 'Teachers just do not think the strike worthwhile. It's not that they are against fighting the controls, they just don't like the method,' Hilbourn says.

Bella Coola, with one dissenting vote, voted for members to teach on October 14 (20 of the 29 members present).

Kettle Valley voted 18 to 9 against the protest (42 members).

Sechelt voted to support the protest but deferred a decision on the meaning of 'support' until an October 7 meeting.

Golden voted 14 for withdrawing services, 31 against.

The Surrey School Board decided at a September 17 meeting to have October 14 a 'non-instructional day.'

Kerry Gibbs, Surrey Teachers' Association, reports a meeting will be held October 5, and, until then, the local's executive advise teachers not to co-operate in preparing for the professional day decided by the board. Gibbs calls it an 'evil use of professional days.'

'I have a feeling there will be a vote to support the protest, but not in the form of a strike,' Gibbs says.

The northern and interior locals will have an added problem October 14.

Peace River North's Bruce Chisholm explains that although members have decided they don't want to withdraw services, there may be no point to their attending school anyway because of the bus drivers.

'Almost all the children have to be bused to school and if the drivers support withdrawal of services, there won't be any children in school,' he says.

Chisholm says a September 21 meeting ended in a stalemate, so it was decided to let members make their own decisions. Many have decided to send telegrams protesting wage controls to Prime Minister Trudeau, Premier Bennett and the local MLA. They are also donating \$200 to the local labor council.

Craig says those teachers against the protest feel it is a 'waste of their money and a hopeless task.' Those for it, feel it is the 'the only kind of protest we could make.'

North Vancouver Island is another of the few locals supporting withdrawal of services, with 56 in favor and 28 opposed.

Campbell River is 15 in favor with 144 opposed.

Burnaby Principals' voted 100 percent against withdrawal of services.

Cariboo-Chilcotin is 15 in favor, 135 opposed.

Vancouver Elementary and Secondary will hold separate meetings of the Vancouver locals before making any decisions.

Peace River South defeated withdrawal of services 75 to 15. A letter writing campaign was approved.

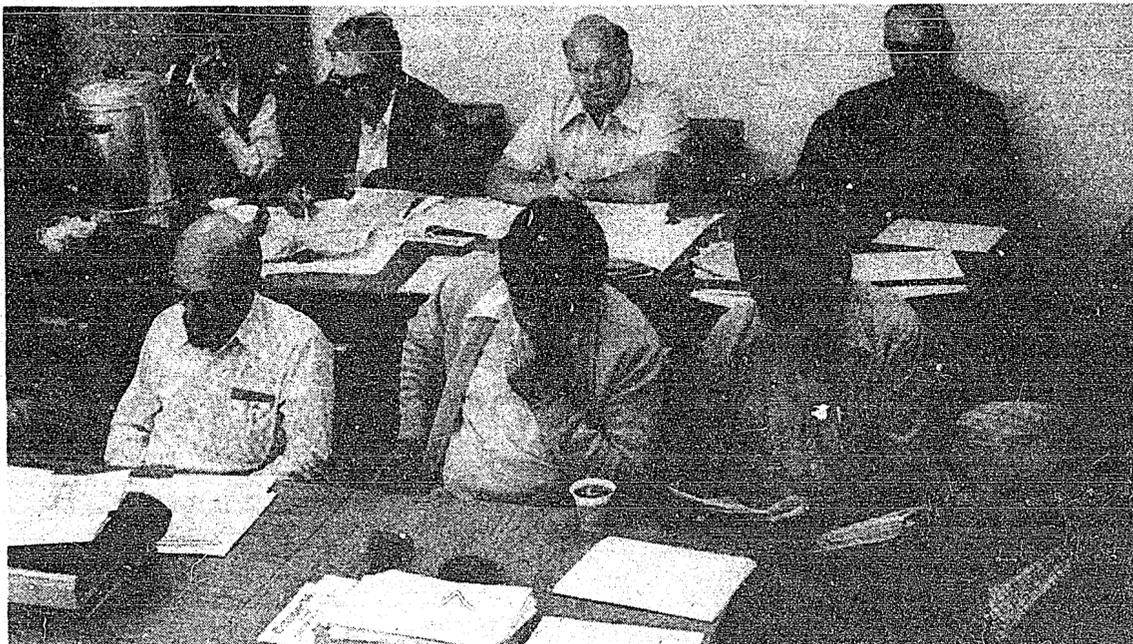
North Vancouver is letting its teachers decide individually and wants a formal commitment from the North Vancouver School Board that no punitive action be taken against teachers who withdraw services.

Sooke voted 15 in favor, 167 opposed.

Mick McGarry, Central Okanagan, says about 400 teachers attended his local's general meeting where it was decided to let the local Representative Assembly have final say at an October 7 meeting on whether or not to withdraw services. The local 'didn't want to handle the decision at all,' says McGarry.

Nicola Valley voted 53 to 7 against the protest with the CUPE local also deciding to work on October 14.

Quesnel passed a resolution critical of the federal Anti-Inflation Board but has delayed any decision regarding the October 14 protest until the local's next meeting.



BCTF president Bill Broadley, right, gives reasons for not withdrawing services October 14 and for seeking a referendum.

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Members' Voice

Independent schools

The statements of Bill Broadley to the Sacred caucus meeting, reported in the Newsletter on June 10, indicate that the BCTF president has a blind spot on the issue of 'using public money to fund independent schools.'

Nine-tenths of Canada's provinces fund independent schools. May I please have an explanation why the president believes nine provinces have made unwise decisions? Which are the specific reasons B.C. remains out-of-step in 1976?

This writer has taught in the public schools of B.C. for 19 years; he was an elected trustee of School Board 44 for four years; believing that 'parents, have a prior right to choose the kind of education that shall be given to their children, his five children received the greater parts of their education in independent schools; his family has spent thousands of dollars — from a

teacher's income — to exercise this right.

Obviously Mr. Broadley approves of this one teacher's having been financially penalized for exercising his right. What are the president's reasons for such approval?

E.P. Webb,
West Vancouver
Secondary School.

Editor's note:

The question of funding was reviewed by this last AGM and the policy was strengthened. It now reads: "That public education funds should be used only for public education. Public funds should not be provided directly or indirectly to private schools, denominational or otherwise."

No president would be happy, as you suggest, for your having been 'financially penalized for exercising your right to send your children to an independent school.' The most a BCTF President could

say to you is that you have exercised your right: the choice was yours.

Day of protest

Mr. Walmsley will not work October 14. He will not collect a day's pay. I will work and I will collect a day's pay.

Unlike Mr. Walmsley's pay, my pay goes back to the provincial government if I do not collect it. Since that government unfairly and retroactively placed me under the AIB I am not inclined to give them my money. Instead I plan to collect the money from them and use it to publicize the injustice of the anti-inflation regulations and/or fight politically the governments responsible for this injustice.

I will sacrifice as much pay as Mr. Walmsley but my sacrifice will serve a purpose.

Mr. Walmsley says we must strike now because we have exhausted all other means of

protest. I do not know what individual locals have done but at the provincial level the BCTF has not met with any federal MPs and has only met with two MLAs. Exhaustive? I think not.

The Annual General Meeting increased our fees by more than 25 percent to fight the anti-inflation regulations. If we have exhausted all our resources except strike, we must have spent this quarter million dollars on quite a campaign. Could we have an accounting?

Teacher strikes hurt innocent students and should therefore be used only as a last resort. Since we have not exhausted all other means of opposing the anti-inflation regulations a teachers' strike would be unjustified at this time.

Mr. Walmsley is advocating that teachers break Regulation 86 of the Public Schools Act. Teachers doing this are in danger of being dismissed.

If enough teachers take this

action collectively there is some safety in numbers but Mr. Walmsley did not support taking a vote to see if teachers in the province would do this collectively. Instead, Mr. Walmsley said every local should decide for itself what to do. Now some locals are following Mr. Walmsley's lead and saying each individual teacher should make up his own mind. Do your own thing. That sounds fine but what if you are the only teacher in your district who stays out?

What if you are one of only a small group that stays out? You have lost the safety of a united collective action. The board may dismiss you. In fact some boards might argue they have a legal obligation to do so.

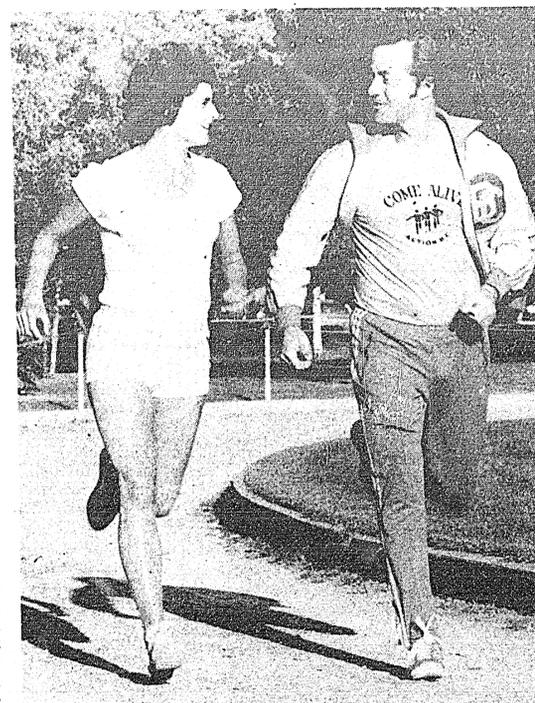
It is irresponsible to advocate that people take an illegal action and then fail to insure that people following your advice will be adequately protected.

Peter Minshall,
West Vancouver.

Premier turns to Kelowna teacher for brief on new PE program for B.C. schools

Story: Pat Denhoff

Photos: Frank Shufletoski



Wendy Robertson and Premier Bennett take to the jogging track as participants in Kelowna's Sports Festival '76. Below: Bennett with other festival participants.

B.C. teachers can look for a whole new emphasis in physical education next year.

Premier Bill Bennett has told the BCTF Newsletter that present school athletic programs do not meet the need of the average student. He is on a personal crusade to convince his cabinet that a lifetime sports skills program is needed.

At the invitation of the premier, the Kelowna Sports for a Lifetime Committee, spearheaded by Kelowna PE teacher Wendy Robertson, presented a brief to the Cabinet in Kelowna Wednesday. The brief outlined a province-wide program in lifetime sports skills, using community facilities that the government will use as the basis for a new athletic program for schools.

Bennett issued the invitation to Robertson and her committee at a Sports for a Lifetime Workshop banquet held Friday night in Kelowna.

In an interview with the BCTF Newsletter later, Premier Bennett said he had spoken to several of his cabinet colleagues about the necessity of introducing a sports for a lifetime skills program into the schools. He felt they didn't understand the concept and therefore he wanted 'Grace McCarthy, Bob McClelland and Pat McGeer to hear about it from the source.'

Minister of Education Pat McGeer, Bennett told the Newsletter, has been an excellent athlete throughout his life, 'he was an Olympic contender' and recognizes excellence 'but he doesn't recognize the fact that the average or poor sports performer nevertheless has a need to develop physical skills that he will be able to use throughout a lifetime.'

Bennett said both his sons had taken the PE Sports for a Lifetime program at Kelowna Secondary School from Wendy Robertson, 'where they had the advantage of learning lifetime sports skills using community facilities' — the ice rink, city tennis courts, golf course and badminton hall.

He told the Newsletter he liked the concept of the school at Mount Boucherie where the community center adjoins the school and the facilities are used by school and community. 'Wendy,' he said, 'has been

bugging me ever since she knew I was becoming active in politics about her lifetime sports program. She's been telling me what it would mean not only in the schools but in the community and to the pro-

vince. She's got me convinced.' At the banquet earlier he paid tribute to Robertson, who is recognized as the force behind the Sports for a Lifetime movement in the province.

'Every time she sees me she puts a word in my ear about how we could better put more emphasis on lifetime sports and I agree with her.'

'When I went to school you really either played on a team sport or there was nothing for you in the school and that's how we created a whole nation of spectators and today we're living with the results of it.'

The bombshell fell when he continued 'We hope conferences such as yours will make recommendations because we hope to have in place new programs for next year... I want you to develop a brief that Wendy and the local people could present to the cabinet on Wednesday on how the government could come up with more money for programs to combine the facilities of community and the schools and how we could devise programs that would sell your message not only to the students but to the community at large.'

'I think you're on the right track,' Bennett told the 250 physical education teachers from throughout B.C. who attended the workshop banquet 'and I think its too bad we're late in selling people on their responsibility in the enjoyment and the results they get in keeping themselves physically fit.'

'I hope that you'll accept my invitation to develop some instruction and some recommendations to government so that we can provide the money and the opportunity for your programs to really work.'



Rappelling a mountain is Wendy Robertson, coordinator of Sports for a Lifetime and the teacher in charge of the program at Kelowna Senior Secondary School.

Fitness in France

There is a new law in France which makes physical education mandatory for the country's 9.5 million elementary and secondary school students.

Schools are required to provide five hours of instruction and activity per week for each pupil.

The new law also encourages employers and institutions of higher education to allow regular time out for exercising. A speedup in the recruitment and training of physical education teachers is a top priority.

French concern about physical education grew out of studies showing that three-fourth's of the country's 53 million citizens do not engage in sport, and that 15 million of them have never tried any sport at all.

Happenings

Spare copies

Has your staffroom any spare copies of the Members' Guide, Appointment Calendar, The B.C. Teacher or any other BCTF publications?

If so, please send them collect to the BCTF office, 2235 Burrard Street, Vancouver, V6J 3H9. The extra copies would be greatly appreciated.

Project Overseas

Again in 1977 the BCTF will play a leading role in Project Overseas, the international assistance program administered by the Canadian Teachers' Federation.

Fifteen BCTF members will spend their summer in Africa, the Caribbean or Southeast Asia, assisting teachers in those areas to upgrade their qualifications, to improve teaching skills, and/or to improve their professional organizations.

BCTF participants will be part of a group of 60 Canadian teachers sent overseas by their organizations to assist teachers in the developing countries.

The teachers receive no salary, but travel and living

expenses are borne by their organizations. The project also receives assistance from the Canadian International Development Agency.

Application forms for participation in next summer's project are now available from the BCTF office, and must be returned to the office by November 15.

Requirements include: Canadian citizenship, a university degree, at least five years of teaching experience, excellent health, evidence of flexibility and mature judgement.

Middle years

A conference on the Middle School Years will be held at the Banff Springs Hotel, Banff, Alberta November 10-13.

Sponsored by the Department of Education, at the University of Alberta, the conference will include distinguished speakers from Great Britain, Canada and the United States.

The author of the book *Stress Without Distress*, Dr. Hans Selye, Director of the Institute of Experimental Medicine and Surgery at the University of Montreal, will be a featured speaker on the topic Mental

Health of the Teacher and the Adolescent.

Direct inquiries to: Dr. Geraldine Farmer, Department of Secondary Education, University of Alberta T6G 2E1.

Dave Smith

Dave Smith, the Pensions Counsellor, retired this year, partially.

Smith will become a part-time pensions counsellor for the BCTF, available for individual and group counselling sessions. Members are asked to make appointments in advance through the BCTF office: visits to local associations outside the Metro area can be arranged.

CBC programs

Previously broadcast CBC programs are now available to teachers.

The CBC and the National Film Board have completed arrangements to make selected programs, in English and French, available through a national distribution service. Programs will be lent and sold for non-commercial use to organizations such as schools, public libraries, church groups and service clubs.

Initially, this new service will emphasize TV programs, but will be expanded to include selected CBC radio programs.

Further details of the program and the productions currently available may be obtained from the CBC, the NFB and the Visual Education Centre.

PD Handbook

A handy little booklet has been put out by the Profes-

sional Development Division which should prove of great assistance to its users — PD co-ordinators and PD chairpersons of local associations.

The Professional Development Handbook is described as a 'guide, a resource, an anthology of suggestions and also a compilation of specific information, on such items as policy and procedure statements, BCTF grant regulations for in-service education, names of various officials and a host of other information on professional development.

Other features of the handbook include the facility of revision because of its loose-leaf binder and page numbering system.

In addition, handbook users are asked to return the booklet after stepping down from office so the successor may use it. This eliminates the time and expense of printing extra copies.

Values seminar

A six seminar course on What Value Values? is being offered by the Centre for Continuing Education October 19 through November 23.

For six consecutive Tuesday evenings, the course will be held in Room 301 of the Vancouver Public Library.

For information call 228-2181, local 261.

Arbess appointed

Dr. Saul Arbess, managing director of the Coqualeetza Education-Training Centre for native Indians at Sardis, has been appointed director of Indian Education for the Department of Education.

Substitutes

A recommendation that substitute teachers should be full active members of the BCTF, discussed at the 1976 AGM, will go to the fall RA for resolution.

A Task Force on Substitute Teachers has sent background material to all GRs and local association officers. Extra copies are available from the BCTF office: item GO-76-819A.

The Task Force on Substitute Teachers urges you to discuss this membership question with your colleagues before the RA.

Charlie Ovans

Charlie Ovans, former general secretary of the BCTF, has directed the production of an inventory of current in-service education and resource allocation for in-service programs in B.C. as one of two research projects commissioned by the Joint Board of Teacher Education.

The projects are the first in a series of research projects intended to provide data from which a co-ordinated in-service education program for B.C. teachers can be developed.

Retired teachers

The annual coffee party of the B.C. Retired Teachers will be held this year on Saturday, October 16, 1976, in the Library of Langara College. Tickets, available at the door, will be \$2.50. It will begin at 11 a.m. If fees have not been paid, they can be accepted on that day. The executive hopes to greet many old friends and acquaintances at that time.

Industrial Ed. teacher receives CCT fellowship

Graham MacKinnon, an Industrial Education instructor at J.N. Burnett Junior Secondary School in Richmond, was recently presented the first ever Fellowship in the Canadian College of Teachers to be awarded to a practising classroom teacher in B.C.

MacKinnon is also only the sixth person in B.C. and the 99th in Canada to receive the fellowship since the organization's inception in 1958. He is the first I.E. instructor in Canada to receive the honor.

MacKinnon received his

fellowship for contributions to education both locally and internationally.

He assisted in the planning of an adult technical education program in the West Indies in 1965-67.

He was chairperson of Operation Drug Alert, a group which attempted to educate the public as to the problems associated with drugs. He helped bring together a number of these organizations, which were quite widespread, under one area of social services — the forerunner of what

the Barrett government was to do eventually.

In his field of I.E., MacKinnon started up a resource board composed of experienced volunteers who could assist teachers throughout the province. This information service is still offered by the B.C. Shop Teachers' Association in its magazine, View.

He was also involved with the I.E. Education Curriculum Revision Committee which gives much wider guidelines and more freedom of choice for teachers when choosing their

course outlines for the year. It allows the teachers to revise their curricula without having to wait to make it legal.

The fellowship was formally presented to MacKinnon at the July 9 CCT Annual General Meeting held in Winnipeg. MacKinnon, who is the B.C. Yukon-Councillor of the CCT and also vice president of its Executive Council, is currently involved with the crippled children as a Shriner.

He has been a member of the CCT since 1964.

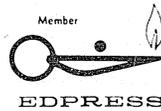
The CCT is a group of professionals interested in the quality of education.

SEPTEMBER 30, 1976—3

BRITISH COLUMBIA TEACHERS' FEDERATION
105 - 2235 Burrard Street, Vancouver, B.C. V6J 3H9

newsletter

Editor
JOHN HARDY
Assistant
ANNETTE CROUCHER



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.

LC sets sights on improvements

The Learning Conditions Program is setting its sights on a number of improvements this coming year, with the primary one to correct what it sees as unequal or subnormal situations — grievances, in-school representation, and discrimination.

The Declaration and techniques for correcting them. Through the LC Contract Project, thousands of grievances will be sought and processed and locals will be assisted in establishing LC agreements.

'You're the group in this province that has the power to develop the kind of educational programs that are needed,' he said.

He urged teachers to become a political force year round, 'not 60 days before the election. You have more power than you realize,' he added.

Levi felt the educational system is built to perpetuate the elitist system. He said children who cannot fit into the middle-class learning system deserve special attention.

'No child should be locked out of our society' because he cannot compete in the one system of learning. If the program doesn't fit the child, make a new program,' said Levi, adding that money properly spent now for appropriate service would save later in fewer casualties of the system.

Judge Ross Colver, who presides in Penticton's provincial and family court, expressed concern about a lack of co-ordination among service agencies that deals with children.

'I think the teaching profession is working in isolation in too many communities,' he said.

Colver said not enough money is being set aside to hire

such professional specialists as speech therapists, resulting in justice field personnel seeing young people coming before the courts deficient in communication skills.

Colver said schools are giving up too soon on some troublesome students, kicking too many non-conformists out of classes, often leaving them with nowhere else to go.

Colver said he is disappointed that there has not been more public debate on children's rights.

'A child enjoys no legal status. Our present legislation operates on paternalistic grounds.

'If legislation is enacted, adults will be made more accountable to children,' he added.

Don Walmsley, BCTF first vice-president and co-chairman of the provincial LC program, told the audience that 'success in schools is directly related to socio-economic status.'

In addition to the poor, other groups at a disadvantage in the regular school system are females, Indians and other ethnic minorities and immigrants.

To give an even opportunity

you must give an unequal distribution of resources, he said, quoting the BCTF policy of 'greater resources for greater needs.'

Other topics discussed at the meeting included eliminating sexism and racism in school activities and texts.

The Task Force on Racism's slide presentation on past and present racism in B.C. was shown following the talks.

LC chairpersons, attending the LC sessions held in Penticton and Naramata, confirmed they were in agreement with the provincial program objectives.

D'Arcy Karklin, Kamloops, said the objectives showed strong correlation on understanding and support . . . for quality education; promotion and improved school management through democratic decision making (staff committees, etc.); and equality of educational opportunity.

Ralph Bradbury, Ft. St. John, agreed that, in the main, the objective match. Both Ralph and Virginia Natyna, Kelowna, also said the LC program 'looks like a big job.'

A heavy program everyone agreed, but a good program for the year, one that will require a total local effort.

of candidates for the school board elections.

Doris Hahn spoke next, and related similar experiences to those of McLean. The first value school established in her area was Old Yale Road, in 1973.

Hahn said her district's board also received a brief, which the board rejected because of the label. But other than that, the board did not really realize the problems entailed with value schools, she said.

She warns teachers and the public to ask questions. The two most important ones are 1) What is values clarification? and 2) What is teaching values? (the press really confuses these two, said Hahn). 'We also need to educate our own teachers on these two questions,' Hahn said.

Old Yale Road was instituted as a value school via the back door according to Hahn. 'They waited until the principal went on holidays during the summer. When he returned the value school was imposed on him.'

'Response from the BCTF, Wes Knapp and the Executive Committee has been great,' Hahn said, adding that she feels it is important to have teachers and parents as two forces fighting against value schools instead of just one. 'We must keep each other informed and work together,' she said.

Margaret Ennenberg spoke next, recounting how the whole movement started five years ago, with Parents Anonymous.

These were parents who were scared about the drug issue and wanted something done quickly, she said. They were then approached by the Canadian League of Rights. Next they asked the B.C. Home and School Federation for mailing lists and started sending out propaganda.

Ennenberg said people were encouraged to dig up information from their children on things being taught at schools, such as films on homosexuality. They then proceeded to use the information out of context.

Ennenberg said the values people tend to state and lecture to children, telling them what will happen to them if they do this or that. 'Whereas, I feel, in the school system, it is important for the teacher to remain absolutely neutral. The teacher or authority is there only to help the student see the end sight.'

Ajit Mehat, Human Rights Branch, outlined teachers' legal rights when it comes to value school implementation.

He said teachers who oppose the movement in their school can in some instances fight against being transferred if they can find any evidence of discrimination in the areas of religion, marital status, race, political beliefs, etcetera.

Jack Kehoe, Civil Liberties Association, said his group sees the value school movement as a 'heavy advocate of censorship. We should operate from the premise that students have a right to know things.'

Kehoe argues against the value school proposal that parents should have absolute control over their children's education when it means children are going to be denied truth and the right to know things — 'these are basic human rights,' said Kehoe.

He said he is against values people because they do not give reasons, are not rational and want children to accept legal authority regardless of whether it is right or wrong.

What to do

- ask questions
- parents/teachers join forces
- fight being transferred
- vote in school board elections

More teachers than ever before are registered to vote in the up-coming November school board elections as a direct result of a June meeting to discuss the value school movement.

It was decided to have local associations get as many teachers as possible onto the voters' list. The associations are now working on getting pro-education candidates to run. The anti-education people are going to have a hard time, according to BCTF staff person Wes Knapp.

How to recognize when value school people are moving in to a school and what can be done to stop them was the purpose of a special meeting June 16 for presidents and presidents-elect from the Metro, Victoria, Nanaimo and Duncan areas.

Personal experiences and advice were informally given by Doris Hahn, Surrey, Margaret Ennenberg, B.C. Home and School Federation, Dave McLean, Langley, Ajit Mehat, Human Rights Branch and Jack Kehoe, Civil Liberties Association.

BCTF president Bill Broadley, first vice-president Don Walmsley and staff person Wes Knapp gave a general overview of the situation and distributed some of the literature put out by the value school proponents.

Broadley described the value school as being 'concerned with the continuing deterioration of national standards of morality and the lessening of public control of the school system. According to its advocates, a value school must be based on the Judeo-Christian heritage or standards, Broadley said.

Broadley said the BCTF does support value schools, but that it does oppose the 'narrow concept' of the movement.

He said the value school people see the BCTF as part of a 'conspiracy to subvert the school system and take over their children . . . they are frightened people.'

Broadley said talking about establishing value schools seems to indicate that other schools do not have values.

'rigid structure'

People within the movement who deserve watching, said Broadley, are Phillip Butler, B.C. Field Director for the Canadian League of Rights, and Dave Griffin, chairperson for the B.C. Value Schools Association.

Another known values proponent is Dr. Angus Gunn, UBC Faculty of Education.

BCTF first vice-president Don Walmsley said teachers have two reasons for opposing the movement: 1) the process and factor they use — they are not responsible to, and also do not consult, either the community or the teachers and 2) because of what they want — the kinds of values.

'They want to return to a rigid authoritarian structure. They feel woman's place is in the home and we are against this sort of sexism,' Walmsley said. 'We are trying to build a system which takes in all values and is publicly run,' he added.

Staff person Wes Knapp suggested the BCTF use the value school 'tactics' of infiltrating schools and perhaps in this way be more effective in its fight against the movement.

The some 20 persons gathered listened attentively as the first speaker, Dave McLean, related his experiences with the values people in Langley.

McLean said a brief from the value school was first sent to the board suggesting that it establish a school based on this document.

According to McLean, the local association wrote to the board saying it objected to the idea; however, the objection came too late.

'I think the association was taken by surprise,' McLean said.

The Langley Central Fundamental School was then established, with priority given to parents of children not in the catchment area. The reason for this, said McLean, was to attract more people.

However, people living in the catchment area could still send their children to the school, provided they signed a document saying they supported it.

Next, an advertisement appeared, asking if people were interested in teaching the 3R's and if so, to phone a certain number.

'Some of my colleagues phoned the number and spoke to an unidentified woman. All she did was attack the present school system,' McLean said.

'Parents who sent their children to the value school immediately were said to support the movement.'

'This is the difficult part,' explained McLean. 'Parents may support the 3R's, but not necessarily the values movement. However, the value school proponents say they have the support of 400 parents.'

McLean said the next step taken by the values people was to attack individual teachers and schools saying that complaints had been made. 'This situation occurred in one particular school,' said McLean, 'resulting in parents and staff joining forces to kick out the values people.'

Teachers in his own district, said McLean, have initiated a new civic movement. In June, 25 teachers and 30 members of the public held a planning meeting hoping to run a full slate

Pemberton valley setting for superb outdoor education project

The basic philosophy of outdoor education is simply, teaching those things in the out of doors which may best be taught there.

That's the basis for the Coast Mountain Outdoor School, a 313 acre site in the beautiful Pemberton Valley.

The site offers students unlimited natural study areas including rock outcroppings, a variety of soil, a pond, a lake, a stream, a river, a marsh area, forested areas, productive farm fields, farm animals and poultry. Surrounding the farm site are numerous mountains helpful for alpine study.

It was the mountains, or more precisely the trees on the mountains, that led to the Squamish board purchasing the site.

Trustee Betty Shore expressed concern to fellow trustee Slim Foughberg that a stand of trees were to be logged and couldn't they be saved? She couldn't have addressed the question to a better person.

Slim Foughberg has lived in the Pemberton Valley long enough to remember helping build the first school and is a man who gives you the impression he could move mountains to save trees if necessary.

A lot of dickering then took place with representatives of the former provincial government. Slim seems to have made a point of buttonholing department officials at any con-

vention site he could find them until he had the approval and funding needed.

Few areas in North America, the teachers say, have begun an outdoor school in the enlightened way suggested by the Squamish Board and administration. Certainly, few could lay claim to the beauty and diversity of the site available to the young people in the Pemberton Valley.

All grades, K to 12, participate in the programs that have approximately five major plateaus through which a child will progress in the 12 years of school.

Kindergartens and grade ones, for example, may undertake a variety of activities such as marsh studies, outdoor crafts, seasons, bees, farm animals.

By grade four, the same children will be into mapping and orienteering, and by grade six, forestry and geology and spending two nights in residence, one night in a mining camp, and a fourth night in a back-pack tent.

For the inexperienced classroom teacher it is possible to have the outdoor education staff to take over almost completely. Usually the teachers work as a team developing a program which in turn works as in-service for the classroom teacher.

For out of district schools, the policy is to encourage student exchanges. Students from

the Pemberton Valley would benefit from time spent in, say, the Fraser Valley or in heavily industrialized areas.

The way to find out about using the facility in Pemberton is to write to the superintendent, Gene Maglio, who would then send you brochures explaining the program.

"The land is the school, the resource areas the classrooms, and the buildings a place to sometimes eat, sleep, and store equipment."

Text and photos by John Hardy



Trustee Betty Shore talks with superintendent Gene Maglio, left, and Slim Foughberg.



Panning for gold on the banks of the Lillooet River as students become miners for a day.

Lack of funds threatens Public Schools Legal Education Project

The Public Schools Legal Education Project is currently operating on a deficit budget as its funding has been cut off due to change of government. However, it is hoped that additional funding may be obtained from the Law Foundation, according to co-ordinator Gary Onstad.

'It is my opinion that the new government's priorities lie more in the area of corrections than in education,' Onstad says.

'The attorney-general's new budget spends more on incarcerating youngsters than on preventative programs to keep them out of trouble.'

The project, begun September 1975, attempts to better educate students and teachers on Canadian law. A survey found that schools were in need of an expansion of the quality and quantity of legal education programs, particularly Law 11. The project also covers grades 5 to 12.

The major thrust of the program has been the establishment of a number of classroom-based curriculum development projects. These on-going projects are carried out by the teacher and student in the classroom.

Such classroom projects include Sentinel Satellite Secondary School in West Vancouver, where Grade 10 students and their teacher are developing a study of the Canadian legal system with emphasis on family law.

Other school projects included study of consumer law, a study of the criminal justice system procedures — from arrest to release from correctional facilities. In many instances, teachers and students become involved in courtroom mock-ups in order to better understand the legal system.

UBC Law 3 students, as well as the Law Foundation, assist the project. The law students help out in the classroom and also in the Court Watching Program, the first of its kind in

Canada. This particular program takes the students into actual courtrooms and provides the opportunity to later speak with the judges in their chambers.

There are numerous other programs assisted by the project, which also provides teacher workshops.

For more information about the Public Schools Legal Education Project contact either Gary Onstad at 224-0582, or Research Assistant Dorothy Restall at 255-0436.



Attending one of the legal education workshops are left to right John Narbeth, South Delta Senior Secondary School, Gary Onstad, program coordinator, Wanda Cassidy, Princess Margaret Senior Secondary School.

Teacher, Judge workshop held in Surrey

'We are to consider this a meeting between teachers and judges not the schools and the courts.'

These were the welcoming words of Chief Judge L. C. Brahan to a teacher-judge workshop held in Surrey Unified Family Court, Friday and Saturday, May 14 and 15.

Attendance included 16 teachers, eight judges, two probation officers and two policemen. Teachers attending were from the Burnaby, Surrey, New Westminster and Langley school districts.

The workshop was jointly sponsored by the Education Committee of the Judicial Institute and Public Legal Education Project of the Legal Services Commission.

District Judge L. S. Goulet

said the workshop was a first in Canada.

Discussions on the 'Functions of Schools and Identification of Issues' centered on BCTF policy statement regarding the aims of the public school system and on ways of identifying issues related to students who were into, or on the fringes of, the criminal justice system.

Issues identified included:

- A lack of sensitivity on the part of school personnel toward the problems facing such students.
- Confusion in roles of school personnel within the school as well as personnel in the criminal justice system.
- A lack of efficient structure to deal with students effectively.

During a panel discussion and workshop session on 'Communications between the Courts and the Schools' it was clear that teachers do not have a clear picture of how the courts are dealing with juveniles and that judges are unfamiliar with the disposition of the juveniles once they are back in school.

There was a consensus that communications between schools and courts could be greatly improved in order to serve the best interests of juveniles.

'Recommendations for Solutions' brought forth an agreement that all participants should go back to their place of work to ensure that problems of communications between schools and courts are improved.

It was suggested that school counsellors and probation officers should get together to hold meetings to discuss communications improvements and that future workshops or seminars on this topic should include more 'line' workers as well as administrators.

Regional Directors of the Justice Development Commission could be the catalyst in organizing future meetings.

Follow up meetings were felt to be worthwhile and it was decided that such meetings were better handled at the local level since each area has unique problems.

Responsible for undertaking follow-up meetings are: Judy Doyle, Burnaby; Brian Hamilton, Surrey; Jan Land, Langley; and Barb Wilson, New Westminster.

Protest day controversial

President, Executive collide on referendum issue

By JOHN HARDY

The Canadian Labour Congress Day of Protest has proved controversial within the BCTF.

The controversy came when the president suggested at a news conference that a referendum would be taken to determine membership support for withdrawal of services on October 14. Yet, a week later the president told another news conference that there would be no referendum.

The controversy has succeeded in bringing sharply into focus the question of what role a BCTF president is to serve — speak for the membership or speak for the Executive Committee?

According to president Bill Broadley in a letter to the North Vancouver Teachers' executive, he will continue to represent the membership each time he speaks to the news media.

'I only indicate a view is personal to ensure that members don't feel trapped into supporting it out of loyalty to a president. At the same time, the view I give is my best sense of what members believe at that time — make no mistake about that.'

The controversial series of events began at an executive meeting August 30 when the provincial agreements committee recommended that political action plans, including the one-day protest, be formulated to deal with the federal wage control program.

The executive sought to refer the protest day and an overall plan to the president, vice-president and staff for development, but the motion was defeated.

The main motion to provide moral and legal support to members who withdrew services October 14 was discussed but not voted on by the hour of adjournment. A motion to extend adjournment was defeated and no quorum was possible for a meeting the next day — thus the federation had no position after the August 30 meeting on the one-day strike.

A week later, at a scheduled press conference, the president gave the federation's reasons for opposing the wage control program. He stressed the federation's unity with the CLC in opposition to the controls 'that have virtually destroyed collective bargaining,' but made a personal distinction on opposition to the program and the tactics used to oppose the program.

'I personally have an honest difference with the CLC tactic,' Broadley said. 'To date the BCTF executive has not made any specific recommendations to our members with respect to the CLC Day of Protest. I suggest that, as in the pension strike a few years ago, our members will be able to ballot on what action they take.'

'My vote is only one of 28,000,' Broadley reminded the press. 'We have a long tradition in our organization of

democratic decision-making and once again I am certain that is how our members should determine their action for October 14. The executive committee has another meeting this Saturday and perhaps it will be prepared to make a specific recommendation to the membership.'

Response from some locals was quick, among them the North Van local opposing any distribution of a referendum ballot to the BCTF membership.

'Just what does the NVTA executive committee propose to determine the views of all its members,' Broadley replied.

Response to Broadley's call for a referendum came quickly from the executive on Saturday, September 11: 'goddam nonsense,' it was called, and went down on a recorded vote.

Voting for the referendum were Bill Broadley, Sue Granger, Pat Brady and Ken Smith; voting against, Don Walmsley, Al Blakey, Nina Green, Ross Regan, Jim MacFarlan, Julia Goulden and Gale Neuberger.

The executive then voted to support the one-day protest, including withdrawal of services, again on a split vote.

At times the discussion was angry and rancor-laden.

Broadley at one point took the executive to task for delaying decision on the issue of the protest day. 'The rush now was not evident 12 days ago,' he said, reminding them that he wanted to extend the adjourn-

ment hour, or hold a second day of meeting, both defeated.

Reasons for rejecting the referendum were put forward mainly by past president Jim MacFarlan, who called the referendum an 'interesting device' but with a failing in that the vote would be based on ignorance. Said MacFarlan: 'I've always taken the view that debate is better,' adding that he would support the call for local general meetings as a substantially more democratic process than referendums. Democracy requires that people be informed and involved, he said.

MacFarlan also predicted there was not going to be unity because a large number of members in some locals and a small number in other locals would respect the day of protest. 'The executive should take its position, not as a command, but as a position,' he said.

Broadley rejected the argument that a referendum was not democratic and repeated the need for unity.

'I believe very strongly that the decision made by each of our members will do much to strengthen collective action because each member will know he or she has the right to decide. We are in for a long-term battle. To succeed we have to ensure the commitment of each of our members, get back to the grass roots and provide each member with action to take.'

'Labor is determined to bash heads with government,



but how does that get rid of our problem?' he asked. Instead of what he termed 'a waste of resources,' Broadley called for the executive to provide teachers with a 'positive process' for attacking the wage control program.

At a press conference September 13, Broadley made public the decisions of the executive committee to support the CLC Day of Protest along with the recommendation for general meetings at the local level to determine teachers' actions on October 14.

He also repeated his personal opposition to the tactic of the one-day protest and when a newsman queried him about his personal position, Broadley replied that teachers had elected him to speak out on issues, not to be a 'eunuch,' and therefore he would continue to say what he felt needed saying.



How does a five year old think, feel, interact? Kindergarten was one of the successful short courses held in Kelowna this summer. Shown here, l to r, Karen Fish, Kelowna, Sharlotte Cowie, Kelowna, and Bonnie Thompson, Terrace.

BCTF presses made 11 million prints last year

The BCTF production department is the envy of all the large in-plant organizations in British Columbia!

And no wonder. Production supervisor, Alex Smith, is the kind of person who not only cares about quality but watches costs with the eagle eye of a seasoned manager.

In the past year, 11,000,000 impressions were made. 'Because of increased costs of printing we are constantly looking at new methods and techniques to increase productivity while keeping costs at a minimum,' says 38-year-old Smith.

Federation members, as Today the department boasts

four presses and highly sophisticated equipment in all areas. In 1961 it took two days to mail 100,000 copies of The B.C. Teacher; today 30,000 copies are mailed in two days.

Work flow has increased 10 percent annually since 1961. The largest single job ever undertaken by the department was the final report of Project Canada West, 298 pages or 1,627,600 impressions, for the 5,000 copies printed.

The BCTF production department has been termed one of the 'fastest and most productive in-house shop plants in Vancouver.'

The reason? Alex Smith is the kind of production supervisor who is in the plant at 7 a.m. and works through his day without a coffee break and more often than not skips the lunch break.

Kelowna courses very successful

Teachers updating skills in Kelowna this summer had an unusual offer — satisfaction guaranteed or your money back.

Not many universities would want a clause like that added to evaluations. But Doug Green, the main organizing force in the Kelowna summer courses, put it on the line saying if you are dissatisfied, you can have your money back. No one was.

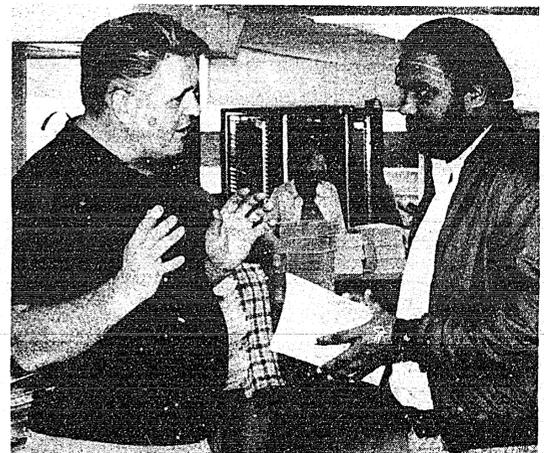
'We probably turned away 15 to 20 people for both our Kindergarten and our Open Access courses,' Doug Green says, pointing to the great need for local boards to support teachers in more of these courses. But if you are planning for summer courses, he warned, the latest you can start planning, from his experience, is January.

'These courses are very expensive to run and you have to arrange for instructors well in advance,' he says.

Green had seven noncredit courses and two UBC credit courses going in Kelowna this summer with about 200 participants. One course, Open Access, enrolled 35 teachers who were seeking help in planning programs to use in activity centers, family groupings, integrated day and teaming. Resource persons were Sheila Luetzen and Marsha Barry.

It all went very well, says Doug Green. 'Next year we intend to be more specialized, more specific, in our courses.' The idea, he says, is to 'barrel out tons of ideas for people to use.'

So he intends to keep the band course but get into classroom music; keep the primary course, but get away from the general organization of a primary class into the specific activities; and in P.E., again get into specific activities.



Krishna Datt, right, president of Fiji Teachers, gets it first hand from Alex Smith on the printed material done by the BCTF print shop.

People losing confidence in B.C. political processes

British Columbians are losing confidence in political processes and there is a growing distrust of elected officials, according to partial results of a survey released by University of Victoria sociologists Daniel Koenig and Trevor Proverbs.

The results of the latest survey in April reveal a continuing erosion of public confidence since 1972.

Based upon responses by a representative sample of 905 British Columbians, the results show that only 56.4 percent believe that most elected officials try to live up to their campaign promises. In response to the same question in an October 1972 survey, 74 percent of the respondents believed most elected officials try to fulfill campaign promises.

Only 64 percent of respondents agreed with the statement 'most public officials do not try to get away with something,' compared to 71 percent in 1972.

More than 47 percent of respondents agreed with the statement 'I often feel that my vote does not make much difference,' whereas in 1972 less than 30 percent agreed with that statement.

A loss of faith in politicians was evidenced in the response to the statement 'politicians do not care if people like me don't like the way that things are happening.' In the April survey 59.2 percent of respondents agreed with this statement while only 37.2 percent agreed in 1972.

Slightly less than half the respondents believe 'the way people vote is the main thing that decides how things are run in Canada.' Only 46.7 percent believe that 'government is pretty much run for the benefit of all the people,' compared to 53.4 percent who believed that statement in 1972.

Sixty-four percent of respondents feel the leaders of this country are controlled by special interest groups and only 38.7 percent believe the existing political parties are providing solutions for the country as well as possible.

What are basic skills

Just what is a basic skill?

To many noneducators, the basics are 'the three I's and a return to the McGuffey Reader,' according to Hal Wilson, director of the National Assessment of Educational Progress (NAEP) test exercise development.

But to others, sex education, for example, is one of the most basic of skills, and that is 'the last thing the McGuffey Reader people want to talk about,' says Wilson.

His comments were made recently at a Boulder, Colo., conference on large scale assessment sponsored by NAEP, at which state assessment planners admitted that they must cope with the issue of measuring minimal attainment of basics.

NAEP is developing an index of basic skills. For 17-year-olds, the six broad skill areas include: consumer resources, citizenship (basic law and politics) and interpersonal skills

Check Canada Pension Plan

Contributors to the Canada Pension Plan should check premiums paid and service credited under this plan — particularly those persons who have had name changes and social insurance number changes.

Printed below for your convenience is an application form requesting a statement of your earnings under the CPP for verification and to keep with your personal records.

Send form directly to: The Director, Canada Pension Plan, Department of National Health and Welfare, 333 River Road, Ottawa, Canada K1A 0L1.

Pursuant to Section 98 of the Canada Pension Plan I hereby apply to be informed of the amount of my unadjusted pensionable earnings shown to my account in the Record of Earnings as of the date of last posting.

Miss.....
Mrs.....
Mr.....

(Print) Last Name, first or given name and initials

Address.....

City Province Postal Code

Social Insurance Number Date of Birth

Date..... Signature

Need a

grievance form?

See your staff rep.

I. Name of teacher(s) _____

(Additional names, addresses, on back)

Address _____

Home Phone _____

School Phone _____

School _____

District No. _____

I (we) on this ___ (day) ___ (month) ___ (year) grieve against what I (we) claim to be a breach of Article ___, Subsection ___ of the BCTF and/or Local Association Declaration of Basic Learning and Working Conditions Rights, Prerogatives and Obligations. The situation is: _____

This situation was reported to (name) _____, (position) _____

on or about ___ (day) ___ (month) ___ (year).

I (we) sought to have this situation rectified at the school level by bringing it to the attention of (name) _____

(position) _____ on or about ___ (day) ___ (month) ___ (year).

The following action was taken: _____

Remedy: I (we) request that _____

This grievance is signed on my (our) behalf: Signature(s) _____

Date: _____

(overleaf for additional signatures)

II. FOR COMPLETION BY AN OFFICER OF THE LOCAL ASSOCIATION

Date of receipt of grievance _____

1. This grievance has been earlier brought to the attention of the local association. Yes No

2. The local association has attempted to remedy the grievance. Yes No

3. The local association has determined that the grievor should be supported in this grievance. Yes No

4. If No to #3, please indicate the reason: _____

5. Is school board involvement necessary in order to resolve this grievance? Yes No

6. Has this grievance form been filed with the school board? Yes No

7. Have all local remedies been exhausted? Yes No

8. What remedy is recommended? _____

9. Who is the local association representative who will act on behalf of the grievor in further action on this grievance?

(name) _____ (position) _____

Signed _____

III. FILING OF GRIEVANCE FORM WITH SCHOOL BOARD (This portion should be completed only if the answer to #3 and #5 above is "yes.")

TO: The Board of School Trustees of School District _____ The _____

Teachers' Association is filing this grievance on behalf of the grievor(s). We seek a meeting at your earliest convenience to discuss this matter.

Signed (for the Association) _____ Date _____