



Roy Ronaghan, (standing) is conducting one of the BCTF Professional Development workshops at Cataline Elementary, Williams Lake. See story on page 3.

PROFESSIONAL DEVELOPMENT

Grant talks continue

Discussions are taking place across the province on grants for professional development and local organizational support. Co-ordinators from the Professional Development Advisory Committee report that they have either had meetings or will be having zone meetings this next month with local professional development chairpersons in their zone.

The proposal, developed by Professional Development Division staff Mike Zlotnik, Roy Ronaghan, and Elaine Darnell, would have grants provided to local associations as a right, the amount independent of the number of

activities, school board contributions or size of local fee.

The paper gives principles to guide the development of a grant system for in-service education, for local organizational support, and for regional and provincial conferences, as well as grants for PSAs and for BCTF training programs. The paper has been given wide circulation to local associations following the October Representative Assembly meeting.

Bill McDonald, PDAC co-ordinator for North Central District Council, reports that participants at a meeting held October 21-22 were in agreement that the present formula for PD grants in constrictive, costly and complex to administer.

'All participants were unanimous in agreeing that the principle contained in the new proposal was excellent and it was endorsed,' he reports.

Several suggestions and concerns were expressed.

Will money accumulate in districts where there is an inactive in-service program?

Will the larger locals 'lose' in the new grant program and will locals with low fees have them raised?

On the positive side, they felt that school board contributions to local PD budgets might increase when it is realized that teachers are, in effect, contributing more to their own professional development.

Involved in the discussion were Ken Foster, Smithers; Bill Chalmers, Burns Lake; Alec Dergousoff, Nechako; Gerry Hudson, Prince George; Brian Campbell, MacKenzie; Bonnie Milne, Quesnel; Tom Lownie, Quesnel; Bill McDonald, Cariboo-Chilcotin. Noreen O'Haire, East

Kootenays, reports initial talks have been held and representatives have gone back to the locals for more discussion.

Generally, she says, there was a feeling that there was not enough detail given in the proposal. As well, there's concern about the lack of accountability. It would be easy to use the money in other ways, the group felt, rather than for in-service.

Cec Ash, Kamloops, says his group met a couple of weeks ago and the local PD people are studying the proposal in more detail. They like the idea of money coming back to the district, he says, but they are divided on the matter of accountability, some wanting guidelines, others saying the grants should be wide open and people should have trust.

He wants all the local chairpersons to report back before December 1 because he will need the information for a PDAC meeting in December and a Representative Assembly meeting in January.

Winston Joseph, Alberni, says his zone will be meeting December 16 to discuss the

(Continued on page 2)

Roll-call vote corrections

In the last issue of the Newsletter, two of the roll call vote counts were reprinted incorrectly.

Vancouver Elementary should read 8 abstained, not absent, on Motion 2 and Motion 3.

Surrey vote count for Motion 3 should read: Kerry Gibbs 7, yes; Doris Hahn, 7, no; Keray Rollins, 7, no; Peter Thomson, 7, yes.

By November 14 deadline

65 locals reach agreement within AIB guidelines

By the negotiation deadline of November 14 midnight, 65 districts had reported agreements-in-committee at maximum under the guidelines. Of these, Nechako and Nelson have two-year agreements. Eight districts in the Okanagan operated as a single bargaining unit.

The guidelines yielded 8.4% to those districts that had concluded agreements before October 20, and 6% to those districts who made agreements after that date.

Ten districts will have their agreements for 1978 settled by binding arbitration.

The 8.4% and 6% difference came about as a result of the federal government's arbitrary change to 6% in the

guideline arithmetic, announced by Finance Minister Chretien on October 20. However, the AIB has since determined that any agreements made before the change would be allowed at the level originally prescribed by regulations which was 8.4%.

Twelve districts appeared to be in a position to get the old guidelines figure if the two parties honor the agreements made in committee and agree that they produced an 8.4% increase. At this time some boards are not ratifying and some are disputing the teachers' interpretation of the agreement. Several local associations have failed to ratify agreements-in-committee made by their bargaining teams.

St. Pat's teachers still without jobs

The wheels of justice are turning slowly for seven teachers fired from St. Patrick's Secondary School in Vancouver.

Six of the seven have launched a civil suit against the school board and the seventh has filed a grievance with the Human Rights Commission.

Only one of the seven has been able to obtain a teaching position for the current school year.

Daniel Murphy, whose case is currently under investigation by the Human Rights Commission, was told last spring that his services would not be needed for the 1977/78 school year because of 'a decrease in student population' and 'severe financial difficulties.'

Murphy feels, that, since arrangements for a replacement from a religious community in Eastern Canada were made shortly after his termination, the reasons given for his lay-off were not the true ones.

'The real reason I was fired was because of my religious philosophy,' said Murphy. 'At no time during my initial interview for the job was religion even mentioned.'

The rest, who received their notices in at the end of June, got no explanation.

David Malaka, spokesperson for the group, said that all seven teachers had previously been led to believe that they would be returning to St.

Patrick's for the new school year in September.

'Five of us were unable to get teaching jobs for this year because we had such short notice,' Malaka said.

The group has hired a lawyer who is in the process of filing for damages in the civil courts.

According to a spokesperson for the Human Rights branch, their department is currently investigating several other similar cases of this type in various school districts in the province.



A sample of just one of the many displays lining the school hallways at the annual Primary Teachers Conference, held in Courtenay last month. See page 4.

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Members' voice

It's good news

At a time when many letters, articles, and general discussion indicate a dissatisfaction with, and misunderstanding about, general BCTF operations, I feel I must write a letter of support regarding this Newsletter, the purpose of which is to inform the membership and to clarify issues.

I find it now possible to read relatively informed comments from both sides regarding controversial or critical issues. I appreciate the varied viewpoints afforded by the Newsletter and the opportunity to react in 'Member's Voice.'

I would, therefore, violently disagree with any remark suggesting that the Newsletter is slanted, biased or judgmental. If one examines the October 28th issue, it is readily obvious that favoritism is not evident; that the articles certainly fulfilling its function as an informative, relevant and purposeful extension of the various voices of the BCTF.

Wendy Herbert
Kamloops, School District No. 24

CTF message

One of the most significant features of the educational scene in Canada at the present moment is the decline in school enrolments after a long period of sustained growth.

The problem of adapting to this change is made more acute by the continuing stagnation of the Canadian economy. Business and industry have failed to absorb the recent influx of young people into the labour market. As a result, unemployment among school and college graduates has reached the level of a national crisis. Not surprisingly, this has led many people to question the value of schooling (an understandable short-term reaction, but socially and economically harmful in the long run). The news media, ever prone to superficiality and sensationalism, have done much to build up this negative mood. Pressure for restraint in public spending has focussed on education, one of the most visible items in provincial and municipal budgets.

On the positive side, the reduction of the pressure of numbers on the school system offers a chance to concentrate on improving the quality of the programs offered, and the conditions in which they are operated.

Less crowded classrooms, real

Canadian Teachers' Federation

Professional Development Grants

... from page 1

paper. Claudia Silverton, Powell River, says there really hasn't been time yet for locals to work through the paper but she expects a meeting will be held by December 21.

A joint meeting of the Metro and Fraser Valley PD chairpersons and co-ordinators is scheduled for Friday, November 18 at the BCTF building in Vancouver. The grant structure paper is part of the agenda.

Doug Green, Okanagan, says local chairpersons were not impressed with the grant proposal. Among the concerns that PDAC has are:

- The B.C. Arts Council has attempted to operate using a very similar formula. It has not worked. It has been a horrendous flop.

- While the paper mentions some factors that should be considered in attempting to equalize service, there are others... e.g. declining enrollment, access to commercial air service, road conditions, and seasonal factors.

- Although the paper states

attention to individual differences, response to the special needs of exceptional children, development of the neglected areas of physical and artistic education, concentration on priority objectives like effective language instruction and on special client groups (ethnic or linguistic minorities, and Canada's native peoples), research and experiment to improve teaching and learning methods) — these are now becoming more possible, especially if advantage is taken of the unprecedented supply of highly-trained teachers now available.

Improvements in vocational and pre-vocational education, new approaches to work-study and co-operative education plans, new ventures in recurrent education — all these are not only possible but urgently desirable.

On the negative side, there is a real danger that the administrative difficulties of adjusting to a reduced school population and to the change in the distribution of that population may seriously impair the quality of education services. Reduction of budgets may force short-term economies that would cause long-term damage, distorting priorities and disrupting programs. If employment opportunities for new teachers do not improve, the school system will be denied the inflow of new blood and new ideas that is needed to maintain its excellence.

Professional educators see the present moment as a time of critical decision. CTF believes that every effort must be made to exploit the positive possibilities — improve the educational opportunities of all students and the range of educational services available to them. To do otherwise is to risk serious harm to the Canadian economy and to the quality of life of Canadians.

Believing firmly that these issues should have the widest possible public exposure, and that all interested parties should be invited to contribute to their examination, I am sending this message to a wide range of national organizations. If you have already formulated statements, or drafted working papers on any aspect of this problem, I would be grateful if you would send copies to the CTF office. In turn, I shall ensure that you receive relevant material from us.

Len Williams
President

Canadian Teachers' Federation



Pam Koczapska has brought recognition to the profession for her outstanding service to children, to education, and to the community. We salute her.

PAM KOZAPSKA

She's 'Woman of the Year'

A Chilliwack teacher described as 'very dedicated' and a person who would 'take on jobs no one else wanted' has been named Woman of the Year by the Chilliwack Professional and Business Women's Club.

Pamela Koczapska, who was nominated for the award by the Chilliwack Lady Lions Club, was honored at a dinner October 27.

Friends, co-workers and family were present to give testimony to Mrs. Koczapska's qualifications as Woman of the Year.

Among those who praised her work in the school, community and with local native peoples were: Sylvia Portier, president of the Chilliwack Professional and Business Women's Club; friend and co-teacher Joy Batty; Ruth O'Flahearty, president of the Lady Lions Club; Chilliwack radio

station manager Bill Combes and Ernie Cray, the Koczapska's foster son.

Mrs. Koczapska and her family have lived in Chilliwack for close to 20 years and she has become an important part of the community during that time.

She is described by her colleagues as: 'a very giving person; 'She's very human and makes herself available to people' and one of her students praised her as 'the most understanding teacher I've ever had.'

She was responsible for developing a 'bridge' program for high school students with special needs, is chairperson of the Chilliwack Justice Council, and an active worker with many native organizations.

Her exceptional knowledge of

drugs and drug-related problems has earned her the title of 'Chilliwack's unofficial drug expert.'

One of the gifts Mrs. Koczapska received during the award dinner was a jade pendant carved in the shape of a salmon, presented by her foster son, Ernie Cray, as a 'token of love' from the native people she has done so much to help.

A telegram from BCTF President Pat Brady praised Mrs. Koczapska on behalf of the federation.

'Your years of outstanding service to children, to education and to your community, are a credit not only to you but to your profession.'

'On behalf of all of the teachers of British Columbia I congratulate you. We are proud of you!'

Pension counselling expanding

The Commissioner of Teachers' Pensions will be expanding the field counselling service again this year so that more teachers will be able to discuss in person their pension problems with a member of the Commissioner's staff.

Over the past two or three years, the Commissioner of Teachers' Pensions has expanded the field service operation and the Provincial Secretary has given her support to expand it further. This means that teachers in all parts of the province who have pension problems may be assured shortly of a discussion in their own area of their pension files and pension estimates with a staff officer from the Commissioner's office.

In this way first-hand advice based on the contents of the file — record of service, salary, reinstatements, refunds, purchase, etc. — will be available.

This service is now available on a two day a month basis in the Lower Mainland and notices have gone to Lower Mainland schools and school board offices outlining the process.

Notices will be going to other parts of the province when the 1977-78 schedule is received from the Commissioner's office.

At the time when a counseling service is available in all parts of the province through the Commissioner's office, the BCTF role will be primarily to process grievances between a member and the Commissioner's office.

In addition, the Pensions Committee will continue to be responsible with selected BCTF staff

port to expand it further. This means that teachers in all parts of the province who have pension problems may be assured shortly of a discussion in their own area of their pension files and pension estimates with a staff officer from the Commissioner's office.

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BRITISH COLUMBIA TEACHERS' FEDERATION
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EDPRESS

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 herein reflect the views of the authors and do not necessarily express official policy of the BCTF.

RETIREMENT SEMINARS

Two retirement seminars for teachers 50 and over, sponsored by the B.C. Retired Teachers' Association in co-operation with the BCTF, will be held Tuesday, November 22 and Tuesday, November 29.

The first seminar will cover the topics of myths and realities of aging and health and estate planning.

The second will be on accommodation options; income and expenditure budgeting; and using your assets effectively.

For further information and reservations call 731-8121, local 214.

NATIVE STUDENTS

'Meeting the needs of the native Indian student' will be the topic of a one-and-one-half-day workshop-orientation conference at Britannia School, December 2 and 3.

For further information contact, Education Extension, Centre for Continuing Education Extension, UBC, Vancouver, 228-2181, local 220.

SPEC SLIDES

The Canadian Scientific Pollution and Environmental Control Society (SPEC) has researched and developed an educational program on Energy Conservation which is now available for presentation in schools.

The program is project oriented and designed to augment or initiate existing or planned programs and provide an extensive overview of energy and conservation.

For further information call 736-5601.

UBC asked to delay enrollment changes

The Vancouver School Board and School Administrators' Association (VSAA) don't want to see students short-changed by the University of B.C.'s proposed admission requirement changes.

Both organizations are asking UBC to delay the implementation of their admission changes for one year.

The UBC senate voted in September to accept a three-stage plan to increase academic qualification for university entrance, with the first stage of the plan to go into effect in September 1978.

The first stage would require a C-plus average, raised from the present C average. Under the new plan grade averages would be based on 10 'relevant subjects' in the student's course load. Students must have at least 12 subjects to draw from.

At present, the average is computed on the basis of all subjects on the student's timetable, which usually consists of between 12 and 14 subjects.

In a letter to UBC President Dr. D. Kenny, VSAA President Jim Killen said that while his organization doesn't quarrel with the right of the university to set its own admission requirements, it seriously questions the effective dates of the announced changes.

Under the present system, students select programs tailored to their graduation

Commission on Education



Participants discuss a constitution for the Society being formed to implement the commission on education. From l to r, Dean John Andrews, UBC, Alan Nichols, BCSTA, Bob Reilly, BCTF, Aileen Fletcher, BCSTA, and Peter Minshall, BCTF.

Group develops Society constitution

The committee struck to study the feasibility of a Commission on Education has concluded that there is a need for a broadly-based commission at this time and agreed to form and join a society for that purpose.

The committee is an outgrowth of a task force, chaired by Bob Reilly, which was ap-

pointed last fall to determine whether there was a need for a detailed study on education, and, if so, to find ways of implementing one.

After their second meeting October 22, the committee also recommended that the commission should deal with kindergarten to grade twelve, with an examination of earlier and later phases as they are relevant to understanding the other grades.

Funding for the society and its activities would be derived from fees paid by member organizations — the initial fee being in the \$50 to \$200 range and grants from member or-

ganizations as well as from governments and foundations.

A model constitution was reviewed at the October meeting and will be redrafted in accordance with the suggestions of committee members. Once it has been approved the committee will meet to make application to the registrar to establish the society.

Membership to the society would be open to organizations, not individuals, and to organizations with a provincial scope, but not to their sub-groups or affiliates.

It will be designed to provide an appropriate representation of only the major stakeholders

of an organization, to eliminate over-representation.

At present, the following associations are participating in the study: B.C. Association of Colleges, B.C. Chamber of Commerce, B.C. Council for Leadership in Education, B.C. Federation of Labour, B.C. Home and School Federation, B.C. School Trustees' Association, B.C. Teachers' Federation, Canadian Association of Young Children, Educational Research Institute of B.C., Federation of Independent Schools Association, Simon Fraser University, University of British Columbia and University of Victoria.

Profession should welcome focus on literacy

An item from *Intellect, People and Perspectives*, September, 1977.

The teaching of literacy is not as bad as the media say, nor so good as experts in English claim. That is the opinion of Fred Hechinger, assistant editor of The New York Times editorial page and formerly its education editor for 10 years. Speaking at the Conference on English Education during the National Council of Teachers of English convention, Hechinger said: "The profession ought to welcome the attention focused on the problem of literacy by the media, even if it's not always comfortable to be criticized by some who may not know much about it."

NOTICE

On August 24, 1977 the Judicial Committee of the BCTF considered charges by a member alleging that Ralph Shaw of Kamloops, B.C. had committed six violations of the Code of Ethics of the BCTF.

The committee received and considered a written report of an Investigation Committee and further oral and written submissions including the direct testimony of Ralph Shaw.

The committee found no violation of the Code of Ethics as alleged and upon the request of the member, Ralph Shaw, publishes this notice.

It is only by such focus that the public mind can be impressed by the importance of the issue, now at the center of the national stage, he pointed out. All can agree that the state of literacy is not good enough, but teachers are not doing worse than in the past. They are responsible for teaching many more students than ever before, and what they are doing is better than ever before. "More important, our conscience is better than it used to be. We've become better at keeping score. We know which students are not doing well. In the past, we didn't worry about the children who didn't make it. Now we do, and that's progress."

Society as a whole puts no premium on the importance of reading and writing, Hechinger said. Not a single speech in political election campaigns, since Adlai Stevenson, is memorable in style and language. The great mass of the population are not expected to be literate. The letters of the elite today are not so good as the letters of the elite years ago, and nobody else writes letters. "Johnny's allowed to phone long distance to thank Aunt Emma for the delicious cookies instead of writing a thank-you letter. Why should Johnny then think that writing letters matters?"

Hechinger called for a "crusade" by English teachers at all levels to pay more attention to the training of those who initially teach children — from kindergarten through third grade. "The business of these teachers is getting children to read, and they

can't do that studying theory. Let's move those teachers off the campus and into the classrooms to learn to do the job. There are no normal children who cannot be taught to read and write. It may take longer for some of them to learn, but they will learn. We've got to get all parents who can read to read aloud to their children, and if the parents can't, teachers or other adults who can should," he emphasized.

"Elitist warfare against television is totally counterproductive. Make peace with television. It's here. It is the medium of children and youth, and if parents and teachers don't become familiar with it, they will widen an unbridgeable gap between them and the children. Not rationing — not forbidding — but sharing TV is the job of both parents and children. Television will then increase children's interest in reading. We have an enormous opportunity to make TV the beginning instead of the end of interest in reading. End the war between television and intelligence."

Hechinger invited the teachers to join him in a personal crusade to place value on the meaning of language and words, not to abuse them to cover reality, and not to let the government use language to cover up. "Let's not lull people into not caring by using euphemisms — 'low income' instead of 'poverty', 'nutritionally unstable countries' instead of 'world hunger.' Let's use language, not to lull us into inaction, but to make us act."

Part time teaching—a growing factor at work

It's been said that 'there's nothing more powerful than an idea whose time has come.' The Flexible Staffing Committee of the Burnaby Teachers' Association believes that teaching part-time is just such an idea.

Examination of the Canadian economic scene reveals the principal concerns of inflation and unemployment: new approaches must be adopted to provide solutions.

The committee believes that one solution is to share jobs. For the past three years this committee has been researching and promoting the concept of part-time teaching.

This group has interviewed teachers working part-time in Burnaby, Surrey, Coquitlam, and Vancouver, providing interested teachers with information. Liaison has been established with board officials and meetings held with the superintendent of schools, Elmer Froese, and his assistants to

Article submitted by Ivan Johnson and Sheila Tufts of the committee.

discuss matters of mutual concern regarding part-time teaching.

A major concern has been arriving at a definition of what constitutes a part-time position. The BTA and the Burnaby school board have agreed upon the following definition: 'A part-time teacher is a teacher, other than a substitute teacher, whose assignment is as follows: 1. all day for part of the school year, or 2. all day not each day each week, or 3. part of each day.' Flexibility is the key; many possible combinations exist.

Does system benefit?

Teachers actively sharing a position in Burnaby find their students benefit in a number of ways. Part-time teachers interviewed stated that they have more energy to devote to their students than when they were teaching full time. Two part-time teachers can do much more than merely fill a single position because more time is available to each for creative preparation.

Non-teaching time devoted to other interests results in a breadth of experience upon which to draw when teaching. Teachers said they found it particularly beneficial to work together when evaluating pupils and conferring with parents. Surveys show that exposure to two personalities provides pupils with an enriched learning experience.

Staffs and students benefit when young and innovative people enter teaching. Many teachers between 55 and 65 years of age have indicated an interest in going to part-time teaching, but a lack of opportunity has forced these teachers to work full-time until retirement.

At a time when school population is static or even declining in many districts, there is a marked tendency for the teaching force to become more sedentary and the opportunity for new teachers is very restricted.

If full-time teachers voluntarily opt for part-time teaching, positions would be created that would allow for an infusion of new blood into the system.

Surveys done by the Burnaby teachers reveal that most administrators have been re-

luctant to get involved initially, but their reticence is usually replaced by enthusiasm once they have had experience with part-time teachers on staff.

Administrative apprehensions include having more staff to contact, evaluate and relate to, as well as the concerns regarding consistent discipline and the willingness of part-time teachers to participate in extracurricular activities. These concerns have been more than offset by the co-operation, enthusiasm and energy of the part-time teacher.

Administrative problems?

Dr. Elmer Froese is interested in flexible positions but he has concerns, one of them a problem of over-staffing if too many part-time teachers seek full-time positions.

'By law a tenure teacher has the right to full time work. No one can dilute that. Are you sure your membership wants you to dilute a continuing contract?', he asks.

The committee replies that it is willing to write a contract for a part-time teacher on a

continuing basis. But we don't see it as a dilution of our rights.

BCTF policy statements actually call for recognition of part-time teaching and revision of the Public Schools Act to allow continuing appointments for part-time teaching assignments.

One concern of the committee is that the present pension structure discriminates against people teaching part time toward the end of their career, because pensions are now based on service, not contributions.

In spite of this and other concerns, there has been some progress in implementing part-time teaching in Burnaby. Progress, however, has been mainly in situations where it is convenient for the board to have a fraction of a teacher to fulfill a designated need.

This aspect of using the concept to accommodate the board but not necessarily to accommodate teachers is a source of teacher dissatisfaction. The personal goals of the teacher need not be at odds with the goals of education. A happier teacher at no extra cost to the board is both educationally sound and exemplary of good management.

Primary teachers love their annual conference

Neither ferry strike nor fog could deter primary teachers from across the province travelling to the B.C. Primary Teachers' Fall Conference in Courtenay Oct. 14 and 15.

Over 800 primary grade teachers attended the conference at Vanier Secondary school, despite uncertain ferry schedules and heavy fog which delayed plane flights.

The two-day conference concentrated on two keynote speakers, as well as workshops and sessions on every aspect of primary grade teaching.

Keynote speaker Dr. John Manning kicked off Friday's program with a lecture on 'Disciplined minds, thoughtful hearts and effective reading instruction.'

Dr. Manning is a Professor of Reading Instruction in the Graduate School of the University of Minnesota and is one of the most widely-travelled and respected reading consultants in the United States.

The second keynote address

was given by Dr. Lola May, a Mathematics Consultant with the Illinois Public Schools.

Dr. May's topic was 'Math Motivation.'

Delegates were given a large choice of workshops and major sessions to attend during the course of the conference.

Twelve major sessions dealt with subjects such as the hyperactive child, the gifted and talented child and perceptual language skills.

Teachers also had their choice of 94 workshops spread out over the two-day period. Workshop topics varied from creative drama and dance and sexism in the classroom to discussions on every conceivable subject of primary instruction.

The conference also gave delegates the opportunity to share teaching methods and creative ideas with their co-workers. They were exposed to a multitude of classroom ideas from the many displays lining the school hallways.

Book early, avoid disappointment

PD workshops get enthusiastic response

Response has been encouraging for the workshops and training programs offered by the BCTF Professional Development Division.

Twenty-four workshops have been conducted with a dozen more scheduled before the Christmas break.

Schools staffs have participated, some having a workshop as a part of the professional day.

Roy Ronaghan and John Church, for example, conducted a workshop at Cataline Elementary School, Williams Lake, that participants said was helpful for giving a method of tackling curriculum design.

John Church opened the workshop with a discussion on how teachers can modify and adjust the environment around them. Yet his teacher training,

he explained, did not give the skills for curriculum development but instead surrounded it with mystique and jargon.

Teachers were then given a list of possible areas on which to focus, asked to group in teams, and decide on what the group would do in the workshop.

The groups worked through activities, needs, and objectives designed to get students from where they are now to where the teacher wants them to be after completing the unit.

Church and Ronaghan circulated during the group work, helping people through the activities.

The groups wrote their ideas on newsprint sheets that were later displayed and discussed.

Teachers interested in having a workshop should plan at least two months ahead, and provide two or three different dates where possible, because staff is involved in regional field service meetings and travel is scheduled well in advance.

Separate group defended

By Linda Shuto

I would like to respond to two letters from BCTF members who were concerned about a meeting of Teacher viewpoint. It must be remembered that Teacher Viewpoint was formed in response to a highly organized campaign to elect the executive of 1977-78.

This campaign included the formation of secret caucuses both within and amongst many local associations as well as the use of smear tactics and redbaiting directed at incumbent executive members. The initiators of Teacher Viewpoint were appalled by this campaign and decided to openly organize a counter thrust based on issues.

The first general meeting of Teacher Viewpoint was held in May 1977 and was openly advertised. Several people who were clearly opposed to the goals of the group attended and took part in the discussion. It was agreed that this was reasonable since specific goals had not yet been adopted. However, it was also felt that much valuable time had been wasted de-

bating concerns that were of little interest to people legitimately interested in forming Teacher Viewpoint.

The authors of two letters in a previous edition of the Newsletter complained that they could not take part in the second general meeting of Teacher Viewpoint because a motion was passed to limit meetings to fee-paying members and invited guests. Mr Wallach indicated that he had no intention of joining the organization nor did he agree with the goals. I see no reason, therefore, why he should complain when no one invited him to stay.

Teacher Viewpoint has clearly demonstrated its intent to be an open organization, interested in developing a climate to promote progressive educational policies. We welcome the attendance of non-members who are genuinely interested in helping to attain our goals and those who are genuinely interested, although not necessarily in agreement with our goals.

We would not expect, however,

that those who have worked so hard against the issues that Teacher Viewpoint stands for would, in all conscience, wish to attend its meetings.

Some BCTF members are sincerely concerned about the degree of polarization that is evident in the federation and wish that we could establish a 'big happy family' approach to federation affairs. It is my experience that this is not possible. While all federation members can endorse the objectives embodied in our constitution, the issues, strategies and direction required to reach those objectives vary greatly.

This is not only inevitable, it is desirable. Democracy fosters differences. Teachers, like any other group of society, will lobby, caucus and organize to promote the directions they believe are most beneficial to education.

For this reason, Teacher Viewpoint has no need to apologize for its existence. Let us be thankful that at least this group has the integrity to openly organize rather than indulge in secret, backroom politics.

Newsletter policy

The Representative Assembly meeting October 15 approved the following recommendations for the BCTF Newsletter and Editorial Board.

NEWSLETTER POLICY

1. The Newsletter shall provide a forum for members' views;
2. The Newsletter shall be supportive of the goals, policies, procedures and objectives of the federation;
3. The Newsletter shall present information comprehensively, accurately and fairly, and acknowledge mistakes when they occur;
4. Letters to the editor shall conform to the dictates of legality, brevity and taste.

TERMS OF REFERENCE FOR EDITORIAL BOARD

1. That the editorial board shall serve in an advisory capacity to the editor and report to the Executive Committee.
2. The editorial board shall assist the Newsletter editor to interpret and implement Newsletter policy.
3. The editorial board shall be responsible for reviewing Newsletter policy and formulating recommendations for changes to it.
4. The editorial board shall serve as a review panel for individuals or groups who or that wish reconsideration of a decision of the Newsletter editor.

GUIDELINES FOR LETTERS TO THE EDITOR OF THE BCTF NEWSLETTER

1. That all members shall have equal access to the Newsletter, subject to legality, brevity, and taste; i.e., the normal restrictions to which every responsible publication adheres.
2. That when the editor decides that a particular issue has been discussed sufficiently in the BCTF Newsletter, the editor shall exercise closure and inform the editorial board of such action.
3. That if the editor decides not to run a letter, or to change it significantly, the editorial board shall be informed by the editor of such.

RESPONSIBILITIES OF EDITORIAL BOARD

1. The editorial board shall be responsible for reviewing the budget of The BCTF Newsletter annually with the editor.
2. That if the editorial board deems Newsletter policy is not being implemented it shall so report to the Executive Committee.
3. That except in emergent situations the editorial board shall be consulted about all special editions of the Newsletter.