

Nanaimo grievance

Decrepit portable 'depressing place to be in', trustee

by Jim Bowman

Ms. Bonnie Macdonald, a teacher of a Year One/Two class at Woodbank Elementary School, filed a grievance in May indicating that conditions in the portable classroom were sub-standard and detrimental to the well-being of the children.

She requested a new portable, her request supported by the staff, the local association, and the BCTF Executive Committee.

It is now almost December.

The decrepit portable is still there. The children are still there and Ms. Macdonald is still there.

Why has there been no replacement provided? Who makes the decisions about replacements? Why is it so difficult to find out who is responsible? Is it the Ministry of Education or the Nanaimo School Board saying no? What recourse does a teacher and parents have in such a situation?

Jim Bowman is on the BCTF staff, Professional Development Division.

Five years ago the portable was sawn in half, moved from Ladysmith to Woodbank and re-assembled on an inadequate base. The primary supervisor at the time in the district expressed her concern "about any further use of these portables".

She is still concerned.

Recently she said this portable has a floor area of 706 sq. ft. (minus 90 sq. ft. being used as a makeshift cloakroom area) compared with the standard floor area of 960 sq. ft. of a regular classroom.

A large area of the carpet surrounding the cloakroom area, used for wet shoes and boots, is wet and dirty throughout most of the school year.

Between the smell of this and the damp coats, the atmosphere is not a healthy one.

Because of the circular design of this room, a large part of the useable floor area is utilized for cloakroom purposes.

Reports from the Nanaimo District Teachers' Association record further problems: "Evidence of blistering and moisture damage can be seen on the ceiling. The floor in some parts of the room sags so loosely it becomes hazardous to walk on. This, it seems, is one of the criteria which limits the room to lighter children."

The teacher has noted that on some days in June the temperature rose to 83 degrees Fahrenheit — before 10:00 a.m. That helps, when you're coping with invasions of spiders, bees, ants in the lunch

buckets and little, if any, air circulation.

Gladys Johnson, who teaches in the newer portable, but formerly taught in the circular one said, "It gets so hot when the wind does not blow that the children drip sweat."

Gus Gonske, the janitor, says the bugs "hibernate under the loose boards."

What about a sink, did you say? Water for art projects? Space for activity centers? Room for a well-balanced primary program? Forget all that sort of stuff.

What about the well-being of a teacher, forced to limit her options for students, forced to work in such surroundings day in, day out?

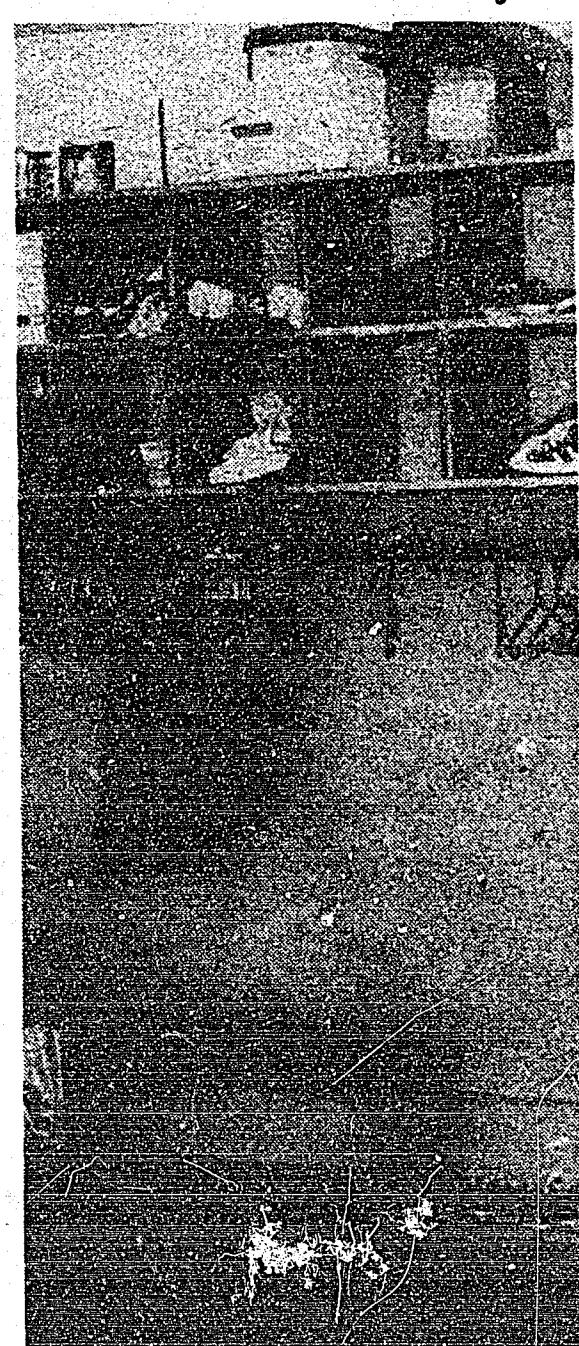
Trustee Joy Leach says, "I found it an unacceptable learning place, a depressing place to be in."

The portable, she said, was crowded, noisy, cluttered, sub-standard and inadequate.

Trustee Bill Holdom said that if his child was slated for that portable, he would withdraw her from school, rather than have her spend one day there.

One could record ad nauseum the deficiencies in this building, but what about the deficiencies in the system that allows such buildings to be kept in use when just about everyone in sight agreed that they are sub-standard?

School Board officials say that the Ministry of Education will not allow them to buy or



One of the frustrations is the high lockers so the small children must use the steps to reach them. The portable is crowded, noisy, cluttered and depressing.

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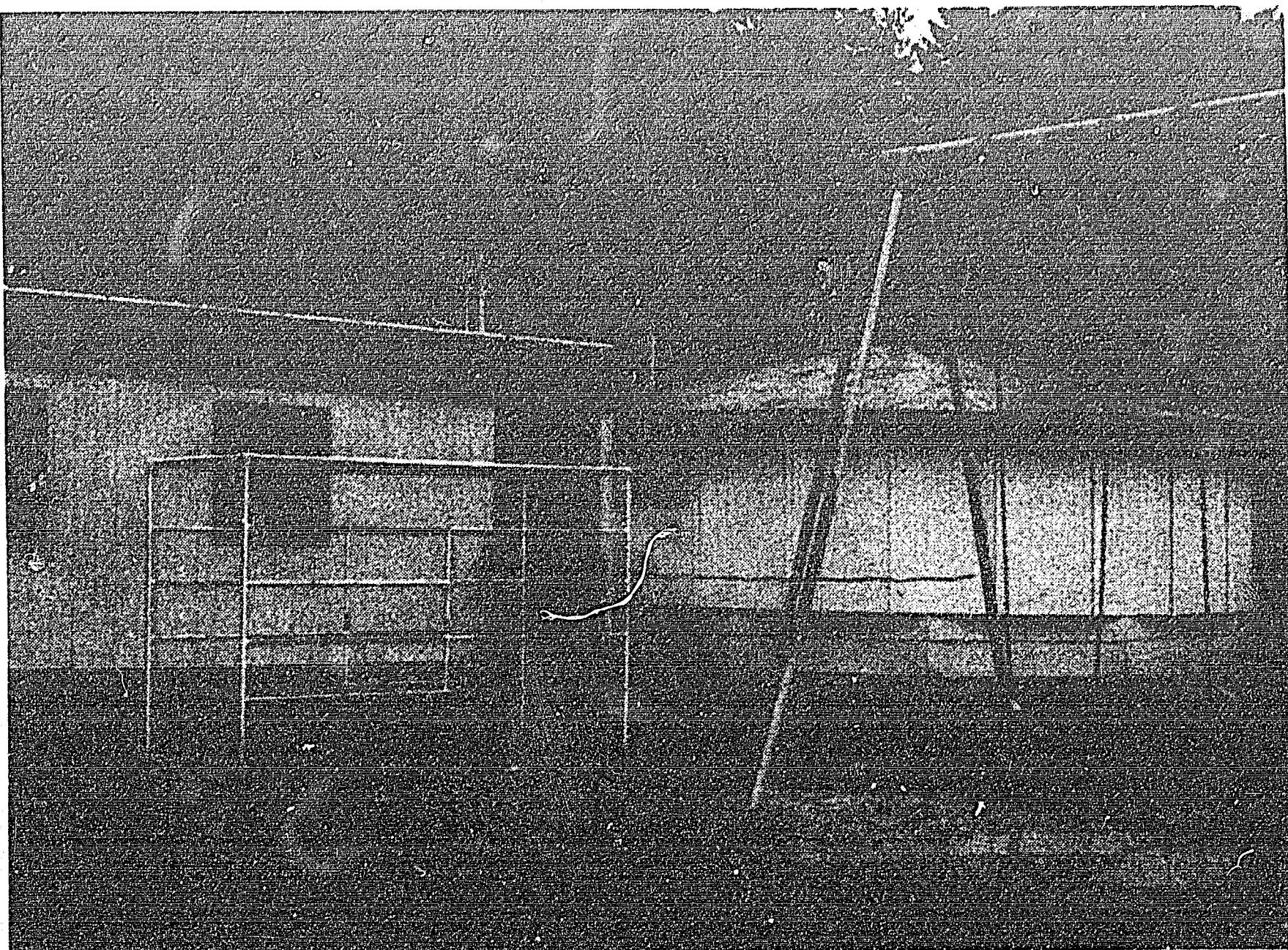


photo by Ken McLaughlin

The object of discontent. Five years ago the portable was sawn in half, moved from Ladysmith to Woodbank, and put on a wooden foundation. What's wrong with it? Read on.

lease any more portables, even on a nonshareable basis. Apparently the Ministry has divided the district enrollment by 30 and the answer is smaller than the number of classrooms than the district has available.

The School Board says there is no other portable available and, in any case, it intends to replace the portable with new construction at the school by September, 1978.

Observers inside the school district say that there are as yet no working drawings for that construction and that the timelines for construction probably mean that the building would not be ready by September, 1978.

Observers outside the school district note that getting Ministry permission for building is

a slow and tortuous proceeding unlikely to fit into district timelines.

Meanwhile, the grievor, the school staff, the local association and the BCTF are still not sure whether the Ministry and the School Board are singly or equally responsible for the lack of action in having this portable replaced.

Whoever is to blame, the grievor, the local association and the BCTF are all adamant that there must be a just resolution of this grievance.

The BCTF Executive unanimously approved a motion to support the grievor up to and including withdrawal of her services and the placing of her position "in dispute" if she so decides.

Fortunately for the teacher

and the children in her classroom, the parents have now got into the act. At a recent PTA meeting, a motion calling for a meeting of the parents of the children in the portable was passed.

That meeting, being held at the time of writing, will decide whether or not the parents will withdraw their children from school.

As officials from one agency or another meet or telephone to try and resolve the situation, the children and the teacher are forced to partake of a curtailed program in an inadequate facility that should have been torn down and replaced years ago. Perhaps if the parents speak, the ministry and the School Board will listen and act.

Grievances given support

Co-operation pays at McBride

The BCTF Executive Committee has recently been giving strong support to members with grievances.

And the results, says president Pat Brady, have been extremely encouraging.

Brady credits co-operation among interested parties — an MLA, local teachers' association, school board, and BCTF — with resolving a grievance at McBride Secondary School where science rooms were below standard.

The BCTF executive November 4 backed teachers Glenn Foster and David Pakkala in curtailing laboratory work unless the situation was improved by November 15.

Brady explained the situation to Prince George MLA Howard Lloyd who took immediate action and replied: 'I was assured by Mr. Carpenter (the Secretary-Treasurer) that ma-

terials are being organized and the school board crews expect to have renovations completed before the new year.'

Prince George president Doug Smart feels the grievance procedure has proved its worth.

The BCTF has also given support to the Fernie Teachers' Association where the Secondary School is partially built because the board ran out of money.

A grievance at Wildwood Elementary, Powell River, has been resolved with the re-assignment of another teacher to staff an over-sized kindergarten class.

Meanwhile, at the Deputy Minister's Advisory Committee meeting of October 28 BCTF representatives asked why the ministry would forbid a school district to spend local taxes to provide a better

service than allowed in the ministry guidelines.

Campbell River gymnasium was given as an example.

The gym burned down and the Campbell River board requested permission for an additional 10 feet in the new construction because it would add two classes. The minister turned down the proposal.

Deputy Minister Dr. Walter Hardwick indicated that provincial policy for some years has been designed to provide equity across the province.

He did say the Campbell River situation is "under review". In fact, the whole building approval process is under review with new Ministry staff recently employed to help expedite this work.

Bill Hawker who is overseeing the review will likely attend a future meeting of the DMAC to explain further.

Columneetza to Bluman: 'Apologize'

We were recently named by Dr. Bluman of the University of British Columbia as one of the poor secondary schools in the province. The following points indicate to me that his conclusions are invalid.

From studying his report it appears that the minimum size group that is significant is a group of ten students. Since 1976 was the first year we had ten students enrolled in math at the University of British Columbia, this was the first year we were included in his survey.

The following is a comparison of marks in grade twelve and in first year university:

Grade 12	First Year	Dr. Bluman's Conclusion
Mark	University	Mark
4 A's	1 A, 1 C+, 1 P, 1 F	Our A should be C+
5 B's	1 C+, 2 C, 1 F	Our B should be C+
1 C+	1 C+	Our C+ should be C+

Dr. Bluman's conclusion that we were a poor school was based on the fact that our A was a C+. If either of the two students who had a Pass or Fail had had a C+ we would have had our A rated as a B and would have been included in the group between the "good" and the "poor".

It is difficult to understand how a person in Dr. Bluman's position could make a public statement to the effect that ours is a poor school on the basis of the very small sample he was working with.

It may also be of interest to you to know that during the past three years we have placed third, fourth and tenth in B.C. in the annual Mathematical Association of America contest.

The contest involves four students, the same number that received an A in our school and led Dr. Bluman to conclude that ours was not a good school.

Surely you can see that it would be just as ridiculous for me to claim that our school was an excellent school on the basis of these contests as it was for Dr. Bluman to make his conclusion.

Both I and the administration at Columneetza feel that Dr. Bluman owes us a public apology.

R. Scheck,
Math Teacher,
Columneetza Senior Secondary

Nemetz says no to BCTF appeal

Chief Justice Nathan Nemetz has dismissed the BCTF test of the anti-inflation measures act in supreme court judgment handed down November 21.

The BCTF will appeal the decision.

Legal counsel, after studying the judgment, has confirmed that the BCTF General Secretary acting upon the express authority of the Executive Committee, approved the filing of an appeal "upon such grounds as counsel will choose to rely."

The initial appeal heard by Chief Justice Nemetz was based on the following points:

1. The government of B.C. had no legislative authority to enter into the agreement, supra, with the government of Canada.

2. Alternatively, if the agreement is valid, the provin-

cial act, supra, has no retroactive operation so as to reduce the teachers' increase in salaries established by agreement or by arbitration for the calendar year 1976.

At the time of enactment, he said, the federal legislation affecting provincial public sector employees was in being with retrospective effect to October 14, 1975, although not in force insofar as British Columbia was concerned because of the lack of a B.C.-Canada agreement.

Nemetz ruled that the B.C. government is authorized to enter into the agreement with the government of Canada.

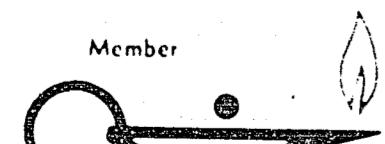
I turn, therefore, to the question which has given me the most difficulty, namely, whether the British Columbia legislature intended that the anti-inflation measures act was to apply retroactively to October 14, 1975 despite the

'Obviously the province could not start wage regulation in the public sector before October 14, 1975 but taking that date as the federal starting point, the minister could exercise his discretion from that starting point (or a day thereafter) for commencement of the application of the federal law and guidelines to the British Columbia public sector.'

Nemetz concludes the minister had the discretion to enter into the agreement adopting the federal starting date of October 14, 1975. This date fell before the teachers acquired any vested rights in their 1976 salary agreement and must therefore prevail.'

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

NEWSletter



Member

Editor
JOHN HARDY

Assistant
MELANIE WEATHERBEE

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Bluman's results 'half-baked'

We have read with interest correspondence between UBC professor George Bluman and various people in the province and we pass along the following gems:

Bluman faults the semester system in B.C. high schools for not giving adequate time to math instruction.

"But listen to what he says in his own report: 'Beginning with the academic year in 1976-77, the UBC Math 100 course is a one semester course . . . the grades in the new Math 100 course are considerably higher than those in the former full year Math 100 course . . . in general semesters schools seem to do poorly in comparison with nonsemestered schools.'

Bluman says on TV that his intention is not to rate individual schools but his report is a school-by-school study listing the 10 'best' schools, the schools that are improving, and the poor schools.

Bluman says 'We certainly do not mean to imply that the quality of mathematics teaching is poor in B.C. schools . . . However the quality of the mathematics program is certainly open to question.'

Bluman was asked by a district superintendent about UBC markers: if markers mark complete papers, is any study made of the distribution of student scores as assigned by the different markers? Is any study made of the distribution of student scores achieved by students of the various individual instructors?

Replied Bluman, 'The final examination sets common material; while individual instructors give and mark their own tests during the term on whatever they deem appropriate. Some experimenting is still going on how best to carry out these procedures in an equitable way.'

Les Phillips, a Coquitlam math teacher, told Bluman, 'We do share your concern regarding the failure rate in Math 100. It is distressing to see students who apparently learned well in public schools, where much time and effort was

devoted to their individual needs, suddenly cast into failure as they enter the much less personal world of UBC.'

Bluman assumes that there should exist a one-to-one correspondence between an 'A' letter grade in high school and a first class standing at university.

Replies Al Taylor, past president of the Math Teachers' Association: 'As a student moves through high school and into university he/she is being graded with respect to a continually more select group of math students. If in Grade 8, for instance, we gave 'A' only to those students capable of attaining a first class in Math 100 then an 'A' would indeed be rare.'

And, last but not least, Bluman's peers called his results "half-baked" at a conference last year.

We agree.

You can't turn back the cultural clock

BCTV ran a series of five programs on good and bad schools in the province in the week of November 21 to 25, each program of about 10 minutes in length.

The origins of the program seem to have occurred late in October when Education Minister McGeer left a Cabinet meeting in Vernon and drove to Salmon Arm Secondary to award a Governor General's medal. CTV recorded his speech.

Clem Chapple, a reporter at CTV, returned to Salmon Arm November 9, to interview the principal on excellence in the school.

Chapple during this period was interested in identifying excellence in a school but his interest shifted, he says, to comparing schools and ranking them for their record in such areas as scholarship exams, success at post secondary institutions, and graduation marks.

He received support from McGeer who liked the idea of the comparison and who offered his opinion on good and bad schools in the province. There are some good schools, McGeer agreed, the private schools. Public schools are C plus.

He received support from George Bluman, UBC math professor who holds the notion that an A in high school should be a first class in Math 100.

Along with that simple-minded assumption Bluman believes that a good school and bad school can be determined on the progress of as few as three students. On such a slight sample Bluman bases his 'research.'

And on such 'research' CTV based its program.

President Pat Brady opposed the idea of publicly listing the best and worst schools because of the severe damage and demoralizing effect on teachers and students that was bound to occur. When Chapple said he was going to compare schools anyway, Brady refused to participate.

Brady said teachers were willing to look at education. In fact, teachers have initiated a commission for an in-depth study of the system.

He argued that the public school system is designed to serve a wide range of needs for all students — university preparation is but one component.

He explained the factors that would have to be accommodated in defining 'good' and 'bad' as well as the value judgment involved.

How do you, for instance, compare a school that has a championship team involving a few students to one that involves all the students in an inter-mural program? Which school has an excellent PE program?

How do you rate a school that places third in the province on Mathematical Association of America Examinations but does poorly on Bluman's survey? In the program Chapple rated this school 'poor'.

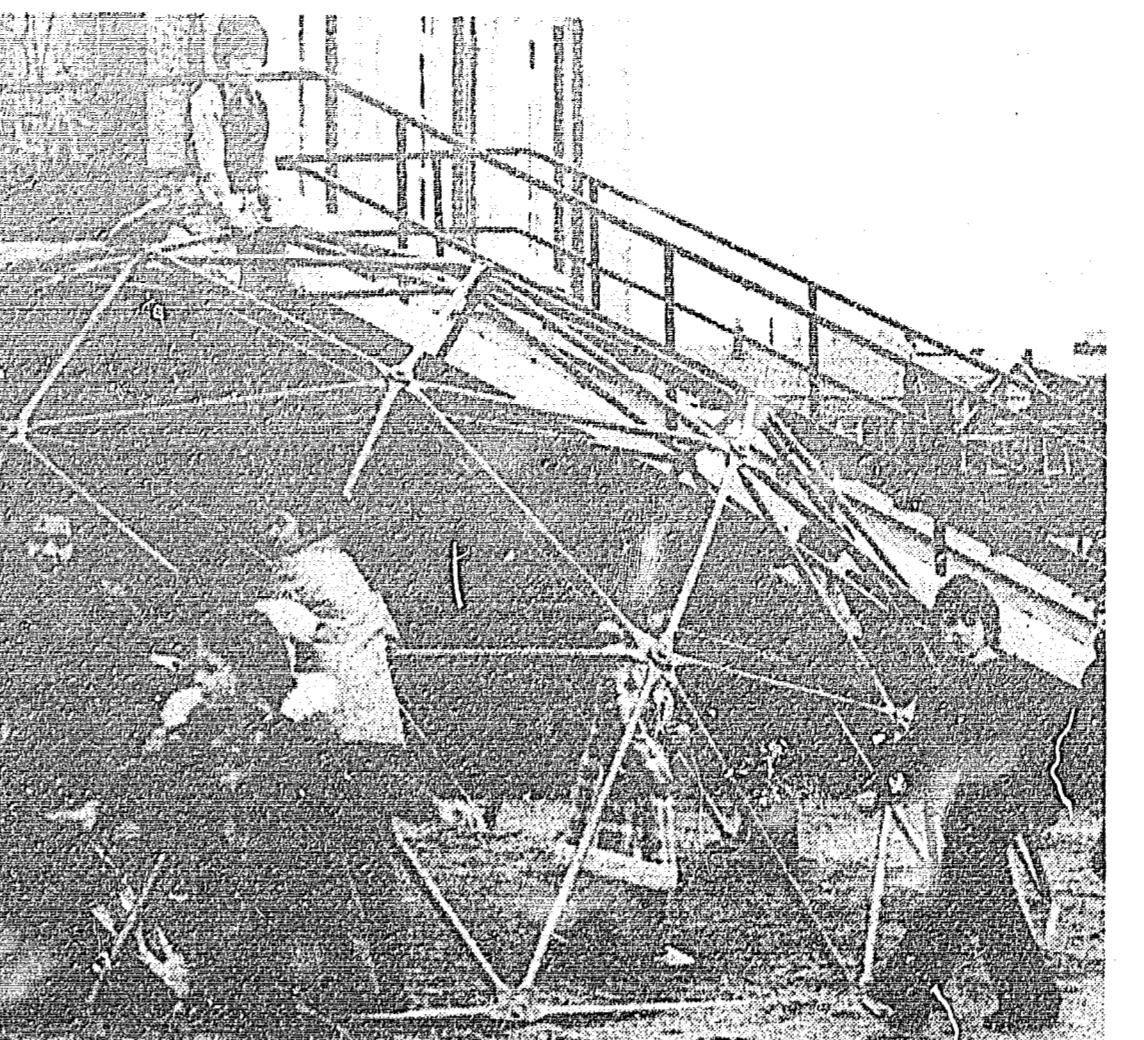
But the show went on and seven schools were smeared. The Minister, the Math professor, and the broadcaster seemed to share a common objective, a common desire in Charlie Ovans excellent phrase 'to turn back the cultural clock.'

They want a return to a simpler time — which ignores that a whole culture has undergone an enormous transition.

They seek a return to grade-wide exams and provincial exams, to bell curves where 10% get A's and 10% get E's, all in a system geared to selection through failure so 20% graduate and 10% go on to university.

With the best will in the world the BCTF could not meet the objectives of Chapple, McGeer and Bluman. Education belongs in this time and this place and the clock can not be turned back.

The BCTF believes that the pursuit of excellence is a primary aim amongst high school teachers, but not in Chapple's simple terms.



The snow is gone in the metro area and kids are back outside enjoying the milder weather.

950 surveyed

Teachers answer questions on student teaching in B.C.

Over 600 sponsor teachers and 350 first-year teachers expressed their views on student teaching in recent surveys by the B.C. Teacher Education Committee.

The committee would like to thank all those teachers who participated for their useful information.

The questionnaire given to sponsor teachers covered six basic areas of student teacher training: sponsor teacher selection, the practicum, university preparation, initial and final preparation of student teachers, university personnel and evaluation.

Some of the general conclusions drawn from the answers to the above questions were:

Sponsor teacher selection: That sponsor teachers should volunteer, or themselves request, to have student teachers.

The practicum: In the final year of teaching preparation the length of the practicum should be approximately three months (as a solid block of time.)

University preparation: There appears to be shortcomings in the consultative practices involving student teachers, faculty associates and the sponsor teachers suggest that the most effective consultation would involve pre-practicum contact with student teachers and pre, mid and post practicum conferences with faculty advisors.

Initial and final preparation of student teachers: Student teachers need to be better prepared in observation skills, learning theories, teaching methods and lesson planning prior to their first practicum.

Sponsor teachers: Sponsor teachers also believe that student teachers are adequately or better than adequately prepared in observation skills, learning theories, teaching methods and lesson planning prior to the final practicum.

University personnel: Faculty advisors should spend more time in classrooms observing student teachers.

Evaluation: Student teachers should be involved in all formative and summative

evaluations and should receive copies of all reports written by faculty associations and sponsor teachers.

Several conclusions were drawn from a summary on preparation from the responses of first-year teachers.

Respondents suggested that they were adequately prepared in the areas of daily lesson planning, practising professional ethics, communicating effectively with students and colleagues and creative programs and activities with students.

Approximately two out of three teachers felt that they were inadequately prepared in understanding the Public Schools Act and the roles of volunteer central office administrators, Ministry of Education, BCTF and staff committees.

Carter and Meredith appointed to ministry

Education Minister Dr. Pat McGeer has announced two new appointments to the Ministry of Education.

Jim Carter has been named Associate Deputy Minister for kindergarten to Grade 12 programs and John R. Meredith will be the new Senior Supervisor of Public Instruction.

These two appointments are critical steps in the process by which the ministry is assuming its proper responsibility for guiding the provincial school system," said Dr. McGeer.

"We are now moving to develop policies that will ensure challenge for everybody — for the bright students there will be an enrichment program; for the average youngster the core curriculum, plus those prescribed courses of study that suit individual interests and aptitudes; for those with learning difficulties, the special program that rounds out the best of each person's capabilities."

As Associate Deputy Minister, Carter will be charged with responsibility for the overall co-ordination and development of provincial policies and plans designed to support present programs and to build new challenges into the

public school system," according to Dr. McGeer.

Another priority for Carter will be to establish provincial guidelines for school counseling and determine what processes should be introduced to improve career counseling in schools.

For the past 18 months, Carter has been Director of Educational Policy Development for the minister, or leave from the principship of West Vancouver Secondary School.

John Meredith, as Senior Superintendent of Public Instruction, will be responsible for the development and implementation of all provincial public school programs including the core curriculum, provincially-prescribed courses of study, learning assessment and examinations, as well as special education.

He will have responsibility for liaison with senior school district personnel in the effective implementation of these provincial programs.

Meredith has been responsible for the curriculum development, scholarships, accreditation and other staff responsibilities for years in his position as Superintendent of Educational Programs.

Seat belts are now mandatory

by Des Grady

Amendments to the Motor Vehicle Act now make the use of seat belts mandatory for most British Columbians.

Since December 1, 1963, federal legislation has required seat belt assemblies for all passenger vehicles.

Over the years the requirements have progressed to include front and rear seat protection and these requirements have extended to include trucks.

Notwithstanding the provision of the seat belts the motor vehicle branch of the Ministry of Transport and Communications reported in

1976 that more than 500,000 road accidents are reported in Canada each year and that they result in more than 230,000 injuries — about 1 for every 10 persons.

Seat belts are said to reduce the risk of serious injury or death by up to 50%.

Des Grady is the legal counsel on the BCTF staff.

Now, under threat of a fine of up to \$100 the seat belts have to be used in a properly adjusted and securely fastened manner. It is also an offence to drive a vehicle on a highway if the requisite seat belts have been removed, rendered partly or wholly inoperative, or modified to reduce effectiveness.

Even before the compulsory seat belt use was enacted it was settled law in British Columbia that if you were injured in a motor vehicle accident and you had not worn your seat belt, you could not recover your full measure of damages.

Where it could be shown that the injuries would not have occurred had a seat belt been worn, then the plaintiff's damages were reduced despite the fact that the plaintiff was faultless at the time of the initial collision.

(Next issue — pupils; vehicle capacity, limits.)

DECEMBER 1, 1977 — 3



Small locals gather to compare notes

Forty-six teachers, representing 39 small locals throughout the province met last weekend to discuss common problems and share their suggestions for improvements.

The conference, held at the Chateau Granville in Vancouver, consisted of group problem-solving sessions on subjects pertaining to teaching in small locals, such as housing, working conditions, teacher educational concerns and cultural problems faced by many teachers living in outlying districts.

Several guest speakers were also on hand to participate in the two-day conference.

BCTF President Pat Brady kicked off the conference by urging delegates to concentrate on finding solutions to the problems identified at last year's meeting.

'In your discussions I would like to see you address such things as how many of the identified problems are difficulties found by all of our local associations, regardless of size, and how we can best utilize the resources of the central organization to solve the problems, not on a one-shot basis, but on a continuing basis.'

He also asked delegates to consider alternate forms or avenues, other than a meeting of small locals, through which they could help solve some of the problems already identified.

'If it could be done in connection with the summer conference, the presidents' conference, at the AGM, or at the RA, maybe there is a way we could also have some interaction with some of the larger locals where there are common problems.'

Brady recommended professional development workshops as a means for small locals to acquire the necessary knowledge and skills to implement changes.

'In looking over the problems identified by the Small Locals' Conference last year, a number of the areas you identified as problems can be covered, in part at least, by

utilizing these small workshop sessions.'

'You should examine ways of plugging in to those services that already exist.'

Brady also outlined the recent PD grants proposals and asked delegates to let the federation know their feelings on the principles involved.

Some advantages

Guest speaker Cliff Adkins, president of the B.C. School Trustees Association (BCSTA) told the assembly that, while they do face certain disadvantages, teachers in small locals have several advantages over their counterparts in larger locals.

'Teachers in smaller areas suffer less from impersonality and anonymity. The larger the district, the more complex and compartmentalized it becomes.'

Adkins went on to say that teachers working in smaller locals have a greater chance of effecting changes.

Because they have easier access to their school boards, he said, they have more opportunities to 'mix and mingle' with trustees on a one-to-one basis.

There is also a great deal less red tape to cut through in a smaller organization.

'The fewer the steps you need to take, the greater your chance of making changes.'

Support Services

John Walsh, from the Ministry of Education, underlined the need for good support services in schools, specifically in the more rural areas of the province, where large class sizes are a problem.

A teacher, he told conference delegates, cannot educate a child unless that child is educable, and support services must be provided for students who do not fit into the normal pattern — those who don't have the innate ability to learn, those who have the innate ability but are unable or unwilling to use it, or those who are disruptive in the classroom.

'If a teacher is going to teach a crowd, we have got to provide support services for the "deviant" students in that class.'

'We also need to catch up on our support services and get ahead of the game by developing support services even before they are needed.'

He cited better health services for pregnant women as an example of one way to reduce the number of deviant students entering the school system each year.

Walsh also had encouraging words on learning assistance funding.

'I feel that it is very likely there is a new financial system for support services just around the corner.'

'Under the new system, if a district needs money for special education, it would receive a specific grant from the government and each district would be dealt with individually.'

Recommendations

Small Locals' Conference delegates drew up 28 recommendations which will be submitted in a report to the BCTF executive and to the participating locals and sub-locals.

Through the recommenda-

tions the participants are seeking:

- Better funding for small locals, including special grant provisions from BCTF and the Ministry of Education.

- More leave of absence rights (for travel time).

- More efficient communication between locals and BCTF.

- Better teacher education

programs dealing with rural teaching problems through a number of decentralizing changes.

- Programs for teachers on the structure and nature of the public school system and the BCTF.

- Programs for teachers on the structure and nature of the public school system and the BCTF.

- Better recruitment,

hiring and orientation programs for rural districts (i.e. on-site hiring, rural school practicals for student teachers).

- Better provision by the BCTF for small locals' needs such as summer conference courses, LC declaration provision for smaller class sizes, lighter teacher loads and more preparation time.

- Preparation and enforcement of a BCTF housing code.



Delegates separated into discussion groups to compare notes during the Small Locals' Conference last weekend.

DON WALMSLEY

'Transiency hurts small locals'

One consistent factor in all small locals is the problem of transiency, according to Don Walmsley, president of the Hope Teachers' Association.

In his keynote address to the Small Locals' Conference held at the Chateau Granville November 25 and 26, Walmsley told delegates that the constant change over of teachers causes many of the problems in small locals.

'In a small local association you don't have a very good collective memory.'

'You may accomplish something good one year, but the next year you may have new people, and often a new executive, who don't realize what changes have been made.'

'As a result, the gains you make one year are not built on the next year and you are continually trying to reinvent the wheel,' Walmsley said.

He cited a few of the problems faced by smaller locals as: shortage of experienced teachers available to help familiarize newcomers to the area; lack of professional help for children with special problems; scarcity and high cost of materials and equipment; and the difficulty of teaching assignments because of split classes and heavy course loads.

Many teachers, he added, suffer from the 'culture shock' of moving to a remote area.

Walmsley then offered several suggestions on ways to improve conditions in small locals.

He urged delegates to take advantage of every BCTF service available to them because 'in a local association anywhere, knowledge is power.'

'Other people in the federation have faced exactly the same problems and have come up with strategies and information to deal with those problems and resolve them.'

Face-to-face contact, through small locals' conferences, are also important means of sharing knowledge.

He recommended establishing regular communications

with school boards by personal contact as well as through agreements and liaison committees.

'One of the advantages we do have in a small local is that we usually have a fairly easy contact with our trustees and it's not very difficult to get to see them.'

Walmsley ended his address on an optimistic note: 'There aren't any magic solutions, but there isn't any reason to give up either.'

'We have had success in a number of areas and we will have a great deal more.'

Burkley appointed liaison

Eric Burkley has been appointed BCTF Liaison Associate to Victoria for a six-month period.

Burkley will be responsible for monitoring developments in Victoria and, in particular, the Legislative Assembly and Ministry of Education that affect educational policy or administration, as well as developing and maintaining personal contact with MLAs and appointed officials.

He will also prepare reports to keep the federation abreast of developments, advise the BCTF of appropriate reactions to developments and assist BCTF representatives to meet decision-makers and/or their advisors.

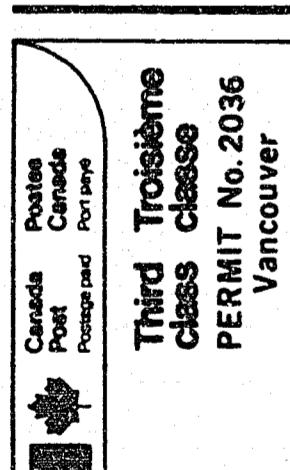
Burkley was selected over 51 other highly-qualified candi-

dates at the November 25 executive meeting.

'We are delighted with Mr. Burkley's appointment,' said BCTF President Pat Brady. 'While all of the candidates for the position were very well qualified, we feel he is ideally suited to our needs.'

Among Burkley's achievements are: the Gordon M. Shrum Gold Medal, 1975; the Robert L. Stanfield Prize for academic excellence in political science, 1975; Government of B.C. Scholarships, for high academic achievements, seven times; SFU Awards, six times; SFU Open Scholarships, four times; and SFU Graduate Student Stipend, 1977.

Burkley's appointment will take effect January 2.



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