

newsletter

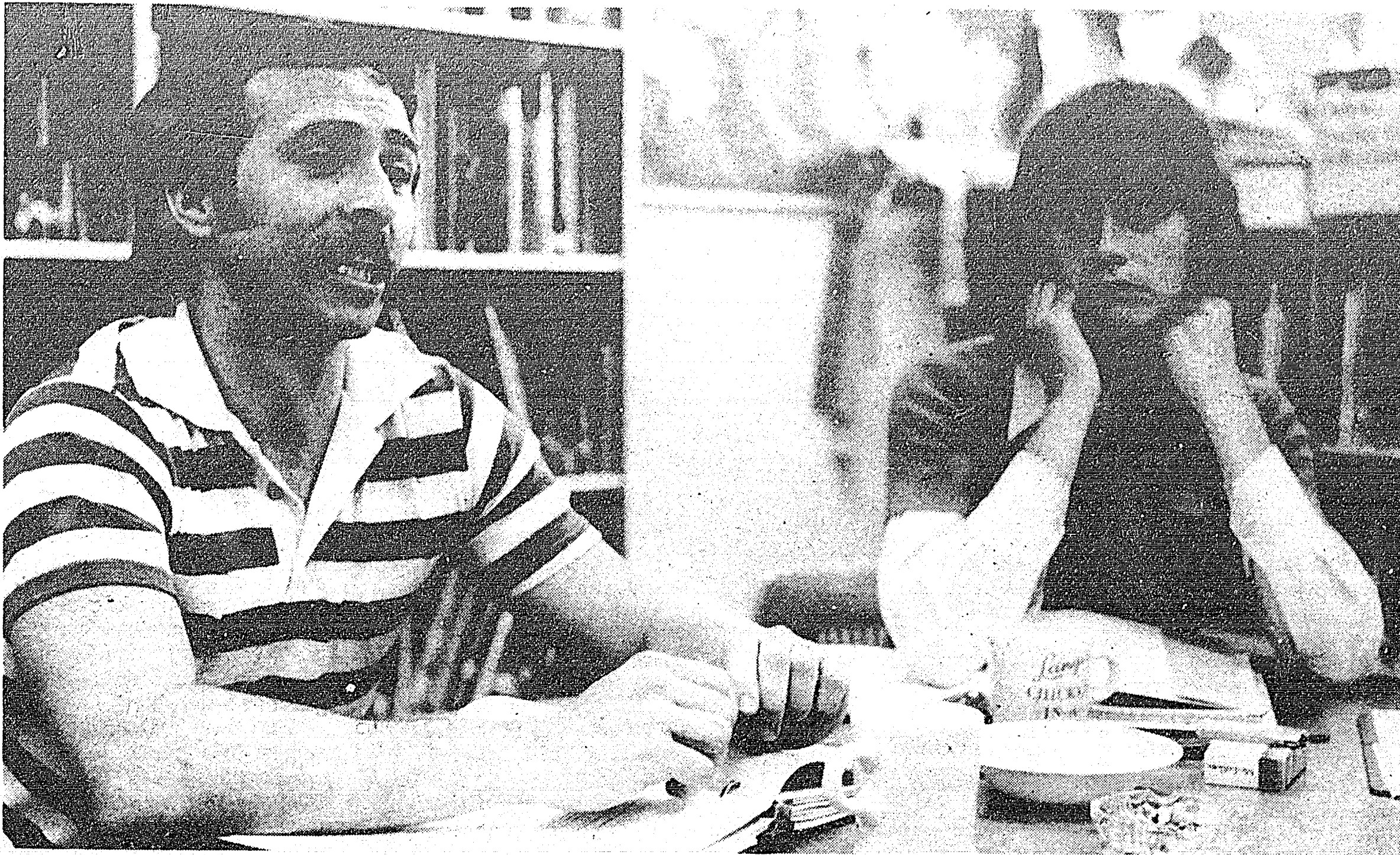
BRITISH COLUMBIA TEACHERS' FEDERATION

Vol. 18, No. 16

BROADWAY PRINTERS LTD.

JUNE 8, 1979

Quiet RA passes operating budget of \$5.5 million



Dennis Roberts, a Grade 6 teacher, makes point in West Vernon Project TEACH class as Karen Grunder, who teaches a Grade 5 class at West Vernon, listens.

The spring Representative Assembly has approved a budget of more than \$5.5 million to finance the federation's 1979-80 operations.

After three days of questioning and debate (May 31-June 2), the assembly accepted the budget recommended by the Executive Committee with only three amendments. Those were:

- an addition of \$5,000 to the budget of program PD 2.4, to increase grants to local associations for International Year of the Child activities to a total of \$6,000;

- an addition of \$15,000 to GVT 2.1 to increase local public relations grants to \$20,000; and

- a deletion of \$7,000 (for annual membership cards) from FAS 4.1.

These amendments added \$13,000 to the proposed budget of \$5,505,049.

At the beginning it seemed the budget would come under heavy attack. Mick McGarry gave notice that his Central Okanagan local had instructed him and his fellow geographical representatives to press for program cuts totalling \$163,000.

This money, he said, should be returned to the local associations for their own operations. Specifically, COTA wanted a \$5,000 BCTF subsidy for every full-time local president.

A McGarry motion to this effect was defeated late in the meeting, and many of the proposed COTA budget cuts never got to the floor.

A motion by Thom Hansen of the Vancouver Secondary School Teachers' Association, which could have had a massive impact on BCTF finances, also was defeated.

Hansen's motion would have committed the federation to hire any teacher on continuing contract who lost his or her job as a result of declining enrolment.

Under this plan the BCTF would use its reserve fund to keep a fired teacher on its payroll until June 30, 1980, or until he or she was offered another

Continued on page 4

Project TEACH a success

By RALPH MAURER

Now ending its first year of operation in B.C., Project TEACH has more than lived up to its advance billing.

"Nine out of ten teachers who have taken Project TEACH say they have fewer confrontations!" trumpeted a BCTF poster published last year. "Two out of three say that they have more energy at the end of the day!"

The poster went on to make further claims. Now that 492 B.C. teachers have taken the

course, it's fair to say those claims weren't extravagant.

Does the course help teachers "reduce and deal more constructively with confrontation," as the program announcement claimed? Yes, says Project TEACH alumnus Barbara Kilby of Shuswap. "I now have many new techniques (and even a few tricks) to use in uncomfortable or potentially awkward situations."

Judy Gray of Kamloops says the course helps her think more clearly. "When I run into

a problem now . . . I'm not as stuck as to how to solve it — I'm aware of a number of options open to me and can keep trying them as long as I need to find the best one for a particular child."

What about the claim that Project TEACH will help teachers "make better use of time and energy?" Definitely, says Michael Miller of Hope: "I think that I now waste less time than before," he says.

Here's what some other course grads say about Project TEACH:

"The number of confrontational situations has reduced," says Phil Arnold of Vancouver. "Communication with students has increased mainly due to perfecting listening skills. I have greater awareness of student anxieties (which previously I had reacted to defensively and viewed as destructive behavior). I can relax and let student initiative develop."

"It has given me a practical model to use in the classroom which allows me to cope with students' behavior in a consistent manner," says Brian Cuthbert of Peace River North. "This has resulted in a more relaxed learning environment for the students and a more enjoyable work situation for myself."

"Project TEACH has greatly improved my communication skills. Results: less disruptions, more student autonomy, more fun for all."

Project TEACH — which stands for Teacher Effectiveness And Classroom Handling — was developed about eight years ago by Performance Learning Systems, Inc., of New Jersey. The program has

been used with success in many parts of the continent, including Ontario.

In 36 hours of lectures and 9 hours of classroom exercises, Project TEACH examines the components of good teaching. By making teachers more aware of the skills they use, the course teaches them to use those skills more effectively.

About two-thirds of the B.C. teachers who took the course this year had all or part of their \$100 fee paid for by their local association or school board. Forty-five dollars of the fee goes to Performance Learning Systems and pays for course materials. The rest of the money is applied to course expenses, and in the first year

Continued on page 4

Teachers win seats in Parliament

Teachers Ray Skelly and Ted Miller won seats in Parliament in the May 22 federal election.

Skelly, who teaches at Georges Vanier Senior Secondary in Courtenay, took the Comox-Powell River seat for the NDP.

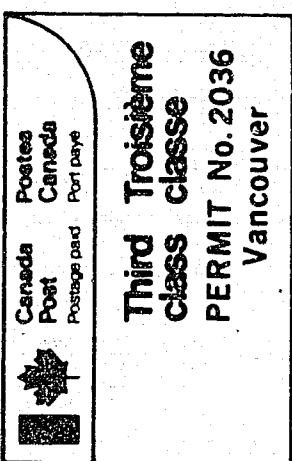
Skelly's brother Don, also a teacher, is a provincial NDP MLA.

Miller, of Nanaimo Secondary, won the Nanaimo-Alberni seat for the NDP.

All teachers running in the province for federal seats ran for the NDP. The unsuccessful ones are:

Bob Cameron, on leave of absence from the Victoria school district, second in Esquimalt-Saanich; former Burnaby teacher Cyril Barkved, second in Fraser Valley-West; Archie Patrick of

Continued on page 4



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

IYC emerges as RA concern

The International Year of the Child emerged as one of the most important issues of the spring RA.

In one of the few instances where geographical representatives added money to the 1979-80 BCTF budget, the RA voted to spend an additional \$5,000 on IYC activities, bringing the total money available to local associations for IYC projects to \$6,000.

The decision came during a discussion of the Government Division's local public relations and political action program and budget. GRs expressed concern that no money had been set aside for IYC grants to local associations.

The \$5,000 addition was later transferred to the professional development division's Rights of the Child budget, which already had a provision for expenditures of \$1,000 for that purpose.

The amendment was moved by Agassiz-Harrison GR Peter Andres.

"In the past newspapers have given the teachers' federation a bit of a tarnished image, especially in light of the recent election," Andres said. "I think there would be no better time than this year for the teachers' federation in spending some money in publicizing . . . what we our

Continued on page 3

Collins says

Thank you for pointing out in the Newsletter article on pension funding (April 10) the Burnaby position that intermediate level of funding will

not sufficiently protect teachers' interests.

The following arithmetic will illustrate the point:

Year	Estimate total teacher payroll	Allowable Funded liability
1979	\$579 m	\$735 m
1974	\$368 m	\$468 m

Growth in allowable unfunded liability (127 per cent of payroll)

\$267 m

The allowable growth in the government debt that results from intermediate level of funding is greater than either the teacher or the government contribution, and almost as much as the two put together.

The article stated the two main planks of the Burnaby pension funding position, but did not present the supporting arguments. They are:

1. Governments should maintain, in a separate account, an amount of money equal to the accumulated pension contributions of active teachers, plus interest.

Supporting statement: The Burnaby position is that we (the teachers) earn an employer contribution to our pensions on a year-to-year basis during our working lives. This money is ours; it belongs to us; the government has no grounds whatever for withholding payment. It should be BCTF policy that the employer contribution to our pension plan be paid into the pension plan at the time that it is earned by the employee, and left there, earning interest, as an actual guarantee that our pensions will be paid.

2. Government should guarantee pensions, as provided in the act.

Supporting statement: It is unfortunate that a statement was made at the AGM that the Burnaby resolution was for a

money purchase plan (i.e., whatever has been saved up for a teacher will be used to buy that teacher an annuity, and that is all he or she gets). Nothing could be further from the truth.

Teachers have no say in the way in which the government invests our pension money. Such decisions are wholly at the discretion of the minister of finance. This being the case, the only logical position on the level of pensions is the defined benefit plan (i.e., 2 per cent per year of teaching service, of best five years' salary).

Burnaby's sole concern is to develop a funding policy that will ensure that this defined level of pension will in fact be paid.

The bargain struck with government was that in return for the right to use pension assets as it saw fit, that government would guarantee the payment of pensions to those who have retired. Our point is that such guarantee money should come from general revenue (as is provided in the act), and not from the matching contributions that should be set aside for the benefit of active members.

The decision at this AGM was to establish a BCTF policy that all or most of the employer contribution to a teacher's pension shall be made by whatever

Letters

Clarke replies

governments happen to be in power after that teacher retires. In so doing, we saved the Pensions Committee the unpleasant task of telling the government that it should pay into the pension plan the vast amount of money that is rightfully ours.

Remember that neither the BCTF actuary nor the government's own actuary favored acceptance of the weak, minimal position of intermediate level funding. We may in the future have good cause to be sorry that we did.

Streb Collins
Chairperson,
Burnaby Teachers'
Association
Ad Hoc Pension Committee



BCTF President Pat Brady presents honorary life membership to John Meredith, senior superintendent of public instruction, who is retiring this year after 31 years in the Ministry of Education. "Most of the advances in curriculum development in the province have been influenced by John Meredith," Brady said in making the presentation at the spring RA. Throughout his career, Meredith exemplified the ideal of co-operation between the ministry and teaching profession.

I have been requested to reply to the letter from Mr. Collins although I consider his arguments and those of the Pensions Committee were debated in full at the 1979 AGM. Therefore, I will comment only on the points raised by Mr. Collins.

The definition of the intermediate funding level in the 1974 actuarial report states, "This level of funding expresses employer contributions as a constant percentage of future payrolls which finance the value of benefits of new employees over their working lifetimes and maintains the unfunded liability as a constant percentage of future salaries, provided the actuarial assumptions on which recom-

mended employer contributions are based are realized." Therefore, the words used by Mr. Collins, "allowable unfunded liability," are not an accurate reflection of a part of the description of the funding level.

This has been elaborated upon in previous correspondence with Mr. Collins, that is, each evaluation report will reveal whether the assumptions made by the actuary were optimistic or pessimistic, whether the assumptions are actually realized, whether the assumptions should be changed.

Since each actuarial report attempts to project the contribution rate over a long period of time, each report may show variations which may require adjustments in the employer contribution rate in order to maintain the agreed-upon funding level.

The Pensions Committee views the pension fund as one fund of money. As stated in the Teachers' Pensions Act, the fund is "one and indivisible" and is there to pay pension benefits.

No statement was made at the AGM that "the Burnaby resolution was for a money purchase plan."

What was stated, in a response to a paper distributed by Burnaby, was that "The Burnaby plan in the graph in the centre talks of three funds and basically what that is a money purchase plan, if you look at it in its strictest sense. That is, your money is there, the employer money is there and then that money would be used to buy a pension. Of course, that is not what Burnaby wants nor do any of us in the room want."

The government now guarantees the payment of pensions, and the improved funding level approved by the AGM, when implemented by the government, will provide a greater accumulation of assets to back up the overall guarantee.

The government actuary's recommendation was: "We therefore urge as a minimum that the 'intermediate' level of funding be followed." The BCTF consultants stated, "We recommend that the federation insist upon funding of the Teachers' Pensions Act at least at the intermediate funding level or at a compromise position between the two."

The Pensions Committee studied these reports and recommendations, together with the Burnaby position, over a period of 18 months. Many in-depth discussions were held with the Commissioner of Teachers' Pensions and other actuaries.

Based upon these studies and discussions, the committee agreed that full funding is not necessary in a plan guaranteed by the government and therefore made its recommendations to the 1979 AGM.

As a standing committee, the Pensions Committee will continue to study the pension plan and will continue to make necessary policy recommendations when such are required. The committee continues to welcome any ideas and suggestions from individual members and from local associations.

E. Clarke
Chairperson,
BCTF Pensions Committee

Spring RA adds \$5,000 to IYC grants total

From page 1

selves can do for children, and it would be a very positive public relations campaign that we can put on.

"The public doesn't really see that we're not just interested in ourselves. We're also interested in children."

The money could be used to publicize all the things the government hasn't done for IYC as well as to help fund IYC projects planned by local associations, Andres suggested. "If the money was there then districts would probably apply for it."

David Brear, a Vancouver Elementary School Teachers' Association alternate GR, said:

"A lot of people have been waiting for a lot of other agencies to get cracking on IYC, and what I find personally is that it's not there; we have to

do it ourselves. We can't wait for other people to lead the way."

The amendment passed easily. Earlier, during discussion of the BCTF's plans for a major IYC conference in November, a number of GRs said they thought the organization should be taking a greater role in publicizing teacher concerns about children's rights and responsibilities during IYC.

"I'm very concerned about the fact that the BCTF hasn't taken that much of a leadership role, whereas I think the International Year of the Child is natural for the BCTF to get out in the forefront and show people that we're concerned," Brear said. "I'm really disappointed that we're not out there in the forefront, publicizing our concerns for children."

He said BCTF membership

should be made aware of the money available in the budget for IYC activities. He also proposed a motion, later passed, that the BCTF IYC conference be the starting point for an ongoing commitment for the recognition of the rights of children and for improved children's services in the 1980s.

The RA defeated a motion that would have asked the Professional Development Advisory Committee and the Executive Committee to scrap the fall IYC conference and replace it with a larger one.

The budget provides \$9,869 for the IYC conference, November 23 and 24 at the Richmond Inn.

In conjunction with 13 other agencies, the BCTF planned the conference as a means of focussing public and government attention on the rights and responsibilities of children, and of providing co-

operation and contact between teachers and others working with children.

Because of the BCTF's leadership role in organizing the conference, there will be 30 teachers in attendance. The other organizations are limited to 10 delegates each.

Church told the RA the IYC conference would be a practical, working conference.

"It is expected that various recommendations will be generated that will be then directed to the various agencies that are responsible for sending people to the conference, and that the recommendations will also be directed to the government to increase services and recognition of the rights of children," he said.

For further information on the conference, contact Church or Dulce Oikawa of PD at 731-8121 / Intratel 731-0474.

operation and contact between teachers and others working with children.

Because of the BCTF's leadership role in organizing the conference, there will be 30 teachers in attendance. The other organizations are limited to 10 delegates each.

Church told the RA the IYC conference would be a practical, working conference.

"It is expected that various recommendations will be generated that will be then directed to the various agencies that are responsible for sending people to the conference, and that the recommendations will also be directed to the government to increase services and recognition of the rights of children," he said.

For further information on the conference, contact Church or Dulce Oikawa of PD at 731-8121 / Intratel 731-0474.

B.C. Teacher wins award

The B.C. Teacher has won its 14th award for excellence from the Educational Press Association.

The winning entry was a two-part series on declining enrolment by Mike Zlotnik, the

BCTF's director of professional development.

Zlotnik's articles appeared in the Sept.-Oct. and Nov.-Dec. issues of the magazine.

The Edpress association represents educational publications all over North America.

Vacancies

Closing date for applications given in the advertisements is date application must be postmarked by.

Experience in the primary grades is required as the assignment consists chiefly of working at the primary level with some principal relief in the intermediate grades.

Please submit applications with supporting documents to District Superintendent of Schools, Box 250, Squamish, B.C. V0N 3G0.

Co-ordinator of Special Education

The Co-ordinator of Special Education will advise on the establishment of special programs and will recommend suitable methodology and programs for children. He/she will provide consultant services to parents, principals and teachers and will furnish in-service training opportunities for special education personnel.

Graduate training in special education is desirable. Successful classroom experience and the ability to work with others are prime requisites.

Salary will be in accordance with district scale plus an administrative allowance.

Speech Pathologist

Duties: Provide diagnostic assessments. Plan and administer programs for speech, language and/or hearing handicapped school children. Act as a resource person to teachers, parents and other relevant personnel.

Qualifications: Prefer individual with baccalaureate degree in speech/language pathology.

Applications with supporting documents may be submitted to District Superintendent of Schools, Box 250, Squamish, B.C. V0N 3G0.

School District No. 50 (Queen Charlotte)

Principalship

A principal is required for Tasu Elementary Junior Secondary School. This school presently has a staff of three with an expected enrolment for September of 50 pupils. This mining camp is company-owned. Accommodation arrangements are made directly with Wesfrob Mines. Here is an opportunity for teachers who have demonstrated ability in organization and leadership and have an interest in administration.

Applications will be received by Mr. N. Keis, District Superintendent of Schools, Box 69, Queen Charlotte City, B.C. V0T 1S0. Deadline is June 15.

School District No. 59 (Peace River South)

Farm Machinery Mechanics Instructor
or **Pre-Apprentice Heavy Duty Equipment Instructor**

Job Description:

—To instruct senior level courses in farm machinery mechanics pre-apprentice program.
—Emphasis will be placed on diesel motors, hydraulics, power trains related to farm equipment.
—Also, the adjustment and service of all farm machines will be extensively emphasized.

Qualifications:

—Journeyman status in farm equipment mechanics with three years' experience.
—Consideration also given to journeymen heavy duty mechanics with three years' experience.

Instructor

Required to teach Industrial Education 2, Metal Work 9, Metal Work 10, Drafting 8-10, Position at Frank Ross Junior Secondary School.

Instructor

Required to teach Metal Work 11, 12; Construction 11; Drafting 11, 12. Position at South Peace Senior Secondary School.
Direct applications to Director of Instruction, School District No. 59, 929 - 106 Avenue, Dawson Creek, B.C. V1G 2N9.

School District No. 66 (Lake Cowichan)

Learning Assistance (Elementary) K-6

Learning Assistance (Secondary) 6-11

Science/Math, Grades 6-8

Please direct inquiries before June 13, 1979 to the Supervisor of Instruction, Mr. Mike Grant, Box 10, Lake Cowichan, B.C. V0R 2G0. Telephone 749-6636.

School District No. 80 (Kitimat)

Principalship

1. Alexander Elementary School — 14.5 teachers; K-7. Applicants should outline their philosophy on how to effectively use the open area.

2. Roy Wilcox Elementary School — 17.5 teachers; K-7. Send application with full supporting documents to Dale Fiddick, District Superintendent of Schools, 1515 Kingfisher Avenue, Kitimat, B.C. V8C 1S5.

Successful experience in teaching and administration and a valid B.C. certificate are minimal requirements. Please indicate if you are interested in other potential administrative vacancies. Deadline for applications is June 15, 1979.

Teacher Positions

A teacher of the Trainable Mentally Retarded is needed in School District No. 80 (Kitimat) beginning September 1, 1979.

Interested applicants are invited to forward a resume with supporting documents to Dale Fiddick, District Superintendent of Schools, 1515 Kingfisher Avenue, Kitimat, B.C. V8C 1S5.

A teacher of the Hearing Impaired is needed in School District No. 80 (Kitimat) beginning September 1, 1979. Interested applicants are invited to forward a resume with supporting documents to Dale Fiddick, District Superintendent of Schools, 1515 Kingfisher Avenue, Kitimat, B.C. V8C 1S5.

School District No. 84 (Vancouver Island West)

Band teacher

Must be capable of teaching half time in social studies and/or English, to continue building a band and music program at Gold River Secondary School.

Duties commence September 1, 1979. Send letter of application and resume to Dave Price, Director of Instruction, Box 100, Gold River, B.C. V0P 1G0, by June 13.

School District No. 85 (Vancouver Island North)

Principalship

Port Hardy Secondary School, effective September 1, 1979. Grades 8-12, Staff — 27 (including principal). Anticipated enrolment — 400.

Requirements:

—secondary teaching and administrative experience
—professional certificate
—reports and references
Resumes to be sent to M. Roscoe, District Superintendent of Schools, School District No. 85 (Van. Island North), Box 90, Port Hardy, B.C. V0N 2P0.
Deadline for applications is June 15, 1979.

Northwest Territories

Music Teacher/Band Director

To assume full-time responsibility for the total music program in a school of 350 students comprising Grades 3-12. This is an exciting opportunity to provide musical leadership in a school which has virtually 100% student involvement in the elementary and secondary bands programs and over 40% participation in the junior-senior high concert, stage band and rock band programs.

Reply immediately to L. Nash, Principal, Matonabbee School, Box 90, Pine Point, Northwest Territories X0E 0W0.

Special Needs/Resource Teacher (Grade 3)

To assume responsibility for co-ordinating the tutorial assistance for special needs students in this school of 350 students, 22 staff comprising Grades 3-12. Responsibilities include providing materials, ideas and direction to teachers involved in a mainstreaming program, co-ordinating volunteer and paid special needs tutorial assistants, and teaching/tutoring special needs students. Experience in testing, diagnosing and/or prescribing for EMR, LD and/or slow learning children would be a definite asset.

Reply immediately to L. Nash, Principal, Matonabbee School, Box 90, Pine Point, Northwest Territories X0E 0W0.

In brief

By THELMA LANDON

The BCTF Task Force on Membership Policy is working to develop some alternative recommendations on membership. These will take account of the various points of view expressed by members since the task force submitted its first report and recommendations.

One critical issue is employment. Should current employment in the public school system continue to be the decisive factor in determining a teacher's eligibility for active membership? Or should active membership be available to all teachers with valid B.C. public school teaching certificates, regardless of their current employment status?

Another issue is certification. Should there be different categories of active membership for persons with permanent certification, interim certification, or letters of permission? If so, should there be different rights, benefits, fees?

The answers to all these questions will ultimately be made by the members. Their decisions will reflect the majority's philosophy on the essential nature and purpose of the federation. These decisions will have significant effects on the future of the federation.

The task force hopes to present the members with several logical alternatives from which to choose. It welcomes questions, comments

and suggestions on these issues. Members are invited to communicate with the task force through the members or its staff representative. These are Gordon Eddy (Delta), Allan Garneau, chairperson (Vancouver), Jessie Kingwell (Kelowna), Anna Thorpe (Cowichan), Don Walmsley (Hope) and Thelma Landon (BCTF staff).



Fifteen B.C. teachers have been chosen for assignment to Project Overseas teams this year.

Catherine Abrossimoff of Richmond, Ted Forryan of Campbell River, Lynn Howland of Port McNeill, Robert Moorehouse of Port McNeill, and William Stewart

of Prince George will teach in Jamaica.

William Allison of Cranbrook, Doris Brozuk of Saanich, Dale Johnson of Chilliwack and Donald Unger of Cowichan will be in Thailand.

George Gordon of Richmond and Henry Markey of Prince George will be in India; Kenneth Johnson of Central Okanagan will be in Belize; Roderick MacLachlan of Abbotsford will be in Gambia; Jacob Penner of Prince George will be in the British Virgin Islands, and Clayton Rutherford of Campbell River will be in Ghana.



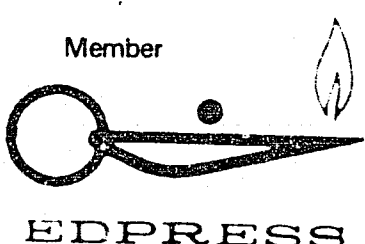
The BCTF has expressed its concern about the reported conduct of some members of

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

newsletter

Editor
ARNIE MYERS
Editorial Assistant
RALPH MAURER

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. Letters to the editor and signed articles contained herein reflect the views of the authors and do not necessarily express official policy of the BCTF. Unsigned articles are the responsibility of the editor.



The payment required for a teacher to maintain her own and her employer's share of her pension contributions while she is on maternity leave is 14 per cent of salary, not 13 per cent as stated in the Newsletter of May 24. The effective date of the new policy is April 26, 1979, not April 16.



Mavis Guretzki of the BCTF's learning conditions work group has resumed her maiden name, Mavis Lowry.

Vernon model involves entire staff

From page 1
of operation it is expected that this money will almost cover expenses.

Project TEACH is designed to be taken by small groups of volunteers — no more than 24 to a class — and one of the few difficulties arising is that there is limited possibility for follow-up.

When the course is over and teachers go back to their own classes, there is a danger that it will fade from their minds.

A way out of this predicament is being sought. The spring RA asked the Professional Development Advisory Committee and PD staff to consider the possibility of paying Project TEACH fees for grads who want to take refresher courses. An advanced Project TEACH course is also in the works. An experimental approach tried by teachers at West Vernon Elementary School this spring could provide one answer to the follow-up problem.

West Vernon's approach is a radical departure from the Project TEACH format used wherever the course has been taught. In Vernon, instructor Dan DeGirolamo's class consists of the entire 24-person staff of West Vernon Elementary. It's taught on Friday afternoons during a block of time the school's modified week has left for professional development activities.

The West Vernon model has the advantages of involving teachers who otherwise would not be inclined or able to take Project TEACH, and it enables course graduates to benefit from the follow-up that comes

as a result of working closely with fellow grads.

West Vernon principal Charlie Pierce heard of Project TEACH and was impressed. "I thought it would be an excellent program for the whole staff to take," he says. Staff member Joan Davidson was sent to take the course as the school's representative last fall. "She was so enthusiastic about it, I didn't have to do any selling at all," Pierce says. He



DAN DeGIROLAMO

persuaded the Vernon school board to pay the \$2,400 tuition bill out of professional development funds, on the condition that the whole staff take the course. The board also paid for DeGirolamo's substitute.

The key to the West Vernon approach's success was having everybody on staff involved, Pierce says. "I think it would be a disaster for us for two or three people not to take it."

There was some resistance from staff members to the ap-

proach. "The resistance here emanated from the fact that some people felt they didn't have a choice," says instructor DeGirolamo. Pierce says the reaction "was an emotional decision. I don't think it was a reaction against the course itself."

Pierce also says some of the reluctance arose from the fact that some staffers perceived the plan as a comment on their teaching ability. Project TEACH can be very hard on the ego, Pierce concedes.

"If I go out and play ball with some of the kids and drop the ball, that's okay because I'm not expected to be a hotshot ball player. But a lot of teachers don't want themselves to be exposed to a colleague in any way that might endanger their feelings of security. That's the basis of the apprehension of people taking the course."

Course material, primarily aimed at junior and senior secondary school teachers, and timing of the lectures were also the source of some dissatisfaction.

On the whole, though, the course, and the total-staff approach, met with approval of the West Vernon staff.

"You're not going to get 100-per-cent support but that's the most successful way of running it, and I think it's been successful," learning assistance teacher Neilane Thomas says. "The nice thing about it is that some people who may have hung back a bit and felt it wasn't for them have actually taken part and it's been even more beneficial than they thought it would be. Some of it's bound to rub off."

Brian Pierrot, a Grade 5 teacher, had his doubts when the course started, but now feels much more positive about it. If your school goes the West Vernon route, he suggests, schedule the course for early in the week. "Personally, I don't like the idea of having it on Friday afternoon. If you'd like to take the course, it should be taken at the beginning of the week, when you could benefit more from assignments, because you have classes right after to practice in. At the end of the week everybody's drained."

He also says the course is more suited to teachers with little or no classroom experience, but "some people who think there isn't anything in it for them might benefit."

Joan Davidson, a kindergarten teacher, says the course is different when taken together with the staff, and prefers to do it that way. Classroom performance still improves, she says, but the main benefit is that there is much more communication between staff members. "I'm getting more out of it in terms of my relations with teachers, rather than my relations with students," concurs Thomas. "I think it's good for the staff to take it as a whole because they may learn to relate to one another."

DeGirolamo, an enthusiastic proponent of the West Vernon model, says teachers should be able to use the time for an alternative PD activity.

"If there's a weakness in dealing with one group of people, it's assuming an adequate degree of readiness on

everyone's part. Unless people are willing to take it, it's a waste of time, really.

"If you give people the opportunity to make a commitment, then they have a stake in making it a success. If you make a decision, then the responsibility for success falls back on you, and they don't have a stake in it... There has to be an opportunity for people strongly disapproving of the program to do something else."

But Pierce insists the advantage of the West Vernon model is the result of the fact that the entire staff is involved.

DeGirolamo also thinks the program can only be successful at small schools. The class of 24 at West Vernon is a little large, he says; an ideal class size would be 15 to 18.

Meanwhile, plans for next fall's Project TEACH classes are going ahead. New instructors, to be trained this summer, have been chosen, and PD staff are examining the possibility of obtaining university credit for taking Project TEACH.

For more information on Project TEACH, contact Elaine Darnell of the BCTF's PD staff at 731-8121/Intratel 731-0474.

Fast action saves teacher job

Concerted action by a Kimberley teacher, officials of her local association and BCTF staff has saved the teacher's job.

Allison Ransom, a recent arrival from Ontario, teaches commerce courses in Kimberley. Early in May she was told there would not be enough commerce students in 1979-80 to maintain all the district's commerce teachers and that her appointment would be terminated.

The case was reported to BCTF by Betty West Sells, Kimberley LC chairperson. Mavis Lowry of the federation's Learning Conditions work group talked with Ransom and officers of the Kimberley local to explore possible alternatives to termination and to work out an action plan.

Both Ransom and the Kimberley Teachers' Association asked to address the school board at its regular meeting May 15.

Meanwhile Lowry talked to school board secretary-treasurer D.A. Hersey and Superintendent Bob Johnstone about the case.

Johnstone first wrote to other B.C. superintendents on Ransom's behalf, then framed a proposal for the board to put her on half time teaching commerce and half time working with handicapped students.

At the May 15 meeting the school board listened sympathetically to presentations by Ransom and the Kimberley local, congratulated her on her conduct, apologized for causing her distress, and offered her the job Johnstone had proposed.

A week later Ransom accepted.

Membership cards axed by RA

From page 1
job by his or her own school district or found one elsewhere.

Ben Thomas, chairman of the BCTF Finance Committee, warned that the \$1.2-million reserve fund would be exhausted by 62 firings and that it would have to be replenished next year by a \$40-a-member levy.

President-elect Al Blakey opposed the motion as "a unilateral RIF (reduction-in-force) clause" which would "grease the skids" and make it easier for boards to fire teachers. He said he would rather see the federation spend

money to mobilize locals for mass action against layoffs.

However, the RA did pass a motion proposed by Frances Worledge of VESTA urging the executive to "do all possible financially and tactically to assist local associations to carry on summer assistance programs for any teachers receiving termination or transfer notices during the summer."

It passed another by Bill Meyerhoff of Burnaby asking the executive to have prepared for the fall RA a "substantial public relations program supporting children's educational needs in this era of declining enrolment."

In other monetary matters the RA increased the BCTF's car mileage allowance to 26 from 24 cents and added \$1 to its dinner allowance, making it \$12.

The assembly also reaffirmed the policy that the BCTF should pay on-site (hotel and meal) expenses as well as travel expenses for local representatives attending federation-sponsored regional conferences, but agreed to hold the policy (which would cost \$28,000) in abeyance for the coming year.

However, the federation will pay travel and on-site expenses for representatives at provincial conferences, at a cost of \$63,000.

The tone of this RA was serious and decorous. Delegates and staff noted a marked

diminution in the rancor that has characterized recent RAs.

One potentially divisive issue — the Sundby case — was played down.

A notice of motion on the case from the January RA was withdrawn. It sought to hold open the job formerly held by Ralph Sundby until "all appeal procedures set up by this Representative Assembly are exhausted."

(Sundby was dismissed from his position as an assistant director in the BCTF Professional Development Division Feb. 28. His dismissal is under study by a review panel, which is expected to report in time for the fall RA.)

The Sundby case came up only once, when Bill Meyerhoff of Burnaby asked executive members to explain why they had voted at their April 19-21 meeting against holding open a Learning Conditions position until the review panel had reported. The position was filled at the executive's May meeting.

President Pat Brady explained that staff are needed now in LC and other areas to carry on the federation's 1979-80 programs.

The assembly defeated, by a narrow margin, an Executive Committee recommendation that it delete policy statement 2.F.22.

That statement reads: "That the differential between the salaries of classroom teachers and those of administrators

should be much smaller and therefore more realistic."

The executive said the statement was a hindrance in salary bargaining and asked that it be deleted pending an adequate analysis of salary differentials.

The assembly rejected this recommendation by a vote of 252 affirmative to 263 negative, with 1 abstention and 37 absent.

The longest debates of the assembly — on appeals by two members for legal aid — were held in committee. Discussion went on from 7:30 p.m. Friday to 1 a.m. Saturday and again for two hours Saturday afternoon.

In one case the member was granted \$1,500. In the second the member's specific request was denied but the executive was advised to approve aid should the member elect to pursue a different course of legal action.

The results of RA elections were:

For RA chairpersons: Al Paterson of VESTA and Len Traboulay of Burnaby;

For RA Agenda Committee: Mick McGarry, COTA; Owen Corcoran, Prince George; Maureen MacDonald, VESTA; Joan Robb, Sechelt; and Dave McClean, Langley;

For the BCTF Judicial Committee: Terra Columbus, Delta; Tomo Naka, Nelson; and Geoffrey Trunkfield, Vancouver Secondary;

For Ombudsperson: Max Malthus, Peace River South.

Skelly, Miller off to Ottawa

From page 1
Edgewood Elementary in Prince George-Bulkley Valley; Carol Langford, on leave of absence from the Surrey school district, second in Surrey-White Rock-North Delta;

Ron Anderson of Kamloops's Westsyde Secondary, third in Kamloops-Shuswap, and John Powell of Spring Valley Junior Secondary in Kelowna, third in Okanagan-North.

Meanwhile, Social Credit's Frank Calder, who lost his Atlin seat to teacher Alan Passarell of the NDP by one vote, plans to appeal the result.