

newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

Vol. 18, No. 6

BROADWAY PRINTERS LTD.

DECEMBER 11, 1978

Goes too far

Federation against new labor bill

The B.C. Teachers' Federation has taken a strong stand against the inclusion of public-sector trade unions under the provincial government's Essential Services Disputes Act.

The threat to these unions exists in Section 11 of the West Kootenay Schools Collective Bargaining Assistance Act, introduced as Bill 46 in a special session of the legislature Dec. 8.

Most of the bill dealt with measures to end the six-week-long strike/lockout of West Kootenay schools. It sent the non-teaching employees in the schools back to work and set up a new mediation process to try to resolve the dispute. If mediation fails, the bill provides for binding arbitration.

But the controversial Section 11 would place employees of schools, colleges, universities, municipalities, regional and water improvement districts under the Essential Services Disputes Act.

This section was passed by the legislature but is not yet in effect. It can be proclaimed by the cabinet at any time. Labor Minister Allan Williams said it will not be used unless research by his department indicates this is necessary.

It would mean, Education Minister Pat McGeer told Vancouver broadcaster Gary Bannerman, that "something of the kind that happened in the West Kootenays would never happen again."

Under the Essential Services Disputes Act, the government has the power to break off any strike or lockout in the designated public service if it concludes that there is "an immediate and serious danger to life, health or safety" or that there is "an immediate and substantial threat to the economy and welfare of the province and its citizens."

In such a case the govern-

ment can send the striking or locked-out employees back to work, impose a cooling-off period and continued negotiations, or appoint a special mediator.

However, this act does not give the government power to compel a settlement or impose binding arbitration. This can be done only on the request of the union involved.

The BCTF Executive Committee discussed the controversial legislation at its meeting Dec. 9 and asked President Pat Brady to state the federation's opposition in a press release (see box page 4).

The B.C. Federation of Labor, the Canadian Union of Public Employees (the union involved in the strike/lockout) and other labor organizations also strongly attacked Section 11.

The parties to the dispute were five CUPE locals, the school boards in Nelson, Trail, Castlegar and Grand Forks, and Selkirk College in Castlegar. The strike/lockout had drastically reduced operations in some schools and had begun to have serious effects on the education of 14,000 students.

Premier Bennett called the legislature into special session to pass the back-to-work bill after Labor Minister Williams failed to resolve the dispute by meetings with the two sides.

Wages and working conditions did not seem to be the central issue in the dispute. The major issue seemed to be zonal versus local bargaining. The four school boards had joined to form an accredited bargaining unit and wanted to negotiate with the unions as a group.

The CUPE locals, like local teachers' associations, insisted on the right to deal directly with their individual school boards.

Six days before the special legislative session, teacher representatives from Nelson and Trail met Williams and McGeer to express their concerns about the harmful effects the strike/lockout was having on their students.

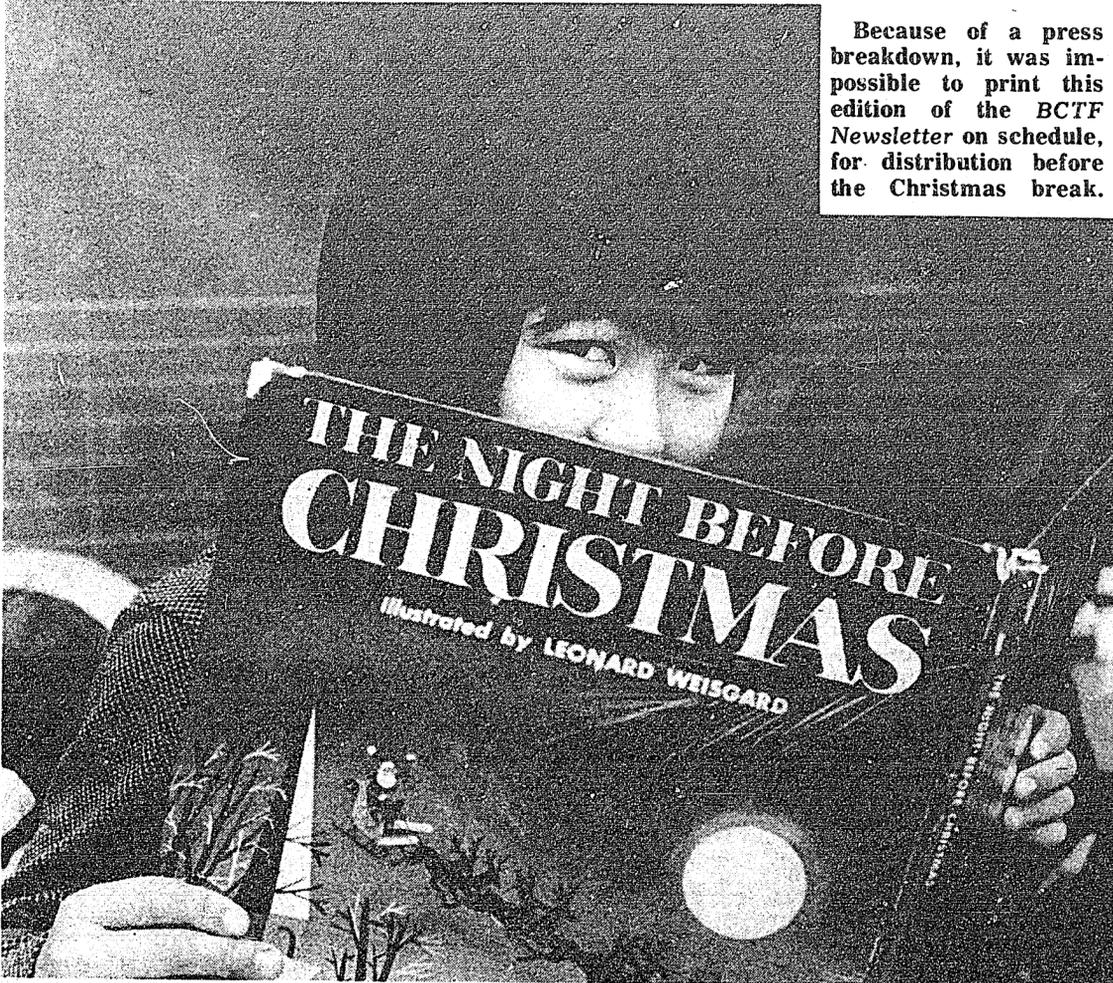
Pat Brady had helped to facilitate the Nelson District Teachers' Association request for the meeting. He wired the two ministers, asking them to use their good offices to "help bring about a settlement of the dispute... so that teachers can provide a proper and full education to their students."

At the meeting were Christine Willans, president, and Bob McLure of the Nelson local, and Cliff Read, president, and John McGregor, vice-president, of the Trail District Teachers' Association. BCTF First Vice-President Allen Blakey and General Secretary Bob Buzza were present as observers.

The 750 West Kootenay teachers and their 14,000 students had been caught in the middle of the dispute. The schools continued to operate and teachers met their classes as frequently and for as long as they could. But many schools had to operate far below their normal level of service.

(continued on page 4)

Because of a press breakdown, it was impossible to print this edition of the BCTF Newsletter on schedule, for distribution before the Christmas break.



(photo by Glenn Baglo)

Harry Yang, Grade 2 student at Charles Dickens Elementary School in Vancouver, sneaks a preview peek at Christmas.

Mill rate climbs to 41.68

Gov't continues pattern of forcing up local taxes

President Pat Brady has condemned the provincial government for adding to the school-tax bills of local property owners.

School boards throughout B.C. have been told that the basic mill rate for school purposes must go up from this year's 39.75 mills to 41.68 mills for 1979. The basic mill rate is the minimum amount that school boards are required to raise from local taxation.

"We are surprised by this announcement by the minister of education," Brady said, "and we totally disapprove."

"Since the present government took office we have seen the basic mill rate escalate by more than 57 per cent, from 26.5 in 1975 to 41.68 today."

"This government is continuing its pattern of forcing school boards to raise an ever-increasing proportion of school costs from local taxpayers, when it should be doing exactly the opposite."

The BCTF has repeatedly urged the government to adopt a 1975 royal commission recommendation that the government assume 75 per cent of the costs of public schools by 1980.

Brady said the government had announced earlier that it would take over all costs of the province's 14 community colleges, part of which have been paid in the past by local taxpayers.

"This was supposed to reduce the mill rate by 1.85 mills," Brady said. "But now they've added almost two mills."

"This government offers tax relief to the homeowner with one hand, then socks it to him with the other."

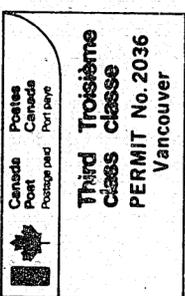
"We believe the public will see through this charade of financial manipulation and that the government will suffer at the ballot box."

Brady said the federation is arranging a meeting to discuss education finance with Premier Bennett and his cabinet.

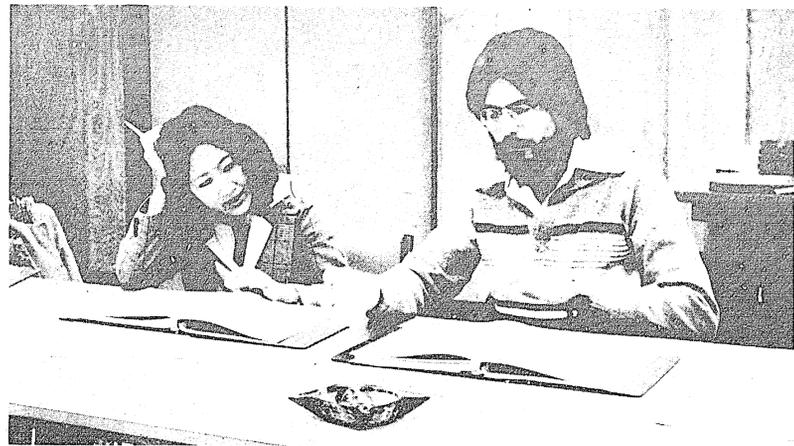
"We insist that education benefits all of society," he said, "and that it is not fair to expect property owners to bear a higher proportion of the costs every year."

"We expect the government will listen to our concerns, particularly to our request for a large increase in the homeowner's grant to offset the increase in taxes that will result from this change in the mill rate."

Brady said the federation will continue to press its Proposition Fairtax, which calls for a reduction in the mill rate and larger provincial grants to school boards, as well as increases in the homeowner's grants.



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



Lower Mainland teachers Mary Kazuto (left) and Phil Arnold are engrossed in their Project TEACH session.

Check these dates

Consider Project TEACH

By ELAINE DARNELL
Division of
Professional Development

This fall, the BCTF offered Project TEACH (Teacher Effectiveness And Classroom Handling), a professional development program of practical skills and options for the classroom teacher. Interest was high: 257 participants registered in 16 classes, and comments from instructors and "students" indicate that the program is proving its usefulness.

The program resulted from a detailed study of master teachers by innovator Joe Hasenstab and his staff at Performance Learning Systems.

These outstanding teachers were observed to have techniques in common, which made their classrooms different from those of less successful teachers. They used verbal skills, non-confrontation strategies and problem-solving techniques to maintain a positive atmosphere in their classes, and to acknowledge the worth of each individual student.

These skills have been distilled and organized into an intensive but rewarding 12-week in-service program.

Instructor Jack Tearne, from Chilliwack, said in an interview that Project TEACH "doesn't attempt to alter a teacher's style. It doesn't advocate a permissive or a terribly restrictive situation, but encourages teachers to develop some helpful strategies they have probably heard about, or already know."

Dan DeGirolamo, instructor in Vernon, points out that "The course doesn't provide any quick answers. Practising the skills is hard work, and a three-hour session at the end of a teaching day is quite a strain. But the teachers in my group

are saying that things are changing direction in their classrooms, they are working more constructively with their students, that a few times they have been able to head off a painful, confrontation situation. They are building on their success."

What do the participants say?

Pat Bohaker, a Victoria counsellor and English teacher, said, "The course was helpful in my report card comments. It is making a difference." George Dobson from Duncan found that, "sharing the classroom experiences with the other teachers" was enjoyable and constructive.

Mike Hill, a Grade 3 teacher from Penticton called it "an excellent course — the most practical and positive ideas I've come across. Good reinforcement of skills and exchange of ideas." His opinion is shared by another Penticton teacher, Dawn Harper who commented, "This is excellent. I have sharpened my awareness of the communication skills that I am already using. It has introduced me to new skills as well."

Project TEACH instructors are outstanding B.C. teachers, sharing their time and talent with their colleagues in the true spirit of professional development. Superintendents and school boards have been supportive too, co-operating with instructors in finding facilities for the class, and providing financial assistance for teachers who have successfully completed the course.

Education Minister Pat McGeer has encouraged school boards to co-operate with the BCTF in the provision of this program, along with other professional development services, and went on to congratulate the federation for

"undertaking a renewed thrust in professional development."

Project TEACH classes will be offered again in the spring term, in the following locations. Check the blue-and-white poster in your staffroom for details, and register with the instructor nearest you.

Salmon Arm, Wednesday, Jan. 10, 7:00 p.m.; Quesnel, Saturday, March 10, 9:00 a.m.; Prince George, Wednesday, Jan. 3, 7:00 p.m.; Victoria, Tuesday, March 6, 7:00 p.m.; Chilliwack, Tuesday, Jan. 30, 7:00 p.m.; Abbotsford, Saturday, Jan. 20, 9:00 a.m.; Richmond, Wednesday, March 7, 4:00 p.m.; West Vancouver, Tuesday, March 6, 5:30 p.m.; 100-Mile House, Saturday, March 3, 9:00 a.m.; Terrace, first week of March; Fort St. John, Thursday, Jan. 18, 7:00 p.m.; Kamloops, Monday, Feb. 5, 7:00 p.m.; Vernon, Thursday, Feb. 1, 7:00 p.m.; Penticton, Wednesday, Feb. 7, 7:00 p.m.

Post-Sputnik science courses due for change, says report

Kenneth V. Strong, president of the 1,100-member B.C. Science Teachers' Association, says he welcomes a PLAP report that calls for a major revision of the science curriculum for B.C.'s junior secondary schools.

This was only one of 21 recommendations in the report, prepared by Dr. E. D. Hobbs, assistant professor of science education in the Faculty of Education at the University of B.C. It's the latest in a series of Provincial Learning Assessment Projects for the Ministry of Education.

The science curriculum at the junior secondary level badly needs revision, Strong said.

"The basic problem with our curriculum is that it's based on a philosophy that was prevalent in the 1960s. It was introduced early in the post-Sputnik era and seemed to be based on the notion that we should train all our students to become professional scientists.

"Times have changed. So have teaching philosophies, and the needs and wishes of society. But the curriculum hasn't. Many of our junior secondary students find the prescribed courses boring and ir-

Letters

Integrity of information?

The following is a letter from Al Blakey, BCTF first vice-president, expressing concern about an article in EDGE on an ERIBC survey of support for independent school funding, to Dr. Lloyd McDonald of ERIBC.

In the October/November 1978 issue of your organization's publication, *Edge*, a table is printed indicating responses to the study, "Consequences of Funding Independent Schools in British Columbia." Eighty-three per cent of all parents and 75 per cent of all teachers are reported to have responded positively to the public funding of independent schools.

This information is a misrepresentation of the facts.

The sample supposedly representing all parents comprises twice as many independent school parents as public school parents (882 to 419). All teachers are represented by 364 independent school teachers and 156 public school teachers.

The proportions in the above sampling are hardly, to put it kindly, reflective of each group's real proportion in the population.

In a recent meeting with you and your associates, Drs. Erickson and Manley-Casimir, federation representatives expressed a strong concern about the possibility of exactly this type of misrepresentation. We were assured that such a thing would definitely not happen.

It has. I would trust that in the next issue of *Edge* the ERIBC will draw attention to its error and ensure the integrity of its research information.

Al Blakey,
First Vice-President,
BCTF,
Dec. 4

Surprising appointment

It was with some surprise that I learnt of the identity of the member appointed by the Executive Committee at their Nov. 3-4 meeting to serve as learning conditions co-ordinator for the North Coast zone. It is my understanding that a clear majority of the locals in our zone had expressed support for the only other candidate. Should I conclude that the executive, none of whom is from the North Coast zone, are aware of some pertinent facts of which the affected locals are ignorant?

I am reminded of an incident about a year ago wherein the BCTF executive rescinded an

appointment to the provincial LC Committee on the grounds that the appointee did not have the support of a majority of the locals in his zone.

Are the executive members unaware of the difficulty in recruiting capable members from our area to serve in such voluntary positions? And do they believe that locals shall continue to give serious consideration to providing input to the executive concerning such appointments?

Gary A. Tupper,
GR (Terrace),
Past member, Provincial
LC Committee
Nov. 17

Some friendly rivalry maybe?

They all cook, sew and take industrial ed.

By MARDEE GALT

"Anything you can do I can do better."

This is part of a song lyric from the 1940s musical *Annie Get Your Gun*, which was about nineteenth century people.

In the musical, sharpshooter Annie Oakley and her arch-rival in Buffalo Bill's travelling Wild West show, sharpshooter Frank Butler, carry on their competition in song.

"Can you bake a cherry pie?" asks Annie in the song.

"No," replies Frank.

"Neither can I," says Annie, with relief.

Annie, who did not fit the female stereotype of her day, subsequently married Frank Butler. History does not record if either of them learned how to bake a cherry pie. But if one of them did, it would undoubtedly have been Annie.

Needless to say, society has changed radically since the nineteenth century.

Today, in a growing number of secondary schools throughout the province, co-educational integrated home economics and industrial education programs are compulsory for Grade 8 students.

These programs give boys and girls an opportunity to be introduced to practical life skills that have been traditionally stereotyped as relating to either man's or woman's "work."

Regarding enrolment of students of either sex in home economics and industrial education classes, J. R. Meredith, provincial superintendent, education programs states: "We recognize that school administrative policies with regard to assignment of pupils must take into account practical factors such as available staff, facilities and time schedules, but selection cannot take place on the basis of sex alone."

At Sir Charles Tupper Secondary School in Vancouver, a compulsory Grade 8 integrated home economics-industrial education program is in its second year, with 308 students enrolled in the 1978-79 term.

They learn, in separate six-week sessions, about foods, clothing, crafts relating to the great outdoors, woodwork and metalwork. Drafting, electricity and an introduction to electronics are also combined in a six-week session as part of the program.

Boys and girls share tables and assignments in foods, learn about balanced diets and follow simple recipes; in clothing they learn how to operate a sewing machine and sew kitchen or shop aprons; in crafts they design and sew backpacks, while learning camping and hiking fundamentals centring on outdoor survival; in metalwork and woodwork they learn care and safe use of basic tools and complete simple projects.

The combined drafting/electricity/electronics course combines the teaching of precision in drawing (particularly helpful in making patterns), electrical safety rules and simple electrical repairs



Rosa DeSanto looks as if she's sizing up a shooting iron. Actually she's sizing up a jack-plane in her woodworking class.

around the home. The students also learn, through demonstrations, what electronics is all about.

The teachers involved in the integrated Grade 8 course — Joyce Friedrich, Gail Purba, Donna Cole, Sid Iwata, Jim McLean and Chris West — enjoy teaching their specialties to mixed classes and feel that the program is both valuable and successful.

Boys frequently rate A's in sewing because most enjoy working with machinery, and take readily to cooking because they like eating. And many of the girls are tops in traditionally "male" subjects.

The integrated program was initiated by home economics department head Joyce Friedrich and industrial education head Bill Jeffers after they had observed programs already in operation at Vancouver's David Thompson and Point Grey secondary schools. (Windermere and University Hill schools also have similar programs.)

Says home economist Friedrich, "This liberates boys and girls from stereotypes a bit and starting them out at a young age helps.

"One of the teachers tells them that it gives them one more skill for their bag of tricks. After all, women should know how to make household repairs and men should know basic nutrition, cooking and maintenance sewing.

"And if a student doesn't like a particular part of the course, he or she need only endure it for six weeks."

Industrial education head Bill Jeffers says, "This type of program, coinciding with declining enrolment, gives us a chance to sell our product to twice as many students. And today we're fighting for the scraps of the outer core subjects — scraps created by increasingly prescriptive university entrance requirements."

Both Friedrich and Jeffers say that the only disadvantage to the program is that the amount of course content is reduced and this has caused re-

duction on the part of many teachers.

"I can see an industrial education teacher looking over the old course and wondering how he could cover enough ground in the time," says Jeffers.

"Our idea is to teach a few practical skills, and show the students, when it comes time to choose electives, what we have to offer. And it gives them a head start.

"We get out of the boy-girl situation — tell them that if these courses come easily and they feel comfortable taking them, they might consider continuing."

Although one parent phoned saying, "There must be some mistake. My son is in sewing," the majority of parents seem to be strongly in favor of the program. There have been only three or so phone calls — mostly of an inquiring nature — from parents of the 629 children who have been registered in the integrated program during the last two years.



Kalwinder Dayal (left) and Laurence Chou man the sewing machines while Mike Droegge (right) puts some finishing touches on a tea towel.

"Metalwork and woodwork are a new experience because usually just boys got to take them. If I like them I'll take them next year," says another girl, "and I may find a hobby."

One boy was glad of an opportunity to learn how to sew and operate a sewing machine.

"If I need a button sewn on or pants hemmed I have to do it myself at my house. Everybody else is too busy," he says.

About cooking, another young man said, "It's fantastic — I love it. I've learned how to follow recipes and maybe I can learn to be a chef."

Donna Bryant, reporting on the integrated Grade 8 program at Nechako Senior Secondary School in Vanderhoof says, "The feedback from students in favor of the program has been tremendous, and parents have been pleased too. (I suspect a few have been pleasantly surprised.)"

One parent commented, "It's about time!"

Throughout the province, however, the overall average of industrial education students who are female is only 9.2 per cent so far and the number of boys in home economics programs is 20.8 per cent, according to Ministry of Education statistics.

There are sharp differences among districts. Central Coast, Windermere and Fort Nelson lead in the percentage of girls taking industrial education courses in all secondary grades, and Fort Nelson, Golden and Princeton are top-ranked in percentage of secondary school boys taking home economics subjects.

Progress throughout the province in both integrating and interesting boys in home economics, and girls in industrial education, may be slow but chances are, if an updated version of the musical *Annie Get Your Gun* were to be presented in the future, some of the song lyrics might be changed.

Both Annie Oakley and Frank Butler would be able to bake a cherry pie.

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

newsLetter

Editor
ARNIE MYERS
Associate Editor
MARDEE GALT

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.

2 — DECEMBER 7, 1978

Learning conditions gains difficult to achieve

By RALPH SUNDBY

A new learning conditions kit has been sent out to local associations. It contains resource material for teachers attempting to obtain contract provisions on preparation time, lunch breaks and pupil supervision.

The kit was prepared in response to an increasing number of requests from teachers who want to gain greater control over the dimensions of their job.

It is not surprising that teachers, particularly elementary, are becoming impatient at their lack of success in obtaining adequate preparation time and freedom from burdensome demands on their energy in the form of noon supervision and other such tasks.

The job of the public school teacher is extremely diverse and demanding. Trends in recent years have made the job more, rather than less, difficult. Smaller classes bring with them the expectation that teachers will adopt teaching methods that are more individual and small-group-oriented. Organizing pupil activity rather than using large-group instruction is the order of the day. Obviously the favored methods require much more time and effort for planning and preparing materials. Even the pupil contact time is more strenuous when these methods are adopted.

The '60s and '70s have brought with them much freer attitudes regarding pupil conduct. Blind respect for teachers as authority figures is no longer common in a society where critical thinking is valued.

The overall role of schools in each child's development has expanded and become more complex. Amid the back-to-basics cries there have been clear demands to continue to meet diverse needs of students for lifeskills and cultural development. This message rang out clearly during the 1977 core curriculum debate.

Growing expectations of schools have gone largely unnoticed in terms of their effect on the workload and strain on teachers. Perhaps even less noticed has been the expansion of student clientele as a percentage of the total school-age population. Previously student dropouts were more frequent and a lower percentage of children entered high school. An even smaller portion graduated. Thirty years ago only the fittest survived to complete all or part of high school. Now teachers face virtually all youngsters including the unfit, the unwilling and the outright hostile. The effect on workload is obvious and the toll is expressed in a variety of emotional, physical and mental health problems. Teachers rank among the highest in incidence of mental illnesses. Many leave the profession for other pursuits, "burned out" from the strain.

For several years B.C. teachers have been seeking a maximum instructional week of 20 hours and have set 23 hours as a tolerability limit. Some secondary teachers have achieved teacher-pupil contact times below 20 hours per week but too many 24- and 25-contact-hour weeks still exist particularly in elementary schools. Most surveys bear out the rule of thumb that the total work week is approximately double the pupil contact time. Work weeks of 50 to 60 hours are not uncommon.

Success has been difficult to come by. Class size has been a competing and justifiably higher priority with BCTF members. In spite of this, progress has occurred — a little here, a little there, mostly as a result of individual local associations making a great effort. Pursuit of time-control provisions should not be thought of solely as teacher benefits nor as working conditions. The learning conditions for pupils are very much interrelated with teaching conditions and no apology need be made for vigorous pursuit of better time provisions.

Room to Learn booklets ready

A set of three booklets, entitled *Room to Learn*, has been prepared by the BCTF School Buildings, Grounds and Facilities Committee for use by teachers, administrators and school boards involved in planning construction or renovation of school buildings.

Booklet one, *Room to Learn, A Teacher's Guide to Planning Functional School Facilities*, is an overview of the planning process and has been sent to all schools.

Booklet two, *Room to Learn, A Planning Kit for Functional Programs*, is a guide for writing a "functional program" that can be presented to architects engaged to design school facilities. The booklet also contains a guide for evaluating school facilities. It is available from the BCTF Division of Professional Development.

Booklet three, not yet in print, will contain reference and background material. It will be available from the BCTF Resources Centre.

Order book from BCTF

Sales of C. D. Ovans's book, *Behind the Looking Glass: Toward the Educating Society* are being handled by the BCTF Lesson Aids Service.

The book, commissioned by the Executive Committee when Ovans retired as general secretary of the federation, sells for \$3.75.

During his BCTF career Ovans gained the reputation of being one of Canada's leading analysts of education. His book is a distillation of his views on education after a lifetime of studying it.

A feature review of the book appeared in the Sept.-Oct. issue of *The B.C. Teacher*.



H. P. Bell-Irving (left), lieutenant-governor of B.C., unveiled a commemorative plaque at the official opening of the new Teachers' Investment and Housing Co-operative office in Vancouver. Board president T. Eric Tongue is at right.

From page 1

West Kootenay dispute

Without their non-teaching employees, schools had problems with heating, sanitation and transportation. Schools with automatic gas-fired furnaces continued to operate more or less normally. Those with oil-fired steam heating plants, which require supervision, had more difficulty. A minimal level of service was provided but these schools were often either too hot or too cold.

In those schools, classes met for only a few hours a day and in some cases for only two or three days a week.

The West Kootenay teachers told the ministers that this reduced level of operation and the lack of continuity were having serious effects on many of their students, particularly those below average and those preparing to write scholarship exams.

Teachers and students generally crossed the CUPE picket lines without difficulty, but in Trail mass picketing by CUPE — to protest the use of a "phantom" heating engineer — blocked the entrances to three schools. Teachers were diverted to other schools and

students were sent home for the day.

The teachers, like their students and many others in the West Kootenay, were anxious to see the dispute settled, but on a fair and reasonable basis. Their representatives stressed to McGeer and Williams that when the situation was finally resolved, teachers, students, parents, trustees and CUPE members would have to be able to continue to live and work together.

McGeer commended the teachers for trying to fulfil their responsibilities under difficult conditions.

Earlier, BCTF officers and staff members had been active in providing advice and assistance to teachers in the four affected districts.

President Brady and staff member Mohammed Shamsher flew to Castlegar to meet the presidents and other officers of the four locals Nov. 22. The next day Brady went on to visit the Trail local and attended a general meeting of the Nelson association that night.

Earlier Blakey had gone to Nelson for a general meeting.

Conference on enrolment in Jan.

A BCTF provincial conference on declining enrolment will be held Jan. 19 and 20 at the Sheraton Landmark Hotel in Vancouver.

Purpose of the conference is to provide delegates from local associations with relevant information on declining enrolment and assist them to develop effective responses in their districts.

Conference workshops will focus on strategies to avoid teacher layoffs, the monitoring of school board budgets, part-time teaching, temporary appointments and transfers, employment of women, and public relations.

The BCTF will pay the traveling expenses for one delegate from each local association. Additional delegates are invited to attend but their expenses will have to be met by local associations.

Representatives from "growth" and "stable" enrolment districts are also invited, inasmuch as many of the strategies to be discussed will be useful to them as well.

Conference registration forms are being sent to local association presidents and additional information may be obtained from Wes Knapp or Donna Coulombe at the BCTF office.

Back pay for Calgary teachers

Teachers now in B.C. who taught in Calgary any time from Jan. 1 to Nov. 30 of this year may have some retroactive pay coming to them.

Calgary city teachers have accepted a memorandum of agreement retroactive to Jan. 1.

Those eligible for retroactive pay include substitute teachers (clause 6 of the collective agreement), part-time continuing education counsellors, and those who taught night school, Saturday morning classes, board-sponsored tutoring classes, in-service classes and classes other than in-service classes (clause 7.1.1. and 7.1.2.).

Apply before Jan. 1 to Mrs. E. D. Letourneau, Calgary Board of Education, 515 MacLeod Trail S.E., Calgary, Alberta T2G 2L9.

The BCTF Position

The following statement on the West Kootenay Schools Collective Bargaining Assistance Act (Bill 46) was issued by President Pat Brady, Dec. 9 after a meeting of the federation's executive committee:

We strongly oppose the threat to include public sector workers under the Essential Services Disputes Act.

We obviously were concerned about the situation in the West Kootenays and recognize that action had to be taken to allow our teacher members and their students to return to normal conditions in their classrooms. However, the legislation brought forward by the government goes far beyond what was needed to end the strike/lockout. It is a threat to free collective bargaining to all unions in the public sector.

As teachers we have accepted a form of collective bargaining which can end up in compulsory binding arbitration. We do not have the right to strike. However, we have always supported the right of other groups of workers to use the strike tactic when other means fail to bring about a settlement. If non-teaching school employees and other public sector workers are included under the Essential Services Act, they may lose something that has taken years to gain.

The major issue in the West Kootenay dispute appears not to have been wages or working conditions but the question of whether the CUPE locals should be allowed to bargain with their individual school boards or, on the other hand, whether they would be forced to deal with an employer's association.

Without reservation we agree with CUPE and their desire to bargain locally and directly with their own school boards. This is a right we have insisted on for ourselves and we believe it should continue to be available to our fellow workers in the school system.