

BCTF Newsletter

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MARCH 13, 1980

Better sick leave provisions sought

The provincial government has received a brief from the BCTF urging changes in the statutory sick-leave provisions for teachers in the Public Schools Act.

The 14-page brief, approved by the Executive Committee and presented to the government in late February, makes four major recommendations:

- Twenty days of sick leave should be granted at the beginning of each school year, with that amount prorated appropriately for mid-year and part-time appointments.

- Accumulated sick-leave days should be portable from one school district to another.

- The 120-day limit on the use of accumulated sick leave in any one school year should be deleted.

- Provisions should exist for school boards and local associations to arrange supplementary sick-leave benefits at the school district level.

A meeting to discuss the brief was requested by BCTF President Al Blakey when he met with Education Minister Brian Smith on February 20. No date has been set for the meeting.

In developing the draft, the Income Security Committee paid particular heed to federation policies 44.01(b) and (c).

Policy 44.01(b) reads: "Minimum sick leave protection should be provided by statute and be based on the insurance principle, or the service principle whichever provides the better protection to most members."

Policy 44.01(c) reads: "Sick leave

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Heritage Day was celebrated on February 18 by Howay Elementary School in New Westminster. Teachers, students and parents participated in the day-long event, which featured displays, a square dance, and other activities recalling Canadian history. Here, a primary schooler learns to bake the way her foremothers did.

Heavy agenda for AGM

Delegates to the 1980 Annual General Meeting face the heaviest agenda in years.

A total of 92 recommendations of the Executive Committee or Representative Assembly and 39 resolutions from local associations are scheduled for debate, yet the AGM traditionally has been able to handle only half that workload.

The AGM will be held at the Hyatt Regency Hotel in Vancouver, beginning at 8 p.m. on Sunday, March 30 and adjourning at 10 p.m. Wednesday, April 2.

More than 1,000 teachers are expected to attend, 675 of whom will hold voting cards.

The meeting will receive three major reports, each of which will require lengthy debate.

The Executive Committee will present its Leadership Report (see the February 21 issue of the *Newsletter*), which attempts to chart the future course of the organization. Discussion of that report will take a session and a half on Monday.

The Task Force on Hearings and Appeals will recommend a revision to the Code of Ethics, adoption of a statement of standards of professional conduct, and the establishment of a new body, a federation appeals board, to hear appeals of decisions of the Executive Committee or Judicial Committee.

The Task Force on Membership Policy will recommend extensive changes in the regulations governing membership in the BCTF.

Four guests will address the delegates: Education Minister Brian Smith, Ruby-may Parrott, president of the B.C. School Trustees Association, Ona Mae

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Chalk Talk

UBC prof Marvin Lazerson weighs tests and finds them wanting

The recent controversy over educational testing in B.C. has generated more heat than light. That is unfortunate because we now know a great deal about standardized testing — how and why it has grown, how it is used, and what are its consequences. This evidence ought to be placed before the public. Instead, educational policy makers hide the evidence with jargon and with vitriolic condemnations of those who say, "Hold on a minute. Let's talk about the tests and what they really mean."

To raise questions about standardized tests does not mean that one has no educational standards. It does not mean that we are "soft" on children. Nor does it mean we are revolutionary nuts who want to destroy all that is held dear.

Rather, in questioning the excessive use of standardized tests, we are expressing our concern that *all* our children be treated fairly, that some not be given

unfair advantage over others, and that the complex issues of how children can best learn not be treated by simplistic applications of imported U.S. standardized tests which do not help us teach children better.

All this becomes clear when one reviews the findings of the most important court case in U.S. education in the last decade — *Larry P., et. al. v. Wilson Riles, et. al.*, decided by a U.S. federal court in California on October 19, 1979. The background to the case was the convergence of two concerns: the misplacement of minority children in special education classes and the use of standardized tests biased against minority children.

Two suits were filed, one on behalf of Chicano (Spanish-speaking) children, the other on behalf of black children. The California Department of Education settled the Chicano suit out of court,

implicitly agreeing that the standardized tests unfairly discriminated against children for whom English was a second language. There was almost no dispute over that unfairness.

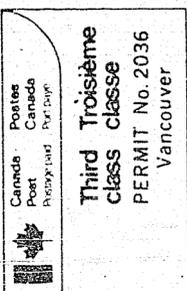
On that basis alone the current rush to use standardized tests in Vancouver ought to be halted. Forty per cent of Vancouver's school children come from families with English as a second language. The tests currently being used are discriminatory, and no shrieks about educational standards can deny that fact.

The second case involved six black San Francisco children. Each had been placed in a class for the educable mentally retarded (EMR) on the basis of IQ tests. (All but one of the children were found not to need EMR classes just before or just after the suit was filed.)

The trial, which took five months, heard 50 witnesses, including many of the major experts on testing; 275 exhibits were introduced; and the transcript totaled more than 10,000 pages. The lawyers for the youth made two points:

(1) The children placed in EMR classes on the basis of IQ tests were stigmatized, treated to lowered expectations by school personnel, exposed to

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

Letters

'Right to strike won't help us'

Reasoned judgment, carefully-developed argument, evidence will help more

In the February 21 issue of the *BCTF Newsletter* Sharon Goldberg argues that teachers need full bargaining rights. In her letter she makes the fallacious assumption that by acquiring the right to strike teachers will be able to negotiate better learning conditions.

This is of course, nonsense. Our supervisory body, the provincial government, will continue to determine the number and kind of benefits for which we may bargain. The government may grant us the right to strike — many school boards would be delighted if they did — but restrict us to collective bargaining on salaries and direct benefits only. All this would achieve is a greater degree of confrontation between teachers and school boards.

I should also like to point out that Goldberg is quite incorrect when she suggests that "the compulsory arbitration procedure is entirely out of the control of the ordinary working teacher." This procedure is no more out of the hands of the working teacher than many of the procedures and activities of our federation.

Teachers, it is true, do not participate directly in the arbitration discussions, but neither do school boards. We do appoint our representative. We arm him or her with information, statistics and arguments. Our representative takes our case to the arbitration hearings. The school board's representative does the same. In other words, the arbitration process represents a perfectly reasonable legitimate bargaining process. It also prevents the bitterness and acrimony that frequently result from a prolonged bitter labor dispute.

The fact that arbitration boards do not deal with learning conditions has nothing to do with the effectiveness of the arbitration procedure but a great deal to do with the limitations imposed on the bargaining process by the provincial government.

If Goldberg is concerned about learning conditions as I would hope she is, I sympathize with her desire to see improvements made. However, I am convinced by the record of experience in areas where teachers are able to strike that direct strike action rarely, if ever, improves learning conditions. Teachers must convince the public, school boards and the provincial government of the need for improved learning conditions. The only way we are likely to do this is by using reasoned judgment, carefully developed argument and supporting evidence.

Empty ranting rarely influences any change. To suggest that teachers are currently suffering a "period of economic crisis" is to indulge in the wildest and most absurd hyperbole. We, like many professionals and laborers, would like to improve our economic position. Surely, that does not mean that we consider

ourselves impoverished. I see no teachers starving, wearing cast-off clothing, living in hovels or shacks, or walking to school in cracked and broken boots. The arbitration process has kept us pretty well up to, and occasionally ahead of, the increase in the cost of living. If we obtain increases significantly in excess of the general increase in the cost of living, we begin to contribute to that increase and so become involved in a self-defeating and absurd process.

Let us not be misled by the empty rhetoric of those who seek to use fear or anger to replace reason and good judgment. This is not to suggest that we should not be concerned about our economic well-being or the learning conditions of our students. We should. But our concern should be carefully reasoned and argued, supported by the best evidence we can muster and by the dedication of conscientious teachers attempting to provide the best possible education for students. The BCTF must not squander its energies on activities which will not significantly improve learning conditions or salaries and will, almost certainly, contribute to further tensions between teachers and school boards and teachers and government.

Stan Copland
Churchill Secondary School
Vancouver

Higman is sensible

The February 7 issue of your newsletter arrived this morning and I was delighted to read John Higman's article "Mandatory retirement should be retained." The article was moderate, logical, and sensible.

John noted that paramount in teaching are the needs of the pupils and that children, because of their energy, enthusiasm and vigor, require teachers with the same characteristics. There may be occupations which may benefit from people in their late 50s, 60s or even 70s but teaching is not one of them. Whether pupils be from elementary, junior high or senior high they all require teachers who are enthusiastic, who are vigorous, who can relate to the children of the 1980s and who can sustain the pressures of dozens or hundreds of kids in the classroom or school over days, weeks and months during the school year. I do not believe teachers in their mid-50s and beyond are as capable in these areas as they were in their younger years.

I am, of course, referring to full-time teachers. I do believe that many teachers in later years can offer much to pupils by teaching on a part-time basis in their disciplines. Three or four periods per

week might be great for all concerned but teaching on a full-time basis with attendance, preparation, marking, reporting, maintaining high interest in the classroom, meetings at the school, local and provincial levels, makes for a demanding and, at times, a devastating situation for a teacher in the mid-50s and on.

I retired at 60 and have never regretted it. Of course I missed the pupils, my colleagues, the interaction of people but for only a short period. As John Higman says, life changes and lifestyles change and each lifestyle has its compensations. One such compensation occurred with me and a group of retired principals over a glass of beer in a pub recently.

One said, "You know, I had a terrible dream last night and I awoke in a sweat — I dreamt I was back in the school." Yeah, yeah, we all chorused, we know exactly how you felt and what a relief to wake up and hear the kids on their way to school and you can roll over and say it's great to be retired and the pension cheque will be here next week.

Glen Shantz
New Westminster

Age is no impediment

I felt very angry when I read the article "Mandatory retirement should be retained" in the February 7 *BCTF Newsletter*.

The writer suggests that on average 27-year-old teachers are better teachers than 67-year-old ones. The crucial words seem to me to be "on average." If there are really good teachers of 67 years of age who want to continue teaching for a year or two, I do not think that they should be prevented from so doing by the rule of mandatory retirement.

The writer went on to ask, "Do you want your child to be taught by a 22-year-old or a 72-year-old person? The children in the classroom have rights too."

I would remind the writer that in many schools children have the right to choose their teachers. I taught mainly Book-keeping 11 and English 12. Although I was 66 years of age, I never lacked students eager to enter my course, and so far as English 12 was concerned, I was unable to accept all the students who registered for it. I might also mention that these students stayed with me although they were free to transfer.

The essential qualities of a teacher are interest in the individual student, ability to accept new ideas, well-prepared lessons, careful marking and follow-up, and the willingness to give special help to students who experience difficulty with the subject.

The number of teachers wishing to continue beyond mandatory retirement age will, I feel, always be small, and will be no threat to the young people wishing to enter the teaching profession.

Margaret Searles
Port Alberni

Rescind PACT vote

The Representative Assembly of the BCTF voted on October 11 to contribute \$1 per BCTF member to the Provincial Association of Catholic Teachers (PACT), a Quebec association of English-speaking teachers opposed to Bill 101, the language law passed by the Quebec government.

The purpose of this letter is to bring to light facts concerning the identity, activities and motives of PACT. I, and the

15 other teachers who support the paper on which this letter is based, intend to convince BCTF members that support to PACT at the RA was a serious mistake, engaging the federation on a dangerous course. We are therefore calling for rescinding the motion granting support to PACT and we want to ensure that no more of the BCTF's money will go to PACT.

Does Bill 101 take away any of the rights and privileges of the English minority or any of the rights of other ethnic groups already living in Quebec?

The right to English education for the existing English-speaking minority in Quebec is not threatened by Bill 101. The Anglophones have a totally independent school system. Within the framework established by the Ministry of Education, the English school boards, trustees, teachers' associations and parents' associations determine the educational needs of the English-speaking population.

It is not a secret that, in Quebec, the English minority dominates the economic activity, especially the financial and industrial sectors.

So, because English is the language of socio-economic privileges and is necessary in order to get better job opportunities, most of the non-English-speaking immigrants have always chosen to have their children educated in English. By doing so, they are perpetuating and reinforcing the domination of the economy by those who speak English.

Bill 101 simply tries to correct a situation where the French majority in Quebec is gradually becoming a minority.

With parallel courses for new non-English-speaking immigrants, PACT is challenging the right of Quebecois to determine, through their democratically elected government, their own legislation and the rules of their public school system.

By contributing to PACT, the BCTF takes sides in an issue on which there has been no rational debate. Furthermore, in doing so, the BCTF takes sides against the legitimate fight of Quebecois against the domination in their own country of the economic institutions by the English minority.

Instead of opening the debate on Quebec by supporting PACT, the BCTF could help informing the membership on the problems faced by the teachers organized in the CEQ (75,000 teachers). It could also take concrete initiatives to combat racism against Francophones and the biases of the official history of Canada. It certainly could investigate the situation faced by the Francophone minority in B.C.

Jeanne Dancette
Como Lake Junior Secondary School
Coquitlam

Lock recalled

I was one of the fortunate students (now a teacher) to have Ernest Lock for a teacher of English at New Westminster's Duke of Connaught. He was a master teacher — a credit to the teaching profession.

I'll never forget him.
Kay Jones (nee MacDonald)
Laurier Annex
Vancouver

Refugees the topic

A conference on refugees in Southern Africa will be held March 21 to 23 at the Langara campus of Vancouver Community College. For more information, call 734-1712 in Vancouver.

Mainstreaming the special needs child

Introduction

On this page the BCTF Newsletter focuses on the issue of educating the student with special needs. "Mainstreaming" has been a matter of great concern for teachers, parents, school boards, community agencies and the provincial government for the last two years. A system is beginning to emerge and is being gradually improved.

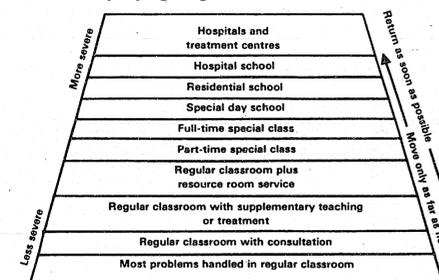
The material on this page, compiled by BCTF staff members Jim Bowman and Elaine Darnell, attempts to indicate the federation's position, the view of the Ministry of Education, and the history of the dialogue on mainstreaming between the federation and the ministry.

BCTF position

"In principle we favor as much integration into the normal school setting as is in the best interest of the child. But integration or segregation are not panaceas. Only after the conditions outlined in our policy have been met can appropriate placements be made."

Excerpted from BCTF brief to B.C. Federation Council for Exceptional Children 646, November, 1978.

The "appropriate placement" is unique for each special-needs student. It is somewhere on the continuum from hospital to regular class, as represented in the accompanying diagram.



Mainstreaming: the ministry view

The following is reprinted from Schools Department Circular 85 (79-04-23), "Towards Clarification of the Ministry Position on Providing Educational Services to Handicapped Children."

Schools Department Circular 63 (78-09-06) in referring to Section 158 of the Public Schools Act and the requirement for providing accommodation and tuition to all children of school age stated that "wherever feasible, this educational service shall be delivered by the normal method of enrolling the child in a class in a school". This has been interpreted to mean that a policy of "mainstreaming" all children must be followed.

It would appear that mainstreaming as an educational practice through which handicapped children are taught in regular classrooms now receives general theoretical support on this continent and elsewhere. What causes controversy are the limitations to be placed or not to be placed on the degree of mainstreaming.

This is not the place to contrast definitions of mainstreaming except to say that almost without exception definitions of the practice set boundaries to its application, such as "... mainstreaming is not applicable to all exceptional pupils" (Birch, Jack W.: Mainstreaming, page 1) and "Whenever possible and appropriate, handicapped children are to be educated in regular classes with normal children" (Armstrong, Jenny R.: "Focus on Exceptional Children," December, 1976, in speaking about the law passed by the U.S. Congress in 1975).

The most frequently quoted restriction applying to mainstreaming is probably that which defines mainstreaming as "providing the most appropriate education for each child in the least restrictive setting."

Such cautionary advice has not stopped some school

districts from attempting to mainstream all handicapped children presumably in the belief that they were following the intentions of the Special Programs Branch of the Ministry of Education, Science and Technology.

And so it goes: the DMAC and mainstreaming

For the past two years, at virtually every monthly meeting of the Deputy Minister's Advisory Committee, the BCTF has been questioning the Ministry of Education on the matter of "mainstreaming" children and all of the ramifications of that important subject.

It is not an easy subject to write about. If one describes the policies as outlined by the Ministry of Education one immediately hears the cry, "But that is not what happens in our district." On the other hand, if one describes a typical compilation of actions in the field one runs into the cry from the ministry, "That is not supposed to happen." Any description therefore must keep in mind that many of the recommended policies and practices are of very recent vintage and that there are gaps, wide in some districts, narrow in others, between policy and practice.

Attitudes and structures

In August 1978 the federation was taking exception to the then minister's (Dr. McGeer's) pronouncement that school boards were in the business of delivering education services and if handicapped children needed non-educational support services these should be met by the parent or other ministries or agencies such as service clubs, etc.

That attitude, as a result of a great deal of pressure, was changed and by December 1978 the mandate was quite different. The Ministries of Education, Health and Human Resources were to provide educational and other support services. The instrument that would assure the delivery of these services would be the Inter-Ministerial Children's Committees. There were to be 65 local and 13 regional committees and I provincial committee. The regional committees would be composed of representatives from Human Resources, Education, Corrections and Health.

These committees were supposed to deal with the problems of placement and the allocation of services, particularly non-educational services, to children with special needs. After some months in operation it was found that many of the local committees were not functioning properly, particularly because of lack of committed resources which the committees could direct. By September 1979 some \$1.6 million had been allocated to the various regions in an attempt to overcome this problem. It was now the responsibility of school systems to deal with the Ministry of Human Resources and the Inter-Ministerial Children's Committees would act as appeal boards in cases of conflict between the school system and the Ministry of Human Resources.

Finance

In April 1979 the Ministry of Education was proposing a system of financing that stated:

1. Where handicapped students are placed in their home school district, financing will be in the normal manner, which includes the system of special approvals.
2. When the regional committee assigns students to programs in other districts the ministry will pay the full costs.
3. The provincial committee can place students in provincial institutions at ministry costs.

Following federation representations the proposed policies had changed so that by November 1979 the ministry was suggesting that it was its intention to pay costs above the local share of the per-pupil operating costs if the child is registered in a designated regional or provincial program *whether the student is in his/her home district or elsewhere in the province*. A very significant shift, particularly for those districts which are heavy "receivers" of handicapped children. It is expected that this kind of direct funding will be in effect by January 1981.

Committees

A number of committees have been struck to examine services in this area.

Donald Little, Learning Assistance Co-ordinator, Ministry of Education, is chairing a committee looking into aspects of learning assistance in schools and particularly the provision of in-service for learning assistance teachers.

Dr. Gerald Bonham of the Ministry of Health is chairing a committee studying all health services to schools. Another committee headed by Dr. Hugh Richards of the Ministry of Health is defining basic health services to schools and exploring means of resolving the appropriate funding of health services.

The latest committee is very directly related to this subject and that is the Inter-Ministerial Study Team identified in the box. Local associations of teachers should be preparing to make representations to this group.

In-service

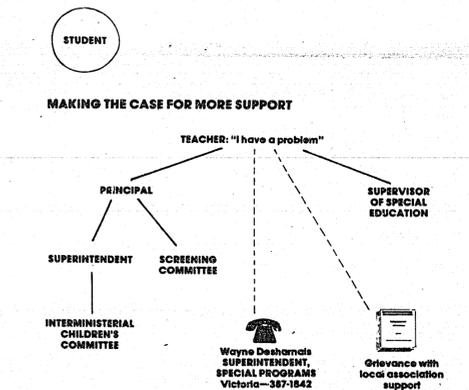
Representation has been made to the ministry on in-service. Various meetings have been held and this spring it is expected the ministry will be detailing plans for regional workshops for teachers of children with special needs integrated into their classrooms.

Legislation

A cryptic note in the Speech from the Throne on February 29 stated, "The social services ministries will be proposing new co-ordinated programs to serve children with special needs." The federation is hoping that, when those programs are detailed, they will include a radical and generous system of financing. It is interesting to note that the BCTF in a brief presented in November 1978 proposed the establishment of "a co-operative agency from the Ministries of Education, Health and Human Resources that would outline the scope and fund the delivery of non-educational support service for various categories of exceptional children."

Placing a special needs student

WHEN THE SYSTEM ISN'T WORKING



Victoria's team

The Ministries of Education, Health and Human Resources have formed an inter-ministerial study team to review services available to severely handicapped children and adolescents in B.C.

The team plans to visit as many centres as it can between now and July. It welcomes letters and briefs from teachers, parents, and other individuals and groups concerning problems they have identified in their communities.

Objectives of the study are to define the population of handicapped children and adolescents in the province, to identify the services they need, and to compile an inventory of existing provincial services.

The team will make recommendations on organization, responsibilities, funding and co-ordination of services provided by the ministries.

The team includes a social worker in the Ministry of Human Resources, a special education teacher in the Ministry of Education, a pediatrician in the Ministry of Health, and John Talbot, co-ordinator.

Questions and briefs should be directed to Talbot. The team's address is: 5th floor, Richard Blanshard Building, 1515 Blanshard Street, Victoria, B.C. V8W 3C8.

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81 teachers win continuing contracts

The Victoria and Coquitlam school boards have given continuing appointments to 81 teachers formerly on temporary contracts.

Victoria granted 51 continuing appointments, and Coquitlam granted 30. In Coquitlam, the appointments came less than four weeks after temporary teachers met to develop ways of eliminating an excessive number of temporary appointments in the district.

Both school boards reviewed their hiring practices and discovered that they had

placed too many teachers on temporary appointments. These are defined in the Public Schools Act as positions that are "temporarily existing or temporarily vacant."

The matter of temporary appointments continues to be a concern in a number of local associations. A survey a year ago revealed that 28 districts in B.C. granted more temporary contracts than could be justified according to regulations in the Public Schools Act. A more recent survey indicated that eight districts had an

excessive number of temporary contracts. The federation has contacted these districts and offered to work with them in resolving the problem.

Surrey, Delta, Langley, Burnaby, New Westminster, Nelson, Penticton, and West Vancouver have informed the federation of success in converting temporary contracts to continuing.

A legal opinion on temporary appointments from the Ministry of the Attorney-General helped a couple of local associations obtain continuing appointments for teachers. In one case, learning assistance teachers were given continuing appointments because, as the legal opinion

suggested, such positions were considered regular and normal.

Some districts have maintained that an anticipated decline in student numbers is a justification for granting temporary appointments. The Public Schools Act contains no such provision.

Local associations have been provided with strategies to investigate and act on illegal temporary appointments. Federation assistance is also available in helping to convert temporary contracts to continuing. Temporary teachers who would like any assistance should contact their local or the BCTF.

—Wes Knapp

Learning Conditions Division

Nanaimo prep time campaign hits a snag

The Nanaimo teachers' campaign for elementary preparation time was set back again last month when the board removed provision for it from its final 1980 budget.

But after another round of teacher action, including a withdrawal from extracurricular activities, the board has agreed to try to find some way to relieve the elementary school teacher's workload.

The Nanaimo District Teachers' Federation seemed headed for victory in its three-year campaign for prep time last fall when the board included \$55,000 in its provisional budget for that item. That followed an earlier round of teacher activism, including a public demonstration at a board meeting by 200 teachers.

But in late January, when the board approved its budget, the \$55,000 — enough for an hour of prep time per teacher per week — had disappeared.

"The only things we could have done at this time were to go away with our tails between our legs, or to take some kind of action," says NDTA president Doug Sommers. At a general meeting, teachers chose the latter.

At the February 6 board meeting, 300 teachers demonstrated against the decision, and Sommers read a five-page prepared statement in support of prep time.

The next day, teachers withdrew from the 50-plus joint teacher-board committees operating in the district, leaving only the teacher-trustee liaison committee intact as a line of communication.

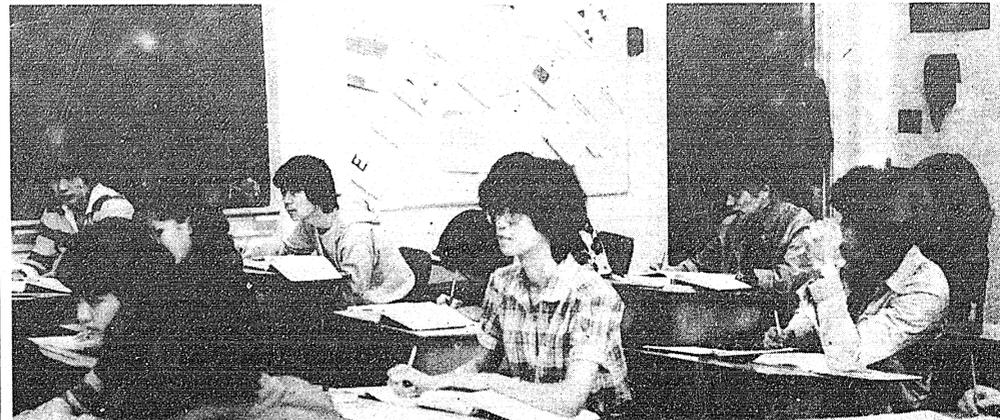
They gave the board an ultimatum: come up with some satisfactory solution by February 11, or they would withdraw from all extracurricular activities. The deadline passed, and the activities stopped.

That brought action. A day and a half later the board and the teachers agreed together to find a satisfactory method for alleviating elementary teachers' workloads, with such changes possibly in place by September.

Sommers says trustees sympathize with the teachers but don't think prep time is the answer. He's disappointed by the board's action in excluding it from the budget but says the teacher action convinced the board the issue won't be allowed to die.

"If we'd have left it as it was without doing anything, we'd have been a lot worse off than we are now," he says. "We made the board aware that teachers are willing to take action for a particular cause. If we can get something implemented by September then I think we've won to some degree."

4/MARCH 13, 1980



Education Minister Brian Smith looks in on computer class at Britannia high school during recent visit to Brit and nearby Strathcona elementary. Smith has visited more than 20 schools since he was named minister.

Coquitlam board votes to keep schools open

Activism of parents was the key in successful drive to save schools

Parents and teachers in Coquitlam worked closely this fall to successfully oppose school board plans to close three elementary schools.

Student enrolment in Coquitlam has been declining since the early 1970s and two schools, Winslow Junior Secondary and Austin Elementary, already had been converted to other use. Last fall it became clear that other schools were slated for closure.

The school board's newly-adopted accommodation policy had the result of declaring 1,200 pupil spaces to be surplus. A recommendation from the district administration suggested closing one particular school and possibly two or three others.

The rationale was a projected saving of \$275,000 and the opinion that small schools (those with less than about 475 students) were not educationally viable.

The Coquitlam Teachers' Association realized that parent and public opinion would carry more weight than their own point of view, so public involvement had to be encouraged. Teachers knew that heavy teacher involvement would be discredited as "job protection," even though the proposed closures did not threaten any teacher's job.

The association placed advertisements in the three local newspapers and sent out a press release to encourage the public to speak out on the proposed closures. Schools in the affected areas also sent home notices advertising a public information meeting planned by the board.

More than 400 parents attended that meeting last November. Although the board had planned to use the meeting to explain their proposal and to seek reaction at a later meeting, the people wanted to tell the board their views, and did.

The CTA met with representatives from affected schools, set up a task force

where English-as-a-second-language teachers, speech therapists and counselors could work with students.

The school closures question became the major issue of the school board elections. All candidates for the school board positions promised to oppose the closures. In early December trustees voted not to close any schools, and to prepare an alternate-use policy. The CTA will submit suggestions for this.

Teachers in Coquitlam were gratified to see so much support for the schools, their programs and their teaching. Unfortunately, it took a threat to the schools' very existence to bring out the support that was there all along.

—Geoff Peters

President, Coquitlam Teachers' Association

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SFU hosts voucher conference May 7 to 9

The voucher system of financing education is the topic of a three-day international symposium to be held later this spring in Vancouver.

The conference, called Family Choice, Schooling and the Public Interest, is hosted by Simon Fraser University and the B.C. Council for Leadership in Educational Administration. It will be held May 7 to 9 at the City Centre Holiday Inn.

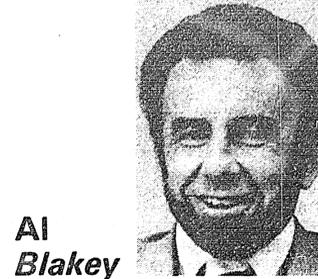
The voucher system is currently a political issue in California. Under this plan, parents could support the school or school system of their choice with public money. This would be done through a voucher system — parents would receive a voucher for each school-age child, that voucher being worth the average cost of educating a child. Parents send the voucher to the school or system of their choice, which cashes the voucher in.

Critics of the plan say it would effectively destroy the public school system.

For more information, contact SFU's Joan Schoner at 291-4565.

CANDIDATES' STATEMENTS

For President



Al Blakey

Classroom teachers are getting mixed messages. The new minister praises the dignity of, and indicates respect for, the work of teachers. Yet the actions of the ministry and some school boards show no respect and recognize little dignity.

Increasing limitations on what we teach and the materials we teach with, "monitored" by standardized tests, and structured by an administrative handbook, are actions denying respect for our expertise as teachers.

Refusing teachers the bargaining rights enjoyed by other employee groups is an action denying us our dignity both as citizens and teachers.

With more being laid on from above, and with little or no say about what is to be done and under what conditions, teachers are finding the pressures of the job increasingly frustrating. Stress has become a major syndrome of teaching.

The positive comments of the minister are welcome. But if they lead to little action, if they are merely a carrot replacing Dr. McGeer's stick, the problems will intensify and the frustrations of teachers will increase.

We cannot depend on the "iffy" intentions of government. The federation must act on the frustrations and problems of teachers. The federation must provide the leadership and give the support that will enable teachers to achieve a significant say in the decisions affecting their working environment and their students' learning environment.

The Executive Leadership Report is an attempt to do this. It is an attempt to deal with both the immediate issues such as teacher stress, and longer term approaches designed to gain for teachers the power to have some control over what they do and the conditions under which they do it.

Achievement of these goals and objectives will not be easy or quick. The commitment and unity of teachers are essential to win this fight. I will work to that end.

Born in Winnipeg, Man. Public schooling in Prince Rupert and Victoria. B.Ed. (Elementary) — UBC. Teaching experience: Cranbrook, 1 year; Prince George, 1 year; Vancouver 20 years. Served 1 year on Cranbrook teachers' executive, 12 years on VESTA executive (3 years as president), and on virtually all VESTA committees, chairing agreements and learning conditions. Active in Teachers' Political Action Committee, 1972. Eight years on BCTF Representative Assembly as GR. Past co-chairperson of Task Force on Authority and Responsibility. Six years on BCTF Executive: four as member-at-large, one as first vice-president, one as president.



Tom Krall

The B.C. Teachers' Federation will have a role of ever-increasing importance in assisting B.C.'s public

For First Vice-president



Pauline Galinski

The objectives our federation seeks to achieve and the processes it uses must be simple, direct and clearly understood by each member if the BCTF is to have membership support. The executive needs that understanding and support if the BCTF is to continue to do what it does best — provide the means for teachers to help each other and speak for all teachers in a strong professional voice.

As an executive member, I must act for teachers and in order to do so, I have listened to what teachers have to say about their job. Teachers are concerned with:

- how to involve the public in the good things going on in schools;
- how to provide better services to all children, including those with special needs who are presently being "mainstreamed," and gifted children;
- how to deal with rapidly-changing curricula and materials;
- how to get the best in-service to keep abreast of current educational practices;
- how to find time to plan and mark; and
- how to deal with the stress produced by the increased demands on time, by students, school, community and their professional organization.

I believe that as a teacher with many years' experience in primary, intermediate and secondary levels gained in locales as diverse as Kettle Valley, Penticton, Delta and Powell River, I can identify with and understand the problems and stresses experienced by most teachers.

I believe that as a BCTF member who has worked on policies and with programs in professional development, learning conditions and economic welfare both locally and provincially as well as having been a local president I am familiar with the capability of the organization to achieve the objectives of teachers.

I think we should have a continuous provincial program that advertises and promotes the good things done in the school system.

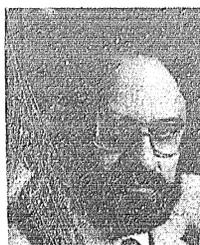
I think we should have continuous effort to show and tell at the school level. The federation should explain to teachers how this can best be done.

I think we should engage in a public debate over the expectations which cannot be met given existing conditions in the schools.

I think we should challenge the ministry, the universities and community colleges to bring in-service training to teachers where they work.

I think we should challenge school boards to make these in-service sessions available on school time.

To quote Ecclesiastes: "There is a time to tear down and a time to build up." I believe that now is the time for us to build up our belief in the strengths of our profession.



Larry Kuehn

For Second Vice-president

Symptoms of a malaise abound in staffrooms. A sense of pressure, talk of stress, a feeling of unrealistic expectations, too many administrative demands, little recognition for successful work — all of these characterize the experience of many teachers.

Can the BCTF provide support for teachers in tackling these fundamental problems of our working lives? I believe that it can.

The Executive Committee's Leadership Report to the Annual General Meeting outlines some broad directions for teachers collectively to gain some control of the dimensions of their job.

Expanding the scope of collective bargaining beyond salaries would allow us to bargain to guarantee in contract working conditions such as teacher workload and preparation time for elementary as well as secondary teachers. We must have a legally recognized grievance procedure which does not make it more painful to seek a remedy for unsatisfactory conditions than to put up with them. These are rights that all other organized employee groups already have.

Extending our concept of professional development activity to something beyond attending workshops can provide another avenue for making our work more rewarding.

Decisions about curriculum, textbooks, assessment, student placement and patterns of organization of the school all affect in a fundamental way our effectiveness and satisfaction.

Professional development can be a way in which we collectively influence those decisions. Teachers — acting through local associations and the BCTF — must challenge the centralization of educational decisions which destroys the impact of teacher judgment. Decisions about student needs and how they should be met must be made where the students are — in the classroom.

The BCTF must continue to protect the economic welfare of teachers, work to guarantee fair procedures for teachers in tenure matters, and fight to maintain for schools the financing necessary for reasonable class sizes and adequate facilities.

But it must also do more than that. Our federation must become an agency through which we as teachers can have more control of our job to increase satisfaction for ourselves and our students.

Teaching experience: Kitimat, Kettle Valley, Kamloops, SFU faculty associate; BA and MA degrees. Local association experience: AGM delegate many years, served on several committees, full-time president in Kamloops, 1976-78. BCTF: geographical representative, 1974-75, 1976-77; learning conditions co-ordinator, 1975-78; Task Force on Authority and Responsibility, 1976-78; Executive member-at-large, 1977-79; first vice-president, 1979-80.



Al Cornes

As your incumbent second vice-president, I appreciate the confidence and support that the federation has extended to me during my term of office.

During the past year, I have had the opportunity to meet with many teachers and teacher groups throughout the province. From those meetings it has become increasingly apparent to me that the federation needs to make new and renewed thrusts in several significant areas.

Expanded scope of bargaining. Frustrations have been expressed by many teachers over large classes, inadequate preparation time, inadequate space and resources and a limited voice in decision-making.

These frustrations can best be relieved by strong political actions that will result in formal agreements between teachers and their employers. It is no longer sufficient to leave such vital responsibilities solely in the hands of the boards.

Increased professional decision-making by teachers in curriculum matters. To effectively counter the restrictive centralizing trends of the ministry, we must combine a strong political will with training programs that give teachers the skills to become autonomous professionals.

Increased public support for public education. Public confidence in education needs to be fully restored. Teachers need to be recognized for the positive contributions they are making to education.

The key lies in strengthening the link between the local school and its local publics. The federation must devise effective means for providing locals and school staffs with support in this undertaking.

Develop a BCTF perspective on education for the 1980s. The federation spends a significant amount of its time reacting to the decisions of others. This is in part because we have not developed a clear perspective on the future directions of education.

A perspective that takes account of current educational trends and the social and economic forces at work on education will go far towards providing the BCTF with consistency and direction.

Finally, as one of the authors of the Executive Committee Leadership Report, I stand ready to:

1. seek improved funding for special programs
2. develop a support system for teachers in crisis
3. develop a statement of standards of practice for school administrators.

I stand ready to:

1. listen to all sides of the issue
2. research each question thoroughly
3. take definitive stands on issues of concern
4. focus on issues, not personalities.

Teachers working together can transform education into a true profession. I commit myself to the accomplishment of this goal.

Born in Vancouver; attended school in Coquitlam; BA (history) Simon Fraser, 1972; teacher training, Simon Fraser, 1972; graduate studies at UVic and Western Washington; currently enrolled in M.Ed. program at WWU; nine years' elementary and secondary experience in Port Alberni and Doncaster, England; three years, department head; ADTA learning conditions chairperson, 1973-75; district councillor to NVIDC (3 years); AGM delegate (6 years); alternate GR (3 years); ADTA president (3 years); currently second vice-president BCTF.



Gerry Retallick

Two years ago I wrote in my election statement that we must seek to eliminate the "we-they" syndrome within the BCTF. The situation unfortunately still exists, but I hear it being referred to by a different name. It is now called "political polarization". Hopefully the change in nomenclature bodes well for the future of our professional organization for it places us in a position of desiring to modify a situation rather than eliminating it. In a province like British Columbia, for a provincial organization to attempt to eliminate political polarization might not only be impossible to accomplish but might be counter-productive and self-destructive. The spirited debate resulting from differing points of view is one of the bases of democracy and has been the impetus of a significant positive force in this federation throughout its history. What I would like to see us collectively modify is the resultant attitude wherein portions of our membership fail to unite to support a majority decision with which they do not concur.

Surely the problems posed by declining enrolment, our campaign to reduce the pupil/teacher ratio, our resistance to the centralization of authority advocated by the ministry, our initiatives to promote the restoration of public faith in the public school system, and our on-going attempts to expand the scope of teacher bargaining and our continuous involvement in the implementation of new curricula are of such magnitude that it will require the collective energies of our total membership to resolve these concerns. We cannot afford the luxury of fragmentation. We must present a united front in pursuit of our goal of quality education for the children of B.C.

Our federation is being turned upside down by its own inbred form of petty politics. As our major objective for the '80s, let's turn it right side up and return it to the position where it is seen by all as the positive voice for educational leadership in the province of British Columbia.

B. Ed., UBC 1968; MA (Ed), SFU 1974; Local Association Executive 12 years (pres., vice-pres., L.C., agreements, treas., G.R.). Teaching exp: 15 yrs., elem., 2 yrs. secondary in Richmond; currently principal, Cambie Jr. Sec. (Richmond). Member-at-large, BCTF exec. 1978-80. Chairperson, BCTF-IVC. Conference, Nov. 1979.

For Member-at-large (4)



Roger Engelbracht

I totally endorse and support the goals and objectives as stated in the 1980 Leadership Report. The attack to alleviate teacher stress has been sorely needed and long in coming, and we must now face this issue squarely, with great vigor and determination. We have lost, and continue to lose, many excellent teachers who had no one to turn to for support, guidance, and encouragement. The pressures upon teachers today

caused by a variety of factors including non-supportive administrators, lack of preparation time for elementary teachers, unrealistic supervision schedules, increased demands in curricular and extra-curricular areas will not diminish unless we address ourselves to this important issue immediately. It is incumbent upon our federation to provide the necessary leadership, and ultimately services, to aid our teachers, because, after all, no one else will do it for us.

We have the financial resources to embark on such an endeavor which, to me, would certainly have priority over such items as management studies. If we, however, are to meet this challenge, and are to achieve the goals and objectives of the Leadership Report, we must do so as a truly united and strong federation. A total commitment as well as increased involvement in federation affairs by a greater cross-section of our membership is essential if we are to meet with any measure of success. I feel that the federation has not done enough to communicate effectively with its entire membership. It is indeed unfortunate that too many of our teachers, especially in the interior regions of this province, feel isolated from the federation, physically as well as psychologically. Too many teachers feel that decisions made at the federation level do not reflect their views or thoughts on many issues. As an executive member, I would strive hard to overcome these feelings, to increase membership awareness on all important issues.

In order to achieve a truly co-operative professional autonomy for teachers, we will require an executive which has the full support of its entire membership which fully reflects its views and opinions.

Elementary and secondary education - Nelson and Cranbrook. University education - Simon Fraser University; BA - 1970 - geography, history, English; Professional Development Program - 1971. Teaching experience: 1971 - 73 Fort Nelson Grade 7; 1973 - 74 Windermere District - Canal Flats Grades 5-8; 1974 - 75 Windermere District - Invermere Grade 5; 1975 - 76 Windermere - Wilmer Grades 3-5; 1976 - Present Windermere District - Canal Flats Grades 4, 5; currently principal of Martin Morigeau Elementary School at Canal Flats. Local experience: vice-president of Fort Nelson Teachers' Association, 1972-73; Agreements Committee member of Windermere District Teachers' Association, 1973-74; geographical representative of Windermere District Teachers' Association, 1974-77; president of Windermere District Teachers' Association, 1979-80. District Council experience: district councillor for FNFA, 1972-73 (Peace R.-Liard); district councillor for WDTA, 1973-74 (East Kootenay); member of EKTA as geographic rep. 1974-77; president of East Kootenay Teachers' District Council, 1977-78; chairperson of East Kootenay Winter Conference, 1978; Past president of EKTA, 1979-80. BCTF experience: School Staffing Committee, 1976-79; chairperson of Nominating Committee, 1976-79.



Sophia Jeffrey

Our membership faces hard issues and crucial times. It is essential that we seek a functional executive and a pro-active voice for professional stature, career incentives and curriculum development.

Good things are happening in our schools but the public needs convincing. Other professionals are enjoying autonomy: teachers continue to be harassed by CORE, basics and PLAP. Elected officers must accept the responsibility of informing the public that such external measures are no real threat to professionals for whom *quality education and accountability* are a priority.

Current studies show a drop in teacher recruitment. Teaching appears to be no longer attractive! Attacks by media and ministry on teacher effectiveness, reports of pupil alienation, existing unfavorable employment conditions and salary inequities leave little incentive for resourceful progressive candidates.

Centralized assessment and curriculum controls snuff out teacher enthusiasm. A continued trend could return province-wide criterion testing. Unless federation officers reverse this direction, pupils and

teachers alike will become powerless in the educational arena.

The membership has a right to an aggressive leadership which would develop strategies to make changes in centralized policy. *Reactive arguments are not enough.* Professional development and PSA groups are voluntary workhorses striving to gain leverage over centralization. Their contributions cannot be minimized. An effective executive would prioritize support for these *vital branches* of the federation.

A professional profile, maximum public confidence, curriculum involvement, and job advantages are the ultimate needs of the membership. To address these needs we *must* elect *leaders* who *exhibit* industry and integrity and act *decisively* for all teachers and children.

My record shows that I have the talents and experiences for such leadership.

University of Alberta, education (2 years); University of Victoria (BA); Charter table officer, Yukon Teachers' Association (BCTF organizer, the late John Prior); Yukon Chairperson Pro D. Education and Constitution Committee and Member Negotiations; 12 years numerous GVTA committees, GVPTA past president. Curriculum member, BCTF - Pro D, 10 years BCPTA; - current position, president.



Win Lewis

The executive of the BCTF must perform at all times a variety of roles.

First and foremost it must continue to establish credibility with its electorate, the majority of which is probably quite vague about the workings of BCTF, and furthermore, has little inclination to be otherwise. Only when personal needs are felt and must have immediate solutions, do individual members of our organization realize the importance and strength of all services provided by the BCTF.

The executive, therefore, must be constantly aware of the parochial problems in all areas of the province and support positively our BCTF staff which is providing services to local associations and individual teachers.

An awareness of the differing concerns of teachers in the province will also aid the executive in speaking and acting wisely on behalf of our association. This entails being knowledgeable about the silent majority and not just the vocal minority.

Another role of the BCTF executive is that of continuing and improving a two-way conversation with the Ministry of Education. Brian Smith, the new minister, seems concerned enough with provincial education, at this point in time, that he is willing to listen to teachers and conjoin with them in determining the public's demands in education.

This is a propitious time for the BCTF to make known to the new minister the positive leadership at work by teachers in the districts and classrooms of the province.

It is the individual teachers of B.C. who are now having to cope with problems other than teaching children. Changes experienced in society over the last decade and more are having profound effects on many of the children in our classrooms, and these societal problems must often be solved first before learning can take place.

These solutions cost money and time and the BCTF must somehow get this fact across to the minister, his department and local school boards so that adequate funding can be provided, thereby giving each child in our province an education that will be valid for her or him in the years to come.

Born in Nevis, British West Indies, 1941. Educated in England, seven schools in 14 years. Diploma of Education, England 1961; B. of Ed., University of Victoria, 1978. Teaching experience: 2 years England, secondary science and social

studies; 4 years Queen Margaret's School, Duncan, secondary science and social studies; 13 years elementary schools Cowichan, 12 as teacher/librarian. Local association experience: district councillor; 2 years editor of L.A. Bulletin; 1 year geographical rep; 5 years AGM delegate; currently in second term as L.A. president.



Maureen MacDonald

If we ever needed a strong BCTF, it is now. The federation has been almost invisible for several years, and only recently has begun to re-emerge with a powerful voice advocating improved quality of education in B.C.

As teachers we are constantly striving to develop and maintain the optimum learning environment for the children in our classrooms. As members of a professional organization we must also be aware of system-wide educational goals and priorities, and work together to achieve them. Our strength is in our collective power. The executive, working as a team, must provide leadership that is vocal and visible, not only to BCTF members, but also to the public.

Stressful situations brought about by such things as declining enrolment, education finance changes, cost-cutting trustees, centralized curriculum and textbooks, provincial and local testing practices, reporting and promotion policies, and mainstreaming have put teacher morale at an understandably low ebb. Expectations of teacher accountability for quality education, in spite of the fact that we have little professional autonomy, span these issues. The stress is symptomatic of a larger problem. Adequate funding, appropriate resources, and sufficient local autonomy for curriculum development to meet the needs of all children will not be gained as long as we lack effective participation in decision-making. We must broaden our scope of bargaining in order to be able to negotiate reasonable class sizes, preparation time, and other matters affecting the learning and working conditions of all children and teachers.

As a member of the Executive Committee I will:

- work to improve communications to increase membership and public awareness of issues and actions;
- speak aggressively for teachers and students regarding all learning and working conditions;
- help develop plans to ensure that education is properly and more equitably funded by the provincial government; and
- assist in clarifying long-term goals and objectives, and in creating strategies for the federation in the '80s.

Born and educated in Vancouver B.Ed. (Elem.), UBC 1968. 5th year Elem. Ed. (Library courses), UBC 1971-72. Eleven years teaching experience in Sunshine Coast and Vancouver's 2 years K-12 substitute; 3 years intermediate (music); 6 years teacher-librarian. Local association experience: 6 years on VESTA executive; member of by-laws, and various ad hoc committees at the school and local level. BCTF experience: GR 1975 to present; RA Agenda Committee 1979 to present; Status of Women Committee 1976 to present (currently co-chairperson); AGM delegate 8 years.



George McGuire

The BCTF must be aware of the direction in which the majority of teachers wish it to move. In addition the membership must feel that the BCTF executive is responding and acting on its wishes. If this course of

CANDIDATES' STATEMENTS

action is pursued, the teachers will be more vocal in their support of the BCTF. Hopefully the consequence of this policy will be a more satisfied membership, a stronger association, and a more representative executive.

The BCTF should undertake an extension and expansion of the professional development services it now provides to assist the day-to-day performance of the classroom teacher. When the services are expanded the membership should be polled to determine the teachers' priorities.

Teachers must work vigorously to promote the educational system to the public. An informed public is essential if education is to receive the financial and moral support it requires to be effective. The BCTF could establish and develop programs that show the local associations how to do this. Only when the public becomes a vocal and supportive ally of teachers are we likely to achieve real progress.

The universities and the BCTF should form a partnership so that beneficial and complimentary research could be undertaken. The scope of this research could be decided by the BCTF. The teachers should be actively involved in such research by being active participants at all levels of planning and execution.

The BCTF must demonstrate to all concerned the primacy of teaching over administrative work. Administrative duties must not interfere with the delivery of classroom services. This precept should also include the principals of our schools. Principals should be principal teachers rather than just administrators. The BCTF itself must guard against overemphasizing its administrative role.

It is difficult in an article as short as this to effectively communicate my program but I urge you to seek me out and ask for elaboration on any of the above points. I would welcome your support in the election.

Present position: Abbotsford Senior Secondary. Teaching experience: 15 years. B.C., Alberta, Sask., Man. Degrees: B.Ed., B.Sc., M.Sc. (physics) on NSF grant. BCTF: local executive, Agreements chairman, arbitration advocate, Professional Development Committee, Member of AAPT, Amnesty International, Canadian Civil Liberties Association. Professional work: curriculum development, laboratory safety manual, computer-assisted instruction, Committee for Gifted Children. School activities: student council staff advisor, student services, computer club.

Joan Robb



Teachers can and should play a full role in determining the direction of education; the structures and services of our federation must be directed towards helping them do so.

Policies and practices of the present provincial government centralize authority, reinforce rigid hierarchy, and diminish the effect of teachers' direct classroom experience upon educational decisions, while evading financial responsibility for the quality of education.

I believe the BCTF must strengthen the democratic voice of teachers within our organization in order to strengthen our collective voice. We must continue to broaden participation in decision-making. This means relieving stress upon teachers, schools, and learners. It means expanding the scope of bargaining to include learning and working conditions, and the right to strike. It means increasing support to small or remote local associations, and a priority on local action. It means ensuring representation from all groups. It means addressing ourselves openly to the relationships between classroom teachers and administrators appointed through external authority. It means taking scrupulous care to keep procedures and communications just as open as possible within our widely-dispersed membership.

We must be vigilant of and responsive to the actions of school boards and the ministry.

We must continue to enhance teacher education by active representation in setting pre-service programs and in carrying out in-service programs.

We must continue to enlist public support in working for the rights of teachers and children in improving the quality of education.

Our leadership must be carefully attuned to the needs of a broad range of members while providing focus to our efforts and acting forthrightly on issues of concern to all.

Born in Halifax, grew up and attended schools in China, Korea, and Nova Scotia. BA, Dalhousie University. Teacher training: SFU, plus courses at UBC and Capilano College. Teaching experience: two years in Surrey, five years on Sunshine Coast, in Kindergarten, K-1 transition, 1-2, and music K-7. S.C.T.A.: 4 years on executive, active as member of learning conditions committee, kindergarten teachers' committee,

activity concerning job conditions. Breakthrough in this area can only come when significant resources are allocated and actions begun.

One further area of significant gain is through the enhancement of teacher effectiveness by such well-received ventures as the PD associates program and Project TEACH. Member helping member is a most effective way to build a strong federation.

As a last point I would focus on the degree to which our federation is becoming a centralized bureaucracy. There is growing evidence to indicate that the operation of the executive and staff need significant overhaul. Local association volunteer labor is the backbone of our organization and we must modify our operation if we are to serve the locals in the locals. Teachers too often refer to the federation as "they" and staff have become too remote from the teaching force. To this end, the AGM must become the focal point for short- and long-term federation goal-setting. Other federation arms must be restructured to meet these goals.

Education: born and raised in B.C.; BPE, UBC 1965; fifth year education program, UBC 1966; M.Sc. (PE), University of Oregon 1968. Teaching experience: 12 years in Vancouver at the elementary level. Association experience: eight years on the executive in most offices, including two years as full-time president. Federation experience: AGM delegate for eight years, geographical representative for four years, on executive committee for two years; currently serving on three executive subcommittees.

as staff representative (2 years), secretary, AGM delegate, and geographic representative (2 years).

Marion Runcie



Classroom teachers are the key people in the education system. All major goals of the federation must focus on meeting their needs.

One of those needs is the right to bargain for more than salaries and bonuses. Achievement of this goal would open the way for negotiating preparation time, reasonable class loads, educational leaves, professional development funds, support services, proper supplies and equipment and many other objectives that would improve the services we offer to children.

Teacher stress is a current concern and a wider scope of bargaining would allow us to negotiate working conditions that would relieve that stress. Without a change in the Public Schools Act we can only depend on the goodwill of trustees. This is nice if you have it, but no help to those who don't!

We need public support for improvements in education. The BCTF has been making strong public statements about educational issues and our image is beginning to improve. The public and the new minister at least seem willing to listen. The federation must continue to press our case and be a vocal advocate for teachers and students. Sometimes we are our own worst critics. There are weaknesses in the public school system but we needn't take the blame for them! The average teacher is a hard-working professional, fighting an uphill battle for small improvements. Parents will continue to be our greatest allies, but what about the other 70 per cent of the population without children in schools? Our federation must reach them through strong, well-planned statements to the media.

We can help to create interest by actively encouraging community members to come into the schools. Education should be a number one priority in this province and that means money. No school board or government is going to commit the necessary funds without widespread public support. The BCTF must generate awareness and concern so that no government dare not make a major commitment to education.

Are most teachers apathetic about their own federation? I say NO! The average teacher is overworked and fighting hard to give a good deal to the students in their care without going under themselves. If the federation keeps teachers informed and fights for their concerns, our colleagues will be there when we need them.

The governing bodies of the federation should be expected to provide strong, effective leadership as openly and as democratically as possible. Those teachers who have the energy and the enthusiasm should feel that their participation is welcome.

The purpose of having full-time federation staff is to provide services to teachers in the classroom and all programs and services should be directed towards that objective.

My goals are to see that the federation's priorities reflect the real needs of teachers and students and that those priorities are presented forcefully and without apology.

Born in Vancouver; public schooling in Burnaby; teacher training at Simon Fraser University. Teaching experience: 10 years in Burnaby, Grades 1 to 4. B.T.A. experience: 7 years on local executive as member-at-large; vice-president; geographical representative; currently full-time president. Committees: I have chaired status of women, policies and procedures, AGM delegations, resolutions and board budget committees. I have served as a member of B.T.A. finance, contract implementation (LC grievance) and agreements negotiating team. B.T.A./board joint committees on leave of absence. Student retention, elementary learning assistance, administrative screening and joint staffing and declining enrolment. BCTF experience: Status of Women contact, Policies and Procedures and Resolutions Committees, geographical representative. I have attended AGMs since 1973 and am a member of the Primary and Labor History PSAs and the B.C. Home and School Federation.

TENTATIVE AGENDA SIXTY-FOURTH ANNUAL GENERAL MEETING

Order of business

Page numbers in brackets refer to Reports and Resolutions.

Note: In the sixth through ninth sessions one of the items is "Business not completed at earlier sessions." Normally, items of unfinished business from earlier sessions will be considered in the order they were scheduled on the agenda. The meeting may change the order at any time by a two-thirds majority vote to amend the agenda.

First session — Sunday, March 30

20:00 - 21:30

1. Preliminary Business
 - (a) Recommendation re chairpersons
 - (b) Adoption of the agenda
 - (c) Recommendation re scrutineers
 - (d) Recommendation re Resolutions Committee
 - (e) Recommendation re election tellers
 - (f) Amendment to the rules of order — recommendation 1 (p. 6)
 - (g) Adoption of the minutes of the 63rd Annual General Meeting
2. Report of the president
- 21:00 3. Election statements (four minutes each) from candidates for table office positions
- 21:30 4. Adjournment

Note: The session will be followed immediately by a question-and-answer session for the candidates for table office positions.

Second session — Monday, March 31

09:00 - 12:30

- Executive Committee session
- 09:00 1. Report of the Executive Committee (pp 52-53)
2. Leadership Report of the Executive Committee (BCTF Newsletter of February 21)

Third session — Monday, March 31

14:00 - 17:30

- Executive Committee session, continued
 - 14:00 1. Report of the Executive Committee, continued
 - 15:30 2. Report of the general secretary
 - 15:45 3. Recommendations for Honorary Life Memberships
 - 16:05 4. BCTF finances — overview
- Note: Recommendations and resolutions re BCTF finances will be discussed during the ninth session, on Wednesday evening.
- 16:30 5. Presentation of the G. A. Fergusson Memorial Award
 - Election statements
 6. Election statements (three minutes each) from candidates for member-at-large positions
 - 17:30 7. Adjournment

Note: The session will be followed immediately by a question-and-answer session for the candidates for member-at-large positions.

Fourth session — Tuesday, April 1

09:00 - 12:30

- Teacher personnel services session
- 09:00 1. The Honorable Brian Smith, Minister of Education
- 09:30 2. Hearings and Appeals
 - (a) Report of the Task Force on

SMITHERS

School District 54

Applications are invited for the following administrative vacancies.

Principalship

Lake Kathryn Elementary School is located in Smithers. This is a modern and well-equipped school with an enrolment of 160 students and a staff of 8.5 teachers, located in a growing area.

Vice-principalships

1. Silverthorne Elementary School is located in Houston. Enrolment is 400 students with a staff of 20 teachers.
2. Muheim Elementary School is located in Smithers. Enrolment is 375 students with a staff of 18.5 teachers.

Candidates for these positions should have the following qualifications:

- a professional certificate
 - a proven record of successful teaching experience
 - a background of energy and initiative in education
- Short-listed applicants will be notified immediately following the closing date of April 8. Please send applications to A. V. MacMillan, District Superintendent of Schools, Box 2890, Smithers V0J 2N0.

Tentative AGM agenda

- (a) Hearings and Appeals (pp. 65-66)
 - (b) Recommendations 23 (p. 21), 24 (p. 22), 25-29 (p. 25), 30-31 (p. 26), 32-38 (p. 27), 39 (p. 28)
 - (c) Recommendations 40-41 (p. 28)
3. Constitution and By-laws
 - (a) Recommendations 2-4 (p. 8), 5-6 (p. 9)

Fifth session — Tuesday, April 1

14:00 - 17:30

Professional development session

- 14:00 1. Questions of committee chairpersons — Professional Development Advisory Committee, Children With Special Needs Task Force, PSA Council, Racism Task Force
2. Professional Development concerns
3. Health and Welfare of Students
 - (a) Resolution 114 (p. 19)
4. Post-Secondary Education
 - (a) Resolution 128 (p. 44)
5. Teacher Competence
 - (a) Resolutions 136-137 (p. 50)

Sixth session — Tuesday, April 1

19:30 - 22:00

Professional development session, continued

- 19:30 1. Rubymay Parrott, president, B.C. School Trustees Association
- 19:45 2. Professional Development
 - (a) Resolutions 129-131 (p. 45)
3. Administration and Supervision
 - (a) Resolution 101 (p. 4)
4. Education Policy
 - (a) Resolution 109 (p. 13)

Learning Conditions session

- 20:15 1. Questions of committee chairpersons — Learning Conditions, Education Finance, School Buildings, Grounds and Facilities, Status of Women and Declining Enrolment.

20:30 2. Learning Conditions

- (a) Resolutions 116-118 (p. 31)
3. Education Finance
 - (a) Recommendations 7-10 (p. 10), 11-12 (p. 11)
 - (b) Resolution 108 (p. 11)
 4. Status of Women
 - (a) Recommendations 90-91 (p. 49)
 - (b) Resolutions 135 (p. 49), 139 (information kit)
 5. School Buildings, Grounds and Facilities
 - (a) Recommendation 89 (p. 47)
 - (b) Resolution 134 (p. 48)
 6. Business not completed at earlier sessions

Ballot distribution — Wednesday, April 2

08:00 - 09:00

08:00 For one hour the election tellers will distribute ballots, one pad of ballots for each voting card, in the Plaza East room (one floor below the convention floor). Each delegation is asked to assist the tellers by appointing one of its members to present all the delegation's cards and receive all its ballots. Executive members and geographical representatives are asked to pick up their ballots individually.

No ballots will be distributed after the seventh business session has begun.

Seventh session — Wednesday, April 2

09:00 - 12:30

- Government session
- 09:00 1. Questions of committee chairpersons — Political Action Committee, Teacher Education Committee

- 09:15 2. Report of the Nominating Committee (p. 81) and election of table officers and members-at-large of the Executive Committee, to continue throughout the day as required.

3. Report of the Representative Assembly (p. 80-81)

4. Membership

- (a) Report of the Task Force on Membership Policy (pp. 68-70)
- (b) Recommendations 43 (p. 33), 44-45 (p. 34), 46-54 (p. 35), 55-61 (p. 36)

5. Transportation of students

- (a) Recommendation 92 (information kit)

6. Canadian Teachers' Federation

- (a) Leo Duguay, past president, CTF
- (b) Resolutions 106-107 (p. 7)

7. Goals of the BCTF

- (a) Resolution 113 (p. 18)

8. International Assistance

- (a) Recommendation 42 (p. 30)

9. Organization of the BCTF

- (a) Resolutions 122-124 (p. 37), 125 (p. 38)

10. Independent Schools

- (a) Resolution 115 (p. 29)

11. BCTF Priorities

- (a) Resolution 138 (information kit)

12. Policies and Procedures

- (a) Recommendation 63 (p. 39)
- (b) Recommendations 64-70 (p. 40), 71-78 (p. 41), 79-83 (p. 42), 84-88 (p. 43)

13. Business not completed at earlier sessions

Eighth session — Wednesday, April 2

14:00 - 17:30

Economic welfare session

- 14:00 1. Ona Mae Roy, president, B.C. Home and School Federation

- 14:15 2. Questions of committee chairpersons — Agreements Committee, Pensions Committee, Income Security Committee

Note: Revisions to the Agreements section of the Executive Committee's report are in your information kit.

- 14:45 3. Pensions
 - (a) Recommendation 62 (p. 38) and resolution 126 (p. 38)
 - (b) Resolution 127 (p. 39)
4. Agreements
 - (a) Resolutions 102 (p. 4), 103-104 (p. 5), 105 (p. 6)
5. Leaves of absence
 - (a) Resolutions 119-121 (p. 32)
6. Business not completed at earlier sessions
7. "Late" resolutions
8. "New" resolutions

Ninth session — Wednesday, April 2

19:30 - 22:00

Financial and administrative services session

- 19:30 1. Resolution 110 (p. 15)

2. Recommendations 13 (p. 13), 14-21 (p. 14), 22 (p. 15)

3. Resolutions 111-112 (p. 17)

Public affairs session

1. Public Affairs
 - (a) Resolutions 132-133 (p. 46)
2. Business not completed at earlier sessions
3. "Late" resolutions
4. "New" resolutions
5. Adjournment

Vacancies

or degree in education is required. Technical support staff require a university degree or other appropriate certification.

2. Country: Malawi

Requesting agency: Ministry of Education of Malawi. Nature of technical assistance requested: The teaching of mathematics, science, English (ESL) and geography at the secondary school level. Duration of assignment: 2 years. Commencement date: April, 1980. Duty station: In any of the 70 established secondary schools throughout the country. Working language of project: English. Qualifications: A university degree in mathematics, English, science or geography with a recognized teaching certificate or degree in education. For English teachers an ESL certificate or diploma is preferred.

3. Country: Nigeria

Requesting agency: Ministry of Education, Plateau State. Nature of technical assistance requested: Teachers for mathematics, science, English and geography (secondary school level). Duration of assignment: 2 years. Commencement date: Immediate. Duty station: Secondary schools throughout Plateau State. Working language of project: English. Qualifications: A university degree in mathematics, science, geography, or English with secondary school teaching qualifications.

OVERSEAS

Descriptive sheets providing more information are available from Ann Dahl, Employment Information Service, Applications should be made to World University Service of Canada, 99 City Centre, 880 Wellington Street, Ottawa, Ontario K1R 6K7 — telephone (613) 237-7422.

1. Country: Lesotho

Requesting agency: Ministries of Education, Agriculture, Health, Rural Development, Information and Broadcasting. Nature of technical assistance requested: Teachers and technical support in education, health, agriculture, rural development and communications. Duration of assignment: 2 years. Duty Station: Teachers will be assigned to any of the 90 established secondary schools. Technical personnel will be assigned to projects throughout the country. Working language of project: English. Qualifications: For teachers, a university degree with a recognized teaching certificate

Late resolutions to AGM

At press time there were three items of AGM business that are not included in *Reports and Resolutions*, one recommendation of the Executive Committee and two resolutions from local associations.

The executive's recommendation concerns the transportation of students for extra-curricular activities, and reads:

Recommendation 92: That the following be adopted as policy on the matter of transportation of students for purposes of extra-curricular activities:

"Teachers have a heavy teaching load in addition to extracurricular activities and should therefore not undertake further duties such as driving buses to transport pupils.

"As a general principle teachers should undertake that job for which they were hired — teaching. While the definition of teaching includes working with students in extracurricular activities, it should not include driving of buses to transport pupils, any more than it includes secretarial and other support tasks.

"It is recommended that:
"1. Teachers should not be responsible for the transportation of pupils by bus.

"2. Local associations should urge their boards to provide adequate financial assistance to extracurricular activities, including transportation.

"3. Teachers should refrain from:
"(a) driving buses for the purpose of transporting students;

"(b) participating in societies or other such business arrangements that are made to transport students on curricular or extra-curricular activities."

The two resolutions were submitted in time but were referred first to committees. The sponsoring associations are not satisfied with the disposition of the resolutions and are therefore carrying them to the AGM.

Resolution 138: From Kamloops District Teachers' Association

That a high priority for the 1980-81 year be:
1. development of ways and means of attracting top-calibre individuals into the teaching profession, and
2. similarly investigating methods of retaining these individuals in the classroom once they become teachers.

Supporting Statement

A. Over the years it has become apparent that, in

general, teaching is not the first choice of the top 5 to 10 per cent of high school graduates.

B. At the present time there are few incentives or motivations — financial, professional or emotional — for teachers to stay in the classroom.

Resolution 139: From Central Okanagan Teachers' Association

That the BCTF interprets clause 5 of the Maternity Protection Act as allowing women to return to work at their own discretion following delivery of a child.

Supporting Statement

A common interpretation of clause 5 frequently held by school boards and superintendents is that women may not return to duty until six weeks after the delivery of a child. This interpretation has caused female teachers who felt they were able and were willing to work to lose significant amounts of salary as well as to cause them needless concern and anxiety while they appealed school board directives that disallowed them from working.

This act was intended to protect women, not punish them. As it is written, it offers adequate protection. It is necessary however, that female teachers be aware of the difficulties that can be incurred. Incorporating this interpretation of the act as BCTF policy will allow female teachers access to information on the act that could save them a great deal of time and money.

Follow guidelines in self-assessment

The major goal is school improvement through the sincere, concerted efforts of its staff and administration. Such things as personnel evaluation, merely fault-finding and interschool comparisons are beyond the scope and are an abuse of the intent of the process.

That statement about the elementary school self-assessment program was published by the Ministry of Education in August, as Circular 92.

In November, the ministry, in a circular to its superintendents, advised that if the

process is "to be successful, it requires the support and co-operation and planning of all the staff in a school and/or district." The circular stated that the process "should be free from undue strictures of time and pressure and should be perceived as an on-going vehicle for self-improvement."

The same circular states that each district must have developed a policy by December 31, 1981. Underlined in that circular are the following words: "This does not imply that all elementary schools

shall have been evaluated by that time, merely that a policy be in place."

Local association presidents and professional development chairpersons are being encouraged to negotiate with the school board terms of that policy. Suggested for inclusion are a number of guidelines for self-assessment:

- The school staff determines the instrument — the ministry's or the district's, or which parts of each — to be used.
- Enough time — a school year, for example — should be guaranteed.
- Adequate time off with substitute teachers provided, assistance of district staff as defined by the school staff, and clerical support should be guaranteed.

- A commitment should be given that the district will implement improvements that the assessment finds necessary.
- The school staff should determine if an external team is to be involved. Such a team should include at least one elementary school teacher.
- The staff should be guaranteed in-service education to assist them.
- The results will not be released to the school board.

Staffs currently involved in a self-assessment should let their local association presidents know if any of these guidelines are being violated.

—John Church
Professional Development Division

Busing policy sought

Should teachers drive school buses as part of their job? A growing number of teachers are facing that question, and are finding that their federation has no policy to guide them.

So the Executive Committee is recommending a policy statement on busing to the 1980 Annual General Meeting. The policy would put the responsibility for transporting students on the school boards, and states that teachers should do only what they were hired to do — teach.

The issue has arisen in a number of school districts — most notably Nelson and Port Alberni — in the past year, as teachers, trying to meet a need in school-related activities for which there isn't enough money in the budget, volunteered to drive school buses.

Non-teaching school workers have objected to teachers intruding into jobs not directly related to teaching, viewing

such action as taking away their own jobs. In the two districts mentioned, the Canadian Union of Public Employees has demanded that teachers stop driving buses, and has asked the Labor Relations Board to arbitrate the disagreement.

(Teachers, frustrated by the predictable delay in resolving the issue, want to drive buses again. The Executive Committee has asked the ministers of labor and education to speed up the arbitration process in these cases.)

The policy, prepared by the Labor Liaison Committee and recommended to the AGM by the Executive Committee, states that:

- Teachers should not be responsible for the busing of students;
- School boards should provide enough money to pay for the busing of students for extracurricular activities, so teachers would not have to do so on their own; and
- Teachers should not drive school buses, or participate in societies in the business of busing students, usually with buses bought or leased from school boards at minimal cost.

AGM faces full agenda

From page 1

Roy, president of the B.C. Home and School Federation, and Leo Duguay, past president of the Canadian Teachers' Federation.

The G.A. Fergusson Memorial Award, the highest honor the BCTF can bestow, will be presented at 4:30 p.m. on Monday.

Election of the table officers and four members-at-large of the Executive Committee will occur on the Wednesday.

10/MARCH 13, 1980

Each of the agenda sessions will feature the work of one of the BCTF divisions, and questions may be asked at the beginning of the session of chairpersons of any committees associated with that division.

Expected to be particularly controversial resolutions are one that would change the calculation of the BCTF fee from a percentage of the average teacher's salary to a percentage of the actual salary, and one that would have the Pensions Committee alter its negotiating stance with the provincial government on the indexing of pensions.

—Ken Aitchison
Government Division

News briefs

Redstone teacher wins Hilroy

Catherine Mulvahill of Redstone, B.C., has won one of five national Hilroy fellowships for 1979 for her program, Life Skills Curriculum Development and Implementation for Geographically-Isolated Indian Students.

Mulvahill teaches at Chezachut Rural Elementary School in the Williams Lake school district. The fellowship carries with it \$5,000.

John Barling of Vernon, a teacher at Armstrong Junior Secondary School, won a \$1,200 provincial Hilroy award for his program, Solar Energy: Resource Material and Project Construction Plans.

Five national fellowships and 13 provincial and territorial Hilroys were awarded. The program is administered by the Canadian Teachers' Federation.

Racism conference

The Task Force on Racism is sponsoring a weekend planning session March 21 and 22 to examine racism in relation to multicultural education and the rights of children, and to draft future BCTF directions for dealing with racism.

It is an opportunity for participants to raise concerns and work through problems related to the issues rather than a purely informational conference.

Some spaces will be filled by people invited because of their background and experience. Additional spaces will be kept

open for other interested BCTF members.

For more information, call Joy Silverton in the Professional Development Division at the BCTF offices. Registration is limited and will be filled on a first-come, first-served basis.

Daycare available

Childcare will be provided at BCTF expense for members attending the Annual General Meeting.

The childcare centre will operate in rooms 401 and 402 at the Hyatt Regency Hotel between 8:30 a.m. and 5:45 p.m. There will be a play area and a separate room equipped with cribs and beds where infants and small children can sleep.

Juice and cookies will be supplied for the children mornings and afternoons.

It will be possible for children to have lunch served to them in the childcare room for about \$4 a day, but that cost will be borne by parents.

Positions open

Up to 80 experienced teachers of different grade levels are needed to serve on a Provincial Assessment of Mathematics committee.

Committee members would review potential test items and questionnaires, serve on a panel to interpret results of survey tests, and serve on an advisory committee to the ministry.

Committee work would take place during 1980-81. Application deadline is April 9.

For more information, check your bulletin board, or contact your local association or BCTF office.

Winning isn't everything

Does Kanata's integrated basketball team point the way for interschool sports?

By Ralph Maurer



The fight for sexual equality has spilled over into another area once considered remote from the issue: interschool sports competition.

Once, the gym, rink and playing field were considered a domain that boys of all ages were welcome to. For the women's movement, sports was a triviality; the real issues were in the bedroom, kitchen, work place and in politics.

But for several years now, mostly in minor hockey, baseball and soccer, girls — or their parents — have been asserting their right to take part in competitive sports. The implications of that are realized in a provincial physical education curriculum that now requires extensive integration between boys and girls, who once took completely different courses under the same name of phys ed.



McTavish with PE class.

Now, on B.C.'s north coast, a Prince Rupert elementary school's determination to field an integrated basketball team has raised important issues that teachers must deal with.

Could girls be as good athletes as boys, given the same coaching and encouragement? Do they benefit if they play on the same team as the boys, even if they aren't as good? Does it matter if the team doesn't place winning as its top priority? Will integrated teams promote sexual equality even if the boys are better athletes?

These are the questions the teachers of Prince Rupert, and eventually of the rest of B.C., must answer in the next few years. Many teachers have found answers to these questions, but their answers rarely agree. Two such teachers in Prince Rupert are Jim Taylor of Kanata Elementary School and Chuck McTavish of Roosevelt Elementary School.

McTavish is an athletic, mustachioed young man in his 20s who exudes confidence and a sense of humor, and who commands the respect of his students. A product of the Universities of B.C. and Calgary, McTavish, after three years of his first teaching job, has become chairperson of the Prince Rupert sports committee, an informal body of representatives of each of the city's elementary schools whose job it is to regulate interschool competition.

It is as chairperson of this committee that McTavish has become a spokesperson for that body's majority viewpoint.

On the other side of the issue is Jim Taylor. He's roughly the same age as McTavish but there the similarity ends.

With his casual clothes and goatee, Taylor looks more at home in a health food restaurant than in a health club. The atmosphere in his class is relaxed, and

his respect for his students is obvious. He is the sports committee representative for Kanata, across town from and a third the size of Roosevelt school.

Last September, the six teachers on Kanata's coaching staff decided that teaching proper attitudes toward sports, and stressing participation over competition, ranked as more important goals of team sports than improving the individual skills of players. "Most schools have those same three priorities," Taylor says, "but I think they're arranged a little differently."

Kanata staff members were also concerned that the traditional approach to team sports fostered and strengthened sexist attitudes among children: "If you separate boys and girls in team sports you are teaching inequality," says Taylor.

When the proposal to integrate school teams was put to the students, they voted 76 to 4 to support the concept, says Taylor, although he concedes that if the children had known the approach would exclude them from many games and the big winter basketball tournament early in February, the vote would have been less decisive.

Integrated play has had the desired effect on the children, Taylor says. "One of the biggest changes I saw was, we had two boys who at first were very reluctant to pass the ball to any of the girls that were playing. About half-way through the season they began to pass to the girls and by the end of the tournament (a separate exhibition tournament that closed their season in early February) they were passing completely fairly regardless of sex. So I think it's changed some of their attitudes."

As for the girls, he says, by the end of the season they were no longer willing to accept second-rank status on the teams and began to demand more important roles in team play.

McTavish and six of the eight members of the sports committee see things differently. Last fall, they voted against the proposal that Kanata's integrated team be allowed to play in the league and the big basketball tournament.

McTavish simply doesn't accept Taylor's premise that the girls are roughly as good as boys. He estimates that of 70 grade 7 children at his Roosevelt school, the best girl wouldn't crack the top 30. Integrated teams would require a quota system, he says.

"We felt that if you have a quota system the girls would likely not touch the ball. The boys would dominate the game because they're better. Their ability level isn't even close. That was one of the real weaknesses we saw in having integrated basketball. The girls wouldn't have fair opportunity to participate."

He has seen Kanata's team play only once, and says that in that game the three boys on the team completely dominated play; the two girls rarely got to touch the ball.

"It would completely destroy the girl's confidence and interest in playing. They would leave elementary school with no skills and no interest in playing in higher grades," McTavish says.

Both boys and girls are better served with leagues of their own where they can play against children of their own skill level, McTavish says. If integrated teams are considered desirable for other reasons, boys and girls have to be exposed to playing long before they reach Grade 6.

"We would have to start working with attitudes of

children in primary grades and work with them all the way through so by the time they got to intermediate grades their skill levels would be closer than they are now," he says.

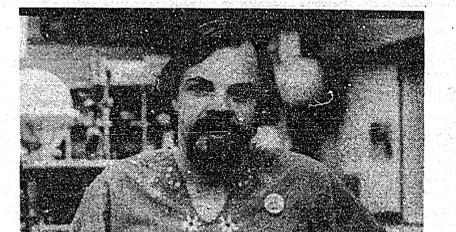
"Our committee isn't against integrated sports. We're completely for it. I would suspect that next year volleyball will be completely integrated. We just felt as a committee we're far better off having segregated basketball this year."

Ultimately, the debate will be resolved by the children themselves, says Kanata principal Harvey Kerr.

"Whatever happens, at this school students are going to have a major say in the composition of school teams," he says. "If integration is going to continue the students should decide. They're the ones that are affected. They're the ones who are involved, and they're the ones who should make that kind of decision."

That the issue is an important one is demonstrated by the fact that it has gone beyond the sports committee. The Prince Rupert District Teachers' Association, the local newspaper, and even Prince Rupert city council have all become forums for the debate.

The PRDTA executive had earlier submitted a motion to the BCTF Annual General Meeting that supported the concept of integrated sports teams, but the Prince Rupert general membership felt that until the question has been resolved in their own district it



Taylor. Above: Kanata coach Brian Kangas.

was too early to propose a policy for the entire BCTF to follow.

Meanwhile, PRDTA members are trying to settle that and the associated question of who the sports committee should be responsible to. Now it is responsible only to its members and the coaching staffs they represent. Should it be responsible to the local association, or to another body?

The PRDTA, in trying to take a position of leadership in the issue, has incurred the criticism of Prince Rupert teachers, who feel it is too early to reach a decision. The local's status of women committee chairperson, frustrated at being unable to reach a solution, has resigned.

The issue has been featured in the news, editorial and letters columns of the Prince Rupert *Daily News*. City council is considering a motion that would ban all sports discriminating on a sexual basis from using the civic sports centre.

The issue, painful as it is for Prince Rupert, provides experience and guidance valuable to the rest of the BCTF.



An old-fashioned boy finds the AGM a learning experience

Last year, during the spring break, I attended my first AGM of the BCTF. AS a tyro, I was naturally at pains to prepare myself adequately for the big occasion.

Two weeks before we left for Vancouver, the district councillors went into a huddle to plan strategy, and I observed the fact with interest. Our member-at-large revealed to me what wolfish designs could be lurking behind lamblike resolutions, and I hearkened astonished. Our resolutions chairman assigned each delegate duties, and I wrote mine down on the back of my hand in indelible ink.

I was all set to go, you might think. But not so. One critical area of AGM activity had been neglected — the dance. Oh, I can dance, in a crablike sort of way. And I had all my party patter ready. "Do you come here often? . . . What's the name of this song? . . . Good band, eh? . . . Hot in here, wouldn't you say? . . . Probably cooler outside, mmm?" You know the kind of thing. Unthreatening; time-honored; comfortably predictable.

The dance was scheduled for 2100 hours. That alone should have warned

me. Carefree spirits trip the light fantastic at 9 p.m., not at a businesslike 2100 hours.

She was sitting alone and had just stubbed out a cigarette. She wore a toasty-brown dress, with spaghetti straps, and about her waist a butter-yellow patent leather belt. Very digestible, I thought.

We danced a quickstep. "Do you come to the AGM often?" I asked.

She didn't seem to hear. Maybe I'd stunned her with my fancy feather-step, I concluded.

"Nice hotel," I tried again, "the Bayshore."

She shrugged her slender shoulders and with an icy contempt in the corners of her lips said: "A stereotyped example of corporate capitalism at work, with its false and immoral comforts, its cruel affluence."

"Er, well, yes," I said. "That's one way of looking at it."

We danced a bit more, out of the lights and into the shadows.

"Still," I ventured in a would-be caressive voice, "this is fun, isn't it?"

She sniffed superciliously. "Fun? Fun?"

"Sure," I said. "You must have lots of fun in your local association. Our membership chairperson, Anna Thorpe — have you met her here? — she arranges some real fun dinner meetings in Cowichan. Twice a year, and hang the expense."

"You mean she organizes semi-annual orgies to deflect the exploited from their radical utopian demand for a society qualitatively different from the existing one?"

"Well, no, that's not exactly what I mean," I said, as we began our second dance. "Life in Cowichan isn't all that radical, you know. We like a good time there. We don't all view the universe with your indefatigable seriousness."

A knowing smile materialized on her moon-pale face. "I see. Corrupted by the high productivity of goods, your teachers share the stabilizing counter-revolutionary needs of the middle classes, as evidenced by their emotional revulsion against non-conformism. But isn't it apparent, even in Cowichan, that a slave with two cars and a boat is still a slave? Blinded by the affluence of your servitude, I suppose, you can't see that you're unable to determine your own future."

Promptly I decided on a different tack.

"You have a non-conformist way of waltzing," I said, daring what, in the situation, seemed a great levity.

"This is a polka," she said firmly.

Despairing, I shut up. Then the music slowed up. So I snuggled up.

She addressed me in a suddenly satiny voice. "I want you to know that I reject the anti-erotic, puritan cult of plasticized beauty and cleanliness. I affirm the sensuality of the body."

"Good grief," I thought, "is this the way a radical consciousness says: 'It's hot in here; let's see if it's any cooler outside?'" Or had she just forgotten to change her underwear?

I was all ears. Well, not quite all.

I swallowed hard and asked her a question.

I shall not trouble you with the details of her answer. If you have ever dipped into the political philosophy of Herbert Marcuse, you will certainly have encountered the phrase: the Great Refusal. I've never figured out what it means. But I reckon I got it in answer to that question.

Now for the second year I've been elected to represent Cowichan as a delegate to the AGM. But this year it'll be a far different story: you see, over last summer I took two consciousness-raising courses — Poli Sci 401 at UVic and six weeks on the polka with Arthur Murray.



Economic Welfare Division staff member Mike Midzain works his magic for the cameras during filming recently of a videotape on BCTF services to members. The 20-minute, \$5,300 production was paid for by Labor Canada grants and should be released in April.

Chalk talk

From page 1

derogatory treatment by other children, and otherwise suffered irreparable harm. Everyone, including the state Department of Education and the San Francisco school board, agreed that the special classes for the children were virtually worthless, that they had no redeeming educational value. The tests did not help the students, did not tell the school authorities how the students might be better taught, and did not lead to programs to improve their education.

(2) The IQ tests were racially and culturally discriminatory. Black children were disproportionately placed in EMR classes. While 10 per cent of California's school population is black, 25 per cent of the children in EMR classes are black.

Judge Robert Peckham upheld virtually every claim made by the lawyers for the black youth. He demanded that the State of California stop using any standardized intelligence tests without court approval, which would come only upon proof that the tests were valid and non-biased. He demanded that school districts monitor and eliminate any discrimination in EMR classes, and re-evaluate every black child identified as EMR. More generally, he effectively found that using

standardized tests to judge the mental ability of minority children was inappropriate and illegal.

These issues have more than legalistic significance. As Erica Black Grubb, one of the lawyers for the black youth has written, the case "concerns the obligations of educators and psychologists to children who arrive at the starting line of education with different backgrounds and cultures." The case tells us that "there is nothing magic about an IQ score; in fact, for certain groups of children, it is downright inaccurate, and can only detract from the more careful evaluation measures that all children deserve." Standardized tests do not tell us how children learn or do not learn. They do not tell us what we can do to improve their learning.

This is the information that is being denied the public by the current cheerleaders for standardized tests. Vancouver school trustee Jonathan Baker and his cronies who leap for joy at the mention of a standardized test, and who tell us that expensive standardized tests are exactly what all of Vancouver's school children need, are either ignorant of the facts or are deceitful in covering them up. While I prefer ignorance to deceit, neither should be considered a good criterion for public office.

Sick leave brief

From page 1

protection beyond the minimum should be negotiable at the school district level."

The B.C. School Trustees Association has indicated a willingness to support the introduction of an insurance model of sick-leave protection. Under that model, all teachers, regardless of length of service, would be given the same number of days of sick leave annually, with some of those days compensated at full salary and the balance at partial salary.

However, the BCTF Income Security Committee is convinced that any plan supported by the BCSTA and government would not allocate any substantially greater amount of sick-leave money to teachers than is generated under the present service provisions.

Equally or more important is the fact that, although some teachers would receive additional benefits under the insurance model, the majority of those absent for illness would receive less total financial remuneration than they would under the current service model.

The committee believes that "better protection to most members" can best be pursued by providing for front-end loading (an annual number of days

allocated in September) and by increasing the annual allotment. The first recommendation in the brief arises from that position.

The second recommendation deals with the portability of unused sick-leave days. If this recommendation is implemented, teachers would no longer lose accumulated sick leave when they change school districts. Such a provision is not expected to cost a major amount, but would offer a significant benefit to some members.

The third recommendation in the brief deals with a relatively minor, but for some members irritating, restriction in the minimum provisions, long overdue for deletion.

The final recommendation arises from the conviction that further substantial improvements in sick leave are best sought at the local level. There is a fair amount of evidence to support the contention that trustees at the district level are prepared to provide increased benefits in order to cater to local needs.

Additional benefits might take the form of sick-leave banks, extra days for new teachers, and rehabilitative employment combinations of sick leave with outside benefits or salary.

—Jim Cairnie

Economic Welfare Division

Class size grievance pressed

A kindergarten teacher in Surrey has filed a class size grievance in an attempt to reduce her oversized kindergarten classes.

Sheenagh Leggat, a teacher at James Ardiel Elementary School, has two classes of 24 students, both over the BCTF criterion of 20. It is proposed that another half-time teacher be hired to relieve the large class sizes. Space is available for another teacher.

The grievance has the unanimous support of the BCTF Executive and the Surrey local association executive. In addition, a general meeting of the Surrey Teachers' Association offered over-

whelming support to Leggat in her pursuit of the grievance.

In supporting the grievance, the BCTF has pledged to support Leggat legally and financially if she is forced to withdraw her services from the school.

Further support for the grievance has come from parents of the kindergarten children at James Ardiel school. Several parents have circulated petitions in support of the grievance while others have contacted Surrey school trustees to urge the hiring of an additional teacher.

The Surrey school board, however, has so far refused to hire another teacher. The board met on March 3 to consider the request, and voted 5-2 against hiring another teacher. Local actions in support of the grievance will thus continue, with parents and teachers being asked to consider different tactics.

—Wes Knapp

Learning Conditions Division