

## Blakey off to Victoria to demand secret file

BCTF President Al Blakey will lead a group of teachers to Victoria on April 21 to demand to see the confidential files being held in their names by the Ministry of Education.

Blakey demanded at an April 16 press conference that Education Minister Brian Smith either clear all offensive materials out of teachers' files or, at the least, give teachers access to their own files.

"Mr. Smith said Tuesday (April 15) that clearing material that might be damaging to teachers out of their files would be 'carrying rights to the degree of absurdity,'" Blakey said.

"We don't think it's at all absurd. We believe that every teacher should be assured that there is no anonymous or unfounded information about him or her in any bureaucrat's files in Victoria. That's a fundamental right that every citizen of a free country should have.

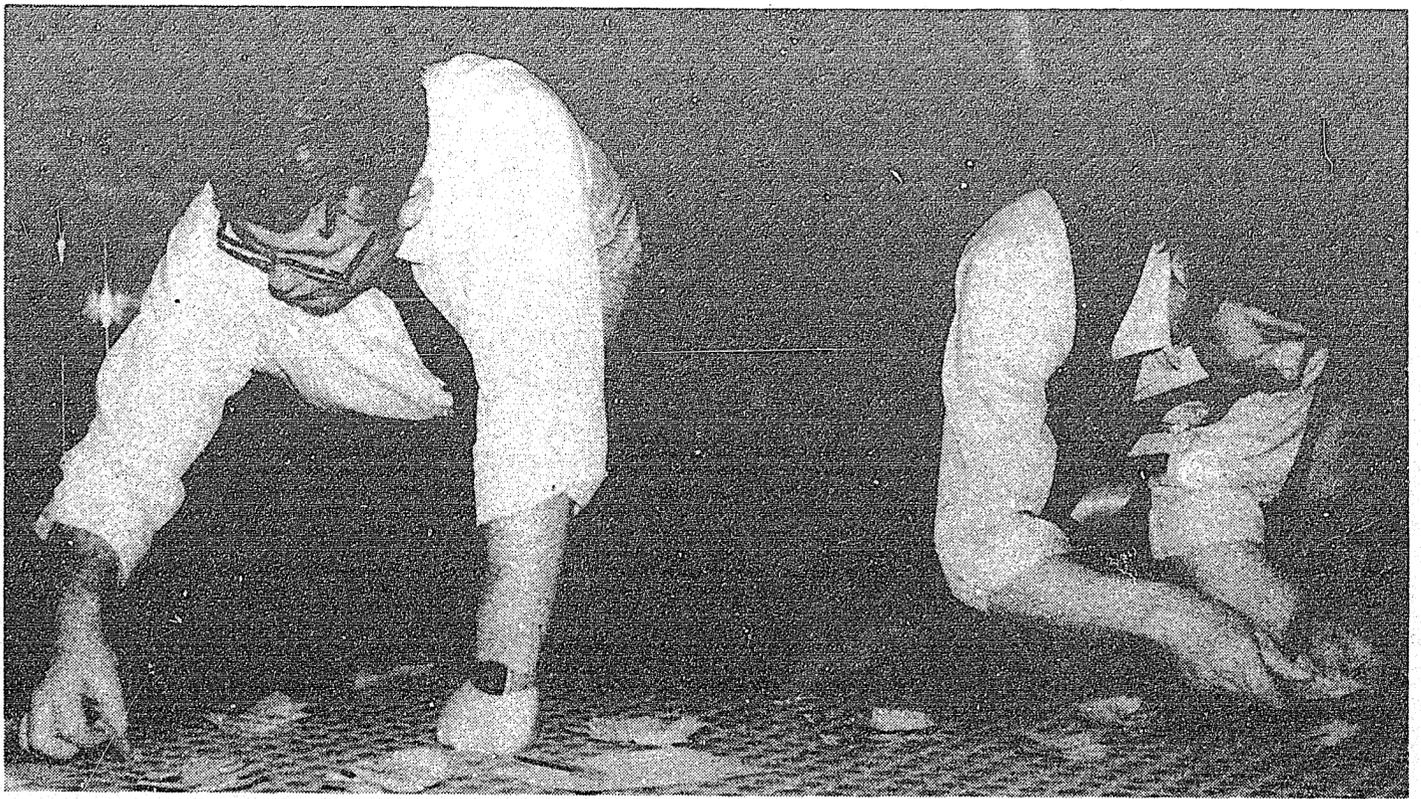
"Mr. Smith seems to think that British Columbia can't afford to protect our human rights. He says it would 'cost a fortune' to cull these files.

"Certainly it would cost some money. But I don't think you can put a price tag on human rights.

"If the cost is all that's deterring him, then he should make it possible for any teacher to have access to all the documents in his or her own file, and for the teacher to remove or provide a written comment on any document that does not relate directly to his or her professional qualifications or experience."

The issue of the confidential files was raised by Nanaimo school trustee Pat Barron in a letter to the minister. He said that on a tour of Ministry of Education offices he found that information on such

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The Quebec debate brought scrutineers to their knees. After a show-of-hands vote count produced a six-vote difference, a recount by ballot was ordered. Here, two scrutineers count ballots on the floor of a work room near the convention hall. The vote tied, 333 to 333.

## AGM was orderly — but hardly dull

### Tie vote on Quebec, warm reception for Brian Smith among highlights

It was orderly. In terms of the work done, it was productive. In terms of the work left undone, it was typical. But the 1980 BCTF Annual General Meeting at the Hyatt Regency hotel in Vancouver wasn't dull.

The four-day meeting of 675 delegates and 325 alternates and observers featured a tie vote on a major issue, surprisingly easy first-ballot victories for the successful Executive Committee candidates, and a decision to press for broader scope of bargaining — but not for the right to strike — for teachers.

New Education Minister Brian Smith spoke to the AGM and got a much better reception than his unpopular predecessor, Pat McGeer. But the biggest ovation of the convention went to Lorna Robb, the Richmond teacher who won the Fergusson award.

Only a fraction of the 139 recommendations and resolutions made it to the floor. Thirty-seven passed, seven were defeated, and one was ruled out of order when a contradictory motion was passed. Only one motion was withdrawn this year. The other 93 motions were referred,

either to the Executive Committee, various other committees, or, if there wasn't time to deal with them at the AGM, to the Representative Assembly.

Delegates approved the two goals and seven objectives of the Executive Committee's Leadership Report, spelling out the federation's priorities for 1980-81. The goals are to achieve a co-operative professional autonomy for teachers, and to develop a BCTF perspective on education for the 1980s. The objectives, linked to the first goal, are to deal with teacher stress and the mainstreaming of handicapped children, to expand the scope of bargaining, to encourage teacher-teaching-teacher continuing education programs, to press for greater teacher influence on the curriculum, to develop standards of practice for school administrators, and to build public support for public schools.

By a vote of 346 to 296, delegates voted against a resolution that teachers no longer be excluded from the Labor Code of B.C., which would give them the right to strike.

The AGM also elected three new

members to the Executive Committee as well as re-electing four incumbents. But they said "no" to three incumbents seeking re-election — Tom Krall, Pauline Galinski and Gerry Retallick. New members are Joan Robb, Maureen MacDonald and Marion Runcie. President Al Blakey, First Vice-president Larry Kuehn, Second Vice-president Al Cornes and Member-at-Large Steve Norman were all re-elected to those positions.

None of the elections had to go even to a second ballot, as all winners collected more than 50 per cent of the vote on the first ballot.

The most talked-about vote of the AGM followed the debate on whether to discontinue support for the Quebec Provincial Association of Catholic Teachers, which continues to conduct English classes in defiance of Quebec's language legislation.

The motion initially passed on a show-of-hands vote count, 326 to 320. But a recount by ballot was called for. Following a lengthy procedural wrangle, ballots were distributed. The count: 333 in favor, 333 opposed, with one spoiled ballot. The motion lost because it failed to get a majority.

The major stories of the AGM are reported throughout this issue. A round-up of AGM briefs can be found on page 7. For a summary of resolutions and recommendations and their fate, see page 2.

## Scope of bargaining changes to be sought

### Major debate of AGM focuses on teachers' right to strike

Delegates to the Annual General Meeting want teachers to have the right to bargain for learning and working conditions, but they stopped short of demanding the right to strike.

Increased scope of bargaining was seen as a way for teachers to gain control over their professional lives, and to counter stress. AGM delegates overwhelmingly

supported Objective 2 in the Executive Committee's Leadership report, which makes an expanded scope of bargaining a federation priority for 1980-81.

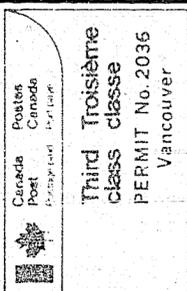
But later, delegates voted by a narrow margin against a motion that would ask that teachers be able to bargain under the Labor Code, rather than under the Public

Schools Act which denies teachers the right to strike.

"A large number of teachers around the province clearly understand on the basis of their own experience the necessity of bargaining for more than salaries and bonuses, and are strongly willing to support efforts to obtain such rights," BCTF President Al Blakey said after the convention.

"However, the question of using the right to strike as a regular feature of negotiations is a matter that teachers have no experience with and little knowledge of," he said. "Most teachers feel that compulsory arbitration, while not being perfect, has been reasonably effective."

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

# Blakey, Kuehn, Cornes elected on first ballot

Robb, Runcie, MacDonald join Norman on executive

Al Blakey has won election to a second term as BCTF president and will head up the 1980-81 Executive Committee, which contains three new members as the result of elections at the AGM.

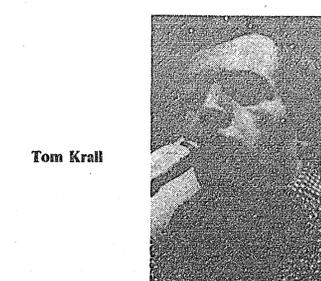
Delegates also re-elected First Vice-President Larry Kuehn, Second Vice-President Al Cornes, and Member-at-Large Steve Norman. New on the Executive Committee are Members-at-Large Joan Robb (Sunshine Coast), Marion Runcie (president of the Burnaby Teachers' Association) and Maureen MacDonald (Vancouver Elementary School Teachers' Association).

After Blakey beat Executive Committee member Tom Krall, whose term expires June 30, for the presidency, Krall challenged Kuehn for the first vice-presidency. But Kuehn beat both Krall and Pauline Galinski, another member-at-large whose term expires this year, on the first ballot.

Krall then dropped out of the races for an executive position, and Galinski announced she was running for second vice-president. But Cornes defeated her and Gerry Retallick on the first ballot. Galinski and Retallick, another member-at-large whose term expires this year,



Maureen MacDonald



Tom Krall

then announced they would not seek re-election.

Robb, Norman, Runcie and MacDonald all collected more than 53 per cent of the vote to win their seats on the first ballot, outdistancing Roger Engelbracht, Sophia Jeffrey, Win Lewis and George McGuire.

Only Norman and MacDonald had run for positions on the executive committee before. Norman was elected in 1978 and MacDonald narrowly missed election last year.

"I'm deeply committed to improving the working life and quality of that working life for the classroom teacher, and significantly altering for the better the kind of environment in which children in our province can go to school," Blakey pledged in a pre-election statement to delegates.

Kuehn blamed teacher stress on the lack of control teachers have over their jobs. "Broader bargaining rights are essential but not sufficient," he said. "We must also extend our vision of what professional development is by acting collectively within our own local association and the BCTF. We can gain some

control over those elements which most affect our working lives as teachers."

Concern for broadening the scope of bargaining and extending teacher control over their professional lives echoed through the speeches of all successful candidates.

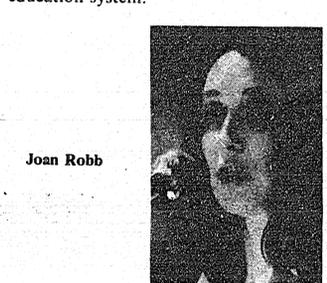
"We must ensure there is a broadening of support for the actions that we take," Cornes said. "We must build the federation to encourage full membership involvement in all levels of decision-making."

Runcie said the federation can work to meet teachers' needs "by making strong public statements about teacher and student needs. Instead of apologizing for weaknesses in the system, our federation must demand improvement."

"When the executive shows leadership in this area, teachers are encouraged to do the same. The Executive Committee Leadership Report gives a clear indication of where we want to go."

Norman spoke of the need for an effective community relations plan and for teachers to take advantage of shifting public attitudes toward education. "The public now believes, and rightly so, that class size is a significant factor in the learning process," he said. "We must organize ourselves to obtain a broader scope of bargaining."

"We must work collectively to increase public support for public education," MacDonald said. "We must also make a personal commitment to improving the education system."



Joan Robb

Marion Runcie



Robb said the BCTF should be decentralized, and that all teacher constituencies in the province should have a strong voice within the federation. "I will do my best to bring to bear my perspective as a member of a small local of hardworking teachers who face a large number of temporary appointments, increased demands, and decreased choices."

Blakey, Kuehn and Cornes were elected for one-year terms; the others won two-year terms.

## Election results:

	Percentage of vote	
<b>For president</b>		
Al Blakey	427	64.8
Tom Krall	232	35.2
<b>For vice-president</b>		
Larry Kuehn	346	52.3
Tom Krall	189	28.6
Pauline Galinski	126	19.1
<b>For second vice-president</b>		
Al Cornes	352	54.1
Pauline Galinski	223	34.2
Gerry Retallick	76	11.7
<b>For members-at-large</b>		
Joan Robb	415	62.6
Steve Norman	385	58.1
Marion Runcie	371	56.0
Maureen MacDonald	352	53.1
Roger Engelbracht	288	43.4
Sophia Jeffrey	207	31.2
Win Lewis	196	29.6
George McGuire	158	23.8

# Action brings results, Blakey says

Teachers are largely responsible for the improving public climate for education, BCTF President Al Blakey told delegates to the 1980 Annual General Meeting.

The readiness of teachers to take pride in the "damn fine job" they are doing, while continuing to draw attention to the school system's shortcomings, has received a positive response from the public, Blakey said.

This change in public attitudes is reflected most dramatically in the provincial government's choice for the new education minister, Brian Smith, "who says that before he does anything he wants to find out some answers." Choosing a minister so different from Pat McGeer recognizes teachers' strength and influence, Blakey suggested.

"While we cannot claim credit for all of that change, by any means, and while we cannot claim credit for some of the possible improvements in (education) funding, all by ourselves," he said, "we played a role that cannot be ignored."

But Blakey's generally-upbeat message was tempered with warnings: the new minister must ultimately be judged by what he does later rather than by what he says now; and teachers must become the real leaders in the development of education in the next 10 years.

"If we do not do that, somebody else will, and that may be to the detriment of the children of this province."

Blakey began his convention-opening speech with praise for new Education Minister Smith's apparent open-mindedness.

"For three-and-one-half years we had a minister of education who travelled the province and at the top of his lungs indicated that he had the answers to all the problems of education. He was going to bring about all the solutions, but

suddenly the government has appointed a minister who says that before he does anything he wants to find out some answers."

Smith's positive moves have included increasing Victoria's share of education financing, increasing spending on handicapped children and children learning English as a second language, and willingness to listen to teachers' views on curriculum and the administrative handbook, Blakey said.

"We need to recognize quite clearly that the changes that have been indicated, the willingness to listen on the part of the minister, and therefore of the government, reflects some other changes that have taken place around us," Blakey said. "Politicians do things for political reasons."

Those changes were indicated by polls that showed the public's confidence in the school system kept declining through three years of Social Credit rule, and that at the same time the back-to-basics backlash was waning. Actions by local associations in the May 10 provincial election also did not go unnoticed, Blakey said.

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Smith and Blakey chat before minister's speech

# Parrott, Smith stress co-operation

There were grounds for optimism at this year's Annual General Meeting: all three major partners in the educational enterprise — teachers, trustees and the ministry — seemed willing to eschew confrontation and to co-operate wherever possible.

Brian Smith, the shiny new pink-checked minister of education, as he described himself, got a warm welcome. So did Rubymay Parrott, president of the B.C. School Trustees' Association.

Both took pains to stress their close links with teachers: Smith as the son of two Victoria teachers, Parrott as the mother of two teachers and the husband of a former BCTF president. And both stressed their determination to work with teachers to improve the education system for the benefit of B.C.'s children.

The teacher's work, Smith told the delegates, is "the noblest challenge that we have. I mean that very sincerely, and I hope to co-operate with you."

Over the next few years, he said, he hopes to see the school system change so that "the graduates are a little better prepared to meet the needs of society, that their lives are enriched, their skills are enhanced, their English is better, their scientific interests are awakened and rekindled, that they would have useful job skills and also be more humane and sensitive and civically conscious citizens."

Since he took office last fall, Smith has been trying to maintain a weekly schedule of unannounced visits to schools throughout the province. On those visits, he said, he has seen "some fantastic teaching... There's a great deal of creativity and a great deal of energy and dedication in the field."

Without mentioning his predecessor, Pat McGeer, he said that it had been fashionable in the past for some people to attack education and the teaching profession.

"Everybody wants to tell you how to do your job," he said. "I came to the conclusion that it was time to start saying nice things about the education job being done in this province."

But he warned delegates not to expect "an endless honeymoon; I'm sure that we're going to have differences of opinion."

(The honeymoon may already be over, two weeks after AGM. The BCTF and the new minister had their first confrontation over the issue of confidential files on teachers being kept in Victoria. See story on page 1.)

Smith described himself as a decentralist philosophically, one who believes that "school districts should have a great deal of autonomy (and) that teachers should be free to interpret and develop their skills and adapt courses to the learning needs of their students."

But, he added, "I do believe very firmly that there must be a centrally prescribed curriculum in a general form so that students in every part of this province will receive the same basic education in core

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# AGM motions: a box score

## RECOMMENDATIONS FROM LOCAL ASSOCIATIONS

101 Teacher evaluation	Referred to RA
102 Inclusion in Labor Code	Defeated
103 Right-to-Strike	Referred to RA
104 Substitutes' salaries	Referred to RA
105 Part time teachers' salaries	Referred to RA
106 Support for PACT	Defeated
107 Support for PACT	Defeated
108 Child care centres	Referred to RA
109 Standardized tests	Referred to RA
110 (See Resolution 203)	
111 Full-time BCTF officers	Referred to RA
112 Delegates' travel costs	Referred to RA
113 Sexual orientation	Referred to RA
114 Students' bill of rights	Amended/Passed
115 Independent Schools study	Referred to RA
116 Secondary English class size	Referred to Committee
117 Extra-curricular activities	Passed
118 Hours of instruction	Defeated
119 Leaves of absence	Referred to RA
120 Leaves of absence	Referred to RA
121 Leaves of absence	Referred to RA
122 Stress counselling service	Referred to RA
123 Creation of sub-locals	Referred to RA
124 Creation of sub-locals	Referred to RA
125 BCTF staff salaries	Referred to RA
126 Compulsory retirement age	Out of order
(See Recommendation 62)	
127 Fully-indexed pensions	Passed
128 Post-secondary entrance requirements	Defeated
129 Elementary school self-evaluation	Amended/Passed
130 Non-instructional days	Amended/Passed
131 Pre-school education	Amended/Passed

132 Uranium mining ban	Referred to RA
133 Quebec self-determination	Referred to RA
134 Classroom and school closures	Referred to RA
135 Integrated elementary sports teams	Withdrawn
136 Teacher evaluation	Amended/Passed
137 Teacher evaluation procedure	Referred to RA
138 Recruiting and developing teachers	Referred to RA
139 Maternity leave	Referred to RA
140 Teaching of labor history	Referred to RA
141 Apprenticeships	Referred to RA
201 Co-operation with provincial ombudsman	Referred to RA
202 Donation to Nicaragua	Passed
203 BCTF fee as percentage of actual salary	Defeated
301 Ocean Falls	Amended/Passed
302 Censure of Revelstoke board	Passed

## RECOMMENDATIONS FROM EXECUTIVE COMMITTEE

1 Call for count at AGM	Passed
2 BCTF personnel matters	Amended/Passed
3 Power to amend budget	Passed
4 Preparation of budget	Passed
5 Appointment of substitute GRs	Passed
6 Appointment of substitute AGM delegates	Passed
7 Education financing	Referred to RA
8 Education financing	Referred to RA
9 Education financing	Referred to RA
10 Education financing	Referred to RA
11 Public school registration fees	Referred to RA
12 Education financing	Referred to RA
13 Calculation of mean salary	Passed
14 Setting of 1980-81 BCTF fee	Passed

15 Salary indemnity fund	Passed
16 Voluntary active membership fee	Passed
17 Associate membership fee	Passed
18 Affiliate membership fee	Passed
19 Reserve fund	Passed
20 Financing of BCTF operations	Passed
21 Appointment of BCTF auditors	Passed
22 Accumulated cash position	Passed
23 Code of Ethics	Amended/Passed
24 Standards of Professional Conduct	Referred to Committee
25 Professional relations	Passed
26 Judicial Committee reports	Passed
27 Handling of ethics cases	Passed
28 Handling of ethics cases	Passed
29 Handling of ethics cases	Passed
30 Legal aid for BCTF member suing another	Defeated
31-39 Creation of Federation Appeals Board	Passed
40 Professional rights	Referred to committee
41 Professional rights	Referred to committee
42 International assistance	Passed
43-61 Membership guidelines	Referred to EC
62 Abolition of compulsory retirement age	Passed
63 Powers of Representative Assembly	Referred to RA
64-88 Members' Guide	Referred to RA
housekeeping	Referred to RA
89 School facilities planning	Referred to RA
90 Child care facilities in schools	Referred to RA
91 Sex education	Referred to RA
92 Statement on busing	Passed
93 Recommendations on Admin. Handbook	Amended/Passed

# Robb wins Fergusson

Lorna Robb, a founding member of the Primary Provincial Specialist Association and a teacher for more than 30 years, has been named the 1980 winner of the G.A. Fergusson Memorial Award, the highest honor given by the BCTF.

"I have never known anyone with such dedication, determination and humility," said one teacher in a letter quoted by former BCTF President Pat Brady, who presented the award at the AGM. "The nominee not only deserves and has earned the recognition of the teachers of this province, but has given so much that this tribute cannot possibly encompass all those contributions."

Robb, who retired in 1975 but has remained active in the federation and the Primary PSA, is the 48th winner of the Fergusson award, named after G. A. Fergusson, a teacher who at the time of his death in 1928 was looked upon as one of the most outstanding teachers in B.C.

Robb, 68, spent the last 14 years of her teaching career as head teacher at Richmond's General Currie elementary school.

She helped found the Primary PSA in 1957 and served continually on that group's executive, including three years, 1966 to 1968, as president. "She has been a major force in making that PSA the best organized and most effective in the province," said Brady. She organizes the annual primary teachers' conference, the largest event put on by B.C. teachers.

In 1976 she helped organize a conference of the Canadian Association for Young Children in Vancouver, attended by 3,000 people from across the country. Three years ago she helped organize the International Reading Association conference in Vancouver. That event attracted 4,000 participants from throughout North America.

All that time she was active in the BCTF and the Richmond Teachers' Association, playing an important role at AGMs and on committees and task forces.



BCTF Past president Pat Brady presents Fergusson award to Richmond teacher Lorna Robb

Brady quoted from a number of letters supporting Robb's nomination:

"I have always been very impressed with this individual's abilities and sensitivities," one person wrote.

Another called her "a tireless and dedicated worker." Her "dedication and leadership is of the highest standard," one writer said.

"... a contributor to the children and educators of this province and other parts of North America."

"... the 'brain child' for every committee and the many hours of work accompanying each committee. Others may have sought fame, glory or recognition. Lorna only sought for each vision to be fulfilled."

"Never to tired to take on another role. We always hear, 'Well, somebody had to get this done.'"

"... a source of dependability, inspiration and, yes, perspiration, consistently contributing."

"I thank you for the many lessons the BCTF has taught me." Robb told the thousand applauding teachers in accepting her award. "I'm proud of what the teaching profession made me."

"This has to be the biggest and best of all professions," she said.

Teachers, she said, are craftsmen whose medium is people. "You must be careful not to create monsters but to use your talent and intelligence wisely to build a desirable civilization."

# Teachers ignored Muckamuck pickets

We wish to bring to your attention two instances where members of your federation crossed our picket line.

1. On March 26, a teacher and approximately 10 students from Richmond crossed the picket line at the Muckamuck restaurant. Apparently they were members of a Northwest Native Studies class.

2. On April 1, a group of teachers wearing badges from the BCTF Annual General Meeting crossed the picket line. They are reported to have said that this was to "celebrate not joining the labor movement".

We consider the first example to be exceptionally questionable in terms of professional ethics.

A large percentage of students, especially female students, may find themselves working in restaurants for some period of time in their respective futures. Most restaurants are unorganized and have primitive working conditions consisting of minimum wage, no breaks, arbitrary scheduling, and no grievance procedure.

Workers at the Muckamuck Restaurant have been successful in reducing business by 80 per cent during their two-year strike to change these conditions. We find it despicable that a teacher would take these potential restaurant workers across the picket line.

In reference to the second instance, the BCTF, like SORWUC, exists to bargain collectively for its members. Those members should be supporting their sisters and brothers in their fight for decent wages and working conditions. Instead, some of your members are actively trying to break this strike.

An injury to one is an injury to all.  
Don Fodor  
for the Muckamuck strikers

## Scholarship rule changes

In the February 21 BCTF Newsletter, reference is made to ministry changes in the scholarship rules. BCTF First Vice-President Larry Kuehn is quoted as saying that the ministry is returning to pre-1973 concepts, that district scholarships are effectively eliminated, and that top students in career, vocational or arts programs are excluded.

These statements are somewhat misleading and do not reflect accurately the changes in the regulations. Before 1973, separate provincial exams were held for scholarship candidates and roughly 40 per cent of Grade 12 students. After provincial exams were abandoned, only scholarship exams were administered, and winners were awarded a portion of their university fees.

In 1975, scholarship awards became a straight "no strings attached" \$500 for the top four per cent of the Grade 12 enrolment in each district, distributed on the

basis of three per cent of scholarship exam candidates and one per cent for district award candidates. The district awards were established to recognize outstanding performance other than the academic areas.

In 1979 the award was raised to \$1,000. The apparent reason for the changes this year is that districts were granting the awards using criteria that allowed academic students to be eligible. Also, the awards were treated as a gift rather than an award for excellence and an incentive to develop those talents the award recognized.

The new regulations require all candidates to write a provincially-set English composition exam, and further require district awards candidates to write "rigorous" locally-developed exams in their chosen field, and to register in a post-secondary institution.

Contrary to Mr. Kuehn's argument, they are not excluded in any way, unless Mr. Kuehn assumes that because these students are not enrolled in academic programs their prospect for successful completion of the English test is limited. If that is his case, it is based on questionable premises.

What Mr. Kuehn appears to have missed is the broader impact of the new regulations. For instance, winners cannot be recognized by their schools because the English exams are written at the end of the school year. Secondly, the requirement for a locally-developed exam is unrealistic. It could mean preparation of an exam in every course at the Grade 12 level in fine arts, business education, home economics and industrial education.

Thirdly, the rule that allows only one academic course to be included in the average for a district award candidate places a severe restriction on the flexibility of small secondary schools and could easily limit the number of awards available to them. This is especially important when one considers the limitations of programs available in small schools, and the probability of the majority of students opting for combined studies.

The final significant change is the shift from a district competition to a provincial one for scholarship candidates. These are now given to the top three per cent of the province's Grade 12 enrolment rather than to the top three per cent of a district's enrolment. This represents a potential limitation to those districts lacking the cultural and educational facilities of more urban environments.

Harry Hufty  
Prince George

## A reply

Kuehn responds:  
Mr. Hufty seems to think the article was written by me. In fact, the article was written by a Newsletter reporter who interviewed me as one source of information. Some of the things Mr. Hufty attributes to me are quotes from a

"ministry official". I am not a ministry official.

Mr. Hufty is, however, correct in detailing a variety of problems which were not mentioned in the article. In fact, the BCTF has also raised many of these other concerns with the ministry.

One of these issues has been responded to by the minister. Schools Circular 116, issued in March, explains that the "rigorous" exam required in the regulations may be "a display of student projects — woodworking, metal work, dressmaking, for example; an oral examination in front of a panel of professional and/or lay persons; or public demonstration of a skill, such as a musical program, et cetera."

I hope that further pressure will bring changes in other inappropriate elements.

Mr. Hufty is incorrect on one issue — the significance of the requirement of the English scholarship exam for district awards. That particular exam is aimed at identifying the ability to perform adequately in academic programs at university. As Mr. Hufty himself points out, "the district awards were established to recognize outstanding performance in other than the academic areas."

Use of that particular exam will result in a number of otherwise highly qualified students losing out on district scholarships.

## Retirement at age 65

Teacher organizations have always maintained that teaching is a most exhausting task, exerting great mental, emotional and physical pressures. We have claimed that dedicated teachers drain their resources in giving themselves completely to each task.

Now we have a few who seem to claim this is not the case, and that they expect to be as energetic at 62 years as they were at 22. If this is true, I'm tempted to suggest they have been in the wrong job. With very few exceptions, we just don't have that energy and enthusiasm beyond 60 years old. Many are too old before that.

Unfortunately it is seldom the competent, exceptional teachers who fight to stay on the job. The latter retire before they become an embarrassment to the system and their younger colleagues. Imagine the trials of future school boards trying to relieve the system of "dead-beats," should teachers be given the right to retire when they choose.

No doubt we'll be hearing about human fights, etcetera. There is a vast army of young people, well trained and eager for opportunities that some of our members would deny them. These young people have their rights too, and it is also their turn. I should hate to think the BCTF would protect the jobs of 65-year-olds against aspiring 20-year-olds.

If we are sincere in wishing to contribute to the common good, there are many voluntary jobs available for those of us who retire early. The situation is crazy enough as it is, with so many young people out of work and too many old people pretending they are still able to do that work. A just society would have the young gainfully employed, while we older people contributed our experience voluntarily in many worthy projects. An adequate pension would make all of this possible.

The advocates of voluntary retirement should be reminded that they knew the conditions when they began teaching. Don't let them put the clock back with their greedy demands at the expense of unemployed young teachers. Parents should protest strongly such a step, since retaining exhausted teachers beyond the

present limit would downgrade teacher strength. If you have ever been a young teacher on a staff of old teachers, you'll have a very painful picture of what the total scene could be. If you haven't made your contribution before 65 you have missed your calling.

V. Coulter  
Port Coquitlam

## CTV show was blatantly racist

On September 30 the thin line of human rights for which Chinese-Canadians and Japanese-Canadians have fought for so long was once again broken. That night the CTV network televised a so-called documentary entitled *The Campus Giveaway* as a portion of its W5 program.

This program evolved into an attack on "foreign" students (all of whom were shown as being Asian) who were said to be taking the place of "Canadian" students in our universities. The film expressed blatant racist views and stereotyping strangely reminiscent of Vancouver newspaper reports of the 1800s.

Recognizing this as a drastic step backward in their fight for first class citizenship, the Chinese Benevolent Association of Vancouver joined with other Chinese groups throughout Canada to fight the attack. On March 16, after threats of a lawsuit and circulation of a widely supported petition, CTV issued an apology of sorts.

The Chinese community feels that such an apology cannot undo the harm suffered by the scapegoated students in our secondary schools and universities. At a time when much school graffiti is racist slang directed against students of Asian-Canadian origin, this film may have severe personal repercussions for individual students.

This time the BCTF must take action and not remain silent as in 1942, when one could hear the echo of the Japanese-Canadian children crying as they were herded past stoic teachers and out of the public schools.

Jeri Bass  
Chairperson  
Task Force on Racism

## Douglas Road reunion

Douglas Road school of Burnaby is holding a reunion on June 7 at the Burnaby Central High School gym.

Everybody who graduated from Douglas Road before 1960 is invited. There will be a dance and a no-host bar, and refreshments will be served. Tickets are \$10.

For more information, write to Lorraine Faik at 5989 Hardwick Street, Burnaby V5G 1R5, or phone her at 298-2859.

## Vacancies

### Terrace

School District 88  
Terrace school district is looking for:  
• An itinerant teacher of the hearing impaired  
• An itinerant speech therapist  
• A teacher of the mentally retarded  
• Two teachers for Program Cadre de Francais (bilingual)  
• A teacher of band plus other secondary subjects  
• A secondary French teacher  
• An itinerant elementary counsellor  
• Elementary and secondary librarians  
• Elementary and secondary learning assistance teachers  
• An industrial education teacher  
Applications complete with supporting documents should be sent to M. Bergsma, Director of Instruction, School District 88 (Terrace), Box 460, Terrace V8G 4B5.

# Admin handbook brief hammered out

The AGM approved 11 recommendations which are to become the basis of the BCTF's submission to the Ministry of Education on the *Administrative Handbook for Elementary and Secondary Schools, Draft II*.

The recommendations result from an analysis of over 90 letters, almost all from local associations, provincial specialist associations, school staffs and individual teachers.

The letters focused on two broad categories of concerns — practices which could be harmful to students, and inconsistencies in the handbook. These two categories provided the framework for the recommendations.

The first recommendation asked that the purposes of the handbook be clarified so that it becomes obvious that it exists to serve the educational needs of students and the educational and administrative needs of ministerial officials.

The handbook for example defines "the primary responsibility of administration" as the carrying out of "the expectations of the ministry and the local board of school trustees". Students and teachers are viewed as "objects" which have to be controlled and manipulated. The emphasis is heavy on education as socialization, light on education as liberation. As one local association wrote, "the present wording emphasizes obedience and order. There should be some mention of citizens' responsibility to challenge." In short, the perspective is education, de-personalized, bureaucratized and hierarchical.

Procedures for reporting pupil progress produced several recommendations. One stated that the system selected and used in Grades K to 7 should be the

responsibility of teachers and the parents.

Several letters emphasized that the decision as to the system to use must be educational and not a political one. One primary teachers' association wrote that "letter grades are not appropriate for immature children." Letter grades, in fact, "label the child and the child's learning potential too early." One primary staff noted that "letter grades do not make allowances for social and emotional development."

Other recommendations advocate alternatives to letter grades in secondary school, and if provincial symbols are to be used, that the secondary school and the parents of that school community should have the choice of a five-point or a seven-point scale.

One principal wrote that "a common report card with provincial letter grades and percentages will not produce a B in Cranbrook to mean the same as a B in North Vancouver or, for that matter, a B in my class to mean the same as that of my colleague in the same school or district and teaching the same grade and subject."

The fifth recommendation asks that the proposal for a predetermined percentage scale for letter grades be withdrawn. One association stated that "the omission of any caution as to the use of percentage as a means of evaluating pupil progress is a serious one. There are subjects and tests for which the suggested percentages are most inappropriate." The letter refers to a 1979 ministry publication which describes the use of letter grades based on pre-determined percentage marks as causing "many problems," as requiring "nefarious techniques" to overcome the "embarrassing situation," "highly unprofessional activities," etc.



Delta delegation members vote at the AGM.

## Cariboo parents favor prep time

A recent survey shows that parents of elementary school students throughout the sprawling Cariboo-Chilcotin school district want their children's teachers to have more time to prepare their children's lessons.

The study was undertaken to test public acceptance of a long-standing goal of B.C. teachers: to provide a minimum of two hours a week of preparation time for all elementary teachers.

In the Cariboo-Chilcotin survey, 87 per cent of parents said they wanted their children's teachers to have some preparation time, and 74 per cent said it should be at least 45 minutes a day.

The 284 elementary teachers in the district now average only 20 minutes a week.

Most of the Cariboo-Chilcotin parents also favored the employment of specialists to teach specific subjects, a practice that is still uncommon in B.C. elementary schools. More than half of the parents wanted specialists to teach French and foreign languages, industrial education, music and drama. About 45 per cent favored specialists for physical education and art.

Results of the survey were released at the AGM.

"This survey bears out our belief that parents generally support teachers in their attempts to improve the quality of instruction by providing time away from the classroom for preparation and personal contact with parents and colleagues," said BCTF President Al Blakey.

"The use of specialist teachers is one logical way of meeting this objective."

The survey, conducted by telephone interviews with 200 parents, was undertaken at the request of the Cariboo-Chilcotin District Teachers' Association and funded by the BCTF.

The sixth recommendation supports the use of one standard graduation certificate from secondary school. One letter opposed to the proposed introduction of two additional certificates, an honors certificate and a careers certificate, says "it was only a few years ago when we discarded the two-stream certificate of university entrance and general programs, because we agreed they unfairly labelled our students. Let us now reaffirm our ideal that school's main function is to help students develop their potential, rather than to label them."

The seventh recommendation requests that the introduction of a mathematics requirement in Grade 11 be withdrawn. No rationale is provided for its inclusion in draft II of the handbook. One letter stated that the inclusion of this requirement in Grade 11 "will further compound the success problem for students of lower ability." Another letter referred to the requirement as an indicating "inflexibility," and that the handbook should be a "useful reference" to help in "making important educational decisions," not "a narrowly prescriptive set of policies."

The second category of recommendations is directed to overcoming inconsistencies which suggest on the one hand that "the school's primary responsibility is to educate by enabling each student to pursue excellence to experience success and to realize maximum potential" and on the other hand, that all students must pass 14 courses in Grades 11 and 12 in order to graduate from secondary school.

A letter from a committee of secondary school principals states that the requirement is "too restrictive". It adds that "in this day of concern for mainstreaming students, and being successful with all students in secondary schools, the principal needs more discretionary powers, not less." A local association notes that

"many students at present find it difficult to cope with 12 courses. An additional two courses in the same time period further decreases the possibility of success for these students."

A tenth recommendation focuses on the inconsistency between a stated aim of providing "a wide variety of learning opportunities in flexible time arrangements so students may experience success while learning at their own rate" and the precise specification of time allotments for both elementary and secondary subjects. Many writers focussed on this. Others pointed to decreased time listed for cultural subjects such as music and art coupled with the suggestion that physical education should become a daily program in elementary school. One correspondent suggested that "aesthetic fitness" was to be sacrificed on the altar of "physical fitness".

The final recommendation refers to the contradiction between support for continuous progress, and a myriad of conflicting statements about promotion and failure. One local association stated that "we applaud the affirmation of the philosophy of continuous progress in the elementary school but are concerned that this must be more adequately provided for in policy and in procedure than is the case in this handbook."

Education Minister Brian Smith has already suggested that the third draft will become one of the items of discussion at the series of public meetings he is holding in September and October. He has indicated that following those meetings a further revision may be required before the final version of the handbook is distributed to schools by January 1, 1981. Present plans call for the handbook to be implemented in September, 1981.

—John Church  
Professional Development Division

## Ocean Falls mill closure leaves 23 in the lurch

The closing of the government-owned Ocean Falls pulp mill in March will turn that coastal community of 1,200 into a ghost town and leave 23 teachers without work after this school year ends.

Since the provincial government announced the closure, the 20 permanent and three temporary teachers have been trying to get a relocation allowance like the Ocean Falls Corporation millworkers are getting, and a promise from the Ministry of Education that their job applications will go to the top of the stack in other school districts in B.C.

At the BCTF AGM, delegates unanimously passed a motion calling on the provincial government to provide a relocation allowance, and to give the displaced teachers hiring priority elsewhere. The motion also calls for contractual relocation allowance guarantees for teachers in other industry towns, and asks Victoria to guarantee full portability of sick leave for teachers forced to leave School District 49, Central Coast.

The New Democratic Party government bought the Ocean Falls mill in 1973 after its previous owner, Crown-Zellerbach, closed it because it was unprofitable. But the current government announced in early March that the mill is not economically viable and will be closed.

Millworkers received a relocation allowance but teachers and a handful of other workers in the town do not qualify for such an allowance under the company's contract.

"It should have been dealt with in the (teacher's) contract," says Bruce Johnson, president of the Ocean Falls Teachers' Association. Johnson said the association has asked Labor Minister Jack Heinrich to pay teachers an allowance. Hein has not given an answer, and has asked for more information, Johnson says.

"An average of \$1,500 (per teacher) should do it but there are a lot of variables," he says.

In response to letters from the Ocean Falls Teachers' Association, a number of school districts have promised to give the Ocean Falls teachers some form of special consideration, Johnson says. These include Salmon Arm, Langley, Terrace and Vancouver Island North.

The local school board has also helped, he says. "They are trying through the B.C. School Trustees' Association to relocate us, but they're not supporting us financially. The corporation is the same way — they'll help us in any way but financially."

Canada Manpower has been paying teachers' transportation to the Lower Mainland for spring interviews, he said.

The local school board has also said Ocean Falls teachers will receive priority when any jobs open up in the district. Johnson said the Ocean Falls teachers don't want to "bump" teachers with less seniority in nearby Bella Coola, also in the district.

"The BCTF has really helped to keep things calm by hard work toward positive objectives," he said. "They're helping teachers get interviews and getting some sort of response from the ministry."

The ministry has not yet announced whether it will ask boards to give hiring priority to Ocean Falls teachers.

The town is expected to be reduced to 50 to 100 people by the fall. A small school will provide work for one teacher, it is expected.

**BCTF Newsletter**  
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## Teachers sought to fill committee vacancies

Teachers wishing to become more involved in the activities of their federation have a chance right now to apply for a large number BCTF, Canadian Teachers' Federation and Ministry of Education committees and other positions.

Any BCTF member is eligible for any of the positions advertised. Most appointments, to be made by the Executive Committee in May and June, are for three-year terms beginning July 1. Application deadline is April 30.

The BCTF committees (with the number of vacancies in brackets): Education Finance (4), Finance (1), Income Security (3), Investigation (4), Judicial (3), Labor Liaison (1), Pensions (3), Policies and Procedures (1), Professional Relations (4), Status of Women (3), Teacher Education (2), BCTF Newsletter Editorial Advisory Board (3), and B.C. Teacher Editorial Board (1).

These CTF committees have vacancies: Economics of Education, Teacher Welfare, Quality and Innovation in Education, Status of Women, Commission on French as a Second Language, Finance, National Unity, and the French Language Commission.

Ombudspersons are sought for the Okanagan/Central Mainland and for Vancouver Island.

And the Ministry of Education's Science Safety Project Committee has openings for several teachers.

For more information on all the above openings, check your bulletin board or local association office, or contact Lise West at the BCTF offices in Vancouver.

## IYC report released

The need for professionals and groups delivering services for children to integrate and co-ordinate their efforts is the theme that runs through the recommendations of the BCTF International Year of the Child conference, whose 72-page report has now been published.

The more than 100 recommendations, making up the crucial section of the report, also discuss community schools, self-help peer groups, family life education courses and the effect of television on children.

The two-day conference, Invest in Youth and Children, was held last November in Vancouver with 150 participants from more than 40 organizations.

The report, available for \$5 from the BCTF Professional Development Division, also contains texts of key speeches and panel discussions. A copy of the recommendations alone can be obtained free.

## Busy summer ahead

Some of the conferences of interest to teachers this summer:

The 1980 World Congress of Rehabilitation International will be in Winnipeg from June 22 to 27; the theme is prevention-integration priorities for the 1980s. For more information contact the Canadian Rehabilitation Council for the Disabled, P.O. Box 1980, Winnipeg R3C 3R3.

The Quebec Association of Teachers of History, the Provincial Association of Geography Teachers and the McGill Faculty of Education are sponsoring a conference called Future Needs: Teaching Social Studies for the 1980s, June 25 and 26 in Montreal. Registration is \$60. For more information contact Jon Bradley at 3700 McTavish Street, Montreal H3A 1Y2.

Career Advancement Opportunities  
6/APRIL 17, 1980

for Secretarial and Clerical Workers is the name of a conference to be held in Vancouver June 27 and 28. It is sponsored by the Association of Business Teacher Educators of Canada. For more information, contact Shirley Wong, Faculty of Education, University of B.C., 2125 Main Mall, Vancouver V6T 1Z5.

A Women's Gathering for Survival and Peace will be held at the University of Toronto's Erindale Campus in Mississauga, Ontario, from July 3 to 8. More information about this anti-war conference can be obtained by writing to Helen Tucker at 1524 Douglas Drive, Mississauga, Ontario L5G 2W8.

The 13th Annual Conference of the Canadian Council of Teachers of English is at Mount Saint Vincent University in Halifax from August 18 to 22. For more information, contact council president Tom Harris at P.O. Box 1060, Armdale, Nova Scotia.

## CUSO wants you

Planning for the next school year? Now is the time to think CUSO if you want a change.

Canadian University Services Overseas can offer you two-year contracts in various parts of the developing world. More than half the 700 volunteers serving overseas with CUSO at any one time are working in the education field, many of them in African countries.

CUSO is recruiting now for late summer departures, and in particular wants to fill requests for English-as-a-second-language, math, science and French teachers and educators trained and experienced in curriculum development, rural crafts and related arts, programmed learning for adults, linguistics, climatology-geography lecturing, youth and community research, organization and development, and primary in-service teacher-training.

Many CUSO teachers are assigned to training colleges to instruct the next generation of teachers as developing countries are anxious to replace expatriates with local people as quickly as possible. Others are posted to secondary schools.

CUSO pays volunteers' travel, medical, dental and life insurance costs, and housing is either provided or is subsidized. The salaries paid by the host government are usually well below those available in Canada but they do provide a reasonable living standard and most volunteers save enough for some vacation travel while abroad. Language training is provided where necessary.

CUSO, since its formation in 1961, has sent more than 6,000 Canadians on two-year contracts to the Third World. There are retirement limitations in some countries. Families with pre-school children will be considered for placement if there are positions for both partners.

For more information, write to CUSO Education J-3, 151 Slater Street, Ottawa K1P 5H5.

## Co-ordinators sought

Regional co-ordinators of professional development, learning conditions or agreements are sought in 10 areas.

North Vancouver Island and Peace River are looking for agreements and learning conditions co-ordinators. Learning conditions co-ordinators are sought for East Kootenay, West Kootenay, South Okanagan and Fraser Valley. An agreements co-ordinator is sought for the North Coast. PD co-ordinators are



Taking an extended peek at an eye is one of thousands of school children to have visited the Extended exhibition since it opened February 15 at the Vancouver Centennial Museum and Planetarium. The show, a preview of the planned Vancouver arts and sciences centre, continues to May 19. Group tours are available; phone the centre at 873-7161.

sought for the South Coast and Central Mainland.

The three-year terms begin July 1. Application deadline is April 30. All applicants must be nominated by their local association.

For more information, check your bulletin board or local association office, or contact Lise West at the BCTF offices in Vancouver.

## New pension rules

Teachers can now contribute to their pension plan while on unpaid leave of absence.

The B.C. cabinet, at the request of the BCTF, passed an order-in-council on March 13 giving teachers the right to make a double contribution to their pension plan while on a leave of absence granted after August 31, 1979.

The order-in-council contains no restriction on the purpose of the leave of absence.

Copies of explanations of the changes have been sent to all schools and school board offices in the province.

## Standards studied

AGM delegates referred a proposed statement of standards of professional conduct to the BCTF Task Force on Hearings and Appeals.

The task force will report to the 1981 AGM. Task force members want written submissions from anybody objecting to the wording of Recommendation 24 (pages 22 to 24 of Reports and Resolutions). The task force meets May 3 and June 7. Please send your ideas, in time for one of these meetings, to Bill Allester at the BCTF offices in Vancouver.

## Project TEACH

Project TEACH instructors are sought for next year.

Teaching the highly-praised professional development course requires about six hours of teaching and preparation time per week, and instructors must complete a week-long training course during the summer. Honoraria will be paid.

Professional and academic achievements, leadership qualities and location will be considered in choosing instructors. Application deadline is April 30.

For more information, check your bulletin board or local association office or contact Patricia Hamilton at the BCTF offices in Vancouver.

## Brazil hosts congress

The BCTF Executive Committee is prepared to nominate four delegates or observers to the 1980 assembly of the World Confederation of Organizations of the Teaching Profession and pay their registration fees.

The nominees, who would attend the congress at their own expense, join two other BCTF delegates whose expenses are budgeted for by the Representative Assembly.

The congress, held every two years, this year is in Brasilia.

Delegates must have had current BCTF experience at the provincial level. For more information, contact Ken Aitchison at the BCTF offices.

## Act available

A new edition of the Public Schools Act, incorporating all amendments made before August 24 of last year, is now available.

The act requires the Minister of Education to provide free copies to school trustees and teachers. Teachers are asked to order their copies from the ministry through their school.

## 'We had an impact'

From page 3

"They (the government) perceive that we did have an impact on that election and therefore are to be considered in a slightly different frame of reference than before.

"The change that took place in a minister is indicative of the change that has taken place in society and a change that has taken place in our relationship within that society."

Areas in which teachers must demand their rights include curriculum, letter grading, standardized testing, and elementary school evaluation, Blakey said.

"It is the job of this federation and of all of us around the province as representatives of teachers to address the needs of our members the ways and means of eliminating circumstances that are not healthy for teachers, nor for the learning environment of children, and to bring to birth a new possibility for education in this province," he said.

# Next year's fee to be \$214, AGM decides

BCTF fees for 1980-81 will be \$214 for active and provisional active members. AGM delegates decided.

After the mean salary of members was set at \$24,858, delegates set the fee at 0.86 per cent of that mean salary.

The Finance Committee had recommended a fee of 0.93 per cent of mean salary but both the Executive Committee and Representative Assembly voted to recommend staying at the old level of 0.86 per cent.

Earlier, the AGM had defeated a motion from the Coquitlam Teachers' Association that would have made membership fee a percentage of each members' actual salary.

A students' bill of rights and responsibilities, part of a paper *How Should Authority and Responsibility be Distributed?*, adopted by the winter 1978 RA, was adopted as BCTF policy.

A revised Code of Ethics was adopted, but a proposed statement of standards of professional conduct was referred to the

Task Force on Hearings and Appeals, to report back to the 1981 AGM.

A 25-member Federation Appeals Board was established to replace the appeals system whereby current members of the Representative Assembly hear appeals of BCTF Executive Committee decisions regarding legal aid. The new board will be made up of Geographical Representatives, elected at the fall RA.

The AGM defeated a motion that one BCTF member suing another shall not be provided with legal aid by the BCTF.

A resolution from the Revelstoke Teachers' Association that the Public Schools Act be revised so that extra-curricular activities outside school hours cannot be a required duty of a teacher, was carried.

Last fall, when Revelstoke teachers attempted a work-to-rule campaign to back negotiations, they found to their dismay that extra-curricular work, which they had considered a volunteer service, could be demanded of them under the PSA.

## Three appointed to study class size

Teachers and trustees in Surrey have jointly established a special commission to investigate kindergarten overcrowding.

The three commissioners are Neville Scarfe, former education dean at the University of B.C., Surrey school trustee Toni Berger, and Hannah Polowy, a professor of early childhood education at UBC. Scarfe will chair the commission.

The investigation was requested in late March by the Surrey Teachers' Association. The BCTF and the Surrey school board quickly agreed to sponsor the commission.

The Surrey school board has set a maximum of 25 pupils for a kindergarten class. The BCTF standard is 20. There are

about 59 kindergarten classes with more than 20 pupils in Surrey, the STA says.

"The commission will be a direct benefit to the kindergarten children in the community," says STA president Peter Thomson.

The commissioners will study kindergarten staffing and make recommendations to alleviate overcrowding. They met on April 14 to set up a schedule of public meetings that will begin April 29. Commissioners will interview parents of kindergarten pupils, visit classes and meet with teachers and administrators. The commission will also compare Surrey conditions with those in other districts of similar size.

Scarfe was UBC's education dean from

## Wider scope of bargaining sought

From page 1

and therefore see at present no reason to change it."

Second Vice-President Al Cornes, opening the debate on the scope-of-bargaining objective, said progress on bringing B.C. schools up to BCTF standards for working and learning conditions has been "slower than slow; we've been drifting backward." Six thousand teachers have learning conditions agreements with their boards but there is no effective grievance procedure anywhere, he said.

"Substantive gains in learning and working conditions depend on expanded scope of bargaining," he said.

Speakers in the debate did not dispute this. More delegates were concerned that this objective actually be carried out.

"My concern is that if we pass this objective that it doesn't end with three or four meetings with the ministry, but that the Executive Committee sees this as a mandate from the membership to use the funds and resources of this federation to achieve expanded scope of bargaining," said Ken Novakowski of Surrey.

Claus Spiekermann of North Van-

couver said he hopes the title, Objective 2, is not literally true and that expanded scope of bargaining is actually the federation's primary objective.

Later, the AGM defeated by a 346-296 vote a resolution from the Hope Teachers' Association that teachers should no longer be excluded from the Labor Code of B.C.

Teresa Wilkinson of Hope said that for too long teachers have been denied the same right as others in B.C. — the right to strike. "I'd like to see things written into the contract for a change, instead of just policies written in the (BCTF members') handbook."

Al Crawford of the Vancouver Elementary School Teachers' Association said the end to exclusion from the Labor Code would not necessarily mean that teachers could not continue to negotiate under terms of the Public Schools Act. "We might decide that the PSA is still the best way to go," he said. "This (resolution) opens up another avenue. It's a bargaining strategy that we need."

Novakowski said that binding arbitration under the Public Schools Act allows teachers to benefit from the gains other workers have fought for. "It's time we started doing some of that fighting ourselves."

Executive Committee member Pauline Galinski said inclusion in the Labor Code could end compulsory membership in the BCTF for public school teachers, and

A new motion condemning the Revelstoke board's "heavy-handed" approach to the situation was also passed.

A new set of membership guidelines proposed by the Task Force on Membership was referred back to the Executive Committee after two EC members went to the microphones and asked delegates to do so.

Even though the guidelines, contained in 19 recommendations, had earlier been recommended by the EC to the AGM Executive EC members Doug Smart and Larry Kuehn both argued that they have since discovered there isn't enough agreement among membership on what form the guidelines should take.

"There simply isn't sufficient consensus for us to deal with this at this time," said Kuehn. "I'm no longer convinced these are the best recommendations we can make and I would like an opportunity to come back next year with better recommendations."

Smart said he has discovered widespread support for at least three different membership models and there is no way any one model will get enough support.

Task force chairperson Allan Garneau said the proposed model based member-

ship on possession of a permanent teaching certificate. The current model restricts active membership to those employed in the public schools system.

Delegates passed a motion calling for an end to compulsory retirement. Another motion, from Coquitlam, calling for retention of compulsory retirement at age 65 for BCTF members, was subsequently ruled out of order.

The Pensions Committee doesn't agree, but AGM delegates want the BCTF to aim for fully-indexed pensions. A motion was passed telling the Executive Committee to instruct the Pensions Committee to pursue that policy.

A BCTF policy on busing students for extra-curricular activities was passed. The policy, proposed by the Labor Liaison Committee, states that teachers shouldn't be responsible for transporting students by bus, that locals should urge their boards to provide buses and drivers, and that teachers should not participate in "societies" created in some districts to get around paying professional drivers to transport children.

## Smith admits secret files kept

From page 1

matters as teachers' sexual orientation and credit standing was being kept in ministry files.

Smith says that no "offensive" material on teachers has been filed since 1975 and that it is not his ministry's current policy to use such information.

"I agree entirely with the B.C. Teachers' Federation that it's inappropriate to gather that material," Smith said. However, he admits that "offensive" material from before 1975 may still exist in some teachers' files.

Blakey said he would test the minister's willingness to accept his demand that teachers be given access to their files by personally requesting to see his own file at the ministry's offices.

He said a number of other teachers would also present similar requests.

1956 to 1973, following five years as dean of education in Manitoba. At UBC he established the Child Study Centre for observation, demonstration and research related to early childhood education.

Berger, elected to the Surrey board in 1978, is a probation officer and family court counsellor. She has taught at Douglas College and has a master's degree in public administration.

Polowy is director of the UBC Child Study Centre, and chairperson of UBC's early childhood education department.

## DND reunion

All teachers who have taught in Canadian Forces base schools in Europe are invited to the annual reunion, entitled Schoolies Mug in the Decade, from October 10 to 13 in Ottawa. For more information, contact Donna McCallum at 1821 Applegate Court, Ottawa K1J 6S4.

mention when they talk about the right to strike, and that is 'lockout,'" he added. He also warned that essential services legislation would likely be used to send striking teachers back to work.

"I think we're kidding ourselves if we think this (inclusion in the Labor Code) is a panacea," Smart said.

Later, Blakey said the closeness of the vote — "closer in my opinion than it would have been in previous years" — indicates that satisfaction with the current process may be coming to an end.

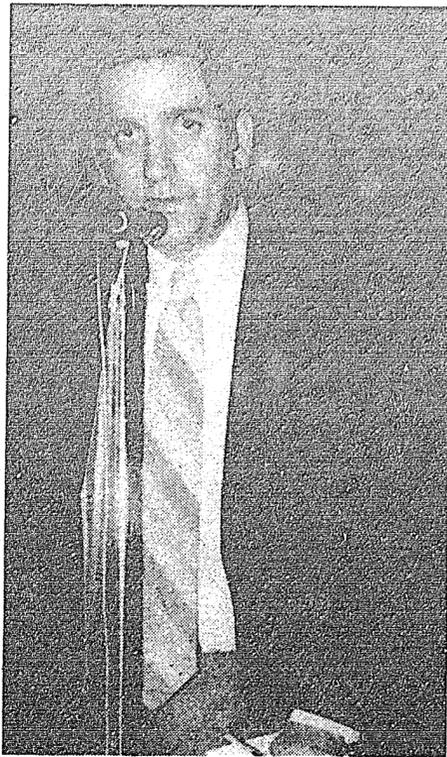
"It's likely that the experiences obtained in gaining broadened scope of bargaining will be ones that finally determine what actions we will adopt in future negotiations," he said.

Blakey said teachers active in local associations will be called upon to help prepare an action plan for obtaining increased scope of bargaining. A draft program will be ready for the fall Representative Assembly, he said.

## Summer housing

The Canadian Teachers' Federation provides a clearinghouse service for teachers wishing to exchange homes with other Canadian teachers for the holidays.

Further information and registration forms can be obtained from the CTF at 110 Argyle Avenue, Ottawa K2P 1B4. A registry of homes for exchange will be available in May.



West Vancouver's Peter Minshull at AGM microphone

## Delegates applaud new minister

From page 3

subjects ... There must be equal educational opportunities throughout this province. That means common programs and it also means common standards."

Later, during the question period, Smith was challenged by First Vice-President Larry Kuehn to explain how common programs, common standards and prescribed materials could assure equal opportunities for children from different parts of the province who have varying abilities and backgrounds.

"I can assure you that non-common programs and different material don't produce (equal opportunities)," Smith replied. A child should be able to move from Lower Post to Vancouver and still hold her own in the core subjects. "That's what I mean by equality of opportunity."

He said a centrally prescribed curriculum and prescribed texts shouldn't impede the classroom teacher's initiative or creativity.

Rubymay Parrott said her philosophy has always been that teachers, trustees and government "are in this together to provide the best possible educational opportunity for the children in our charge, and only co-operation, not confrontation, favors that."

She reviewed some of the joint achievements of the last year of BCTF/BCSTA co-operation:

- An increase in government funding for integration of handicapped children into the regular classroom;
- An increase in the number of school districts that have locally employed district superintendents;
- A unique agreement to produce common data for salary bargaining;
- Continuing support for the School Talk community relations program.

The most important task for the years ahead, she said, is communicating to the public the good work that goes on in B.C.'s classrooms.

"We really must begin blowing our own horns. And let's do it clearly, in language the public can understand ... Let's keep our classroom and school doors open to the public and seek their support."

## Spanish pen pals

A list of names and addresses of Spanish school children looking for Canadian pen pals can be obtained from Andres Collado, First Secretary, Embassy of Spain, 802 - 350 Sparks Street, Ottawa K1R 7S8.

8/APRIL 17, 1980

# Geoff Hargreaves



## ... finds the heart of darkness in a lounge at the Hyatt Regency

Hargreaves writes that the following story "is in substance quite true, though in fact a composite of recent experiences, with names changed to protect the guilty."

"Would you believe it!" I exclaimed with pleasure, as a redheaded figure stepped off the escalator bringing a crowd of people up to the conference floor of the Hyatt Regency. "It's Corky Cochrane, isn't it?"

For an uncertain moment Corky's intense green eyes assessed me. Then his face broke into a broad smile. We shook hands. Old friends meetings after years of separation.

"This is my wife, Dreena," he told me, gesturing to a somewhat austere woman by his side, hair drawn back for her colorless face into an uncompromising bun. "Do you remember —"

"Sure do," I said, turning to her. "Style's a bit different now, though, eh? You used to wear all that Afghanistan gear, when you and Corky lived in the old bus."

Inside its smart grey suit Dreena's body tautened. "Bernard," she said empathically, rebuking my use of her husband's nickname. "Bernard was studying at UVic then, wasn't he?"

Her manner was distinctly gelid, as if seeking to freeze over recollections of the period, ten years ago, when Corky had skipped from Oregon to Victoria, to elude the draft, and had drifted his stoned way through an evening course or two at UVic, without doing anything that even the university PR office, eager to swell student numbers, would dignify with the term 'studying'. I do remember he got half way through *Steppenwolf*.

At that time Corky and Dreena survived on their wits and gall. When his eyes could focus, Corky made rather ugly candles; then Dreena used to pack a batch of them to the downtown pubs, where her

friends, the local whores, would cajole their clients into buying them, first.

"How come you're in teaching?" I asked Corky.

"Oh, the usual route," he said. "Eventually got a degree. Then a dreadful term at a private school. A year's subbing. A year's temporary. Now, I'm on continuing contract."

"Lucky man," I said, "to get continuing."

"Bernard's speciality," Dreena informed me snootily, "is the teaching of gifted children."

"What else, Dreena?" I retaliated. "I mean, after living on his wits for years, he must have kept them pretty sharp."

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Over a drink in the bar downstairs, the atmosphere grew a degree or two warmer.

"How come you're at the AGM?" I asked Corky.

"I'm chairperson of our Human Rights Committee," he said.

"Good for you," I said. Then I added, teasing, "Still into all that 'love' business? Remember the commune down in Fernwood —"

Dreena brought me to a halt with a dry cough.

"Better the love business than the hate business," I said.

Dreena fixed me with a cold eye. "Bernard never hates," she declared. "But he often despises."

I had a sickly sensation of being in the wrong place, like an aspirant to the rabbinate with a summer job of selling pork pies at Nazi rallies.

"That's right," said Corky himself at last. "I've no time for the moaners and whiners we've had to endure the last three days, complaining about elitism as if it were a self-evident evil. What we need, as teachers I mean, and as a nation, is energy."

## Chalk Talk

### Geoff Peters asks, do teachers care too much to be trustees?

Does the law protect the public from the possible ravages of teacher-trustees?

Let's look at the facts.

We all know what happens when teachers are elected to school boards and perhaps this applies in your district. Pupil-teacher ratios drop to at least 11 to 1; salaries increase to over \$50,000 per year for classroom teachers (not just top administrators) and, generally, community control, accountability and sound fiscal management go the way of the dodo and 25-cents-a-gallon gasoline.

If you work in a district with teachers (or worse — spouses of teachers) on its board and this is not obvious from a quick perusal of your pay stub, there is a reason. Those devious teacher-trustees have concealed their actions from public scrutiny.

You may not realize it but many teachers have only 14 students in their classes! Yet pupil-teacher ratios as low as 7:1 that exist in these districts (yet never show up on ministry data sheets) have provided your small elementary school with three learning assistance teachers, two teacher-librarians and six music, art, P.E., drama, gifted and special needs teachers, not to mention all that preparatory time.

And salaries! It is common knowledge that in those teacher-trustee-dominated districts, the 1980 salary increases aver-

aged 47 per cent. Those clever trustees have concealed these increases from the public, the ministry of etcetera, and even the secretary-treasurer.

But the most dangerous part of this teacher-trustee scheme is that these people claim to have an understanding and knowledge of education and a commitment to improving its quality. They actually state they are members of the community with the right to seek elected office!

This special interest conspiracy must be stopped. The law does not go far enough.

Not only should teachers be prohibited from being trustees, but so should their spouses. Everyone knows that when a teacher tells a person to do something, compliance is total and automatic. Teacher-spouses must be brainwashed puppets of their husband or wife since they, too, claim to have knowledge and interest in education. Worse still, they often are ex-teachers disguising themselves as parents or community members.

In fact, teachers, spouses of teachers, anyone who is dependent on a teacher, was ever dependent on a teacher, is related by blood to a teacher, knows a teacher socially, or lives within one kilometre of a teacher, should be banned from running for school board.

Why? Because these people might be influenced by a teacher and get the

"Thank God for Alberta," I was saying, when Dreena put in: "Bernard means moral energy."

"Of course I do," said Bernard. "Over the last few years I've come to realize that equality is an injustice to the capable. What we need in our schools is diversity. That way we'll be able to develop an elite of character."

"I don't follow you," I said.

"Well, as I tell my students, we live in a world that's increasingly chaotic; so we have to produce students who'll be able to create their own laws and have the strength of will to stick to them."

"Go on."

"It's not very complicated. The students who need to know *why* they have to study a subject, in my experience at any rate, are always the mediocre ones. And worse still are the ones who need to be convinced that a subject is good for their wallets. So I'm aiming to produce students who won't ask for reasons or give them, who'll stay silent and work with determination."

"A master race in the classroom."

Bernard laughed. "Oh no. It's an elite of character we're after. And there's no race with a monopoly on that. Still, each ethnic group has a right to its own destiny, unequal as it may be. What native Indian would want equality at the price of his culture? But if we accept that native Indians, the Chinese, the Pakistanis have a right to their identities, it must follow that we can't deny that right to WASPs, can we? Otherwise, we'd be making a mockery of Human Rights."

"Guess who's still not coming to dinner!"

"Talking about dinner," Bernard said. "Why don't you drop by my room in about an hour? We've invited up a few choice spirits to drink a few choice spirits. And then we're off to the Muckamuck for a bit to eat."

"No, I won't be able to do that."

"Just as you please," he said without concern. "But remember, we're living in the eighties, not the sixties."

"Oh dear," I thought, as I stepped out into the evening streets of Vancouver. "The menaces of respectability. And the innocence of acid and whores."

erroneous impression that they understand or are interested in education. It is a clear conflict of interest. I realize you thought that a conflict of interest was when you recommended your wife's law firm for lucrative government jobs or voted to push a freeway through the land you just bought, but teachers can get it too.

Come to think of it, what about parents? Parents are a special interest group (and a minority group at that). They usually think they know something about education, what they want for their children and they try to get it. This is definitely a conflict of interest.

And what about anyone who ever went to school?

But this is getting too complicated. A simple solution is in order. Bar from running for school trustee anyone who knows anything at all about education. In some districts this has already been accomplished even without such a regulation.

Let there be no conflict of interest on our school boards.

## Meredith honored

John Meredith, a former teacher who retired last year after 31 years in the Ministry of Education, is among six people to receive honorary degrees from the Simon Fraser University on June 7.

Meredith, who was senior superintendent of public instruction when he retired from the ministry, is an honorary life member of the BCTF.