

BCTF Newsletter

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Smith bows on files issue

Education Minister Brian Smith, bowing to pressure from the BCTF, has agreed that any objectionable material will be removed from files the ministry keeps on teachers.

But the process for cleaning those files remains unclear, and BCTF President Al Blakey has asked Smith in a letter to clear up the "ambiguity" as to the nature of the file examination.

The news that the ministry keeps files on teachers that may contain unsubstantiated allegations about their professional and even private conduct came to light early last month. Nanaimo school trustee Pat Barron reported a conversation he had with a ministry official that indicated, among other things, that if someone wrote to the ministry saying a teacher was a homosexual, that letter would go on the teacher's file.

Blakey demanded that all such material irrelevant to a teacher's qualifications should be removed from the files, and that any teacher should be allowed to see his or her file.

Smith initially said a wholesale search of the files would not take place because "it would cost a fortune to go through and rummage through each of those files."

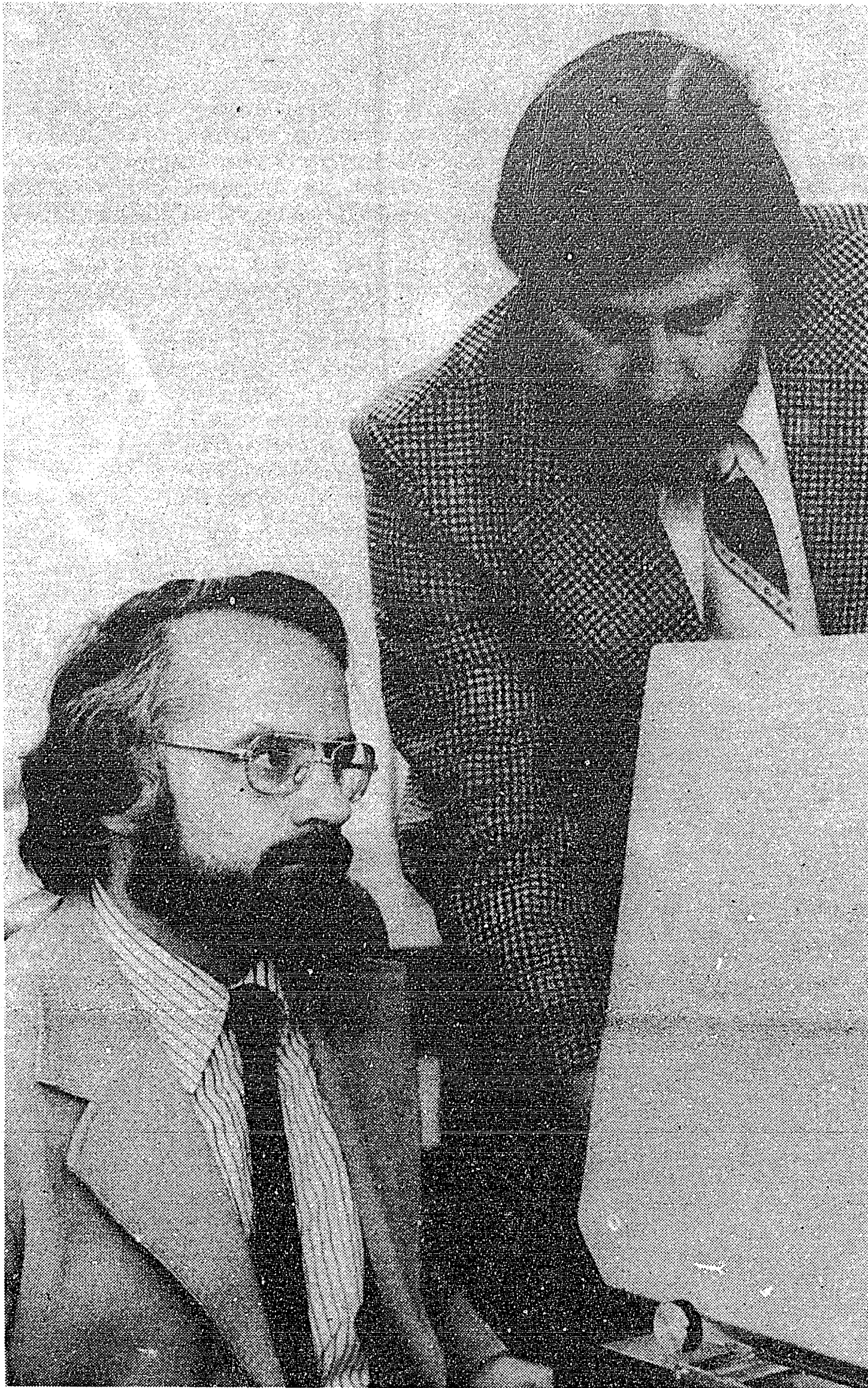
But later, after Blakey said human rights supersede cost considerations, Smith told Blakey that the files would indeed be culled.

Later statements by Smith, however, indicate that such a culling job would not be carried out systematically, but rather only as material came to light — when, for example, a teacher asks to see his or her file and objectionable material is found.

Which is not to say that a teacher will be allowed to see such objectionable material.

In the legislature, Smith said that "in general terms" teachers have access to their files.

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BCTF First Vice-president Larry Kuehn examines his ministry file on a microfiche reader. Kuehn was one of 15 teachers who went to the ministry's offices on April 21 to see their files.

Private schools study questioned

The BCTF is urging teachers to decline to participate in a current study of the effects of public funding of private schools in B.C.

The study — called COFIS, for Consequences of Funding for Independent Schools — is under the direction of Dr. Donald A. Erickson of the Center for Research on Private Education at the University of San Francisco.

The BCTF Executive Committee contends that Erickson's research design and some of the items in his questionnaires indicate a bias in favor of private schools which would invalidate the results of his research.

Inadequate or biased research could have serious consequences for public education not only in B.C. but also in the United States. A study favoring private schools might be used in B.C. to justify increases in the level of public funding of these schools (now \$11 million a year, or approximately \$550 per student), at the expense of the public system. In the U.S., Erickson's earlier B.C. study is already being used to buttress the case for a voucher system, under which parents would be given government vouchers enabling them to send their children to the public or private schools of their choice.

Because of its concerns about Erickson's possible bias, the Executive Committee agreed in a conference call April 29 to ask members not to respond to Erickson's questionnaires for teachers and school heads and to oppose distribution of his questionnaires to students and parents.

In addition, the executive urged local associations to try to persuade their

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Chalk Talk

Maple Ridge principal Fred Gale on school self-assessment

This is my case against imposed elementary self-assessment and external evaluation.

With teaching for five hours, supervising in between, planning units and overviews, not to mention the next day's work, marking pupils' work, keeping detailed records on every child, extra-curricular games, or music or drama, or just staying in to help this one or that one with work — the elementary teacher's regular day is enough work for anyone. When will this be recognized by the ministry, school boards and supervisors?

It is time to call a halt to the new demands being placed on teachers, especially the time-consuming self-assessment.

I am not a maverick, but a principal of 30 years' experience, with superior reports and a successful career behind me as I contemplate imminent retirement.

I am also a father-figure to many young

teachers, and am highly disturbed at the increasing stress being foisted on conscientious staff by over-zealous supervisory personnel who have shifted from a facilitating to an evaluative role.

Self-assessment was supposed to be helpful because staffs could take it or leave it or take from it what was useful to them and use it for their own edification and improvement of the school program. In the original circular, it was categorically stated that "any attempt to use this booklet to evaluate personnel was a misuse of the booklet."

What, in fact, is happening in one district is that every school is being required to carry out a self-assessment and be evaluated by an external team. The evaluation of individual principals and teachers is not put in writing but it is an automatic result of the process.

First, the principal is instructed to conduct a self-assessment of his school

and community by a certain date and told that shortly thereafter a team, headed by central office staff, will visit to conduct an evaluation of the school's program and "validate" the self-assessment. In other words, "accreditation" of the elementary school!

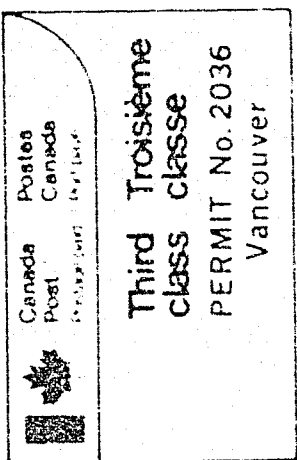
The process is insidious because, although there are many misgivings, teachers are generally proud of their school and will rally around their principal to meet the demand. Principals, especially if they are young and building a career, are anxious not to rock the boat but to produce a good report for their "superiors."

Much of the flurry of action that ensues is counterproductive because teachers spend so much time on it that the service to pupils, or their health, or both, suffer.

As a result of the process, each school staff so far has spent countless hours producing a 200-to-300-page document.

What of the team? Who are its personnel who will write evaluative reports on the school? First, there is the director of instruction, who lends validity to the whole process because he is the only one who has the power to make a written

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

Letters

Reader incensed by Hargreaves column

I am angered by Mr. Hargreaves's column in the April 17 issue of the *BCTF Newsletter*. I am incensed that our federation newsletter should print an article containing undercurrents of hatred against Jewish people, women and working people, and I am prepared to state my outrage with strength and belief because I know that my words cannot overstate the horrors of history or the screams from burning bodies at the Auschwitz crematoriums. At best, these words can translate knowledge into action before the past begins again.

While six million skeletons lie silent, our federation newsletter allows Mr. Hargreaves to dismiss this atrocity with a spurious reference to a Jewish aspirant "selling pork pies at a Nazi rally."

The struggle of women to achieve respect and equality has been marked by derision, physical violence and rape. Yet, our federation newsletter labels women as "the local whores."

People organizing for livable conditions of work and wage have faced violence and brutality. Yet our federation newsletter flippantly implies that smashing a picket line is a social event.

Before Mr. Hargreaves or Mr. Myers, the *Newsletter* editor, attempt to vindicate their "freedoms" they should recognize that their freedoms are not given without responsibilities and that literary license does not justify personal invectives.

The deceptive format of Mr. Hargreaves's ideas tempts us to ask "Who are Hargreaves's characters?" and that is the wrong question. The question is, "Why did Mr. Hargreaves design these characters?" We are also tempted to ask whether there is a hidden interpretation. And the answer is that nothing is hidden at all. Mr. Hargreaves has sequestered himself in his director's role, designed his dialogue for talking puppets and found a way of spewing forth his own views — and he has done so under the pretense that he is quoting someone who is fictional but real.

Mr. Hargreaves's column in our newsletter has been distributed to over 29,000 teachers, the B.C. School Trustees Association and the Ministry of Education. We have already paid for our newsletter but we'll have to pay an even higher price for his words in the future.

Didn't like it either

The Burnaby Teachers' Association executive would like to register their protest over the publishing of the two riences in the March 13 and April 17 issues of the *BCTF Newsletter*. We are concerned that their tone was very negative toward women, especially women who have become more assertive.

We realize that Geoff Hargreaves is attempting to be funny, but humor does not have to be sexist. The status of women program has strived to encourage women to speak up and take an active role in our federation, and those women don't need to be attacked through grossly exaggerated characterization. We hope Mr. Hargreaves will look carefully at the effect of some of his jokes before he writes any more articles for BCTF publications.

Marion Runcie
President, Burnaby Teachers' Association

2/MAY 8, 1980

Because now they are a part of our federation history.

If Mr. Hargreaves wants to criticize the actions of our members or policies of our federation, then he should do so in an open and honest manner. He should take a clear position and state his evidence at the Annual General Meeting in full public view. And he should do so before he dangles his puppet speakers on his personal stage in the *BCTF Newsletter*.

There's nothing we can do to alter the record or the intent of his words in our newsletter. But what we can do is refuse to pay the price of inaction and silence.

Heather Knapp
Richmond

Hargreaves replies

Over the past few years I have come to recognize in Heather Knapp a person of unflinching determination and unquestioned integrity.

However, on this issue I think Heather has got hold of the wrong end of the stick.

One does not sneer at the ghosts of Auschwitz, if one uses the image of a Jewish boy at a Nazi rally as a simile of radical uneasiness. One does not insult the whole of womankind, if one calls a prostitute a whore.

I don't see how she could reasonably expect me to overlook the fact that BCTF members lamentably ignored the pickets outside the Muckamuck, when there was a letter from a Muckamuck picketer in the very same issue of the *BCTF Newsletter* lamenting the very same thing.

When I heard the announcement at the AGM that teachers had in fact crossed the picket line, I made a point of leaving the meeting at once and expressing my sympathy with the representative of SORWUC seated at his table in the lobby.

I am afraid that Heather has badly missed the point. We are, in actual fact, on the same side of the fence (anti-racist, anti-sexist, and pro-union); but in a moment of confusion, it would appear to me, she seriously misread my article and lost her bearings.

Thanks, Geoff

Thank you for unearthing the piquant irreverence of Dr. Hargreaves. His column provides a much-needed service: it promotes laughter among teachers.

J. D. O'Connell
George M. Urquhart
C. Brookman
Victoria

Coulter has it wrong

As a principal retiring this year I would like to comment on some of the points raised by V. Coulter's letter in the April 17 *BCTF Newsletter*.

I do not disagree that teaching is a most exhausting task but each year we have ample time to re-create ourselves as we do not have to take summer jobs to maintain

ourselves, as was customary 20 years ago. For those who find it too much, I suggest they follow Harry Truman's advice and get out of the kitchen, or adopt the old air force motto of "Don't let the bastards wear you down" (I've forgotten my Latin). This refers both to those above and those below.

No one expects to be as energetic at 62 as at 22 but maybe we are a little wiser and maybe we have learned to conserve our energy for the most important things.

Last year I lost the services of my kindergarten teacher at 65. She was one of the most energetic and innovative members of staff and it was with deep regret the staff, parents and children saw her go. She had still more ideas than many teachers half her age. But I would not want to draw the opposite conclusion to Coulter from this case, 'at only exceptional teachers stay on. There are some teachers who should retire after their first year while others are still making valuable contributions at 65.

I am retiring myself cheerfully this June but without boasting unduly I still play floor hockey in the staff-student games and I have coached the girls' volleyball team for the last ten years and my school has the best record in the district. We are the team to beat. I will miss the staff and students and I hope they will miss me a little.

As for feeling sorry for the young unemployed teachers I know no one who is more sympathetic than the older teachers who, when they entered the profession, were overwhelmed with offers of jobs. From now until the end of June many excellent young people will visit my office and it breaks my heart to tell them that the district is having problems employing the teachers already on contract.

When it comes to the point on human rights, as a member of an older generation, I wonder about the ethics of husband and wife teachers earning \$40,000 to \$60,000 a year and either having no children or just taking a few months off for maternity leave. It was once considered that the child's own mother was the best person to bring up small children. Surely this is still true for such educated people as teachers. Does this greed compare with the greed of old teachers? I also wonder about teachers who are interested in other people's children but don't want any of their own. There is more than one way of passing around the jobs.

I know this will upset a lot of people but what the hell, I retire in June.

Gerard Watson
Duncan

Quebecois have rights

Does supporting Quebec's right to self-determination mean you support separatism? During the four days of the AGM I was asked this question repeatedly when speaking with delegates about Resolution 133, which has been referred

to the Representative Assembly. The answer I gave was an emphatic "no".

What will be the result of passing Resolution 133, which reads: a) That the BCTF declare its support for the right of Quebec to self-determination, up to and including separation from Canada, if that be the wish of the people of Quebec; b) That the declaration be published and circulated to every local or district of every teachers' organization in Quebec and every trade union local in Quebec. The results will build unity between teachers in B.C. and the people of Quebec. That is what Resolution 133 is trying to do. It isn't trying to promote separatism; it isn't trying to tell French-Canadians it's "OK" to leave Canada. What it will try to do is build a base of understanding, mutual respect and equality between the people of Quebec and English Canada.

Central to the question of Quebec's status in Canada is the point that Quebec is a nation. Webster defines a nation as "having a common racial consciousness, language, culture, religion or geography." All provincial parties in Quebec, including Ryan's Liberals, define Quebec as a nation. How it relates to the rest of Canada is what is currently being disputed. The fact that it has the right to determine its future because it is a nation is not in dispute in Quebec.

The question now arises, What is to be Quebec's future? English chauvinists say that Quebec should not have a special status in Canada. They want the unique nature of the French-Canadian to be diminished through policies of one language, English, and one culture, English.

Canadians interested in Canadian unity based on an equality of nations must recognize Quebec's right to determine its future. Real Canadian unity cannot ignore the quality of languages and the equality of cultures. It is only by recognizing Quebec's nation status and equality with English Canada that we can begin to build Canadian unity.

If we do recognize French-Canadian equality then we must be ready to let Quebec determine its future. Not doing so would belie our statements of unity based on equality. Once we agree that Quebec has the right of self-determination then we cannot add a proviso that they must not apply this right. Yet this is exactly what some teachers would do. They recognize Quebec's right to self-determination; that is not a concern, but they would not allow Quebec to separate.

If we teachers truly believe in Quebec's right to equal status in Canada, then we must recognize Quebec's right to self-determination up to and including separation from Canada, if that be the wish of the people of Quebec. If our GRs vote against Resolution 133, then they will be taking the position for B.C. teachers that French-Canadians are not equal to English-Canadians. I don't want Levesque and the Pequistes to be able to point to B.C. teachers and their position on the Quebec issue as another example of English chauvinism in action.

Jane Turner
Burnaby

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Surrey commission ends three days of hearings

More than 45 groups and individuals presented briefs to the Surrey kindergarten class size commission at public hearings at the end of April.

The briefs, mostly from kindergarten teachers or parents of kindergarten-aged children, all urged the same thing: reduce maximum kindergarten class size to 20 children, if not fewer.

The three commissioners, whose report will be presented this week, also received a petition with 600 signatures supporting smaller class sizes.

The Surrey Teachers' Association urged establishment of the commission in March, and the BCTF and Surrey school board agreed to sponsor it. Surrey school trustee Toni Berger, former University of B.C. education dean Neville Scarfe, and

Hannah Polowy, a professor of early childhood education at UBC, were appointed and the public hearings were held April 29 and 30 and May 1 in Surrey schools.

Most speakers at the meetings expressed dissatisfaction with Surrey's maximum class size of 25 (reduced last year from 27). "It only makes common sense to see that any one person, however well-qualified, cannot handle 25 children successfully," said Diane Turner, mother of a Georges Vanier School kindergarten pupil.

"I understand from a kindergarten teacher who has taught for nine years that it has taken nine years to reduce the classes from 30 to 25," Turner said. "Are we going to have to wait another nine

Teachers will fight for rights'

BCTF President Al Blakey has warned the province's school trustees that teachers will be demanding the right to bargain for more than just their salaries.

Blakey spoke to representatives of all B.C. school boards at the annual general meeting of the B.C. School Trustees Association in Vancouver May 3.

Like Rubymay Parrott, the BCSTA's outgoing president, Blakey referred to the growth of co-operation between the two organizations, based on a community of interest in local autonomy, proper fiscal arrangements, shared responsibility for children, and defence of the public school system against attacks by proponents of the voucher system and others.

But, he said, he wanted to make it clear that teachers don't want a rerun of Runnymede. It took 600 years, he noted, for the rights won by the feudal lords to be shared by the mass of the population. "Teachers view the semi-feudal nature of our school system as unacceptable," Blakey told the trustees. "The process of coming, cap in hand and tugging at our forelocks, to present our concerns to the local board and then awaiting the paternal good graces of the board has proven pointless.

"Teachers want and intend to have rights to bargain that go beyond salaries. They are no longer willing to accept second-class citizenship."

Blakey said he hoped that trustees, many of whom expect such rights in their own workplaces, would support teachers in their objective of broadening the scope of their bargaining.

He also stressed that the federation "will not allow differences which may well divide us to interfere with co-operation

on areas in which we have a strong community of interests."

Education Minister Brian Smith told trustees that it is "absolutely imperative that you keep your local vitality" in order to develop school systems that meet the needs of their communities.

He said he would not be a paternalistic minister nor a "benign educational midwife." But, he said, he could not abdicate the ministerial responsibility to make final decisions on curriculum and to ensure that every child in British Columbia has equal educational opportunities.

He said there could be no reduction in the time spent on the teaching of English in public schools, and he promised trustees a raise in their stipends.

Gary Begin, chairperson of the Burnaby School Board, was elected president of the BCSTA.

Vacancies

Fernie

School District 1

Librarians

The following positions for teacher-librarians are available for September:

1. Jaffray Elementary/Junior Secondary School — 300 students (temporary appointment for 1980-81 school year).
2. Elkford Elementary School — 440 students (continuing appointment).

Possession of, or eligibility for, a current B.C. teaching certificate is required. Please forward applications, including details of librarianship qualifications, to District Superintendent of Schools, School District 1 (Fernie), P.O. Box 160, Fernie V0B 1M0.

Princeton

School District 17

For Princeton Secondary School (teaching staff — 27; enrolment — 385):

1. Home economics — foods and clothing — Grades 8 to 10.
2. Business Education — OP, bkkg, gen. ma., ty (shorthand desirable but not essential) — Grades 8 to 12.

Apply in writing to E. L. Coffin, District Superintendent of Schools, Princeton School District 17, Box 850, Princeton VOX 2B0.

Handbook not in effect

The Ministry of Education has issued a circular reminding administrators that districts or schools should not be implementing new sections of the *Administrative Handbook for Elementary and Secondary Schools, Draft II*.

The circular, signed by J. L. Canty, senior superintendent, legislative services, said the Draft II material is not in its final form, and that "premature implementation could lead to difficulties."

If you know of any efforts to implement new sections of the handbook, get in touch with John Church at the BCTF offices in Vancouver with the details.

In other admin handbook news, a

phrase in a story on the handbook in the April 17 *BCTF Newsletter* was omitted by mistake, changing the meaning of the sentence.

The fourth paragraph of the story, "Admin handbook brief hammered out," should read:

"The first recommendation asked that the purposes of the handbook be clarified so that it becomes obvious it exists to serve the educational needs of students and the educational and administrative needs of classroom teachers and principals, not the administrative needs of ministerial officials."

The BCTF brief, containing 11 recommendations for changes to Draft II, has been presented to the ministry. A final version of the handbook has been promised for January, 1981.

years to see the improvements which are needed today?"

"The kindergarten year is the first year for children in the public school system and it is extremely important that it is a positive year in school," one teacher told the commissioners. "If there are too many children in a class it is difficult to make sure that all the children's social, emotional and academic needs are being met, and thus some children may become frustrated."

Another teacher, at Invergarry Elementary School, said she has taught both large classes (28 to 29 students) and small classes (18 to 20 students) and was only able to meet the children's needs in the smaller classes.

"Many times my classes have had children who needed extra attention because of extreme behavioral problems or because of severe learning problems,"

she said. "I felt I was best able to help this type of child when my class size was small.

In larger classes I simply was not able to give so much time and attention as I would have like to, and consequently, problems lasted longer."

"Some children are simply overwhelmed by the large numbers of children in a class," said teacher Lois Charlebois.

"Shy and immature children especially find it difficult to deal with this situation and often become more withdrawn and/or 'turned off' by school."

The Surrey Teachers' Association brief stressed that the children are the big losers when they are placed in a large kindergarten class whose teacher cannot give each child enough attention. "We are doing our kindergarten children a great injustice and disservice by placing large numbers in one class," said Sheenah Leggat, who presented the brief.

Racism committee established

The Task Force on Racism, its three-year mandate over on the last day of June, will be replaced by the BCTF's newest standing committee, the Racism Committee.

At its April 18 and 19 meeting, the Executive Committee decided to replace the seven-person task force with a nine-person committee. The EC also voted to allocate one-fifth of one BCTF staff member's time from July to December to support work for the new committee, and voted to support in principle the hiring of a full-time staff person for the racism program next January.

The level of staff support allocated for the program fell short of the expectations of the task force, whose feelings were made known during an emotional, 90-minute debate on the issue.

The task force, which had recommended hiring a full-time staff member as of July 1 to support the committee's work, was also disappointed by the executive's decision to call the new body the Racism Committee, rather than the Racism and Multiculturalism Committee, as the task force had asked.

"If you remove that (multiculturalism) you might as well reject the whole package," said task force chairperson Jeri Bass.

Bass and Elaine Darnell, the BCTF staff member working with the task force, said the task force's name had hindered them because it made the government and other groups reluctant to work with them or give them money.

"We feel we've been missing the boat on a lot of these activities and a lot of this money because of the name," Darnell

said. "By pressing multiculturalism the fight against racism won't be relaxed."

Bass said other groups promoting racial and cultural unity "felt the term racism had nothing to do with what they were doing. So in reality the title does hurt us."

BCTF President Al Blakey, one of the six Executive Committee members opposing insertion of multiculturalism in the committee's title, said the word's definition is not clear to many people, and could cause misinterpretation of the committee's role. The committee would still pursue multiculturalism as it defines it because that would remain in its terms of reference, he said.

First Vice-President Larry Kuehn said a full-time staff person for racism is not justified immediately because the committee has yet to establish a program for such a staff member to work on.

"It's essential that for this program to succeed it's got to build a base of support in local associations, and that's the first job that's got to take place," he said. Such grass-roots organizing, he added, should not and could not be carried out by a staff member.

Bass said a 2 staff allocation (the level the task force worked with) "is the absurdity which got us into problems we're into."

"We didn't get 2. We were shifted from one staff person to another staff person. It seems to me you're begging the question once more; you're refusing to take responsibility once again."

Pauline Galinski, who voted against the 2 staffing level motion, said, "I don't think it's fair to create a new standing committee without giving it a time commitment. To me it presupposes the failure of the thing before it's started, or at least it sets it up for it."

Darnell argued for a full-time staff, saying, "I'm in the unique position of knowing what it is that staff person is to do."

BCSLA co-sponsors conference

The Canadian School Library Association's annual conference, in Vancouver June 12 to 17, boasts the most controversial lineup of guest speakers of any teacher conference this year.

Michael Pitfield, clerk of Canada's Privy Council, and Bernard Ostry, former deputy minister of communications in Ottawa, were confirmed to speak at the CLA conference well before they re-entered the headlines. Pitfield received \$97,000 in severance pay for leaving a job he resumed less than a year after he lost it; Ostry made news when he lobbied for and

received a top Canadian government post in Paris — where, coincidentally, wife Sylvia Ostry works for the Organization for Economic Co-operation and Development.

The conference, co-sponsored by the B.C. School Librarians' Association (a BCTF provincial specialist organization which is holding its own annual conference in conjunction with the CLA event), will also feature Evelyn Samuel, former editor of the *Canadian Children's Magazine* and now community relations director for the Victoria School Board; BCTF staff member Jim Bowman; and John Berry, editor of the *Library Journal*.

For more information, contact Ken Haycock at the Vancouver School Board, 1595 West 10th Avenue, Vancouver V6J 1Z8.

MAY 8, 1980/3

Job action considered in prep time fight

Negotiations for preparation time for Burnaby teachers have broken down, and the Burnaby Teachers' Association executive is recommending job action to get talks going again.

An emergency BTA representative assembly this week will consider an executive proposal that calls for a halt to all extracurricular work unless the Burnaby board agrees to budget for prep time for elementary as well as secondary teachers.

An emergency general meeting has

been scheduled for May 13 to decide what action to take.

Burnaby teachers have been trying for 10 years — ever since a learning conditions agreement has been in place — to win prep time for its elementary teachers.

"Our first priority in the last 10 years has been class size, and our second priority has been prep time," says BTA president Marion Runcie. "In January our representative assembly decided to drop all items for negotiation other than prep time, and to consider job action if we

Commission struck for Shuswap

A BCTF commission will investigate personnel practices in Shuswap, where since January three personnel cases have required the attention of BCTF professional relations staff.

Named to the commission are Frances Fleming, a retired Ministry of Education official; North Vancouver school principal David Janzen; and Vancouver lawyer Leo McGrady.

The commissioners will conduct an investigation and write a written report containing observations and recommendations to the Shuswap Teachers' Association, the Shuswap school board, and the BCTF. This report is expected in about a month.

The STA in April asked the Executive Committee to strike such a commission.

STA concerns include the use of paraprofessionals, composition and support of the professional development committee, circularizing of membership, teacher-trustee communication, job descriptions, the district resource centre, supervisory practices, and administrative hiring and transfer.

The district superintendent and coordinator of special education programs recently asked to meet with BCTF staff members and acknowledged that complex problems do exist, staff member Ralph Sundby reported to the Executive Committee.

"Professional relations advisors (BCTF) have mediated two cases in the current calendar year," Sundby's report said. "A third case is presently in motion. An ever-increasing amount of BCTF staff time is going to the local."

The executive's decision to strike the commission was unanimous. The investigation is expected to cost about \$4,000.

don't make substantial progress this year."

The BTA asked for five hours a week for prep time for all teachers in the district. Elementary teachers now get no prep time; secondary teachers get 3½ hours a week.

The board refused to grant any increase in prep time and instead offered to establish a prep time committee that would make recommendations to the board.

Runcie says that would not be an improvement. Such a committee does exist for class size, she says, but all advances in class size in the last decade

have come about as a result of political actions and grievances.

The BTA executive's recommendation to the RA calls for withdrawal of teachers from all extracurricular activities on September 1, and for a work-to-rule campaign if after that the board does not include money for prep time in its 1981 provisional budget, which will be ready in November.

"We tried everything else," Runcie says. "We presented briefs, we made a slide presentation, all kinds of things."

"We see this as an issue for all teachers. We really need support from other locals."

Where are they now, Victoria asks

The following non-active teachers should contact the Commissioner of Teachers' Pensions at 544 Michigan Street (West Wing), Victoria V8V 4R5, for information about refunds on past pension contributions.

If any active teacher knows anybody on the list, please let the person know.

Charles T. Baker	Fort Nelson
Gladys Isobel Bauer	Cariboo-Chilcotin
Marion Joyce Bell	Trail
Doris Evelyn Bennett	Surrey
Clarice May Lourde Brewill	Vancouver
Edna Caroline Carlson	Noosatum
Frances Edith Chapman	New Westminster
Myrtle Evelyn Cook	Fort Saint John
Ida Cutler	Prince George
Phyllis Dahl	Vancouver

Joyce Catherine Louise Davids	Vancouver
Mabel Kathleen Dunham	Vancouver
Ethel Eileen Eason	Quesnel
Evelyn Mary Elsworth	Richmond
Mary Hazel Evans	Kitimat
Jonas William Frederic	Courtenay
Jean Elizabeth Galbraith	Kitimat
Katherine J. Gray	Surrey
Arthur Ernest Green	Vancouver
Sister Anne Mary	
Josephine Hanley	Mission
Mary Bessie Hansen	Campbell River
Dorothy Joyce Kendrew	Sooke
Michael Lane	Vancouver
Mary Anne Lea	West Vancouver
Jennie Eileen Loutet	North Vancouver
Elizabeth MacLeod	West Vancouver
Mary Bessie Martineau	Alert Bay
Gertrude Vivian Moore	Burnaby
Esmer Anna O'Connor	Vanderhoof
Margaret Lucinda Ratcliffe	Vernon
Margaret Lydia Ringstad	Summerland
Jessie Govier Tucker	Prince George
Thomas Frank Tyler	Coquitlam
George Francis Walker	(Returned to England in 1960)

Don't take part, EC asks

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school boards to refuse participation in the study.

Erickson's first baseline study was conducted in B.C. in 1978. The current study, called COFIS II, is confined to a selection of public and private schools in the Fraser Valley, Prince George and the Lower Mainland.

A number of districts, including Vancouver, Burnaby, Coquitlam and Delta, have declined to participate.

Erickson's research is being funded to the extent of \$130,000 by the B.C. Ministry of Education and \$400,000 by the National Institute of Education in Washington, D.C.

His research design has been criticized by Richard Murnane, a researcher at Yale University, who says that Erickson's proposed comparisons of the cost-effectiveness of private versus public schools "make no sense since comparisons inevitably do not take into account a fundamental difference...namely, the clientele that public and private schools serve differ."

One consequence of public funding of private schools, Murnane suggests, may simply be that more middle-class parents are enabled to send their children to private schools, thus leaving the public schools with a higher percentage of children from poor families.

Specific items on Erickson's questionnaires also bothered executive members. Some examples:

"High standards in this school are threatened by people in the community who think education should be play but not work."

"Some students in this school do not like going to the lavatory alone since they fear being attacked or roughed up."

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"Hardly any of the students in this school carry knives."

"Sometimes this teacher does not know the answer to questions I ask."

"Some teachers in this school seem downright lazy."

"Some teachers in this school 'look down' on minorities."

A resolution similar to the one passed by the Executive Committee was submitted to the 1980 BCTF Annual General Meeting by the Burnaby School Administrators' Association but was never debated.

When he learned of that resolution, Erickson sent a letter by courier to BCTF President Al Blakey, denying bias in his research and urging the federation not to adopt the resolution.

Erickson instead asked the federation to co-operate with him, offering to alter his procedures to "gather information which the BCTF believes important to add," and to insert BCTF items on his questionnaires.

Blakey did not accept this invitation. He told the executive that Erickson had made a similar offer before undertaking Phase I of his study. Past-president Pat Brady added that Erickson had gone ahead with Phase I "in spite of our opposition."

Self-assessment

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report. Then we are due for a shock. We have several supervisors and a number of local principals, all of whom, regardless of school law (and common sense, I might say) for five days have access to all the files on the subject school and can pry into any nook and cranny of the building including the classrooms in which the teachers are trying to teach.

Having set up this most artificial of situations, with all teachers at a high

stress level, the school staff is expected to carry on in the normal fashion for the five day's visitation so that the regular school program can be evaluated by a visiting team of virtual strangers: supervisors who have rarely, if ever, visited the school to work on improvement of instruction.

So far, I have not looked at it from a working-conditions point of view. I cite two cases and could add a dozen more. One involves a young man with a science degree, plus a professional year and with several other courses in his field of interest amounting to a total of seven years of preparation. He started teaching this year and, like most first-year teachers, he is working 10 hours a day and weekends.

The other man completed high school, played in a band for a while and then began in the local food chain looking after one aisle of shelves, at a salary higher than the teacher's.

Working conditions for the grocery man: five days one week and four days the next (average 36 hours a week), full coffee breaks and lunch hour, and don't let anyone tell him he has to give them up once a week to supervise. Don't be fooled by the teacher's long holidays either; if you're in the grocery business, the total days worked is just a dozen more than the prescribed school days, and what teacher does not spend at least a dozen days on in-service or preparation of one thing or another every year?

The elementary teacher has more to do and more responsibility than the average working person. He or she does a tiring task with a fair amount of stress which, on some days, is not relieved even by a proper recess and lunch break.

It is grossly unfair then to expect that many extra hours of work may be assigned for self-assessment while the quality of service to pupils is maintained.

Teachers should categorically refuse these extra tasks without adequate provi-

sion of time and safeguards such as those suggested in BCTF policy. We should do our duty to the children entrusted to our care by giving them all of ourselves during the school day.

Teacher files

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"But if there is material in files which shouldn't be there, it's not going to improve the situation to give that material to the teacher to take action against some third party who wrote many years ago."

When Blakey and 14 other teachers went to the ministry's Teacher Services Branch, where the files are kept, on April 21, they found that Bruce Andrews, the director of teacher services, and his staff vetted the files before the teachers were allowed to see them.

All the teachers who saw their files that day were assured by Andrews that no material was kept from them.

In his letter to Smith, Blakey thanked him for his "continued assurances and support for our contention that personal information has no place in Ministry of Education files." But the letter raised three questions:

- Will the files be systematically searched and cleaned? Blakey felt the answer was yes, but in the House, in answer to a question from NDP education critic Gary Lauk, Smith said only: "In the future, we will embark, I hope, on a policy of gradually checking and pruning all these files on our own initiative."

- Are there other files on teachers kept at the ministry?

- What about teachers who may find it difficult to come to Victoria and see their files? How will they know if their files are clean? "Perhaps a complete scouring of all files is the only answer," Blakey suggested.