

Budget approved, more or less

Geographical representatives were of two minds about what to do with the proposed 1980-81 BCTF budget. Some thought it should be cut. Others thought it should be increased. So they decided to do both.

For now, the increasers won. They added \$60,726 to the budget the Executive Committee proposed to them, bring-

ing the budget for next year to \$6,447,863, 12.5 per cent more than last year's.

Then, on the last day, they passed a motion asking the Executive Committee to chop up to 3.7 per cent out of it.

Before that, the RA made seven changes in the budget handed to them, none involving more than \$40,000. The major changes GRs made:

- They rejected a proposal to charge B.C. teachers for taking part in BCTF-sponsored professional development workshops — a so-called user fee system, which had the backing of the Professional Development Advisory Committee and the Executive Committee.

- BCTF First Vice-president Larry Kuehn said the effect of the user fee would be to shift more of the cost of professional development onto the local level and eventually onto the school boards. "The school boards, not teachers, should be

picking up the major cost of Pro D," he said. But GRs weren't swayed. They dumped the proposal, adding \$40,000 (the anticipated revenue) to the budget.

- They voted to reinstitute BCTF membership cards next year. The cards are expected to cost \$8,000.

- They raised the Provincial Specialist Association grants to \$9 per person from the proposed \$7.50 per person (they are \$7 per person this year). As a result, the PSA's part of the budget was raised

Turn to page 4

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'Work needed,' minister warned

President Al Blakey gave the Representative Assembly a report card on Brian Smith, the new minister of education. Although he didn't assign Smith a letter grade, Blakey made it clear that in his view the minister hasn't lived up to his early promise and that he needs to work hard at improving his performance.

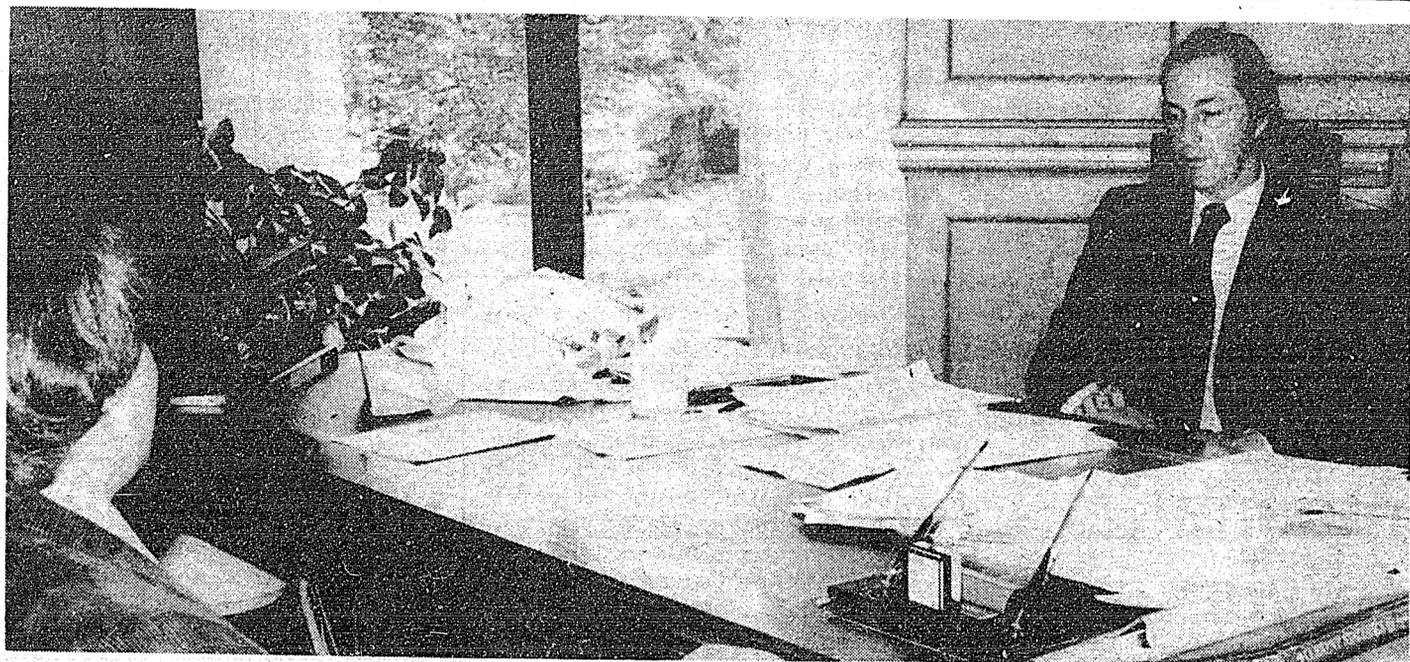
Smith has often spoken of his admiration and sympathy for teachers and of his appreciation of the nobility of their profession. The marked contrast between Smith's public statements and those of his predecessor, Patrick McGeer, has given many a teacher renewed hope.

But, Blakey told the RA, it's about time for Smith and his officials to start living up to his fine words.

Blakey listed 11 instances in which he said the minister's reported views have not been followed by appropriate action:

1. *The Administrative Handbook.* The BCTF has asked for a meeting with the minister to discuss the position adopted by the Annual General Meeting but — on this as on many other matters — has been

Turn to page 4



Bennett told Pat Clarke, left, teacher opposition to Bill 29 threatened the whole package

Teachers lobby MLAs on pension indexing

Bennett hostile, aggressive; accuses BCTF of 'government bashing'

Teachers from all but nine of B.C.'s 89 local associations lobbied their MLAs on May 28 to oppose a government proposal to do away with fully-indexed pensions for teachers.

The impressive show of force, while not likely to change the government's mind, met the goals the teachers set for themselves. MLAs learned that the BCTF can react quickly and decisively when its members are threatened, and the teachers for their part learned a few lessons in practical politics.

The lobby was organized in just ten days after May 18, when the govern-

ment's plan to limit pension increases was revealed in Bill 29, an act to amend the Teachers' Pension Act. Most locals were represented by their president or past-president.

Since 1976 teachers' pensions have been tied to inflation. Every three months, pensions are boosted to correspond with the increase in the Canadian consumer price index. Recently, however, the government said the current contributions by teachers and government to the fund (teachers pay 1 per cent of salary to pay for indexing; the government matches this), can't support index-

ing. The government proposal limits indexing to a level that the current contributions can guarantee.

Bill 29 (other public sector employees have bills attacking specifically their own pension plans, which are governed by other legislation), contains many important pensions improvements that teachers have fought for. Even the limit to indexing was an idea teachers were willing to agree to, before it became clear that the government's promise to hold down inflation was based more on wishful thinking than on a solid grasp of economic know-how. Those two points provided the main ammunition for Premier Bill Bennett, when he attacked his constituent Pat Clarke, president of the Central Okanagan Teachers' Association, in their meeting.

"Everything in this bill was asked for by teachers," Bennett said. "If you want to

Turn to page 4

GRs decide on indexing strategy

Geographical representatives last week adopted a six-point plan to combat the provincial government's move to end full indexing of pensions of teachers and other public sector employees.

The following actions will be taken to protect full indexing, which protects pensions from inflation:

1. The BCTF will co-operate with public sector unions on a campaign to maintain full indexing.

2. Local associations will be encouraged to hold meetings to discuss indexing limits and other pension issues, and to participate in local rallies organized by the B.C. Federation of Labor.

3. Local association presidents or alternates will be encouraged to participate in local B.C. Fed rallies, at BCTF expense.

4. Local associations will be encouraged to organize campaigns to get teachers to write to their MLAs.

5. BCTF president and first vice-president have been authorized to contribute up to \$10,000 of BCTF money to an advertising campaign co-operatively developed with the

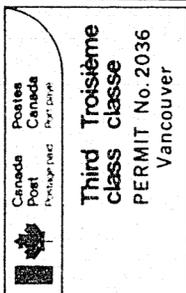
public sector unions and/or the B.C. Fed.

6. The BCTF will participate in a rally against indexing limits, scheduled for June 16 in Victoria, in two ways:

- (a) BCTF representatives and two representatives from each chapter of the Retired Teachers' Association will attend at BCTF expense;

- (b) Any other retired teachers will be invited to the rally, and transportation will be provided by the BCTF.

A seventh strategy, suggested by the Central Okanagan Teachers' Association, was turned down by GRs. It called for proclamation of a pensions protest day, with the Executive Committee to suggest activities that the locals could undertake on that day.



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

Sexual orientation motion passes

The Representative Assembly has made it an official goal of the BCTF to eliminate discrimination on the basis of sexual orientation from the school system.

A motion to include the words "sexual orientation" in the sixth goal (printed on the inside front cover of your *Members' Guide*), passed easily. It was already a stated goal to end discrimination on the grounds of sex, race, religion, age, handicaps, economic status, marital status, number of dependents and pregnancy.

Cecil Ash of Kamloops said he knows of two teachers in his district "covertly and subtly discriminated against because of their sexuality." The BCTF should take a stand on the issue, he said.

Norah Grove of Vancouver, anticipating the arguments of those who feel homosexual teachers present a danger to children, cited evidence that shows 97 per

cent of sexual attacks on children are committed by heterosexuals.

Information, please

Local associations are asked to send names of its new officers to Lise West at the BCTF offices in Vancouver as soon as possible if you haven't done so already.

Most important are the names of your presidents, geographical representatives, and others that may be attending summer conferences — professional development, learning conditions and agreements chairpersons.

We also need addresses where we can reach you both during the summer and the school year. Please continue to check your mailbox during the summer, as it is possible you will be receiving material on the summer conferences.

C'tee needs teachers

The Ministry of Education is seeking 10 to 12 teachers for an Elementary Fine Arts Revision Committee.

The committee will develop curriculum in the area of elementary fine arts (music, art, dance and drama). The BCTF Executive Committee at its August meeting will nominate teachers and administrators to the ministry, which will choose the committee members.

Deadline for applications to the BCTF is June 30. For more information, check your bulletin board for the orange *BCTF News* or contact your local association office or Lise West at the BCTF offices in Vancouver.

Any ideas?

Four Sardis teachers want your ideas, project papers and/or classroom teaching procedures in English, math, social studies and science at the junior secondary level, for a ministry-funded resource book of ideas they are preparing.

Material used will be fully credited, and payment is in the form of another idea in exchange. Materials should be sent to Enrichment Teachers, Vedder Junior Secondary School, Box 339, Sardis V0X 1Y0.

Vacancies

Fernie

- School District 1
- Teacher/librarian for Jaffray Elementary Junior Secondary School (temporary position — September 1, 1980 to June 30, 1981).
 - Business education (2 positions)
 - Sparwood Secondary School (ty. GB, trade ma)
 - Fernie Secondary School (ty. shorthand, bus. communication, accounting)
 - Industrial education
 - Fernie Secondary School (PM, mx, dfg.)
 - Physical education (2 positions)
 - Sparwood Secondary School — En. SS, girl's PE
 - Sparwood Secondary School — boy's PE
- Apply to Dr. Vernon Storey, District Superintendent of Schools, Fernie School District 1, Box 160, Fernie V0B 1M0. Previous applicants should indicate continued interest.

Public Schools Act now the School Act

The Public Schools Act has been renamed the School Act and improved in a handful of areas as the result of amendments passed by the B.C. legislature last month.

The improved sections deal with appointments, trustees' terms and payment, and the suspension of teachers.

A mistake in wording in one section of the bill, changing the date when newly-elected trustees take office (December 1 from now on, rather than January 1) has delayed proclamation of the act, but it is expected to be in effect soon.

Sections have been renumbered to eliminate gaps that have occurred over

the years as old sections were deleted. Thus, the old section 128, concerning appointment and assignment of teachers, is now section 119.

As a result of the changes, properly qualified persons may now be appointed as part-time or full-time teachers. This recognition of part-time appointments has been a BCTF request since 1974.

Where the old act referred to a teacher being entitled to an "interview" with respect to a transfer or suspension, the new wording is "meeting." The difference may be one of semantics or it may help clarify the right of the teacher to be told the reasons for the transfer or suspension,

as well as the right to offer arguments against the proposal.

The clauses governing payment of salary to a teacher suspended and subsequently reinstated have been revised. The previous wording was so unclear as to require interpretation by the courts. The revisions are consistent with the judicial decisions.

It has been confirmed that a teacher suspended because of a criminal charge should be reinstated if given an absolute or conditional discharge by the courts. This at last brings provincial legislation in line with amendments made to the Criminal Code of Canada in 1972.

A board of reference dealing with an appeal by a teacher may vary the decision made by the school board and make any

order it considers appropriate in the circumstances. Previously, a board of reference could only confirm or disallow a termination of appointment by a school board. This is a change requested by the BCTF.

It is made clear that a student teacher is authorized to supervise in addition to practice-teaching and observing, with the same disciplinary authority as any other teacher in the school.

Speaking in the legislature about these amendments, Education Minister Brian Smith credited the work done by Stan Evans, former assistant general secretary of the BCTF, in preparing recommendations.

—Bill Allester
Teacher Personnel Services

Cut classes now, commission says

The Surrey Kindergarten Commission has called on the Surrey school board to reduce the size of its 54 overcrowded kindergarten classes.

The commission, appointed jointly by the board and the BCTF on April 15, reported to the board May 26 on a study it has conducted of kindergarten conditions throughout the school district.

It expressed surprise at finding that

Surrey, the second-largest school district in the province, had "one of the worst records so far as kindergarten class size was concerned."

The commission said 15 pupils was the optimal size for a kindergarten class, and that no class of "normal" children should contain more than 20. Where there are children with exceptional needs, it said,

the class size should be reduced proportionally.

Only 65 of Surrey's 119 kindergarten classes now meet the commission's standards. The remaining 54, or 45 per cent, should be reduced as a matter of "urgent need," the commission said.

Its report stressed the importance of the kindergarten year in the child's school career. "No other year will ever be as traumatic (to the child) or as demanding of a teacher's time and effort," the commission said. But kindergarten, the newest addition to the school system, "is

in the dark age of schooling, because the needs of children of this age are not being met with proper or adequate financial support."

The commission consisted of Neville Scarfe, former dean of the faculty of education at the University of B.C.; Toni Berger, a Surrey school trustee; and Hannah Polowy, professor of early childhood education at UBC.

Action on the commission's report and recommendations has been deferred to the June 9 meeting of the Surrey school board.

Here's what indexing means to you

What does indexing mean to a retired teacher?

Indexing means that the teacher's pension is increased periodically in accordance with some predetermined formula.

Since January 1, 1976, teachers' pensions have been fully indexed. They have been increased every three months by a percentage equal to the increase in the cost of living as measured by the Canadian Consumer Price Index.

Bill 29, now before the legislature, would end full indexing. Pensions would be raised once a year, on January 1, instead of quarterly. And the increase would not be based on the cost of living. Rather, it would simply be a division of a special indexing fund to which both the government and teachers would contribute.

The amount in this fund might well fail to cover increases in the cost of living. The government estimates it might cover about 8 per cent a year. The cost of living actually increased by 10.8 per cent in 1975, 7.5 per cent in 1976, 8.0 per cent in 1977, 9.0 per cent in 1978 and 9.1 per cent in 1979. Most predictions are for double-digit inflation in the years ahead.

What has indexing done to help the retired teacher since the plan began?

Teachers who retired in 1975 drew an average pension of \$563 a month. With no indexing at all, that pension would have amounted, over the 54 months from January 1, 1976 to June 30, 1980, to a total of \$30,402.

With full indexing, that \$563 pension has escalated to \$818.24 a month. Over the 54 months the average teacher who retired in 1975 has drawn \$37,197.65. Indexing has meant a gain to that pensioner of \$6,793.68.

Had Bill 29 been in effect throughout the 54-month period, providing 8-per cent indexing annually, the pensioner would now be getting \$791.99 a month and would have drawn a total of \$36,230.10. The difference between this and full indexing is \$965.58.

GRs say non to motion on Quebec

The spring Representative Assembly decisively defeated a resolution calling on the BCTF to support Quebec's right to determine its own political future, "up to and including separation from Canada, if that be the wish of the people of Quebec."

The resolution, presented by the Surrey Teachers' Association, was lost in a rollcall vote of 165 in favor to 296 opposed, with 58 abstentions and 22 absent.

Proponents of the resolution said it was still valid, despite the "non" vote on the recent Quebec referendum on sovereignty-association.

"The referendum did not erase 300 years of history and an unequal relationship between the nation of Quebec and English Canada," one said. "Should the totality of our position on Quebec be that we have sent \$30,000 to a group of English-speaking teachers in Quebec... We can't let that be our only position. We need to take a stand that will help us to build unity with the thousands and

thousands of French-speaking teachers of Quebec."

Amrit Manak of Richmond said a survey of his members showed that 89 per cent of those who responded either opposed the resolution or thought it was irrelevant to the BCTF.

George McGuire of Abbotsford was more blunt. "How the heck do motions like this get on the floor where we're dealing with teacher issues?" he asked. "Why are we wasting our time raising my political consciousness?"

BCTF President Al Blakey denied that the issue was spurious or irrelevant.

The problem, he said, was not with the people of Quebec but with the people of English Canada, who have not yet recognized that Canadian unity cannot be maintained on the basis of an unequal partnership with Quebec.

Blakey said he cherished and treasured the ideal of Canadian unity, but that he feared the Quebec issue might lead to the balkanization of Canada. He said he was afraid the Quebec issue would be used "under the guise of provincial rights" to break Canada into a collection of feuding regions, and end inevitably in the destruction of the country.

Chalk Talk



Time to say no, Larry Kuehn says of socials curriculum

It's time teachers stood up and said "no" to some of the ridiculous demands being made of them.

Take, for example, the new social studies curriculum. The first draft made public, called *Second Draft, Proposed Curriculum Guide, Compulsory Social Studies*, was put before "reaction panels" of about 100 teachers and members of the public last November.

Many who saw the document reacted so strongly to what they read that they pirated and photocopied it at their own expense, creating what was described as an "underground classic."

Now a new version is ready. The ministry has mailed one copy to each school. It should be at yours by now.

Draft III is little changed from the previous document. The basic framework

of the curriculum is the same. Some changes, however, have been made:

- Changes have been made in the grade level some items are placed.

- The document is more widely available.

- The size of the draft has almost doubled, to 176 pages, perhaps on the theory that if you weren't convinced the first time, you might be won over if they argue twice as long the next time.

But the really incredible thing about the process is the deadline for teacher reaction: June 30.

The ministry is giving about a month of school time for you to share with staff members the one school copy of *Draft III* and to develop a collective response (preferably district-wide) that represents a consensus of teachers' views.

Because they recognize that there may be some competing demands for teacher time in June, the ministry will generously allow you to use the first couple of weeks of your holiday to prepare your reaction, and will accept late submissions until mid-July.

That's why the Spring Representative Assembly voted to "inform the minister of education that the time provided for reaction to *Draft III* of the social studies curriculum is inadequate and at an inappropriate time of the year."

The RA also passed a motion to inform the minister that teachers will submit reactions to the social studies curriculum until November 30 — a much more reasonable deadline.

Why is the issue so important? Under the timetable of the present government, this new program will be prescribed curriculum at least until the mid-1990s. It will form the basis of the social studies education of a generation of British Columbians.

And what is so pressing that does not allow us the time to really debate this

program? Is it that teachers presently have no materials to teach with? Is there chaos in socials classrooms which the new curriculum will magically put into order? Are students learning nothing?

The answer to those questions is no. The pressure comes from a desire for rigid adherence to bureaucratic timeliness. So what if implementation falls a year behind the master plan? We have had enough new programs that it would be a relief to have a year to just work on what is already in place.

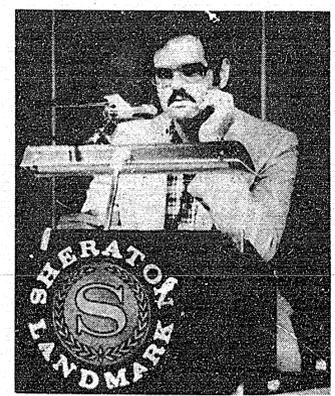
It is, indeed, a time to say "no" to ridiculous demands. Here's how:

- Don't respond to the socials curriculum before the June 30 deadline.

- If you are asked to serve on a district reaction committee, accept, then get the committee to ask for an extension until fall.

- If you're not on the district reaction committee, find out who is, and tell them you want your views presented but that you don't have time to react until the fall.

We owe it to our students and ourselves to take the time to do the job right.



Al Patterson of Vancouver chairs his last RA session before stepping down to enter the arena on the floor next year. Len Trauboulay, a holdover, and Gale Tyler will chair the RA next year.

Textbooks: lousy plan gets worse

A funny — no, a tragic — thing happened on the way to year two of the credit allocation plan for textbook purchasing.

In the plan's first year, school districts were allocated \$17 per student for the first 1,000 students, and \$15 per student for all additional students. The allocation for 1980-81 is to be \$20 per student in districts with enrolment under 2,000, \$18 per student in districts with enrolment between 2,000 and 6,000 students, and \$15 per student in districts with over 6,000 students.

The new allocation is the ministry's response to the BCTF position that insufficient money, particularly in the

small, rural, relatively isolated district with only one secondary school, was causing serious difficulties.

What the ministry has failed to do is to provide a major overall increase in the total amount of credit allocated to each district. Instead, the ministry has opted to tinker, and what is now proposed is a case of robbing Peter — the large district — to pay Paul — the small district. In fact, in spite of an inflation rate of at least 12 per cent in the textbook publishing industry, districts with over 6,000 students will actually receive \$2,000 less in credit allocation.

Many of the BCTF observations are corroborated in a recent study carried out by the B.C. School Trustees, which found:

- School districts had to spend more money and devote increased staff time to the operation of the plan.

- More time was required to convey materials.

- More than 60 per cent of reporting school boards found the allocation to be insufficient.

One of the changes to be introduced will help the 23 school districts which are experiencing increases in enrolment. Allocations will be based on anticipated, not last year's, enrolment.

But overall, the situation is grim. Inflation and an accelerating pattern of new curricula and textbooks — English 11, French and music, for example — will increase the pressures on teachers.

The real tragedy is the students denied quick access to all the necessary learning materials to ensure quality education. Penny-wise today becomes pound-foolish tomorrow.

—John Church
Professional Development Division

Chalk Talk

Schools are taking on too much, says Neale Clark of Chase

It doesn't seem long ago that I played football for the Police Mutual Benefit Association (a bunch of rowdy kids who had one thing in common, trouble with the system) and handball and basketball for the Marpole community centre and hockey for the Kerrisdale community centre. That was some 30 years ago, not long ago in the time span of a usually slow changing system like education.

Times have changed. I can't remember when I last heard of teams out of communities that weren't directed by or closely connected with the school system. Do you remember teams like the YMCA and CYO?

What's happened? I can vaguely remember that at Magee high school the students themselves provided the impetus to bring football into a rugby-oriented fall program. And at my next school, Gladstone, the same situation occurred. In its neophyte stage,

football was squeezed into the winter and spring. High school football now gets more ink than all other school activities combined.

Newly introduced sports like volleyball and curling might give a clearer picture of just where we are headed in the future. The Olympics have certainly rejuvenated volleyball, and the schools quite willingly acceded to the pressure. The teams don't travel as much, but it's really just getting started.

Curling, though, is better suited to a point I would like to make. Our community, Chase, is willing to coach, carry and coddle the curling teams. The school, however, has more or less insisted that it take over the sport. I'm sure the school has many good reasons that rationalize its position, but my point is that the school has ignored the resources of the community, even taken them over. The question of where is education now

going is two-fold. I would rather ask, where is the school going in relation to the community that it attempts to serve? Has the school system usurped the role of the community? It strikes me that if a sports program is viable it can look after itself. It used to. There are people of sufficient skills, if not sufficient desire, in every community to coach and manage sports. The gyms are there. If the Joneses want their children to take part in a highly competitive way, that should be their prerogative and their obligation, not the school's.

On the other hand, the school system seems bent on improving the calibre of athletics through exposure to stronger competition, and an endless cycle seems to be developing: the better you get, the farther you travel. They have, in effect, become miniature universities.

The same progression appears to be affecting other curricula and the elementary schools as well. A colleague and close friend of mine has been in the Northwest Territories and Japan with his band, just to mention a couple of the more exotic places he has taken students. He is a fine, creative and energetic teacher. In Kamloops, some elementary schools take students on extended field trips. I'm

quite certain the teachers who take the kids on such trips are committed to teaching and to the concept of widening student awareness through such experiences.

Athletic excellence should be handled by the community. Adult education could be utilized to enhance the skills and understanding of coaches from the communities. Schools which now expend a great amount of time and energy on a small percentage of the school population could devote that time to house systems or, better still, offer a wider number of alternative, extra-curricular activities that nurture artistic and creative abilities of students.

Field trips to places like Disneyland have a frivolous ring to them and obviously perpetuate educational inequalities within a system which has the equality of education as its foundation. We must hand back to the communities some of their responsibilities and place our considerable energies toward the good of all our students, not just the favored ones.

Excerpted from an editorial that appeared in Focus, the Kamloops District Teachers' Association newsletter.

Lobby did the job, Blakey tells RA

From page 1

turn it all down I'll recommend to my colleagues to let the plan fold."

Clarke said the limit on indexing was the only problem teachers had with the bill; they want to continue negotiating that item. "I think there's a willingness on the part of teachers to pay for it," Clarke said.

"I just can't understand it," Bennett replied. "This whole thing was negotiated for by teachers, not five years ago, but for three years solid."

Clarke said the economy wasn't strengthening as the government had promised, and teachers were now more concerned than ever that their pensions be protected from inflation.

Bennett refused to acknowledge Clarke's arguments and continued to threaten to sink the bill if teachers didn't solidly support it. BCTF leaders, he charged, were merely indulging in "government bashing" and he, Bennett, was confident that the teacher rank and file supported him, not the BCTF leadership.

"It (Bill 29) is being praised by actuaries all across Canada who are wondering what's going to happen to pensions funds," Bennett said. "I expected a lot of

praise and support from you; to get out and talk to other public employees and help sell it.

"This will provide indexing to 8 per cent a year, and I'm hoping we can hold it (inflation) to that," he said.

Other government MLAs were more receptive to teachers' viewpoints, listening politely while indicating that they would continue to support the bill. Only Grace McCarthy, three times, refused to see the teachers. None said teachers' opposition to the limit on indexing threatened the entire pension scheme, as Bennett suggested to Clarke.

The NDP caucus had decided earlier that day to oppose Bill 29, because of its failure to protect pensions from inflation. Naturally, they agreed with the teachers that lobbied them, and many were more interested in discussing how full indexing could be paid for.

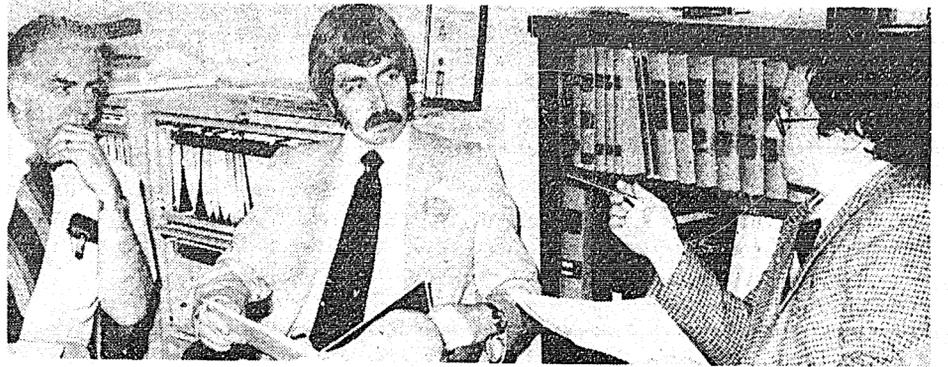
NDP House Leader Frank Howard, visited by Garry Tupper of Terrace, Ken Foster of Smithers, and Ken Callaghan of Kitimat, said full indexing would be possible if teachers' pension funds were invested more wisely than they are.

"These days, any competent manager of a fund can earn 10 per cent just by keeping it moving," Howard said.

The fund is so big that even a single percentage point of interest brings in \$6.7 million a year, he said. He said he plans to question the government on its management of these pension funds in the house.

Garry Tupper acknowledged that teachers have changed their minds on the indexing issue, but pointed out that part of the government's side of the deal there was that inflation would be controlled. "Teachers have finally cottoned on to the fact that governments can't necessarily control inflation," he said. "The only part of inflation being controlled was their own salaries."

The next morning, at the Representative Assembly in Vancouver, geographical representatives adopted a position that the bill be amended to maintain full indexing.



Frank Howard, left, listens to Ken Callaghan. That's Ken Foster in the middle.

Smith gets poor marks in first term

From page 1

put off until the minister holds a series of educational forums in the fall.

2. *The Social Studies curriculum.* Here the opposite tactic was used, Blakey said. In spite of an apparent agreement on timelines and processes for teacher input, teachers have been confronted with a 176-page document and asked for a detailed and reasoned response by June 30, "a virtually impossible timeline."

3. *Marks.* "That will be left mainly to be locally determined, along with sex education and everything else that seems controversial."

4. *Circular 81.* This standardized textbooks but left an opportunity for teachers to get support from their school board and approval from the provincial cabinet for substitutions. "The teachers in Trail decided to do that," Blakey said. "What was the reason? No. What was the reason? It would lead to a proliferation of those kinds of requests." He said Smith had agreed that the process was "too limited, too narrow, too rigid. So we had some very nice words but the action that followed was not consistent . . ."

5. *The Credit Allocation Plan for textbooks.* The BCTF's predictions that the plan was unworkable were borne out. The ministry then asked both the BCTF and the B.C. School Trustees Association for suggestions, then "completely ignored" them.

6. *Medication.* Blakey said it was good to hear the minister take a firm stand, at the AGM, that teachers shouldn't have to administer prescribed medication to students. But now the minister is taking a

second look; his officials are studying the extent and implications of the problem. Meanwhile teachers are "left in the lurch between two laws."

7. *Sex stereotyping.* The minister at first responded favorably to a BCTF request for re-creation of the ministry committee on sex roles and stereotyping. But now the minister "has switched around (and) we find ourselves back where we started: nowhere."

8. *Local scholarship program.* The original intent to recognize nonacademic achievement, has been subverted by recent changes, implemented despite unanimous advice not to do so from the BCTF and the BCSTA.

9. *The School Act.* The word "public" has been dropped from the title. That may be significant, Blakey said. The ministry is now funding private schools, contributed to a conference on the voucher system, and has put \$100,000 into a study of the consequences of public funding of private schools. "There is clearly in the offing in this province an increased attack on the public school system and increased pushing of the voucher and independent school systems," Blakey warned.

10. *Personnel practices.* The ministry commissioned a study by former BCTF assistant general secretary Stan Evans but "only a couple of squibbits of it got in the legislature this year and the rest of it hasn't seen the light of day."

11. *Professional development days.* They're being eroded because of the ministry's "massive" implementation of new curriculum and its self-evaluation program for elementary schools. PD days are becoming implementation days or evaluation days, Blakey said.

Education Minister Smith is "on a slippery slide," Blakey concluded, "and I hope that he would learn enough to get off of it before he goes all the way."

User fee proposal rejected

From page 1

\$19,000. To partly offset that, special PSA grants were cut by \$10,000.

The motion to cut the budget was brought forward by members of the Prince George delegation, who were annoyed at the increase in the budget when it was estimated by BCTF staff that the budget would actually be underspent, although it is impossible to predict where the underspending will occur.

The original motion read, "That the Executive Committee be instructed to make budget changes to reduce the program expenditures section of the 1980-81 budget by 2.6 per cent." The mover, Colin Scott, later changed the total to 3.7 per cent, to reflect changes the GRs made to the budget.

Frances Worledge of Vancouver proposed an amendment that called on the Executive Committee "... to review the proposed budget with the objective of further reducing program expenditures section of the 1980-81 budget by up to 3.7 per cent." She said the Scott motion was far too stringent and impossible to carry out.

Executive Committee member Steve

Norman pointed out that about half the program expenditures section of the budget was negotiated salaries and could not simply be cut. The effect of the Scott motion, he said, would be to cut the other part of the budget by roughly twice the 3.7 per cent.

GRs passed the amendment, then voted for the amended motion. They'll see Executive Committee's revisions at the Fall RA.

Major parts of the Financial and Administrative Services programs and budgets, and the racism program and budget, were okayed only on an interim basis — they will be up for review in the fall, after the Executive Committee has studied them. In the meantime, spending on those programs is limited to 30 per cent of their proposed budget.

A proposal by the Coquitlam Teachers' Association that the BCTF's second vice-president be made a full-time officer of the organization and to increase the budget accordingly, was defeated. Jack Gilmore of Burnaby pointed out that if the motion passed, it was quite possible that a BCTF president could spend nine years in a row out of the classroom, pursuing political duties.

The proposal would create "a new type of bureaucrat, a commissar," he said. "I'm concerned about the great exodus, the desire to get out of the classroom."

Strike right motion postponed

Geographical representatives will be gathering opinions over the next few months on whether their colleagues would favor a referendum on the right to strike for teachers.

The question arose at the spring Representative Assembly in debate over a resolution sponsored by Judith Snyder and David Anderson of the Vancouver Elementary School Teachers' Association.

Their resolution, left over from the Annual General Meeting, called for the School Act to be amended to give teachers rights to full collective bargaining over

working and learning conditions as well as salaries, backed up by the right to strike.

"The bargaining process of B.C. teachers is a farce," said Snyder. "We hear more and more cases of teacher needs being treated with contempt by school boards . . . If you want the right to negotiate decent wages and working conditions, we have to be prepared to fight for it, and it may mean that we have to strike . . ."

But the resolution never came to a vote.

Instead, David Stigant of West Vancouver moved that the Executive Committee be instructed to refer the question to the general membership in the form of a referendum.

A motion to postpone a vote on Stigant's motion until the fall RA was passed by a vote of 244 to 237.

BCTF Newsletter

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

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T. A. MYERS
Editor

RALPH MAURER
Editorial Assistant