

# Community relations pilot plan approved

The BCTF Representative Assembly has approved a new approach to rebuilding public confidence in the public school system.

The assembly, at its meeting of October 11-13, gave the go-ahead to a pilot program of community relations in three representative school districts.

In these districts, which have not yet been finally identified, the members of every school staff will be urged to take the initiative in opening a frank and constructive dialogue with all elements of their immediate communities.

The focus of this dialogue will be the educational needs of children.

The aim will be to involve not only the parents of school children, who generally tend to be supportive of the school system, but also the growing majority of the public who tend to be indifferent or even hostile to the schools and teachers.

The program is based on the premise that, through an open exchange of information and opinions, teachers and the members of their communities can come to a better understanding of each others' perceptions of what the schools are and should be doing.

BCTF President Al Blakey, reporting to the assembly's opening sitting, said the purpose of the proposed community dialogue is "to re-establish a sense of purpose for education ... to provide leadership through the doubts and suspicions of the present and the uncertainties of the future."

He said there is a public perception that

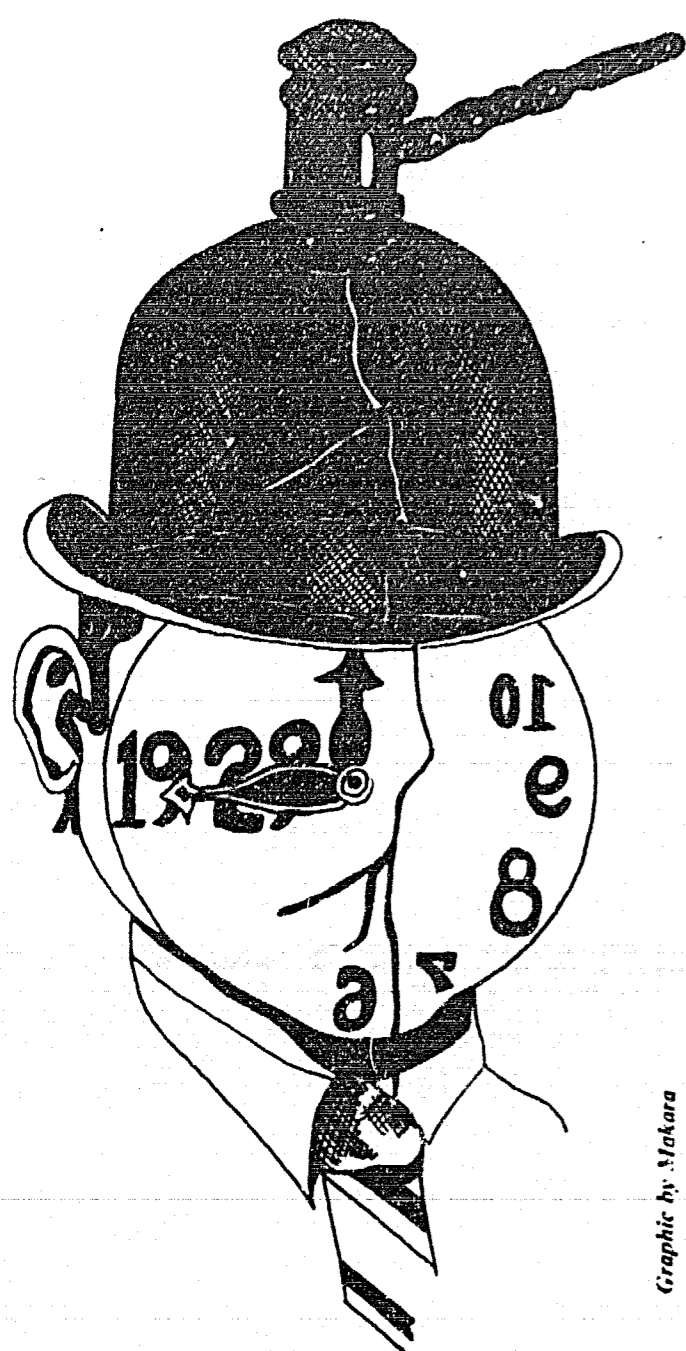
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# BCTF Newsletter

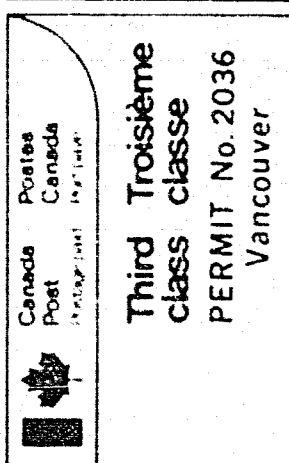
VOLUME 19 NUMBER 4

BROADWAY PRINTERS LTD.

OCTOBER 18, 1979



Fifty years ago today, women were recognized as "persons" under the British North America Act. Hilda Cryderman and Agnes Healey tell what it was like to be a woman teacher in B.C. during those 50 years. See pages 4 and 5.



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

## PACT request granted by narrow margin

### Quebec language issue debate highlight of Fall RA

The Representative Assembly on October 13 narrowly voted to contribute \$1 per BCTF member to an association of Quebec English-speaking teachers fighting the Party Quebecois's language law, Bill 101.

The Provincial Association of Catholic Teachers, representing about 4,000 teachers, will use the money — about \$28,000 — to pay for supplies and teachers for children whose parents, in defiance of Bill 101, want their children taught in English rather than French.

Following the most intense debate of the RA, Geographical Representatives voted 286-222 to support PACT's request in principle. Then, in a roll-call vote, they voted 270-241 to contribute \$1 per BCTF member to PACT. The money will come from the federation's Reserve Fund.

Bill 101 allows only children attending English schools when the law came into force in 1977, or who have an English-educated parent who was in Quebec in 1977; to receive English-language schooling.

PACT is offering English-language instruction to any child whose parents want him or her educated in English, without regard for whether the parent is entitled to this under Bill 101. It will cost PACT about \$200,000 to provide this instruction this year, and in March,

Robert Dobie, PACT's general secretary, asked other teacher organizations in Canada for financial help.

In June, the BCTF's Executive Committee decided to ask the RA to approve the \$1-per-head contribution. Dobie and representatives of the Centrale de l'en-

seignements du Quebec, the union that represents 90,000 Francophone teachers and other school workers, were invited to the Fall RA to explain the issue.

Dobie said PACT's campaign will continue "at least until this present (PQ) government is defeated or until provisions in Bill 101 as far as education is concerned would be modified so we would be able to exist as a viable community in Quebec."

He said there is nothing illegal in PACT's aid to parents defying the law. "Our legal advisors contend there is nothing illegal in assisting people prom-

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GRs listen intently as Gilles Menard presents CEQ case.

## 'Decline philosophy' must be resisted

### Gains won in past at stake, CTF president English warns

Teachers must resist the defeatist philosophy of decline or they'll lose the gains they've fought so hard for, Canadian Teachers' Federation President Pat English told the BCTF Representative Assembly October 11.

"All across the country most teachers are concerned with exactly the same things," she said. "The approaches may be slightly different but (at CTF) we find that the biggest concern has to be the defence of our profession."

"We are living in an era of decline philosophy — and I will not say an era of declining enrolment, because the decline philosophy affects the provinces where no decline in enrolment has shown just as

strongly as it affects those provinces where the decline is very strong.

"Promises that were made in the past about what we would do in the period when there were such things as declining enrolment have been completely disregarded by those on the other side of the street ...

"Our colleagues — sometimes perhaps even ourselves — have been led down a very unfortunate path by the philosophy that has suddenly developed: that there is a decline and that therefore we really must be doing something to adjust to the decline.

"As a result of this a very unfortunate

piece of terminology has crept into the dialogue: ... 'redundant' teachers. I'm still searching for a definition of that term. If anyone can explain to me how you have a redundant teacher as long as you have students for that teacher to work with, I will then know what the term really means. Socrates certainly would have been redundant. And I suspect in some provinces teachers who have 40 students are redundant because they don't have 42."

If teachers go along with this philosophy, she said, they'll be encouraged to hold back and not be willing to fight.

"Under those circumstances, we're going to lose what we've gained over the last few years. We've gained a voice in making decisions for our profession. If most of our colleagues become afraid to voice their concerns, then obviously we're going to lose all that we've had in the past."

"The decline philosophy has been encouraging this, and bodies like yours and mine must do all they can to see that this kind of philosophy changes."

## Plan to be tried out in 3 districts

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education has failed to achieve the hoped-for reforms of the 1960s and '70s. Schools and teachers are now seen as "providing an education as devalued as our dollar — a system that doesn't provide a ticket to economic and social security any more."

"And if we got some credit in the past for society's well-being," he added, "we now get a good part of the blame for society's ill health, even if we were and are not essentially responsible for either."

This climate gives rise to calls for simplistic solutions and to the "venting of frustrations negatively because there appears to be no other way of responding."

Teachers must offer that "other way," Blakey said.

Teachers must be prepared to explain their positions and their problems. But they must also be willing to listen to the other members of their communities, and to modify their positions if necessary.

Blakey and several other speakers at the RA admitted that there are risks involved in opening up the school system to public debate. But they said those risks must be taken in the interests of building ultimate rapport between teachers and their communities.

After 2½ hours of debate the Representative Assembly approved a start on the community relations program recommended to it by the Executive Committee.

Amendments to the executive's recommendations deleted the program's title of "Beyond IYC"; specified that community meetings should be only part of the program and that emphasis should be put on other "decision-influencing activities"; and stipulated that local associations involved in the pilot program be encouraged to develop local objectives for their participation.

The assembly approved a budget of up to \$56,000 for the pilot project, but left in abeyance a recommendation for funding of up to \$385,000 for eventual province-wide implementation of the program.

The pilot program will begin in January in one large metropolitan local and one medium and one small local in the Interior or on Vancouver Island.

The federation will provide support to the pilot local associations and school staffs in organizing, promoting and conducting school-based community meetings and other community relations activities.



Julia Goulden and Joan Robb at microphone. 2/OCTOBER 18, 1979

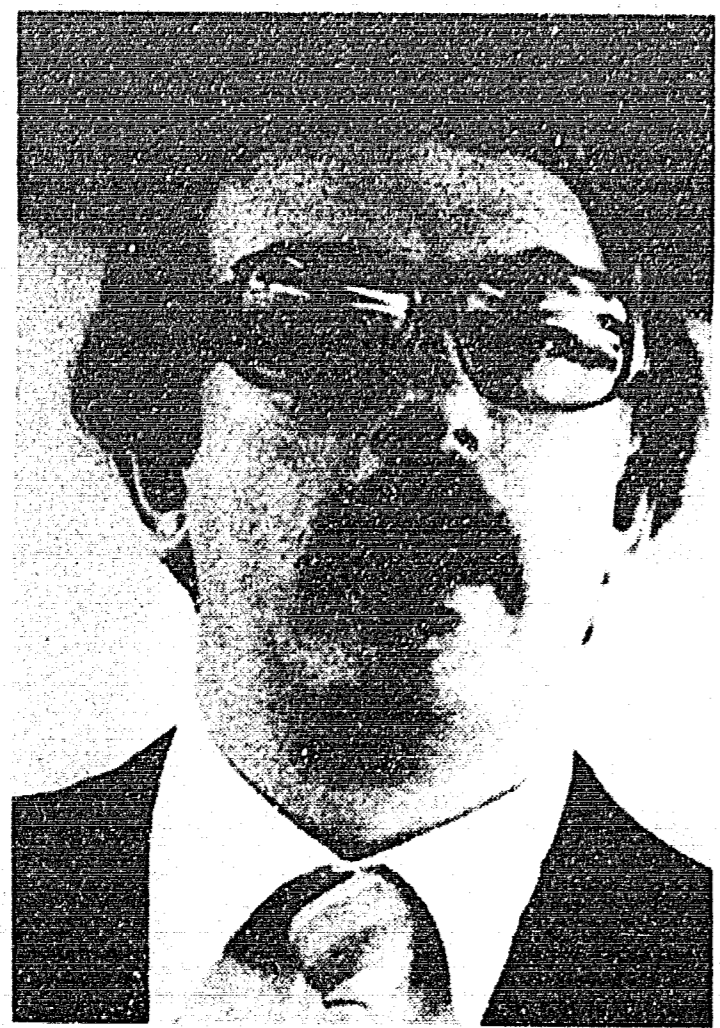
## RA gives \$28,000 to Quebec teachers

From page 1

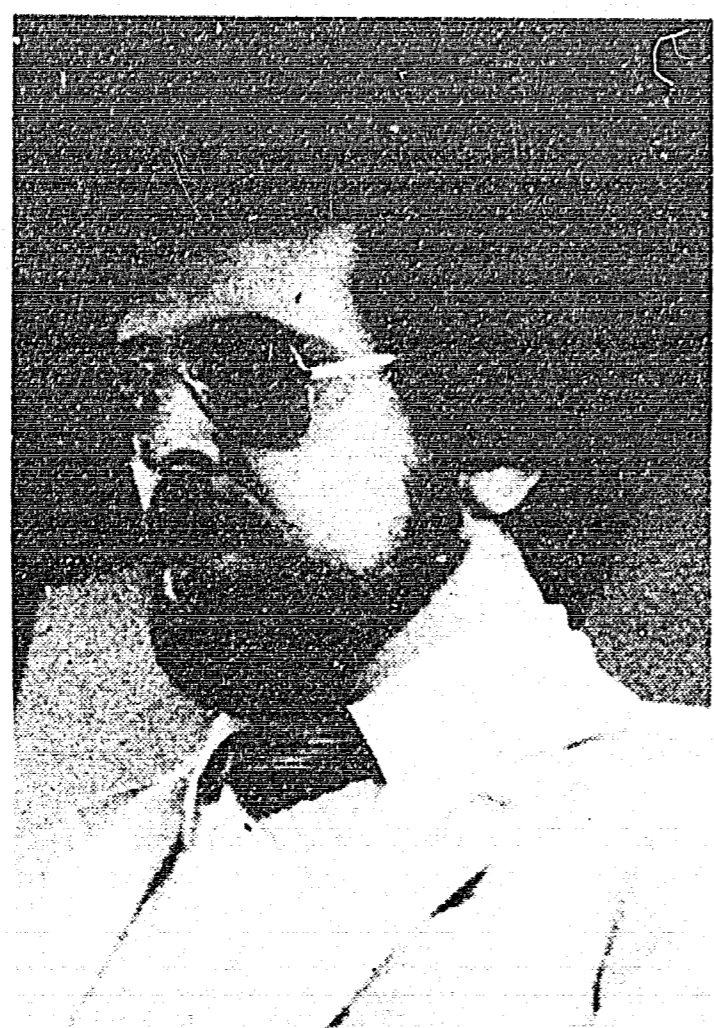
oting what they perceive to be their rights as long as no illegal acts are thereby committed."

The bill, Dobie said, makes hostages of Quebec's Anglophones in the battle over Quebec. "Bill 101, we feel, was a vengeful piece of legislation, affecting not only future residents of Quebec but those who had been living in our province for decades."

Gilles Menard, CEO's vice-president, compared the English minority, which PACT claims to be protecting, to the white minority in South Africa.



PACT's Dobie; CEO's Menard.



PACT's Dobie; CEO's Menard.

implement all the recommendations in Part Six of the Ralph Sundby Review Panel's report.

During debate on this motion, First Vice-President Larry Kuehn said that because these recommendations have been carried out, Broadley's motion amounts to an endorsement of the Executive Committee's actions.

An amendment proposed by Vancouver Elementary GR Maureen MacDonald, "That the RA Executive Committee be advised that the RA endorses its implementation of the Review Panel

professional, anti-social and anti-education," and urged BCTF members, as teachers and union members, to vote against the donation.

Pat English, president of the Canadian Teachers' Federation, said the CTF in April endorsed the PACT position as consistent with a CTF policy which states that all parents should have the right to have their children taught in the official language of their choice.

Victoria GR Bill Broadley moved, and Cowichan's Win Lewis seconded, that the RA endorse in principle PACT's request for help. Broadley cited BCTF's own policy, 11.A.11, on page 21 of the *Members' Guide*.

The policy states: "That the BCTF support the principle that all parents have the right to have their children taught in either official language in any part of Canada where there are sufficient numbers to make it feasible."

During debate, Prince George GR Colin Scott, said: "I believe we should support our own policy in this matter and if we don't then I will indeed be looking forward to entering in a debate to change that policy. I shall be most interested to hear arguments against freedom of choice and minority rights."

Langley GR Ken Novakowski said the issue was one of national survival for the Quebecois culture. Executive member Al Cornes said: "While I sympathize with the PACT position, I also have to recognize that there is considerable merit in Mr. Levesque's position and the position of CEO."

Also speaking in favor of approval in principle was Executive Committee member Tom Krall. Also speaking against it were Peter Seixas (Vancouver) and Laurie McBride (Mount Arrow-smith).

recommendations," was rejected by the chair on the grounds that it changed the original intent of Broadley's motion.

MacDonald later proposed a motion to the effect that the federation pay Sundby's legal costs. But GRs felt this contradicted a Review Panel recommendation that all parties bear their own costs, and refused to allow it on the floor.

The RA also advised the Executive Committee to establish a better employment relation model, including assessment and evaluation procedures, to prevent another situation like the Sundby case from arising.

zine this year that compensation could be "payment to each teacher on an hourly basis, up to the agreed-upon maximum number of hours allocated to the activity, with the salary prorated on the teacher's annual salary."

In a society where most people expect to be paid overtime, or otherwise compensated, for extra work, it would be interesting to see public reaction to such a proposal if it became a firm goal of teacher contract bargaining.

In the meantime, with classes just under way for the '79-'80 grind, we could perhaps just appreciate the contributions our teachers make by "staying after school."

**BCTF Newsletter**

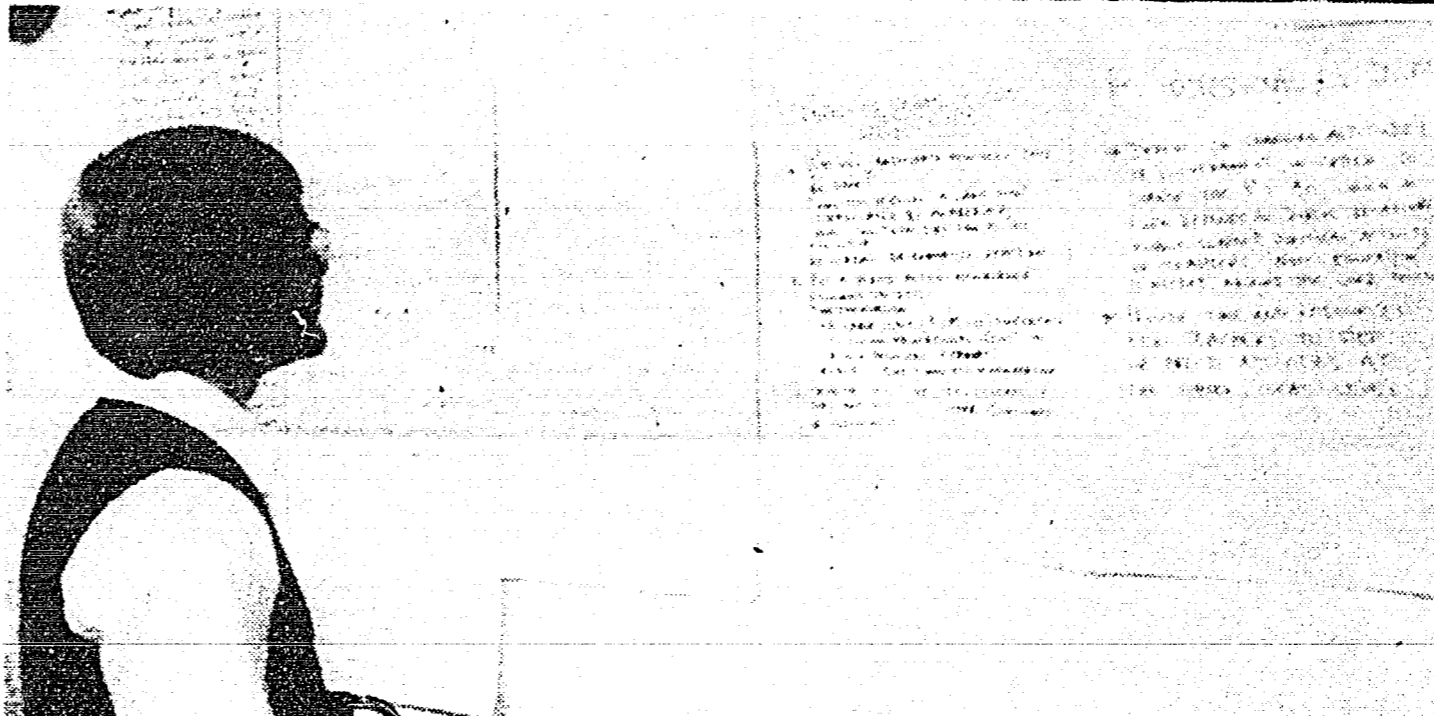
T. A. MYERS  
Editor

RALPH MAURER  
Editorial Assistant

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

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MEMBER: EDPRESS



Top, one of the small discussion subgroups at the Fall RA. Centre, smaller groups came together and compared notes. Bottom, results were recorded and posted on "Democracy Wall."

## Experiments with groups a success

Group discussions, introduced in the Fall RA as a means of broadening the base of decision-making, were a qualified success and the format will be back, with modifications, at the Winter RA.

The Executive Committee, unhappy with the traditional practice in which Geographical Representatives were simply presented with recommendations from other bodies and forced to decide for or against them, proposed the small-group discussions for two issues: three-to-five-year BCTF objectives, and teacher counselling service.

Evaluation forms filled in by GRs after the RA showed an overwhelming majority of those present found the discussions to be "excellent" or "good."

One GR commented that the process will give the Executive Committee a clear indication of member concerns. "They'll wrestle with the problem as we see it," the GR said.

Another said: "It helps us in going back to our locals and discussing the issue there. It's much better than a simple hand-out that gets sent out."

The first of two discussions, on the three-to-five-year objectives, started slowly as GRs overcame their hesitation and awkwardness. "Let me start by saying I don't like this system," one uncomfortable teacher said.

Many GRs felt the discussions should be more structured. "I found this session frustrating because it's not clear in my mind what's intended," another teacher said after the first session. "There's no process. I don't think it works."

"What happens after this?" another wanted to know. "That's what's missing."

Another: "There's some question whether the time allotted is enough."

Roy Ronaghan, BCTF staff member responsible for organizing the discussions, said he was happy with the results and participants' responses. Changes that will probably be introduced for the Winter RA: discussion leaders will be trained to give the discussions more focus and direction, and discussions will be three rather than two hours long.

GRs were split into 12 groups of about a dozen members each, then were further divided into groups of three or four. After 20 minutes to a half-hour of discussion, these smaller groups were combined into a bigger one. Comments were shared and recorded on poster-size sheets of paper.

These were then posted in the main meeting room, where GRs could read what directions the other groups took. All these comments are now being transcribed, and will be distributed to Executive Committee members and GRs.

In his summary of the Fall RA, BCTF President Al Blakey urged GRs to repeat the group discussions on a local level, and to return in January with some positions on the two issues discussed.

## Membership rule changes considered

Who should be active members of the BCTF?

Al Garneau, chairperson of the BCTF Task Force on Membership Policy, posed this question to the Representative Assembly.

The task force, set up in February 1978, was asked to develop alternative recommendations for a comprehensive policy on membership that would provide a clear and consistent guide for determining who must or might be a member.

The task force was also asked to look at the advantages and disadvantages of restricting membership to those defined as teachers under the Public Schools Act, or offering membership to some people in the educational system who are not required to be members under the act.

The task force has studied membership policies of other professions and of other teacher organizations. Its major conclusion, bearing in mind the federation's prime object — to foster and promote the cause of education in B.C. — is that membership should be based on what a teacher is and not on what a teacher does. The task force suggests that permanent certification be the prime basis for our definition of a teacher, and hence, of a member.

The task force proposes three classes of active membership: provisional active, for those teachers who have not yet achieved permanent certification; active, for permanently certificated teachers working in the public school system; and voluntary active, for those fully certificated teachers who are not compelled to be members by law.

GRs were asked to get feedback from their local associations on the proposal, to consider what restriction, if any, should be placed on provisional active and voluntary active members, and to give advice on what criteria should be used to define voluntary active membership if some groups are to be excluded, for example, private school teachers.

The federation has endorsed one of the task force's interim recommendations, that substitute teachers should automatically be BCTF members, as other teachers are, and already the federation has opened voluntary active membership to substitute teachers. To date, 158 have joined.

GRs have the task force's proposed membership model and the task force hopes for a strong member response to its proposals before the 1980 AGM.

—Tom Hutchison  
Government Division

## GRs want only local arbitration

serving as arbitration advocate for more than one district within any arbitration zone.

Last year members of the federation's Economic Welfare Division acted as advocates for as many as four districts before single zonal boards.

Supporters of the Surrey resolution said this tends to strengthen the hand of school trustees who want zone-wide arbitration.

"We can't let the convenience of staff undermine bargaining as it is in this province," said Ralph Sebastian, who presented the Surrey resolution. "We've got to fight... or we kiss our autonomy goodbye."

Opponents argued the resolution would reduce the effectiveness of the best available advocates, because it would be impossible for them to cover several zones in the brief arbitration period.

The provincial Agreements Committee also opposed the motion on the grounds that it would interfere with the right of local associations to choose their advocates, and that there was no evidence that the use of a single advocate for all districts in a zone had been detrimental.

## 'Screwup' explained

Pat English, president of the Canadian Teachers' Federation, explained to the Representative Assembly October 11 how the name of one BCTF member was substituted for another in a recent appointment to the CTF Status of Women Committee.

(The process was called "a colossal screwup" by a BCTF Executive Committee member when the executive discussed the situation at its September 14-15 meeting.)

The name of Heather Knapp was submitted to the CTF nominating committee by the BCTF executive. But later, in accordance with an agreed procedure, an executive member submitted a second name, that of Norma Mercer. It was Mercer who got the appointment.

English explained that Knapp's name had never been on a CTF shortlist, as reported earlier (*BCTF Newsletter*, September 19), but only on a "working paper" which contained six errors.

She said the CTF nominating committee met on the Sunday before the CTF

Annual General Meeting, and that she agreed to make all the changes proposed by the nominating committee when the matter came before the CTF board of directors.

She said both the B.C. candidates had "very high recommendations" but that Mercer was chosen because she had "qualities that we felt were needed."

These included administrative experience and "one of the very grave concerns of the (Status of Women) committee at the time is getting forward in the area of being appointed to administrative positions."

She said she was sorry if the change had caused any embarrassment.

She admitted the CTF appointment process is not ideal, and said one of the problems is that names are submitted too late.

Julia Goulden, who raised the matter at the RA, said her concern basically was about the BCTF's own processes for submitting names.

BCTF President Al Blakey said the executive will soon deal with an analysis of these processes and hopes to improve them.

# Women as persons, women as teachers

On October 18, 1929, Canadian women won recognition as persons. Agnes Healey and Hilda Cryderman recall fights for their rights as teachers

## Women were 'fit and qualified', but they weren't 'persons'

Are we not persons? Fifty-one years ago, when five Canadian women asked the question, Canada's Supreme Court gave the wrong answer. Fifty years ago today, Britain's Privy Council overturned that decision and gave the right answer: yes.

Strange as it may seem today, there was a time when the word "persons" was taken to exclude women. Under British — therefore, Canadian — common law, women were persons "in matters of pains and penalties" but not "in matters of rights and privileges." In other words, if it was to a woman's advantage to be a person, she wasn't. If to be classified as a person was to her disadvantage, she was.

Thus, even after women won the right to vote in federal elections in 1918, and to run in 1920, they could not convince the men who dominated government that they were fit to sit on Senate.

Canadian politicians, including prime ministers Robert Borden, Arthur Meighen and William Lyon Mackenzie King, assured the women they were on their side. But the British North America Act, the closest thing this country has to a constitution, says you have to be a "person" to sit on Senate.

The Act could be changed, but the male politicians viewed that as being too much trouble.

Emily Murphy, born into an Ontario family of politicians and judges and herself the first woman judge in the British Empire, was one of the best-known women in the country in the 1920s. When various organizations across the country asked the government to appoint a woman to Senate, it was Murphy's name they put forward.

After several frustrated attempts to get Ottawa to budge on its interpretation of the word "person", Murphy's brother, Judge William Ferguson, suggested a strategy that would result in the Persons Case.

Ferguson told his sister that five names on a petition would force the Supreme Court of Canada to rule on any constitutional point in the British North America Act. Murphy, 59 at the time, easily found other feminists willing to put their names on such a petition.

Henrietta Muir Edwards, 78, had long been active in the National Council of Women and the Working Girls' Association, forerunner of the YWCA. Louise McKinney, 59, was a former Member of the Alberta Legislature for the United Farmers' Party. Nellie McClung, 53, a former teacher and a Liberal MLA in Alberta, was Canada's most popular writer. Irene Parlby, 49, was a UFA MLA and cabinet minister in Alberta.

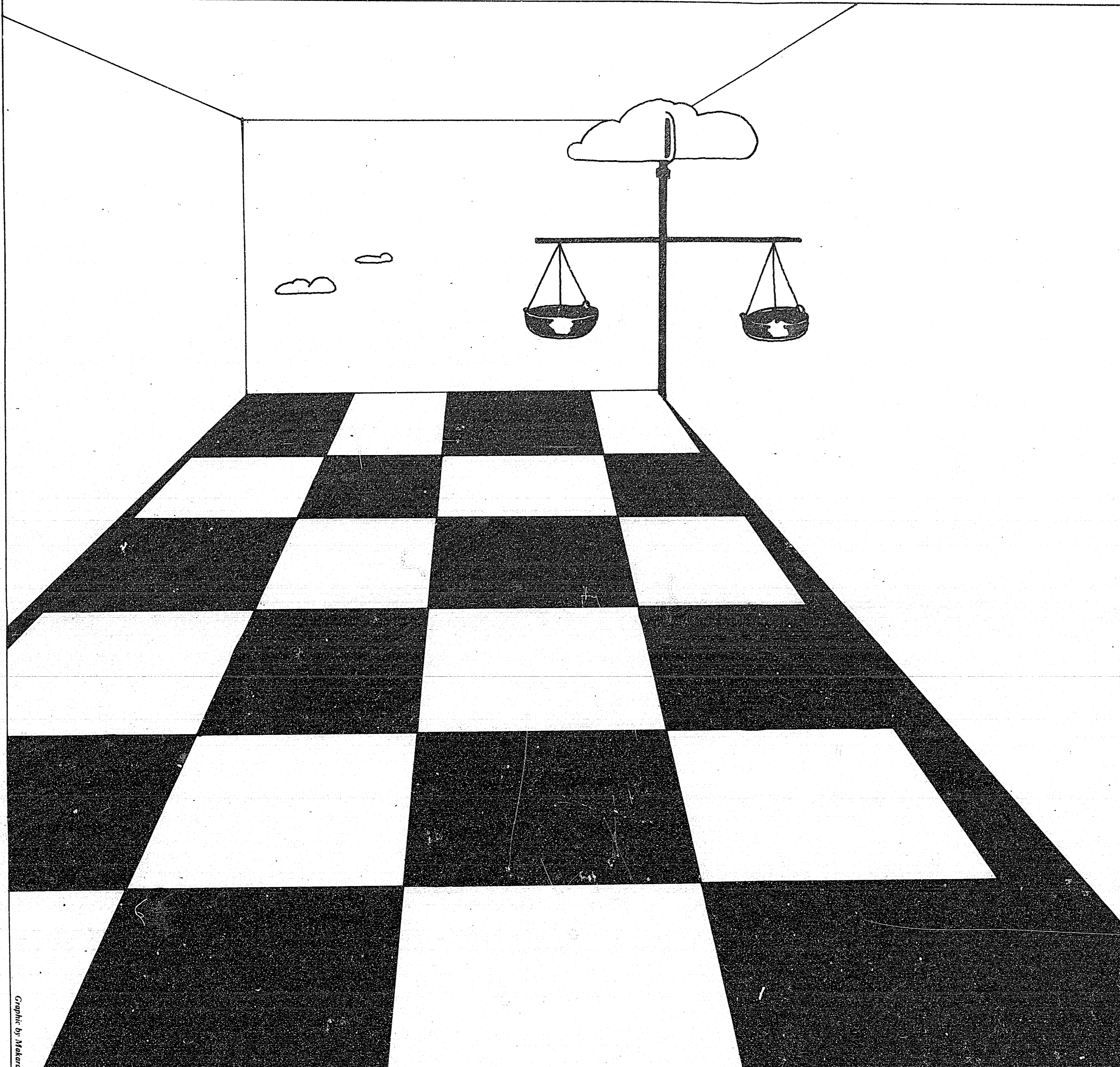
Their petition to the Supreme Court simply asked, when the BNA Act said that only "fit and qualified persons" can be appointed to Senate, did that include women? All five Supreme Court judges chose the narrow interpretation of the law. It was the intent of the British Parliament in 1867 that the term "persons" exclude women, and it was not Canada's part to change this, they ruled.

The decision was appealed to the British Privy Council and, on October 18, 1929, 11 days before New York's stock market was to crash, Lord Sankey, the Lord Chancellor of Britain, stood up in court to read the decision of the council. Historically, women have been excluded from high government offices, he said. This was an ancient custom which had developed into a tradition stronger than law, even after the original reasons for it had long disappeared. While the BNA Act does not specifically include women in its definition of "persons", nor does it exclude them, he said. Therefore, women are eligible to be appointed to Senate.

When Mackenzie King first appointed a woman to Senate, he did not choose Murphy or any of the other four petitioners. Instead, he chose an obscure Liberal party functionary from Ottawa. When the Senate seat in Murphy's own area became vacant, she was again overlooked. She was never appointed to Senate, and died in 1933.

Neither Edwards, Parlby, McClung or McKinney was ever appointed to Senate.

4/OCTOBER 18, 1979



## Teachers should know what teachers have done in the past

Agnes Healey, 70, graduated from the University of B.C. in 1932. She taught primary classes in Vancouver for 22 years, and is now retired. These anecdotes are taken from her speech at the recent BCTF Status of Women Conference.

I feel that teachers should know about the past, what teachers have done in the past. It really is astounding how some young people don't realize the work that has gone into the federation, the work teachers have done in the past.

Let me tell you an anecdote that goes back to say about 1940, 1945. At that time I was teaching on a staff, and there was a young couple, very good looking and happy. They decided to get married. Well and

good; they married. We gave a party for them and so forth. The woman had to give up her job — getting married, that's what you did. You didn't stay on the staff.

In six months the marriage broke up, with a separation and a divorce. What happened? The man had kept his job all that time. The woman found it hard to get back on the staff. I thought it very unfair. Finally she did get on. I don't know exactly what happened but finally after about a year or so she did get on the staff. It was a feeling against divorcees.

You know, I was bright-eyed and bushy-tailed; I was going to train young minds and so on and so forth. So after this B.C. teachers' meeting about 1942, I said, "Oh dear me, I've got to be uplifted." So I was at the old King Edward High School auditorium. The men sat on one side and the women sat on the other. When

the women got up to speak, the men booed, and when the men got up to speak there was a decided hiss. I was appalled.

We had a very distinguished woman, a supervisor of special classes. She was quite taken aback. She said to the women teachers, "The men said we didn't know parliamentary procedure, that was what was wrong. So we're going to learn parliamentary procedure."

So she said we're going to have a dinner down at Spencer's. There was Spencer's, then there's been Eaton's, then there's been Simpson-Sears, but it was Spencer's in those days. So we went down there and had dinner.

And here the bigwigs were up on the platform and they said, "Now we've got to learn parliamentary procedure," which we proceeded to do.

Equal pay for work of equal value: now that was

## The most important thing of being a pioneer in any situation is to make it possible for other women to follow you

Hilda Cryderman, 75, started her teaching and counselling career in 1924. She was BCTF president in 1954-55, and is now retired. These anecdotes are taken from her speech at the recent BCTF Status of Women Conference.

For me it began with a phone call from a woman I had never heard of with this question: "We women think it's time for a woman president. We want to nominate you as second vice-president and help you up the ladder to the presidency."

Well, it was Christmas holidays. My doctor told me I had a tired heart. Really it was impending gall bladder and if you've ever had it you know what I'm talking about. Of course I never let anybody know when I'm sick because they always say, "Well don't ask her to do anything on this committee because she's sick." So you miss your chance. The last thing I wanted to do was to rise up and meet the gigantic challenge that that was.

But my own preaching came back to me, because I had always told every women's meeting and every group of women that I met that they must accept every opportunity to accept positions that would expose women in policymaking positions. So there I was. Through a magnificently conceived strategy organization and effort they did it.

During my presidency women sat on the executive board, as local presidents, as chairmen of important committees of the BCTF. Molly Cottingham was treasurer. Jean Fraser, president of the Vancouver Elementary teachers, was chairman of sick benefits. Hazel Hodson of Victoria was on the finance committee. Marian Baxter of Cranbrook and Hazel Huckvale of Williams Lake — she today is a specialist in teaching English to immigrants and is on the national council for the bicultural committee. Esme Foord was on the professional development committee, and she laid the foundation for all the specialist organizations in the province. Elsie Paine, president of Vancouver Secondary, who was the person who phoned me, was on the steering committee for my convention in 1955, and I enjoyed being chairman of that committee tremendously. We had five sessions of business and we had a lovely time. I kidded the men and teased them and I made them sit down when they shouldn't be standing up talking.

Molly Cottingham followed me a few years later as president. The most important thing of being a pioneer in any situation is to make it possible for another woman to follow you. We don't want the men to say, Oh, we don't want another of those you-know-what-they-call-us, so you have to be careful to make it possible for another woman to follow you. She (Cottingham) was followed several years later by Isobel Cull.

I now go back to when I returned to the classroom after the war from my job as educational counsellor in the forces. I was asked to go on the salary committee of the Okanagan Valley Teachers Association, which stretched from Princeton through the Okanagan 250 miles to Revelstoke. That was the territory we had to get together.

I was asked to be chairman by the all-male — except me — committee, and I accepted on two conditions. One, that rural teachers be paid the same rates as city teachers.

quite an argument when I was on staff at Lord Selkirk in the late 1940s. There were about three men and ten women. It was a small staff. We were arguing about equal pay for equal work and so on and so forth.

One day the men didn't appear. We wondered what had happened. They'd taken a broom closet and cleaned it out. It had this little bitty window and here they were stuck in this.

I went to see them because I was staff representative at the time. Here they were in this little room and I said, "Now why did you leave our bright airy lunch room?" Oh, they were fed up with the women talking about equal pay for work of equal value. Do you know what they said? They said women were not taking their full responsibility.

And I believe them. Women didn't want to stay after school until four o'clock on the school grounds. Women didn't want to take extra duty on sports day. I

(You remember when they got about 50 dollars a month when they were out in the sticks. Mind you, that's where you learn to teach, where you have the freedom to teach, and that's one thing I enjoyed when I started teaching, that I had the freedom to teach. I didn't have a lot of directors telling me which direction to go. I had the freedom to teach and you should ask for that back.)

Two, I asked that women be paid the same salary as the men teachers. You know, the men just never expected that to happen, so they agreed to my stipulations.

We went to arbitration in 1946 for the first time in the Okanagan and we got equal pay for rural teachers. We got the federation maximum of \$3,000 a year. Before that the highest-paid man in my school was the vice-principal and he was making \$1,700, and he had just had a \$200 raise because his wife had a baby.

We had full adjustments to everyone on the salary scale, which was a first to us. The trustees tried every trick in the book, the teachers remained solid and I was on the telephone and on the road a lot keeping them solid. At one meeting the president of the OVTA was sitting right there, and he was a man. He got up and said, "Have you heard of the trustees' offer of \$2,500?" I said, "May I speak?" and they said I could so I said, "Mr. Campbell, three weeks ago today you were in our school telling us we all had to stand together on this and I'm amazed. I want a vote of confidence from this meeting and I want it right now." And I got it.

The trustees tried everything. Teachers remained solid and won.

I went back after the war and showed my colors. I joined the (Liberal) party organization and got on the provincial executive. They always had their meetings on Wednesday, you know, so it didn't interfere with the weekend for the men. So along came a notice for me to attend this meeting in the middle of the week. I thought, oh, with two CCFers and three Conservatives on the school board I don't have a chance. But I'm not going to be the one to say no, I'm going to make them say no. So I wrote them a letter and said what I wanted to do. Back came the word. I could go and they would pay my substitute.

From that day on I have never looked back. If something is worth doing and I think it should be done, I take it for granted that's what I should be doing. And that was a turning day in my public career.

I went to that meeting and Nancy Hodges was chairman of the platform committee on education. In other words, they were pounding out a platform on the things they were going to the country on in the next election and I was able to get into that platform the things the BCTF had wanted. I saw it passed in the legislature and I saw it going into the books, into the law. So you see, you can achieve these things.

Also I cut some of the men teachers off at the knees too because they were being a little chauvinistic about their subjects. I had a very difficult time getting girls in the math 12 classes because they were getting taught by a man teacher and they would make little slighting remarks: "Well, I guess I'll have to teach this section, the girls don't know it," and so on and so forth. So they were coming to me to drop it. I would say, why? So I

really believed them. Anyway, they stayed in the little bitty room and we had the staff room to ourselves.

I was taking education at the University of B.C. We had this professor, the first lecture he stood up and he looked at everybody. He said "I don't want the women here at all." He says, "They're to sit at the back of the room. I don't want to hear them, I don't want to see them." And you know, we sat at the back of the room and shivered. What did we do about it? Nothing.

If I had to do it all over again, I don't know what I would do. Of course, I'd go to the dean of women but there isn't a dean of women now. They've done away with the dean of women at UBC. There isn't one. I don't know what I'd do. Maybe I'd give him a swift kick in the rear. I don't know. But I certainly wouldn't take it.

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# Vacancies

## Pentiction

School District 15

Temporary teachers

Applications are invited for the following temporary teaching positions effective January 1, 1980:

1. Junior secondary English/Girls' PE.
2. Junior secondary English/LAT.

Previous applicants should ask for their applications to be brought forward.

Apply to District Superintendent of Schools, 274 Eckhardt Avenue East, Pentiction V2A 1Z4. Telephone: 492-2721.

## Prince George

School District 57

Regional school psychologist

The position involves assisting school personnel, parents and professionals in providing an optional educational program for individual children by recommending and co-ordinating class placement, program remediation, program enrichment, resource materials and personnel, effective education techniques and parent involvement approaches.

Other duties will include psychological assessment of individual children, recommending appropriate community and provincial resource agencies, and providing instruction to school personnel and parents on topics such as assessment techniques, learning disabilities, and techniques for dealing with exceptional children.

Candidates should hold a graduate degree in school psychology. Preference will be given to candidates with classroom experience and a teaching certificate.

Please address applications with supporting documents to H. Bugara, Director of Education Personnel, School District 57 (Prince George), 1894 9th Avenue, Prince George V2M 6G6.

Teacher of the hearing impaired (inherent)

Effective date: January 1, 1980.

Major responsibilities:

Experience in a classroom setting in instructing hearing-impaired children. Knowledge of assessment techniques and use of appropriate program instructional aides (equipment and material resources). Experience and skill in identifying and assessing hearing impaired children, and development of programs.

Total communication skills required (lip reading, signing and speech).

Candidates should have post-graduate work in the education of the deaf or a diploma in deaf education from a recognized university.

Valid B.C. teaching certificate or eligibility for same.

Please address applications with supporting documents to H. Bugara, Director of Education Personnel, School District 57 (Prince George), 1894 9th Avenue, Prince George V2M 6G6.

Assistant co-ordinator of special services

Effective date: January 1, 1980.

Major responsibilities:

To assist the Co-ordinator of Special Services in all matters pertaining to the District Special Education Program and District Special Services.

To maintain direct responsibility for the facilitation and co-ordination of programs and services offered through assigned regional, school-based and District Special Services personnel, with specific emphasis on the following areas:

Counselling, career education, learning assistance (secondary), ESL programs, camp trapping, communication centres, and regional support teams (consisting of psychologists, social workers and speech pathologists).

The successful applicant should have proven organizational ability and extensive experience in one or more of the responsibility areas listed above. Written applications with references and additional vitae information should be submitted to H. Bugara, Director of Education Personnel, School District 57 (Prince George), 1894 9th Avenue, Prince George V2M 6G6, on or before November 2. Salary in accordance with 1980 agreement.

Assistant co-ordinator of curriculum supervision (modern languages)

Effective date: January 1, 1980.

Responsible for the co-ordination, facilitation and administration of the elementary French program and for providing professional consultation, direction, guidance and expertise on the teaching and organization of modern language programs offered in the district.

The assistant co-ordinator assists the co-ordinator of curriculum supervision in providing information on all matters pertaining to Modern Languages Program in the district.

Co-ordinates the work of the district elementary French advisors.

The successful applicant should have proven organizational ability and extensive experience in languages instruction. Fluency in English and French is essential with a working knowledge of one or more other languages an asset. Written applications with references and additional vitae information should be submitted to H. Bugara, Director of Education Personnel, School District 57 (Prince George), 1894 9th Avenue, Prince George V2M 6G6, on or before November 2.

Salary in accordance with 1980 salary agreement.

## Vancouver Island West

School District 84

Elementary principalship

The recent death of the incumbent requires us to seek a strong, energetic leader for Gold River Elementary School, a unique school of 404 students and 22 teachers. Appointment will be effective January 1, 1980. Letters of application with resumes and references should be sent to David Price, Director of Instruction, Box 100, Gold River V0P 1G0. Telephone: 283-2442.

Closing date for applications is October 17, but late applications will be accepted from persons unaware of the competition until the appearance of this advertisement.

## Stikine

School District 87

Special counsellor

This multifaceted position requires extensive travel over difficult terrain under weather conditions that are often unpredictable. Commercial eating and sleeping facilities are unavailable in some communities serviced by the district.

Duties include: specialized testing, home school counselling, arranging for psycho-educational testing, educational career planning beyond the local schools, assisting principals and learning assistance teachers in meeting the needs of students manifesting adverse emotional and sociological behaviors, diagnosing and programming for students with learning disabilities, assisting in the planning of drug and alcohol awareness programs, developing learning assistance in-service, and assistance in the implementation of the Northern and Native Studies program.

The special counsellor will be located at Cassiar. A valid teaching licence is required as there will be 0.6 consultative and 0.4 teaching time assigned.

A four-wheel-drive vehicle shared with district personnel for travel is provided. Salary will be according to placement or district scale. An administrative allowance and significant northern incentives packages is provided.

Dynamic applicants interested in this challenging position in B.C.'s scenic Northwest are invited to apply, with supporting documents and experience, by November 9 to Malcolm McMurray, Director of Instruction, School District 87 (Stikine), Box 190, Cassiar.

# Kindergarten class size violations continue

A kindergarten class of 35 pupils is unheard of these days, you say?

Not so! Would you believe that this fall, during the International Year of the Child, there is a kindergarten teacher in this province responsible for 64 pupils — 35 in the morning, 29 in the afternoon? And, if that isn't bad enough, several of the afternoon pupils are "boat children" who speak no English.

Violations of BCTF class-size criteria in the kindergarten classes in this province must be dealt with. During the 1978-79 school year there were more than 20 pupils in 33.9 per cent of the kindergarten classes in this province. This translates into 636 classes in violation of our standards. This year's school opening survey indicates that once again kinder-

garten class size is a major problem in many districts.

Why is this happening? What are we to assume about the thinking behind decisions to put more than 20 four- and five-year-olds in one classroom under the direction of one teacher?

Are there school boards who believe it doesn't matter what happens to young children who are only four or five years old? Are there boards who feel it is all right for a child's first experience at school to be a frightening and frustrating one?

Do they really believe it doesn't matter what early attitudes toward learning and toward school are developed in kindergarten? Or could it be that some trustees believe that because they never went to

kindergarten it can't be that important?

In many districts kindergarten teachers have recognized that school boards often do not understand the value of early childhood education. In these districts presentations have been made to trustees by the teachers to acquaint boards with the purpose of kindergarten.

Many people simply do not understand how crucial a child's early learning experiences are to later development.

Kindergarten teachers have to continue patiently and diligently writing briefs and presenting the case. The importance of positive early learning experiences cannot be overstated. The need for small class sizes in kindergarten is a case that must be made.

Writing briefs and patiently making the case, however, is a slow method of achieving results. Parents of young children are demanding action now. Do you know any parent of a five-year-old who wants to put his or her child in a class of 25 children? If

we really care about what is happening to young children, we must be prepared to work together and demand improvements. We have the space, enough trained teachers and the money.

What can teachers do? Any kindergarten teacher who has more than 20 children in a class should contact his or her local association or staff representative and ask about the grievance procedure. Filing a formal grievance is the one effective method we have developed for making necessary improvements quickly.

Those teachers in the province who have used the grievance procedure to solve a kindergarten class-size problem have achieved results. BCTF policy states: "The teacher has the prerogative of reporting to his or her local association and the BCTF any conditions which, in his or her judgment, are detrimental to the educational welfare, health or safety of those students."

—Mavis Lowry

Learning Conditions Division



Shock and dismay seems to be reaction of babies listening in as teachers share ideas at Primary Fall Conference.

## 2,300 teachers attend Primary Conference

On October 12 and 13, 2,300 teachers and administrators from throughout the province attended the Primary Fall Conference in Richmond, the largest gathering of teachers in B.C.

This conference is sponsored by the B.C. Primary Teachers' Provincial Specialist Association and is held in a different locality every year.

Registration was heavy, and hundreds

of teachers had to be turned away because of limited facilities. Two schools, Richmond Senior Secondary School and R. C. Palmer Junior Secondary School, were filled to capacity.

Registrants included a number of parents who were especially urged to attend and see "what it's like at a teacher's conference."

The conference theme was A Future for Every Child, and was tied to International Year of the Child. Speakers were Provincial Court Judge Nancy Morrison, the Very Rev. Herbert O'Driscoll, Dean of Christ Church Cathedral in Vancouver, children's book author Bill Martin Jr. of New York, and Otto Weininger of the Ontario Institute for Studies in Education.

There were 10 feature sessions, dealing in depth with a number of topics such as early screening and William Glasser's 10 steps to discipline, and another 150 smaller sections on a wide variety of subject topics and teaching approaches.

This annual fall conference, now in its 16th year, is a special event for B.C. primary teachers. They come to it eager to learn new ideas and to discuss problems, and they return to the classroom inspired, enthusiastic and laden with resource pap-

ers and a variety of treasures for their classes. It's a busy weekend but it's just what a teacher needs at this time of year.

Primary conferences are known for their displays and this one was no exception. Gaily colored art transformed the schools into fairylands. For the week following the conference, the displays were moved into nearby Lansdowne Mall shopping centre, where a wider audience could appreciate them.

Special events at the Richmond conference included a science circus, a gym full of commercial exhibits, several make-and-take sessions, and demonstration and participation groups.

Usually the primary conference committee publishes a special booklet as a memento. This year the ideas and job card booklets prepared by the hosting Richmond teachers were in great demand.

Next year's fall conference will be in two locations, Chilliwack and Cranbrook. Pre-registration forms will be ready in April and registration will probably be full by the end of June. It is wise to make plans early for this popular annual conference on primary education.

—Lorna Robb  
Conference convener

## Hilda Cryderman

From page 5

went to the principal and I said, "Listen, when we had a woman teaching the top class in math I had no problem getting the girls to take it. Will you appoint so-and-so" — who was a wonderful teacher — "to Grade 12 math?" He did, and we had no more trouble.

Then some of the girls who wanted to go in for optometry and needed final physics came in to drop it. I said, Why? "Well, Mr. Smith so-and-so-and-so-and-so." So in Grade 11 I picked five of the smartets girls in that class and I called them into my office and I said, "I want to put a proposition up to you." I said, "Now, Mr. Smith doesn't think the girls should do physics and I want you to go in there and prove to him. I want you to lick the pants off every boy in that class."

After three weeks of school Mr. Smith came swinging into my office. He said, "My, you've given me some wonderful girls in that class." And there were no more problems.

• • •

I earned my first class certificate in 1924 by virtue of senior matric plus one year of normal school and I went to the chairman of the Coldstream school of two rooms to apply for the principalship. He said, "We're

looking for a man, for discipline purposes." My reply was, "I can do just as good a job as a man." I had to make a choice between marriage and a career because if you got married you had to resign. It didn't take me five seconds to make the choice. I was at that school for 13 years until I earned my degree through summer school.

About the third day of school I found two boys fighting. I called the whole school together and gave them a lecture, and ended up by saying this: "You're only punishing yourselves. Now if anybody wants to be punished, just come to me and I'll make a good job of it."

When I got to the town that afternoon, to the stores, one of my friends said, "What are you doing, beating up all those kids at Coldstream school?" I said, "What do you mean?" "Well," he said, "Your friend was just in here and he said he had just picked up a little boy and he said to him, 'What do you think of your new teacher Miss Cryderman?' He said, 'I don't know, but gee she can fight.'"

## Agnes Healey

From page 5

I was teaching primary at Lord Selkirk and there was a child. You know, at the end of the year you had

to sit down with the children that had failed and passed. Now this child, it was doubtful and I found the principal very difficult to talk to. Some of them are, you know. So I decided to get the supervisor. Well and good, he came and they heard the boy read and the principal was there and the supervisor was there, hearing this boy read.

Well you know, I had taught that child all year, and they didn't ask me what I thought. They argued in front of that child. I thought the child's rights had been violated. We didn't talk much about the child's rights in those days. I thought of it more as dignity. I didn't do anything about it. Not sticking up for that child, I found I wasn't standing up for my own rights. In lowering the dignity of that child in a way I lowered my dignity.

## SPACE conference

The Society for the Promotion and Advancement of Career Education holds its second annual conference November 2 and 3 at North Delta Secondary School, 114th Street and 82nd Avenue in North Delta.

The society wants to increase awareness within the education system and the working world of the importance of career education.

The workshop costs \$15. To register, or for more information, contact Louise Collins, c/o John Oliver Secondary School, 530 East 41st Avenue, Vancouver.

# Letters

## Increasing enrolment ignored by article

I notice, with interest, your recent article on declining enrolment (*BCTF Newsletter*, September 19).

Not all school districts suffer from declining enrolment. On the contrary, Vancouver Island North, School District 85, had an increase of 177 students from June to September of 1979. That is at least six additional teachers, plus the ever-present "portable."

As a 20-year BCTF member, resource centre co-ordinator, district librarian and Credit Allocation Plan designate, it bothers me to see the BCTF generalize about the declining enrolment syndrome, when I am one trying to cope with the demands placed by 177 more students.

6/OCTOBER 18, 1979

It further concerns me that there are only 197 other BCTF members in this district being ignored by our central organization. One hundred and ninety-eight out of 27,000 probably doesn't show up on the computer printout sheets.

However, has anyone ever checked to see if other small districts are increasing or not? Has anyone in "the big city" ever stopped to wonder if indeed people may be moving out of the metropolitan areas and into the rural areas? The news media do not seem to want to write the story about the impact of 177 pupils on a small system. Even the BCTF does not acknowledge it.

The BCTF may have a position on declining enrolment, but what is your position on increasing enrolment?

John Ferrari  
Port Hardy

## Positive approach appreciated

Your coverage on declining enrolment matters in the September 19 *BCTF Newsletter* was excellent. Particularly appreciated was the emphasis given to the positive opportunities created by declining enrolment.

For too long declining enrolment has been used to frighten teachers into believing that layoffs are inevitable in B.C. Teacher layoffs are unnecessary. To date no permanent teacher in B.C. has been fired because of declining enrolment. Attrition alone has created 2,500 vacancies in B.C. schools this year.

Teachers should realize that school boards in B.C. are conducting a campaign to make teachers very insecure about their jobs. This create a very docile teaching force, one that will tolerate large classes, no preparation time and poor facilities. We must resist these tactics. Your article has helped.

Thanks.

Lynne Hampson  
Chairperson,  
Declining Enrolment Task Force

## Poll result worries trustees

B.C. School Trustees Association president Rubymay Parrot has appealed to the province's school boards to rebuild the public's confidence in education.

The appeal was made following the release of a new Canada-wide Gallup poll which indicates that public confidence in education is sagging, nowhere more than in B.C.

The survey, conducted in April for the Canadian Education Association, shows that almost 54 per cent of respondents in B.C. — 14 percentage points above the national average — believe education standards have declined. The 200 British Columbians interviewed are also more critical of school curriculum, teachers and management.

In an open letter to B.C.'s 500 school trustees, Parrott attributed part of the problem to high-profile politicians and vocal special-interest groups that have been grinding their political axes on the education system.

She also said boards must accept part of the responsibility for not doing enough to keep the public informed about what is really going on in the schools.

But she noted that the poll shows that

those members of the public closest to the school system — parents — believe schools are doing a reasonably good job. More than 50 per cent of the parents interviewed give their children's schools an A or B rating, while another 30 per cent give their schools a C. Only 7 per cent rate their local schools as D or a failure.

"While a few boards have placed a high priority on keeping the public informed, too many have mistakenly assumed a well-run school system speaks for itself. It does for the parents ... but not for the general public."

This is not meant to suggest that schools have no problems, she added. "Indeed, they do and we are working hard to solve them. Let's not make our jobs any harder by leaving the public in the dark. Unless we are able to rebuild public confidence, we are not going to have the support we need to deal with issues like declining enrolment and education of the handicapped and the gifted," she said.

"Therefore, I petition every one of you to play close attention to the Gallup poll and do as much as you and your board can to inform the public about what's happening in your schools," she told the trustees.

## Nursing

The University of B.C. School of Nursing has a 12-minute slide or videotape describing their program to high school students pondering career decisions.

OCTOBER 18, 1979/7

## BCTF Newsletter editor Arnie Myers's anatomy of a misquote

"... We recognize that to a large extent the schools are out of touch and that the quality of education is declining," Myers said.

—Vancouver Province, October 14

Well, of course I was misquoted. Would any PR man for a teachers' organization say a thing like that? To a reporter? Not likely.

Misquotation is one of the abiding hazards that anyone who deals with the media must live with. As an ex-reporter it pains me to say it, but the fact is that the media misquote people with depressing frequency.

And because it can happen to anyone who speaks to the media — on behalf of the federation, a local association, a PSA — I thought it might be useful to examine just how it happens.

First let me say that in most cases misquotation does not result from malice or mischief on the part of the media. Usually it's the product of the exigencies of journalism — haste, the need for compression and simplicity — or misunderstanding on the part of the journalist.

The misquotation above is a typical example. Here's how it came about:

The Representative Assembly discussed our proposed new community relations program on October 13. That was a Saturday. The media had been invited to cover the debate, but Saturday

is about the worst possible time to get media attention. The newsrooms are down to bare bones on the weekends.

The *Province* did manage to send a reporter to the RA but, because of conflicting assignments, he arrived too late to hear the debate. So he asked me to fill him in on the program.

I spent some time doing that, and I was confident that he understood the situation.

In the course of the conversation I mentioned that one of our concerns was that schools might be getting out of touch with society, and I outlined one of the principal reasons: the fact that only 30 per cent of B.C. households today have children in the public schools, and that therefore the other 70 per cent must get their information about schools from the news media and from public pronouncements by such sources as the minister of education.

I said that we were also concerned that recent public opinion surveys have shown that a majority of British Columbians — including, of course, those who have no direct knowledge of schools — believe that the quality of education is declining.

The reporter made detailed notes, went back to his office and wrote a fairly lengthy report of this interview. I have no doubt that his story reasonably reproduced our conversation, and that I was quoted accurately.

But there's many a slip 'tween cup and lip. And there's many a foul-up between the reporter's typewriter (or, these days, computer terminal) and what actually appears in print.

The reporter's copy goes first to the city desk, where it is checked and edited, to some extent. Then it goes to the news desk, where it is further edited, and where the headline is written.

If the reporter has the confidence of his editors, if they regard the particular story as significant, and if there is plenty of space in the paper, the reporter's copy may be printed verbatim.

But if space is tight the city desk and the news desk won't hesitate to cut the story. They may cut out only a few words, or drop whole paragraphs, or rewrite the entire story into a tighter format. The reporter has no control over this. He or she is seldom consulted or given the chance to check over the final version.

It's in the editing and rewriting that errors and misquotations most often creep in. The editor or rewrite person has little time to spend on any given story. He or she squeezes the copy into the space available and hopes for the best.

In the case of the RA story, the reporter's 12 inches of copy was cut by about half. Three paragraphs of quotation, attributed to me, were squeezed into two sentences. In the process my statement that "the polls show that many people believe the quality of education is declining" got transformed into "We (the BCTF) recognize... that the quality of education is declining."

And that's the way the statement appeared in the *Province* next morning.

The publication of misinformation in a single newspaper is bad enough. Unfor-

tunately, once a story is published it tends to spread and there's no way to stop it.

News stories are spread by what are called wire services. In Canada there are three of these: Canadian Press, a co-operative which is owned by and which serves the daily newspapers; CP's subsidiary, Broadcast News, which distributes news stories and audio tapes to radio and television stations; and United Press Canada, a private company serving both print and broadcast media.

As soon as I saw the *Province* story, I called Canadian Press, told them I had been misquoted, repeated what I had actually said, and asked them to try to correct the misquotation.

But, as usual, it was too late. The story had already been carried on the news wires. You may have heard the misquotation; we'll never know how many radio stations broadcast it before the corrected version arrived. At least one other daily newspaper used the original version; it either didn't receive or ignored the correction.

The point of this technical explanation is not to exculpate myself but to illustrate the dangers we face in dealing with the media. Yet we *must* deal with them. We need their ability to carry our message to the public. And we have to accept the fact that sometimes — only sometimes — that message will be garbled in the process.

But there are other ways of reaching the public — ways that don't rely so heavily on the news media — and we must explore them.

The best way is face-to-face discussion between teachers and their neighbors in their own communities. That's the basis of the community relations program the RA has approved in pilot form.

You'll be hearing a lot more about it.

## News briefs

### Alberta strike succeeds

A 21-day strike by 2,145 teachers in Vermilion County, Alberta, has ended with a victory for the teachers.

The strike — 19 days in June and the first two days of school in September — closed 12 schools in the eastern Alberta county.

It was called after the school board voted in February to do away with preparation time as of this September. A memorandum of agreement signed early in September, between teachers and trustees guarantees preparation time, though not as much as is guaranteed to teachers by collective agreement in Edmonton and Calgary.

"The action taken by our members in Vermilion River clearly indicates that teachers will not tolerate or accept unilateral decisions which affect their professional service and hence the quality of education being offered," said Alberta Teachers' Association president Mac Kryzanowski.

### Montessori

The B.C. Montessori Association's 1979 Fall seminar will be held October 27 at the Langara campus of Vancouver Community College, 100 West 49th Avenue in Vancouver.

The seminar, which will run from 9:30 a.m. to 3:30 p.m., will feature David Kahn as guest speaker. Kahn is Montessori Elementary School director in Cleveland, Ohio, and editor of the North American Montessori Teachers' Association Journal.

Pre-registration fee is \$15; the fee is \$18 at the door. For more information phone 8/OCTOBER 18, 1979

261-0315 or 985-7968 during the day, or 872-1379, 732-1782 or 939-2526 in the evening. Information can also be obtained by writing to the association at 649 West 28th Avenue, Vancouver V5Z 2H4.

### IYC Conference

The BCTF is seeking applications for 10 positions on the BCTF delegation to the Invest in Youth and Children Conference, November 23 and 24 at the Sheraton Landmark Hotel in Vancouver.

Applicants should have experience in working with agencies or organizations outside teaching which provide services to children and a commitment to working with agencies or organizations outside teaching to provide integrated services to children.

Application forms are available from local association presidents or offices, or the BCTF office. Deadline is October 26.

### Adlerian psych

The B.C. Association of Adlerian Psychology and the University of B.C.'s Centre for Continuing Education are presenting three workshops October 27 at UBC.

Kathleen Walton of South Carolina, director of an Adlerian child-care centre and a kindergarten consultant, has a workshop of interest to preschool and kindergarten teachers.

Raymond Corsini, developer of individual education and a professor at the University of Hawaii, will describe the individual education schools in a workshop aimed at teachers, administrators and counsellors.

Frank Walton, a South Carolina psychologist and education consultant, has a workshop on working with teenagers.

Pre-registration is advised. For more information, call 986-2715.

## \$2.4 million to help handicapped

The Ministry of Human Resources will provide \$2.4 million to school districts this year to hire personal attendants for handicapped children who need care while at school, the provincial government has announced.

The money will provide handicapped school children with non-educational services such as help with feeding, dressing, moving about, using washroom facilities, and positioning while using special educational aids for the handicapped.

The announcement was made jointly by Educational Minister Pat McGeer and

Human Resources Minister Grace McCarthy at an October 5 press conference at A. R. Lord Elementary School in East Vancouver.

It follows expressions of concern by the BCTF and other organizations that the education ministry's mainstreaming program had put handicapped children in public schools without providing the services they need, thus putting an unacceptable strain on the children and the teachers.

"This program will enable children who might otherwise be excluded from education in a classroom to have the opportunity to attend the public schools of British Columbia," McGeer said.

The program will also benefit handicapped children already in B.C. public school classrooms, McGeer said. About 600 children will be affected.

BCTF president Al Blakey said the program is a good idea, but is long overdue.

"It's unfortunate that it seemed to come about only because of pressure from the BCTF, the B.C. School Trustees Association, and other interested groups," he said.

"We would have hoped that such necessities would have been readily available much earlier."

He added that this program should be seen only as a start, and that the government will in future respond more quickly to meet the remaining unmet needs of handicapped children.

### Point Grey reunion

Point Grey Secondary School in Vancouver celebrates its 50th anniversary with a reunion on October 26.

Former staff and students are invited. On display will be photographs, yearbooks and other memorabilia, and school souvenirs, mugs and t-shirts will be sold.

For more information, contact the school at 5350 East Boulevard, Vancouver V6M 3V2, or phone 261-6391.



Kenny Kramer, 13, seems oblivious to Pat McGeer and Grace McCarthy at A. R. Lord press conference.