

Teachers plan action in Boston Bar, Langley

No response to grievances; work stoppages possible

The BCTF Executive Committee has pledged the federation's legal and financial support to teachers who have filed grievances against overcrowding in schools in Langley and Boston Bar.

In both cases withdrawal of teachers' services could result if the two school boards do not act to improve conditions.

In Langley, teachers at Peterson Road

Elementary are supporting a grievance filed by the Langley Teachers' Association and Dave Chand, who is teaching a Grade 4 class of 35 students — 5 more than the maximum specified by the provincial declaration on learning conditions. Ten other classes in the school also exceed the guidelines.

The Peterson Road teachers have

asked their board to hire an additional teacher and to install a portable classroom to ease the situation. The board has refused.

Teachers at Boston Bar Elementary-Secondary School have threatened to withdraw their services if the Hope School Board does not act to relieve serious overcrowding at their school.

The threat comes only after repeated efforts by school staff to solve the problem have failed.

Between May and mid-October, trustees or district officials were asked nine times to do something about the overcrowding. Each time, the teachers got the same answer: "The problem is being studied."

On October 16, all 17 staff members at

Boston Bar school signed a grievance, which was presented to a hostile school board on October 23. If the board does not act at its November 13 meeting, Hope Teachers' Association executive will ask members at a special meeting the next day to support withdrawal of services by the Boston Bar staff.

Timing and extent of withdrawal of services would be decided in consultation between school staff, BCTF political leadership, and BCTF staff.

The local plans other action to support the Boston Bar teachers.

• A four-page fact sheet will be distributed to Boston Bar residents, who will be urged to go to the November 13 board meeting.

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Mamie Wong



Bev Mason



Mary-Beth Smith

Program stopped after controversy

A public controversy has resulted in cancellation of a method of teaching mentally-handicapped children at Simon Cunningham Elementary School in Surrey, a method widely recognized as extremely beneficial and one of the few

effective methods of teaching these children.

Surrey school superintendent Jack Evans ordered a stop to Cunningham's "lunch program," in which five severely-retarded children received their lunches

only after completing tasks designed to improve their concentration and work methods.

The lunch program was vital because the prospect of lunch was by far the strongest motivator the children had, says Bev Mason, one of three teachers in the program.

"We haven't yet found a motivator that's strong enough to allow us to

continue that type of technique," she says. "Consequently, the kids have been getting a lot slower."

The lunch program was not something the teachers had to use, Mason says, but "I don't think anything else will be as effective."

An investigation of the practice, ordered by Human Resources Minister

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Socreds dragging on pensions, Curtis told

Provincial secretary meets with BCTF representatives

A BCTF delegation has told Provincial Secretary Hugh Curtis that teachers feel they have been given "the big stall" on pensions matters for five years.

The Pensions Committee has been seeking amendments to the pension plan since January 1975, and has been assured on several occasions that necessary legislative changes would be made, but no amendments to the Teachers' Pensions Act have been passed.

Last month President Al Blakey, Ella Clarke, chairperson of the Pensions Committee, Bert Wales, Retired Teachers' Association representative on the committee, and Bruce Watson, of the administrative staff, met with Curtis to discuss the amendments and the delay in effecting them.

The delegations reviewed with Curtis a

chronology of discussions with the government dating back to 1974-75, when the previous government was in power, and meetings since early 1976 with the present government.

Blakey summed up the review by stating, "In short, we have been given the big stall since January 1975, nearly five years."

Curtis assured the delegation that he would try to have the cabinet deal with the BCTF requests in time for action no later than the Spring sitting of the legislature.

Improvements the Pensions Committee is seeking include:

• adjustment to existing pensions to compensate those who had their pensions calculated when there were \$10,000 and

\$12,500 limits on the salaries used in calculating pensions;

• adjustment to existing pensions of teachers who retired when the averaging period was ten or seven years. It is now five. (Teachers have agreed to share the cost of these adjustments on a 50/50 basis with the government.);

• revised contributions by government and teachers to improve the funding of the pension plan. Teachers have agreed to pay 6.5 per cent; the government share would be 8.5 per cent, in recognition of past contribution levels of the government;

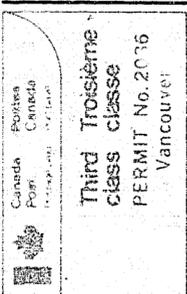
• a different approach to the indexing of pensions;

• several minor amendments to make the plan more equitable and to correct some omissions in past legislation;

• an increase in the amount of interest paid on refunds; and

• provisions to allow teachers on unpaid leaves of absence to obtain additional educational qualifications to make double contributions during their periods of absence, so that their times in further study would count as pensionable service.

—Ken Aitchison
Government Division



PACT vote shows lack of understanding

I received an invitation to attend the meeting of the Representative Assembly which considered the request of the Anglophone Catholic teachers of Quebec for support in their efforts to circumvent the law of their province. I stayed long enough to hear the chairman announce that the holders of 286 cards had voted in the affirmative — and left with a heavy heart.

Twelve years ago Bob Buzza, then president, and I, executive committee member, sponsored a drive to persuade the Centrale de l'enseignement du Quebec to affiliate with the Canadian Teachers' Federation. These were the heady days of centennial celebrations, with the Quiet Revolution well under way, and before the formation of the Parti Quebecois. We very nearly succeeded. Forty-five per cent of members supported affiliation. I

cannot help wondering what the vote would be today.

May I trouble my readers with a brief historical summary? The right of Quebec to preserve its French identity was a reward for — and a guarantee of — continued support for the British Crown against American Manifest Destiny. These incursions reached military proportions in 1776, 1812 and 1866. The Quebec support remained and was rewarded in 1867 by the guarantees contained in the British North America Act. It is well known that the force behind Quebec in those days was the Church. That institution knew that the preservation of its dominant position depended on the preservation of the French language at what we now call the elementary-secondary school level. They were prepared to leave crass commercialism to the

English. Hence they readily agreed to terms highly favorable to Anglophones, particularly at the post-secondary level.

All this has changed. French-speaking Quebecois suddenly after 1960 hurled themselves into the 20th century. They demanded revision of an ancient and inappropriate agreement. Their demand was refused. In increasing numbers they are opting for the termination of the contract.

When the Parti Quebecois gathers to prepare its arguments for a "yes" vote in the referendum, the BCTF vote will be cited as an example of lack of understanding in the rest of Canada of Quebec's desperate efforts to preserve its culture and to obtain control of its economy.

D. J. S. Smith
Life member

Co-operation

I didn't like the implications of Mr. Blakey's reported statement in the September 5 BCTF Newsletter (Stand up for children, Blakey urges teachers: 'Nobody else is going to stand up for them').

I'm delighted to hear that Mr. Blakey is urging teachers to speak up for children and to be willing to discuss the needs of children with the public, particularly with parents. But what does annoy me is that although many parents — groups and individuals — have been trying for a very long time to talk with teachers and administrators, too frequently they have been told to leave the educational needs of children up to the professionals. Of course it's not only possible but

absolutely necessary for parents and teachers to join forces to increase public support for top-quality education. But both teachers and parents must meet with mutual respect for each other's knowledge and with mutual trust in each other's genuine interest regarding the needs of children.

I believe this is happening in my community, but the BCTF can make it happen faster throughout the province if it will refrain from sounding overly self-righteous. Teachers haven't always met parents halfway.

Katharine Steig
North Vancouver

Al Blakey responds:

I can well understand your annoyance because the reason for it is not without validity. Many things in the past have built up barriers between teachers and parents that have limited co-operative activity.

I'm especially appreciative of your positive approach for the future. The thrust of my remarks were totally consistent with your concerns. We must not allow ourselves to dwell on past problems and the responsibility for them, but rather work toward the development of mutual trust based on each other's genuine interests regarding the needs of children, as you state.

You indicate that this is happening in your community, and I think many others could state the same about their communities. We hope to build on these successful developments and meet parents more than halfway.

French core program attracts 411 in B.C.

Nick Ardanaz, the Ministry of Education's director of French language programs, thinks B.C.'s reputation as a province of Francophobic crackers is undeserved, and he's working to change it.

The knock against British Columbians as hating Ottawa and Quebec for "shoving French down their throats" is totally invalid, Ardanaz says. "Every opportunity I have — and I have many — I make sure people in Quebec hear about B.C."

What they hear is what Ardanaz has learned in directing two progressive French instruction programs in the province, the new French core curriculum program, and the firmly-established French immersion program.

"We've come a long way in a really short time," Ardanaz says. "Parents here have always had this kind of interest (in French language and culture) but it wasn't expressed in any direct way

because there wasn't anything available." Then, in the last ten years, the federal government provided money and encouragement, Ardanaz says, and French language instruction in B.C. grew.

The first French immersion program began in 1968 in Coquitlam. Now, 2,500 children take French immersion in 13 school districts. From Kindergarten to Grade 2, French is the only language used in the classroom in the immersion program. From there, English creeps into usage and by Grade 7 as much English is spoken as French.

No English is spoken from Kindergarten to Grade 7 in the core program. While the immersion program is designed to teach French to Anglophones, the core curriculum assumes the children know French and teaches them the basic core curriculum — in French. The French core curriculum is aimed at B.C.'s Francophones.

Any district where parents of 10 children wanted the core program was obliged to set up a French class, and in its first year 411 of B.C.'s 2,000 elementary school-aged Francophone children are taking the core program in 12 school districts.

The ministry doesn't expect the core curriculum will ever replace the immersion program. Education Minister Pat McGeer recently said the important thing is that a Francophone living in B.C. have the option of having his or her child taught in the other official language.

"We didn't expect there to be a massive movement toward French-language instruction in British Columbia because English is the working language, and therefore most people who are trying to get along in society want to be taught in the working language of their particular area," McGeer said.

"For those who want to develop greater facility in French and want to be engaged in immersion programs of one kind or another — this is where our supply isn't quite equalling demand and this is the

part we've got to work on."

Ardanaz admits another reason the French core program attracted as few people as it did: "There are a lot of unanswered questions about the core curriculum itself and that turns people off too."

The new program has had its problems. Ardanaz says all the bills haven't come in yet, so nobody knows what the program costs. There is some confusion about the cost-sharing arrangement between ministry and school districts. Curriculum materials weren't ready on time.

And we still have a long way to go if we want to offer Francophones the kind of educational services offered to Anglophones in Quebec, the Montrealeur says.

English education in Quebec is more extensive — continuing right through university — and easier to come by. "There are English immersion programs going on in Quebec. They're not highly publicized but they are tolerated." Bill 101, the Parti Quebecois language legislation, theoretically limits English education but the reality is different.

Substitutes welcomed to BCTF

In this article, BCTF President Al Blakey greets substitute teachers.

One of the pleasanter presidential duties during the year is to assist in the introduction of new teachers to the federation. This fall I welcome on their colleagues' behalf, a new group — substitute teachers.

The 1979 Annual General Meeting decided that we should seek to amend the Public Schools Act so that qualified substitute teachers were not barred from BCTF membership. Support for this position came in May through the work of the Greater Victoria Teachers' Association, who argued successfully before Mr. Justice Hugh Legg of the B.C. Supreme Court that they had the right to bargain for substitute teachers.

"A teacher is a teacher," was the

federation position, and the act's definition of a teacher as a person with a certificate to teach, employed by a board to offer instruction, fits most substitutes. Until June, our colleagues who taught as substitutes were, if they wished to be, associate members of the federation. Now, in recognition of their significance to the system, we offer them active membership. I hope that this membership will help us all to work on policies that integrate substitute teachers more effectively into our schools and recognize, with more professional salaries, their place in making schools work.

I realize that the AGM's decision on substitutes, and the executive's subsequent decision to open active membership to them has given local associations some problems to grapple with. However, it is fair that we should try to involve substitute teachers in the implications of the Legg decision as soon as possible, and I hope that local associations will welcome substitute members, regarding this initial year as a year of experience on which future policy can be based.



International Day of the Child celebrations attracted thousands of children of all ages to displays, games, activities and theatre on October 24. Pictured are children experimenting with computer at Burnaby's highly-successful affair at Heritage Park.

1980 AGM to begin March 31

The 1980 Annual General Meeting will probably begin on Sunday evening, March 31.

The Executive Committee has advised the president, who is responsible for preparing the AGM agenda, that it favors a Sunday evening session.

Included in the business for that session would be such preliminary business as adopting the agenda and appointing scrutineers, election tellers and the Resolutions Committee for the meeting.

The Policies and Procedures Committee, the group that helps the president prepare the AGM agenda, recommended that the election statements of candidates for table office positions be heard on the Sunday evening, but the Executive Committee opted instead for a question-and-answer session for table office candidates that evening.

The AGM has had a business session on the Sunday evening only twice before, in 1976 and 1978. Delegates to the 1978 meeting strongly criticized the scheduling of a Sunday evening session. The Sunday was Easter Sunday that year.

Delegates to the 1979 meeting, on the other hand, were critical that a Sunday evening session had not been scheduled,

because the AGM was unable to complete its agenda.

To reduce the confusion evident at the 1979 AGM regarding the voting rights of geographical representatives, executive committee members and local association delegates, the Executive Committee has asked that by-law amendments be prepared to allow geographical representatives to pass their voting cards to other GRs from the same association or to delegates representing the association.

Any by-law amendments are "special resolutions" under the Societies Act, and require a 75 per cent majority vote at the AGM.

The AGM will be held at the Hyatt Regency Hotel in Vancouver March 31-April 2.

—Ken Aitchison
Government Division

Stress plan popular

Tacoma, Wash. teachers now have as part of their contract a long-term disability plan covering mental as well as physical disorders.

In the first four months of the plan's operation, 10 Tacoma teachers took leave for stress disorders, the association reports.

The Tacoma plan provides for payment of as much as 60 per cent of salary until age 67 for employees who have used up all their sick leave and are declared by a doctor to be mentally or emotionally unable to work.

BCTF Newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION
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Letters to the editor must be signed by and bear the address of the writer. The Newsletter may edit letters for brevity, clarity, legality or taste. Letters to the editor and signed articles contained herein reflect the views of the authors and do not necessarily express official policy of the BCTF. Unsigned articles are the responsibility of the editor.

MEMBER: EDPRESS

Vacancies

Penticon

School District 15

Temporary teachers

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

1. Junior secondary English/Girls' P.E.
2. Junior secondary English/L.A.T.

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

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

Nanaimo

School District 68

Elementary school counsellor

This is a temporary position because of a leave of absence which terminates June 30.

Minimum qualifications include five years elementary classroom experience, a master's degree in elementary counselling or equivalent.

Details are available on request by telephoning Tom Beames at 753-0121.

Junior secondary mathematics and English teacher

As of November 12. Details are available on request by telephoning Ed Zdyk at 758-9191.

Applications for either position should be sent to R. M. Kulai, Assistant Superintendent — School Operations, 395 Wakesiah Avenue, Nanaimo V9R 3K6.

Vancouver Island North

School District 85

Industrial education teacher

Alert Bay Elementary-Junior Secondary School needs an experienced, innovative industrial education teacher to develop a program for Grades 8, 9 and 10. Well-equipped metal/wood shop available. This position also involves the teaching of math and science. We are looking for an energetic individual who will be prepared to offer industrial education-oriented extracurricular activities. Position effective January 1.

Please send information on background, training and references to District Superintendent of Schools, Box 90, Port Hardy V0N 2P0.

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 on 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 in Instruction, School District 87 (Stikine), Box 190, Cassiar.

United States

Bilingual teachers in English/Punjabi

Yuba City Unified School District, California.

Two or three elementary bilingual teachers in English/Punjabi. (Note: School and grade level assignment within a K-8 range to be determined.) Beginning date: as soon as possible.

Application process: Submit the following to the Personnel Office as soon as possible. Applications will be considered on a continuing basis until positions are filled. (Note: Applicants who hold elementary credentials without the bilingual emphasis may be considered if bilingual applicants are not sufficiently qualified.)

1. YCUSD Regular Certificated Application form or a California Standard Application for Certificated Public School Employment form and resume.

2. Placement file (including 1975 references on) or three letters of reference including one from your immediate supervisor.

3. Assurance of appropriate certification.

4. Statement of your view of education, no more than one page. Applicants must be eligible for Valid California Credential and Bilingual Certificate of Competency in Punjabi. Emergency Bilingual/Cross-cultural, or Bilingual/Cross-cultural Credential.

It is the policy of the Yuba City Unified School District that it does not discriminate on the basis of age, race, color, creed, sex, national origin, physical handicap or political affiliation or activities (unless expressly prohibited by law).

Certificated persons interested in applying should write to Wesley Johnson, Director of Personnel, Yuba City Unified School District, 2069 Live Oak Boulevard, Yuba City, CA 95991, U.S.A. or telephone 916-674-8360. (Collect calls not accepted.)

Papua New Guinea

(NOTE: The BCTF cannot bear any responsibility for the recruitment of Canadian teachers for the positions nor for their conditions of employment abroad. All arrangements and information may be sought from D. E. Jenkins, Assistant Secretary, University of Papua New Guinea, Box 4820 University P.O., Papua New Guinea. Tel: 253900; Cables: University Port Moresby.)

Tutor in expressive arts — art
The position requires a teacher trained to teach what would better be described as fine arts or visual arts. A teacher's certificate or diploma, plus some qualification to fit a person to teach the practical aspects of an art course for teacher trainees, is appropriate. A degree in the history and theory of art with no practical component would

be of no use. Some knowledge of primitive art and in particular Oceanic art is an advantage. The following practical skills are taught and a working knowledge of most of them is necessary:

Ceramics, batik, carving, copper beating, jewellery making and enamelling, printing processes including screen printing and intaglio, weaving.

The position calls for a person with a keen interest in the preservation of the traditional culture of PNG and the encouragement of the formation of a contemporary PNG art style. As no realistic art is taught at the college a familiarity with the various traditional styles of the visual arts of PNG is needed so that encouragement can be given to the students to develop these traditional styles.

The appointee would be required to lecture between 14 and 17 hours per week in one or more of the following courses.

1. Preliminary Year — a preliminary course prior to beginning the two year diploma course.
2. Year 1 — the first year of the two year diploma of teaching course.
3. Year 2 — the second year of the two year diploma of teaching course.
4. Conversion course — a one year course designed to convert primary trained teachers to secondary teachers to teach grades 7 and 8.

N.B. The regular two year diploma course trains teachers for secondary schools for grades 7 to 10, i.e., from year 1 to year 10 of the education system.

Home economics at Goroka Teachers' College (A full-time CUSO appointment)

An appointment to the post of Home Economics tutor at Goroka Teachers' College is desired for two years from January 1980. The college has approximately 550 students, is a constituent college of the University of Papua New Guinea, and is situated on an independent campus in the Eastern Highlands. It is responsible for the education of secondary teachers for Papua New Guinea and other Pacific nations.

The college conducts courses which lead to the award of the Diploma of Secondary Teaching.

The appointee should be a professional home economics teacher with interest in developing nations and ability to adapt to local conditions. Home life from the most primitive to the most sophisticated exists in Papua New Guinea, and it is a real challenge to home economics educators to plan programs relevant to community life.

There is an ongoing policy of localization of staff positions and home economics currently has one national with a BSHE degree about to begin a master's program, and one national with a B.Ed. degree almost completed. Part of the justification for a two year appointment of a CUSO volunteer is to enable national staff to undergo further staff development. There is one Australian home economics lecturer also.

Home economics is taught in the broad areas of sewing, cooking, mothercraft and home management. A photocopy of a brief course outline can be obtained by contacting Ann Dahl at the BCTF office.

Applications for either position should be addressed to Pamela Ellis, Lecturer in Home Economics, Chairman, Department of Technical and Home Arts, University of Papua New Guinea, Box 4820 University P.O., Papua New Guinea.



Geoff Hargreaves waxes specific, lunatic and philosophic about ProD Days

"Will you clean the place up?" asked the vice-principal, as my students left, eager for the weekend. "It's professional day on Monday, and we'll be using your room."

"Be glad to," I said with a smile. Not that I enjoy stacking dictionaries or removing kinks from the blinds. But the mere mention of Pro D Day, the idea of consorting freely with my colleagues without the stress of restless adolescents on all sides, makes the sky seem somehow higher, rooms more spacious, the clock's tick less agitated.

My friend Rodney is a great one for Pro D days too; but where I'm a listener, Rodney's a speaker. Attend any Pro D Day anywhere with your consciousness only marginally operative and you'll at once discern that there are three types of speakers at such affairs — the specific, the lunatic, and the philosophic.

The specific speakers are fine, as long as your concerns coincide exactly with theirs. If you're having a tough time convincing your Grade 10s that William Shakespeare once occupied a position of some esteem among people of consequence and maybe still does, and your

Hargreaves teaches at Cowichan Senior Secondary School in Duncan.

specific speaker can demonstrate how to approach *Julius Caesar* via Marlon Brando and *Last Tango in Paris*, then great. If not, then not.

A lunatic speaker is a boon for the afternoon session. On Pro D Day a heavy lunch is habitual, if not actually obligatory, and it requires a virtuoso display of educational pyrotechnics to offset it. My favorite is still a lean, lithe woman with shaggy hair dyed mainly orange but including tints of lime-green and robin's-egg blue, who exuded enough vitality to counterbalance three trips round the Chinese smorgasbord. Her great thing was knitting; not your standard mittens, of course, or humble socks, but huge, arrogant constructions of discarded videotape purlled and plained on long sticks; the latter preferably driftwood, the idea being that anything blessed by the goddesses Nature and Accident is an adjunct to creative sincerity. When my students balk at the comparative slowness with which Thomas Hardy gets his pen into top gear, I still dream of sharpening their attention by having them knit a ten-foot model of *Tess of the D'Urbervilles* being seduced in an autumnal ditch.

But my friend Rodney is neither specific nor lunatic; he's philosophic. And very trendy. A sixth sense tells Rodney

that the waters have broken and a new trend is about to be delivered. Then there he is at the birth, smiling rather archly, zealous to announce the name of this latest issue from the womb of time, along with its ancestry and prospects, to teachers in Kelowna, Prince George, Sooke, and Delta, and, from time to time, the smaller U.S. border communities.

Over the last decade Rodney has been godfather to transformational grammar, open areas, magic circles, French immersion, Canadian content, adult literacy, native studies, non-sexist literature, core curriculum and mainstreaming. And yet wiser than many of those he has preached to and persuaded, he recognizes that all good things must come to an end. At the first whiff of decay, he cuts a trend dead. That way, while his disciples are left with a stinking corpse on their hands, Rodney himself is far away, celebrating the arrival of a brand new baby.

Two years ago he was into hemisphericity, you know, the discovery that one half of your brain is as picky and as crafty as a Social Credit politician and the other as big-hearted and impetuous as Dave Barrett tossing away the NDP majority. Well, Rodney's done with all that. These days you'll not get a cheep from him about the cerebral cortex, not even in return for three days at the Bayshore, with drinks thrown in.

But there's one thing, he tells me, that's always good for a day in Campbell River or an overnigher in White Rock. And that's communication. Not anything passe like reading and writing, naturally;

but speaking and listening, or *oracy*, as Rodney now calls it. Rodney can be philosophic about oracy for hours on end and he loves to spin a phrase in the air and catch it upside down. "What a student needs," he will say, "is not so much the verbalization of experience as the experience of verbalization" or "We are after a much bigger fish than literacy: a veritable white whale — talking and writing to learn, not learning to talk and write."

He can hold an audience of veteran teachers spellbound by the crusading tone in his voice, as he tells them that no act of composition can be satisfactory without two prerequisites, thinking and writing. He refers to himself not as a teacher but as "a learning manipulator." He doesn't make lesson plans; he "devises strategies to attain his objectives." One of his slogans is "Teaching involves involvement", a challenge to apathy that he framed without any help — though you might well expect it — from any university department of education. As you can see, Rodney's very convincing, sometimes.

Of course, there are cynics in every staffroom who claim that they've not been professionally developed by attendance at any Pro D Day. But I'm not one of them, because yesterday I obtained irrefutable proof of the value of Pro D days: largely on the strength of his untiring efforts throughout the province. Rodney has just been appointed vice-principal of a junior high in the coming semester.

Surrey lunch program

From page 1

Grace McCarthy, cleared the teachers of any wrongdoing. "I am of the opinion that the program which involved the 'withholding of lunches' did not constitute abuse or neglect of the children concerned," says the report.

All the same, McCarthy and Evans, who also recognized the value of the program, bowed to political pressure and stopped the program.

Marg Csapo, a University of B.C. professor and expert in behavior management, points out that "the method used to achieve the desired effect resulted in greater benefit to the student than any other method that had been tried and documented."

Mason, Mamie Wong and Mary-Beth Smith teach 16 mentally handicapped children at Cunningham, a school with a very high proportion of handicapped children in its enrolment. These children are taught to look after themselves by a system of rewarding them for everything they do right.

Only five of these children are able to eat lunch without constant supervision and prompting. These more advanced students were given extra tasks, upon completion of which they received lunch.

The program was designed by the three teachers, all of whom have been trained in behavior management techniques, and has been in place only this school year. Since its inception, one child missed lunch once, a second child, twice.

The controversy arose when parents of these children, who otherwise approved of teachers' methods, demanded that lunch should not be contingent upon completing a task, but should be given to their children no matter what.

Some of these parents demanded that Mason and Wong be fired. "I don't know why they didn't want to get rid of me, too," Smith says. "Maybe they don't know I'm part of the program."

Evans has told the teachers their jobs are safe, they say.

Mason says the controversy simply reflects that some parents want their

handicapped children babysat, not taught.

"They wouldn't verbalize that but in fact that's what they want," she says. "They want us to take care of their kids, not to teach them."

"They've had their kids for a long time and a lot of them don't have the expectations we do. They're in a mind-set where they feel their child is retarded, needs help, and therefore the child is dependent on them and will remain dependent on them for everything."

It is only now that educators are realizing how much even badly-retarded children can learn, Mason says.

Special PR grants for Trail, Victoria

The Executive Committee has approved special public relations grants to assist local associations in Trail and on southern Vancouver Island to carry out programs designed to communicate with the public.

The Greater Victoria Teachers' Association is co-ordinating a \$12,690 advertising campaign on behalf of associations in Saanich, Sooke, Cowichan, Lake Cowichan, Mount Arrowsmith, Gulf Islands and Nanaimo.

The campaign is designed to improve the public image of education in general and of teachers in particular. The associations have contributed \$2,870 of the cost.

The Trail District Teachers' Association will distribute six editions of a newspaper to the public.

Called *Forum*, the paper will attempt to inform the public of what is happening in schools, encourage discussion of important issues, improve the image of the profession, and provide information on learning conditions and the budget.

The association has contributed \$450 of the \$1,750 cost.

Meeting dates

Teaching Education Committee

The next meeting is November 23 and 24 in Boardroom 1, BCTF Building.

Back To The Basics

Look oh look, Pat.
Look at Dick.
Look at Dick write.
Look at Dick write his name.

Look oh look, Grace.
Look at Dick.
Look at Dick write.
Look at Dick write a letter.

Look oh look, Bill.
Look at Dick.
Look at Dick write.
Look at Dick write someone else's name on the letter.

—Jim Bowman

Nominees sought

Nominations for the 1980 G. A. Fergusson Memorial Award are being sought.

Nominations may be made by any member of local association. Any member, former member or member association who or which has made an outstanding contribution to education is eligible for the Fergusson Award, which is presented at the BCTF Annual General Meeting.

Nominations must be accompanied by a brief, giving a full description of the work for which the award is requested, plus supporting documents, if the nominator desires. Nominations must be received by the BCTF general secretary not later than February 20.

Supporting statements should state

explicitly what the nominee did that was exceptional and outstandingly successful. Statements of support should be submitted by as wide a variety of people as possible — fellow-teachers, principals, superintendents, directors, et cetera.

Sponsors needed

The BCTF Task Force on Racism encourages teachers throughout the province to consider sponsoring refugees from Vietnam.

Sponsorship means helping a refugee or refugee family settle into the country, and taking responsibility for their welfare until they are settled.

Only groups of at least five persons can sponsor so if you are interested, talk to others. You can also help if you cannot sponsor. For more information, contact the Canada Immigration Centre nearest you.