

Program reinstated after teachers protest

When the Sunshine Coast school board eliminated a school's music program and fired the teacher, the district's other teachers rebelled. As a result, the board reinstated both the teacher and the program.

Weldon Epp, the half-time music teacher at Chatelech Junior Secondary School in Sechelt, was told May 29 that his band program and his job had been terminated by the Sunshine Coast trustees. They had been told by district staff that declining enrolment in the band program — Epp taught about 60 students last year — justified the move.

Epp applied for teaching jobs elsewhere, and received a few replies but no offers. "I was essentially prepared to say 'good-bye, job and good-bye, teaching career,'" he says. But he also contacted Doris Fuller, his local president, and the BCTF staff, which pursued the case from two angles.

The first, appealing to Education Minister Brian Smith to review the case, failed. The second approach was more

successful. Learning Conditions division staff member Mavis Lowry went to the district and, travelling from school to school, told the teachers what was happening.

District superintendent John Denley at

this point started asking questions about Lowry's tour, and ironically created more interest in the case when he asked principals to tell him when Lowry came to their school. "It made teachers very curious to know what was going on," Epp says. "As a result, it served to publicize the case."

The Sunshine Coast Teachers' Association executive called a special general meeting on June 26 to discuss the firing.

The teachers at the meeting overwhelmingly passed a resolution to tell the board of their unhappiness over its decisions.

That same night, about 75 teachers descended upon the trustees at their regular board meeting, and demanded that the band program, and Epp, be reinstated. The only concession the board

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Doris Fuller (centre), then president of the Sunshine Coast Teachers' Association, lead a crowd of teachers

into the school board meeting in June to protest decision to chop a music program and the teacher's job.

NDTA sees progress in prep time talks

Nanaimo teachers wary: they've been disappointed before

The struggle for elementary preparation time continues in Nanaimo. An agreement may be close at last — but Nanaimo's teachers have thought so many times, only to see the deal crumble at the last minute.

The latest outburst of hopefulness began on September 15 with a radio talk show featuring Doug Sommers, president of the Nanaimo District Teachers' Association, and Gordon Sanborn, a Nanaimo teacher who is chairperson of the provin-

cial Learning Conditions Committee. A caller, a parent, asked Sommers if the NDTA was prepared to meet with the board. Sommers said yes. The caller then said she would phone the district office herself and demand a meeting.

A few hours later, superintendent Bruce Hoadley phoned Sommers and set up a meeting that afternoon of the Teacher-Trustee Liaison Committee, a body of four trustees and four teachers. The result of that meeting was an agree-

ment that district staff would present a proposal to the NDTA outlining how much elementary prep time the district can provide this fall.

Was any progress made? "Sure there was," says Sommers. "There was progress made because they are coming in with figures, which they never did previously." A special meeting of the NDTA membership was called for September 16 to discuss the proposals.

Elementary prep time became a major news story in Nanaimo early in September when teachers, as part of a pressure campaign, refused to carry out extracurricular activities. On September 12, the Friday before the talk show, 800 high school students walked out of their classes to protest the stoppage of extracurricular activities.

They will have more to protest after

October 1, unless an agreement is reached by then. A motion passed last May at the NDTA annual general meeting, and confirmed at another meeting in early September, calls for unspecified job action if the board does not meet teacher demands of 90 minutes of prep time per week for elementary teachers.

At the early September meeting, the members rejected a policy statement by the board that it believes elementary teachers need "some" prep time, without actually saying how much or guaranteeing any.

That policy statement itself came about only after the NDTA twice staged large demonstrations at board meetings, and withdrew from all teacher-district joint committees except the Teacher-Trustee Liaison Committee, and halted extracurricular activities on February 11.

New plan combines major BCTF aims

RA, AGM will see draft plan on pensions, scope of bargaining

The BCTF Executive Committee has decided to combine the two main thrusts of the federation's activities for the year ahead.

These thrusts are an expansion of the scope of teachers' bargaining, and the restoration of full indexing for teachers' pensions.

The Executive Committee at its meeting of September 12 and 13 meshed the two together.

At the school board level, local associations will be encouraged to press for inclusion in their collective agreements of such improvements in working conditions as a reduction in classroom hours (to a maximum of 20) and establishment of a lunch period free from compulsory supervisory duties.

At the provincial level the federation will demand that the government bargain with the federation for full indexing of pensions, and will press for new legislation that would make pension rights subject to direct negotiations between the BCTF and the government.

The task of working out a continuing plan to achieve full bargaining rights for teachers has been assigned to a group consisting of the federation's full-time officers (President Al Blakey and First Vice-president Larry Kuehn) and representatives of the BCTF's Economic Welfare, Government, Learning Conditions and Professional Development divisions. The group has power to add to its numbers as needed.

Goal of the new federation policy will be the achievement of legislated bargaining rights for all terms and conditions of employment. At present the School Act restricts bargaining to salaries and bonuses.

The executive also identified a series of targets that it sees as steps toward the major goal of full bargaining rights. These targets are restoration of full pension indexing, and the establishment in local contracts of stipulated hours of work and duty-free lunches.

The planning group is expected to come up with a final action plan on pensions for the next Executive Committee meeting September 26 and 27. The plan, if approved by the executive, will be recommended to the Representative Assembly which meets in Vancouver October 2 to 4.

A continuing long-term plan for changes in legislation to provide full bargaining rights will be presented to the RA in January and to the 1981 Annual General Meeting.

Blakey has already written to Education Minister Brian Smith asking for a meeting to discuss the federation's case for full bargaining rights.

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Conflicts a source of stress

One of the more obvious sources of stress to teachers is the area of conflict with fellow teachers, in either teaching or administrative assignments.

Historically, personal disputes were often left unresolved, the "solution" being a transfer or a move to another job in another district. With the levelling off of student growth in the province as a whole, and the decline of student numbers in several districts, this option is no longer such a viable one.

Disputes between members over professional matters, left unresolved, do little for a positive school climate or for an atmosphere that produces personal professional growth.

One avenue that may be pursued by members frustrated by continued disagreements with colleagues is the service provided by the Professional Relations Advisors' Committee. The committee, described in sections 35.02 to 35.06 of the *Members' Guide*, provides a confidential mediating service for teachers.

During the last school year, the committee dealt officially with 17 disputes: nine at secondary schools, six at elementary schools, and two involving members

with assignments at the district level. Of these, 11 were resolved to the satisfaction of all parties concerned.

Members may contact the committee through their local president, through Mohammed Shamsheer of the BCTF staff, or through myself.

— **Mike Suddaby**
Chairperson, Professional Relations Advisors' Committee

Pension refunds

The provincial government is looking for the following former B.C. teachers to give them refunds of past pension contributions:

W. C. Parry, who last taught in 1972 in Vancouver;

Evelyn Platt, who last taught in 1972 in Burnaby; and

M. Welton, who last taught in 1969 in Vancouver.

If you know any of these people, have them write to the Commissioner of Teachers' Pensions, 544 Michigan Street (West Wing), Victoria V8V 4R5.

Hardwick quits

Walter Hardwick resigned this summer as deputy minister of education, a job he held since early 1976. He was succeeded by Jim Carter, formerly the assistant deputy minister for schools.

Hardwick, Pat McGeer's only deputy education minister, resigned to go back to

his professorship in the geography department.

Carter has been in the ministry since 1975, when he was named director of educational policy development. He was named assistant deputy minister in 1977.

Carter was a teacher in Vancouver and principal in West Vancouver before joining the ministry. He was a member of the BCTF's education commission in 1967 which produced the report, *Involvement: The Key to Better Schools*.

No replacement has been named for Carter.

Project Overseas

Fifteen B.C. teachers spent their summer working in Africa, the Caribbean, Asia and the South Pacific on the Canadian Teachers' Federation's Project Overseas, a program to improve teaching skills and strengthen teacher organizations in those areas.

Abroad this summer were Catherine Abrossimoff of Richmond, in Ghana; Arthur Benzer of Trail and Robert Moorehouse of Vancouver Island North, in Jamaica; Jacqueline Harris of West Vancouver and Lorrie Williams of New Westminster, in Thailand; Erica Krohman of Vancouver, in Grenada; Henry Krohman of Vancouver and Robert Searle of Kamloops, and Mary Varga of Vancouver, in Belize; Henry Markey of Prince George, in India; Henry Meester of North Vancouver, in Cameroon; Jacob

Penner of Prince George, in the British Virgin Islands; Peggy Williamson of Vancouver, in the Gambia, and Harvey Swenson of Abbotsford, in Anguilla, Lesser Antilles.

Application deadline for Project Overseas 1981 is November 15. For more information contact Ann Dahl at the BCTF offices.

Teacher exchange

A number of teacher exchange programs, giving B.C. teachers a chance to swap jobs temporarily with colleagues in Ontario, Quebec, the U.S., the United Kingdom, France and West Germany, are being offered through the Ministry of Education.

Application deadline dates are November 15 for the U.K., December 15 for the U.S. and West Germany, February 15 for Ontario, and March 31 for France and Quebec.

More information and application forms are available from the Director of Teacher Services, Ministry of Education, Room 345-617 Government Street, Victoria V8V 4S1. The telephone number is 387-6934.

Project TEACH starts

Project TEACH courses are starting soon all over the province. For the starting date and instructor's name in your area, contact Dale Kelly at the BCTF offices.

Executive begins task of chopping budget

The process of trying to cut \$238,571 out of the BCTF's 1980-81 budget of \$6,447,863 has started, and is supposed to be finished by the time of the Fall Representative Assembly, October 2 to 4. So far, the Executive Committee is finding dieting easier than losing weight.

The Spring RA ordered the Executive "to review the proposed budget with the objective of further reducing the program expenditures section of the 1980-81 budget up to a 3.7 per cent change." That percentage amounts to \$238,571.

So far, the executive has cut \$43,555 from program expenditures, yet the budget is only \$9,601 lighter, because it

has been forced to add \$33,954 to it.

In August, the executive was able to cut \$14,000 from the budget when Canadian Teachers' Federation fees turned out to be lower this year than had been expected. And on September 12, they cut the budget for BCTF attendance at the meeting of the World Congress of Organizations of the Teaching Profession by \$1,800.

But later on September 12, the executive had to add \$2,000 to the budget to cover International Year of the Child project grants, approved but not paid out last fiscal year. And then they had to spend another \$31,954, additional contri-

butions that the BCTF, under recent pension legislation, must make to the teachers' pension plan.

The next day, the executive cut \$27,755 out of the budgets of management, economic welfare and learning conditions.

From management, committee members cut \$8,195, mostly out of the budgets for BCTF staff training and conference attendance.

From EW, they shaved \$7,760, the biggest chunk being \$4,000 for a proposed BCTF-sponsored conference on teacher benefit plans.

LC's budget was cut by \$11,800. The summer short course cost less than expected, so \$6,000 was saved there. The other major program affected was the local contacts' conference program,

which will be less extensive this year to save \$3,000.

The rest of the budget will be studied at the executive's meeting of September 26 and 27.

In 1979-80, the BCTF took in \$5,436,949 and spent \$5,707,931. It had been expected that the federation would underspend its budget by about \$280,000, but this underexpenditure did not materialize and the BCTF was left with the original budgeted deficit of \$270,982 last year.

This was covered by the federation's cash balance, reducing that fund to \$475,024 this year. Because about \$830,000 is needed to run the BCTF until 1980-81 members' fees start coming in, the federation must borrow \$354,976 to cover those expenditures.

Calgary strike continues

Arguing that more preparation time means better education, 4,700 public school teachers in Calgary continue their three and one half month-old strike.

The issue is the number of hours of instruction. Under the terms of their previous agreement teachers could be assigned specific duties to a maximum of 30 hours a week, including no more than 23 hours and 20 minutes of student instruction.

Negotiations started last October. In April teachers rejected an offer of 9.5 per cent on salaries and a maximum of 23 hours of instruction. The strike began May 27. By mid-June the board offered a two-year contract of 10.5 per cent salary increase in each year but held fast to 23 hours of instruction. The teachers coun-

ter-offered with 9.5 per cent on salaries and 22 hours and 40 minutes in year one, 9.5 per cent and 22 hours in year two.

Mediation efforts by Alberta's labor minister over the summer produced a memorandum of agreement that offered 10.5 per cent salary increase in each of two years, 23 hours of instruction, 50 additional teachers to reduce workload and an independent fact-finding commission on working and learning conditions. Teachers on August 27 rejected the memorandum by 71 per cent. Mediation continued in an attempt to overcome teacher objections to the commission process. Added to the original memorandum was the condition that if the hours of instruction issue was not resolved by March 26, a new strike vote could then be taken. Teachers rejected this offer in an initial vote by seven ballots, and in a second, government supervised vote on September 15, they rejected the mediation offer by 73 per cent.

— **Ken Smith**
Economic Welfare Division

Music program reinstated

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made that evening was to reopen the question by putting it on the agenda for its next meeting, on July 17.

Meanwhile, the local media learned of the story, and the *Sunshine Coast News* and *Sechelt Press* were filled with accounts. On July 17, the board reversed its earlier decision.

"I was very grateful for the response of

the other teachers," Epp says. "At that early part of this whole affair I felt very lonely. But when it got such a tremendous teacher response, I felt very grateful, very pleased.

"The feeling (among other teachers) was that this was happening to Weldon Epp right now but it could just as easily happen to them. The board could say numbers are down in a given program, and they could eliminate the program and eliminate the teacher."

Act on pensions now, says Crawford

We've been shafted. The issue is much simpler than the provincial secretary would have us believe.

We had a good (not perfect) pension plan. Now full indexing has become partial indexing. If inflation continues at above about 8 per cent, our retired colleagues will be asked, through reduced pensions, to make the indexing plan more fully funded. The plan was never intended to be fully funded. The arrangement was that we would pay a percentage of our salaries to the government and in return the government would guarantee us our fully indexed pensions. Frequently, and for long periods during most of the past 40 years, the government's contributions have been less than ours. That never mattered, however, as long as our pensions were guaranteed.

The government has reneged. When the BCGEU complained loudly through work stoppages, rallies and marches, they got improvements in the indexing fund such that inflation up to probably 15 per cent is now funded and provided for in their pensions. We talked nicely and mostly privately with MLAs, the provincial secretary and the commissioner of pensions. We got nothing!

The message is clear. If we don't fight this battle by pulling out all the stops, our credibility for achieving other important objectives such as preparation time for elementary teachers, lower class sizes, a reasonable curriculum implementation process, and the right to bargain for these and other conditions of work is seriously reduced.

What tactics should we use? How about province-wide daytime study

sessions during the fall tied to the days and locations of minister's forums? If this does not alter the government's intransigent attitude and unfair treatment of teachers, how about the study sessions culminating in a one-day strike on the opening day of the legislature in the spring?

I've always favored decision through discussion and reasoned argument, but if the donkey (or is it a dinosaur?) won't listen, we must get its attention.

The situation demands demonstrative action, now! We owe it to our retired colleagues and to our own credibility as a moving force in producing positive change.

Alan Crawford
President
Vancouver Elementary School Teachers' Association

Program praised

From August 10 to 15 of this year, at UBC, I attended the workshop entitled Program Sponsor-Teacher. The principal reason that I was interested in this topic was that I felt inadequate in dealing with student teachers, yet believed that it was an essential aspect of a responsible, professional teacher.

Let me say unequivocally that this workshop, sponsored jointly by the BCTF and the Ministry of Education and designed and compiled by Sam Fillipoff and Gail Smith, more than met my expectations. The sessions were informative, broadening, invigorating,

and, most of all, perhaps, a lot of fun.

This letter is written in order to state publicly that I feel a great debt to all of those involved, funders, organizers, and participants, in providing me with such a pleasant means of advancing my knowledge.

Ron Rothnie
Victoria

Sick days pool suggested

As a teacher doing his final year in the classroom, carrying a credit of nearly 300 days sick-leave, I must respond to those who keep badgering me to use up that time for myself: "Take time off", "You'll never get any thanks if you don't", "Others do it, why not you." Frankly, I feel duty-bound to write about this because I think there is something wanting here.

Firstly, I am thankful enough to have the strength, stamina, and the health to carry on daily in a profession I have

always enjoyed: even back through the dirty thirties when salaries were less than \$500 per year.

Secondly, it is a privilege for me to have the job of enlightening others. The only regret is that we neither have the time nor the scope to enlighten young people broadly enough to have them understand fully the kind of world they are living in.

Thirdly, as a teacher, we must not look for gratuities alone. I have always found it a sacrifice, a place in which I must give of myself in order that others may tread my footsteps with a better appraisal of the world around them. Teaching to me — through thick and thin — is a pleasant sacrifice which I tend to guard jealously, because I know I'm going to miss it when the time comes.

Lastly, any sick-leave I may collect can be used by colleagues not as fortunate as I, if only we organize, and demand that school-boards set up a "sick-leave-pool" to be used by all teachers unable to collect such reserve, or better still, that it be used to assist in granting preparation time to elementary teachers who need it desperately now. The fact that I may not use it is certainly no loss to me.

Ivor J. Mills
Richmond

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.

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About 400 teachers attended a Coquitlam Teachers' Association meeting on September 10, and passed a motion recommending a series of rotating walkouts by teachers as a means of applying pressure on Victoria to reinstate full indexing pensions.

Position available in PD

There is a job opening in the BCTF's Professional Development division, the result of Roy Ronaghan's resignation last month.

Major responsibilities of the job are to develop a program to assist teachers in merging their classroom concerns into the scope of bargaining campaign and, in particular, train teachers to be site trainers/consultants to work with groups of teachers as they seek expanded scope

of bargaining, and to provide PD field services to designated areas of the province.

Salary is negotiable in the \$32,098 to \$39,282 range. (Salary levels are currently being negotiated.)

The position is a term appointment, from January 1, 1981 (or a mutually acceptable earlier date) to June 30, 1982. Application deadline is October 17.

For more information, check the advertisements appearing in the September 24 and 27 editions of the *Vancouver Sun*, the *Times-Colonist* and the *Columbian*, and the September 24 and 28 issues of the *Province*, or contact Personnel and Administrative Services at the BCTF offices.

Committee vacancies

More information about these vacancies can be obtained from Lise West at the BCTF building.

The following BCTF committees and other bodies have vacancies:

Income Security Committee

The Income Security Committee advises on the various income security schemes, such as long-term sick-leave plans, available to BCTF members. This committee has one vacancy for a two-year term. Application deadline is October 24.

Finance Committee

The Finance Committee, which oversees the BCTF's financial and accounting policies, has one vacancy for a three-year term. Application deadline is October 24.

Pensions Committee

The Pensions Committee has a vacancy for a three-year term. Application deadline is October 24.

Boards of reference

Under certain circumstances when a teacher is fired the Ministry of Education sets up a committee to study the dismissal. These committees, called boards of reference, include one member chosen by the ministry from a list of nominees submitted by the BCTF.

Teachers who want to be nominated to sit on a board of reference must apply to the Executive Committee before October 24.

Review commissions

When a teacher is fired because of

alleged incompetence, a review commission, similar to boards of reference, is appointed by the ministry to study the dismissal. One of those appointed is chosen from a list of names submitted by the BCTF. Deadline for application for a BCTF nomination is October 24.

Transfer review committees

Transfer review committees examine cases in which teachers have appealed transfers. Teacher representatives on these committees are chosen as for review commissions and boards of reference. Deadline for application for a BCTF nomination is October 24.

PD co-ordinator

Professional development co-ordinators for Vancouver Island North and the Metro Vancouver area are sought. Application deadline is September 29.

Agreements co-ordinator

The Central Mainland is looking for an

agreements co-ordinator. Applicants must be nominated by their own local association. Application deadline is September 29.

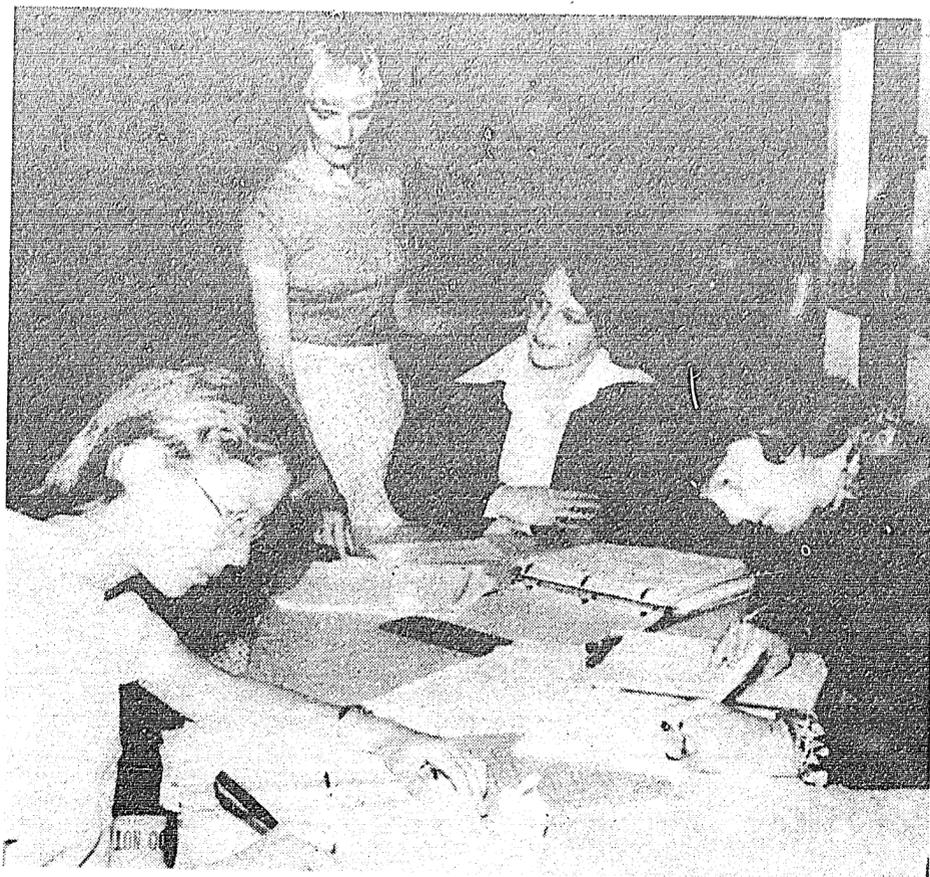
LC co-ordinator

A learning co-ordinator is sought for the South Okanagan. Applicants must be nominated by their local association. Application deadline is September 29.

Ombudservice

An ombudsperson is sought for the Okanagan/Central Mainland. The requirements and procedures of the position are outlined on page 44 of the *Member's Guide*. The term is for five years. Application deadline is September 26 and geographical representatives will elect the ombudsperson at the fall Representative Assembly, October 2 to 4 in Vancouver.

GRs and members of the Executive Assembly may not serve on the Committee of Ombudspersons.



Teachers at the Program Sponsor Teacher workshop in August at UBC.

Program Sponsor Teacher debuts

Twenty-seven teachers attended a five-day course for sponsor teachers offered by the BCTF last August. It is the first time the BCTF has organized such an event, and the program is expected to be modified and enlarged for next year.

In addition to improving their skill at guiding young teachers through their practicums, it is hoped the Program Sponsor Teacher graduates will be able to pass those newly-learned skills on to other teachers in their districts.

Designed by Gail Smith of Dawson Creek and Sam Phillipoff of Vancouver, the course, held at the University of B.C., was praised by participants who seem happy just to have a chance to meet with and swap stories with fellow sponsor teachers.

"The best thing about the course was meeting such a variety of other teachers," says Jean Hope of Langley. "Whether we were teaching kindergarten or Grade 12, we really had a great deal in common."

"The people there were a tremendous resource in themselves," says Arlene Burden, who teaches physical education in Vancouver.

Hardip Singh of Surrey thought more use of that resource should have been made. "I wish we'd had a brainstorming session where we could have tapped each other's heads for ideas that we could then pass on to other sponsor teachers," he says. "I wanted to get some ideas about how other teachers deal with certain situations."

Some other comments about the course:

"I learned a tremendous amount. I feel a lot more competent now, myself... Out of that workshop came the possibility of organizing workshops for other teachers here in Fort St. John." — Peter Jackson, Central Elementary School, Fort St. John.

"Before this, it was just assumed anyone just had these skills. Some of us did and some of us didn't." — Jean Hope.

"What a lot of us committed ourselves to when we went back to our schools was to provide information and become a resource." — Arlene Burden.

S. Cariboo board drops program for autistic boy

The Ministry of Education's mainstreaming policy has run into its first major test. The South Cariboo school board has refused to teach a severely-handicapped 12-year-old boy in its schools, and the boy's parents, Evan and Dolly Lowe, have filed a complaint of discrimination with the B.C. Human Rights Commission.

The boy, Warren Lowe, is autistic and has been blinded by cataracts. Because of past attempts to injure himself, Warren wears a helmet and boxing gloves. He can barely communicate with others, cannot eat or control his bowels, and needs constant supervision.

Last year, Warren spent two hours a day in Ashcroft Elementary School, under teacher Maria Russell-Martin. The Lowes wanted their son to have five hours schooling a week this year. The South Cariboo school board not only turned them down but eliminated Warren's program altogether.

School board chairperson Ray Brydon said the trustees decided that Warren "is not educable within the public school system."

"We're there to teach reading, writing and arithmetic. We don't think we're

there to teach a child to eat or things like that," he said.

The Human Rights Commission investigation is underway.

The Ministry of Education has urged the board to place Warren Lowe in one of its schools, and has offered to pay almost all of the \$46,000 Warren's education would cost in 1980-81. The ministry says its contribution would reduce the local cost of Warren's education to \$5,000 (the average student costs \$2,700 a year), but Brydon says the figure South Cariboo would have to pay is \$15,000.

Dorothy Barker, president of the South Cariboo Teachers' Association, says the local's executive has sent a letter to the board asking that a personalized education program be developed and continued for Warren Lowe. The letter suggests that funding should be shared by the Ministry of Education and the Ministry of Human Resources, Barker says.

Maria Russell-Martin lost her position as result of the board's decision. She is looking for a full-time job in Ashcroft and wants to continue teaching Warren Lowe.

"I was offered a position in Vancouver but I refused it," she says. "My husband is very important to me and Warren is very important to me. Professionally that isn't a wise decision but as it stands right now, there isn't anybody here to work with the child."

The South Cariboo board's next meeting is September 22.

Cheaper insurance available

Monthly premiums for a 35-year-old, for example, will be approximately 8 cents per \$1,000 — compared to about 24 cents per \$1,000 charged on an individual purchase.

Application forms are short and simple. No medical examination is required.

A feature of the plan that helps keep premiums low is that administration is handled by the school board and premiums are collected through payroll deduction. It is important therefore that any local wanting to participate must negotiate an arrangement with its board. Sample clauses have been provided to agreements chairpersons.

The program could be implemented as soon as January. More details of the plan will be available early in the fall.

—Jim Cairnie
Economic Welfare Division

Chalk talk

Profession or trade union? Neither is right for us, says Tom Hutchison

The B.C. School Trustees Association, in a brief to the minister of education, asks him to have us choose whether we want the rights and privileges of other professional groups, or the rights and privileges of traditional employee groups governed under the Labour Code. Having done this, we would then be asked to choose whether we want *all* conditions negotiated with the government or with the local employer. Government would then draft appropriate legislation.

Among the rights of professionals, the BCSTA includes self-discipline, self-governance as a profession, and professional control of certification. If we really want these rights, should society grant us them? It can be argued with force that among the strongest unions in the province are those of the doctors, dentists and lawyers. Their rights, enshrined in professional acts, raise questions about who gets in, how they are allowed entry,

and whether or not their self-discipline is indeed in the public interest.

One of the rights the BCSTA sees as professional is the right of the client to have free choice over staff selection. Now, who is the client? Is it the individual pupil? Is it the pupils' parents? Is it school board? Passing by the speculations raised by these questions, it is debatable how much free choice the client ever has. How do you choose the doctor for your gall-bladder operation?

It has to be understood that teaching grew up differently from those other professions. They have a governance structure with its roots in the Middle Ages, a structure inappropriate in these days of massive public investment in universities, hospitals, government departments, research facilities, medicare, denticare, legal aid, et cetera. Legislation governing public education enshrines the

rights of the client to an education, and of society to insist that its citizens be educated. What legislation, with the exception of some public health measures, forces clients to visit doctors, lawyers, engineers or dentists? But children have to be educated.

A society that legislates resources to promote a public good is inconsistent when it promotes that good through an entrepreneurial profession. We could use more public control over the professions and can question the suggestion to add another group, 30,000 strong, to those who are already accused of lack of accountability, rate fixing, exclusiveness and high costs.

The BCSTA's decision point number two would have us decide, if we choose the Labour Code model, whether we want to negotiate all conditions with the government or with the employer. Tot up a list some time of objectives that have to be gained through influencing the government and it might appear easier to transfer the board's responsibilities to the ministry. This brings up the old question: Do you want full bargaining rights

coupled with provincial bargaining? Federation response so far has been "no."

What is critical to teachers looking at the trade-union model, no matter what it does for us in tenure, grievances and bargaining working conditions, is that traditionally the trade-union model sees little place for employees in the formulation and implementation of desirable objectives for the enterprise as a whole. Teachers demand the right, not simply to function comfortably within the enterprise, but to help determine its nature, and to have the freedom to pursue objectives in terms of the current state of the art, their own strengths, and the needs of their pupils. A movement to the Labour Code, without acknowledging this right, could give us clout in a workplace defined by others.

Do our rights really depend on the taxonomy of our work group? Although some members feel that we have the worst of both worlds and some board members feel we have the best of both, a choice of one model or another as posed by the BCSTA is not a solution to our problems. Teachers as a unique working group do not have to accept the "either/or."