

Orpheum for rally Nov. 6

Metro teachers are expected to turn out in large numbers to a BCTF pension rally scheduled for November 6 at the Orpheum theatre in Vancouver.

"We're confident that teachers will pack the theatre," says BCTF President Al Blakey. "This will be the first real opportunity that teachers have had to protest the injustice done to our pension plan."

"You have to realize that teachers learned a lesson from the events of last year when the indexing limit was set so low for teachers, who lobbied quietly and reasonably against it, but raised much higher for civil servants, who conducted a series of walkouts and protest demonstrations to show their anger," Blakey says.

The Orpheum rally, which will begin at 8 p.m., is one of a series of actions planned to restore full indexing to teachers' pensions.

Blakey will deliver the keynote address. Among other speakers will be former BCTF president Adam Robertson, who led the federation during the Bill 3 campaign that toppled the provincial government in 1972.

Other activities planned by the BCTF include weekly bulletins distributed to all teachers, trainers to assist locals to develop action plans, an internal media campaign with buttons, bumper stickers and posters, a public media campaign, and a referendum in January on possible strike action.

Here are the people to contact at the BCTF building if you have questions about the pensions campaign:

Political action: Al Blakey, Larry Kuehn, Bob Buzza, Jim Bowman.

Publicity: Arnie Myers, John Hardy.

Personal pension questions: Bruce Watson, Mike Midzain.

Training workshop (October 30): Linda Shuto, Marilou Long.

Booking of local workshops: Denise Buckoll.



Premier Bill Bennett, right, was confronted by 50 teachers when his ferry arrived at Port Hardy. Making their feelings on the pension issue known are, left to right,

teachers Mel Lehan, Timothy Beecham (president of the Vancouver Island North local), Rod Sherrell and John Groff. Photo courtesy the North Island Gazette.

Island teachers confront Bennett

About 50 Vancouver Island North teachers met Premier Bill Bennett with a demonstration against his pension policies when Bennett arrived in Port Hardy late last month to end his recent tour of the province.

The teachers, holding signs and chanting slogans protesting the government's decision to limit teachers' pension indexing, greeted the ferry Queen of the North,

carrying Bennett and part of his cabinet from Prince Rupert, the second-last stop on the cabinet tour.

Bennett debated the pensions issue with the teachers for about 15 minutes. The teachers expressed their displeasure at Bill 29, which removes the inflation-proofing which teachers' pensions have had since 1974. They also asked that teacher representation on the pension

fund investment board be increased to half the positions on the board, so teachers have more control over how their pension funds are invested. Many believe that the limit on indexing would not be necessary if pension funds were better invested.

"You can draw up and sign an agreement whereby you administer the plan," Bennett was reported by Canadian Press as responding. "But if the plan ever goes broke or gets into financial difficulty, don't come running to the government looking for the taxpayers to bail you out."

BCSTA sets up own Shuswap inquiry

The B.C. School Trustees' Association has commissioned its own investigation into questionable personnel practices in the Shuswap school district.

The BCSTA board of inquiry will be treading in the footsteps of a BCTF commission which investigated Shuswap teachers' complaints last spring.

The BCTF commission's report — which has not yet been made public — was given to Education Minister Brian Smith with a request for immediate action. So far the minister has done nothing.

The report also went to the Shuswap trustees, senior administrators in the district, and all members of the Shuswap Teachers' Association.

The BCSTA estimates it may take as long as six weeks to establish a "team of three experts" in the fields of education administration and personnel practices. The three will be "persons of standing in the professional community," and none, the BCSTA says, is likely to be a trustee.

The team will investigate the administrative and personnel situation in the

Shuswap district and will recommend ways to improve board/teacher relations.

"The report of our commission identified a number of personnel practices that need to be resolved, and substantiated the claims of the Shuswap teachers that personnel practices in their district are in a bad state," said BCTF President Al Blakey.

"When the commission was appointed, during its investigation, and immediately afterward, the Shuswap board was fully informed, some of its members participated and it expressed no concern about the commission. In fact, through its chairperson, it expressed considerable interest."

Turn to page 2

Work to rule looms in Courtenay

Courtenay teachers have voted overwhelmingly to work to rule unless their school board gets serious about negotiating learning and working conditions.

The teachers want to work out an

agreement on prep time, class sizes, temporary appointments, noon-hour supervision and learning conditions grievance procedures.

The board has declined to talk about these demands.

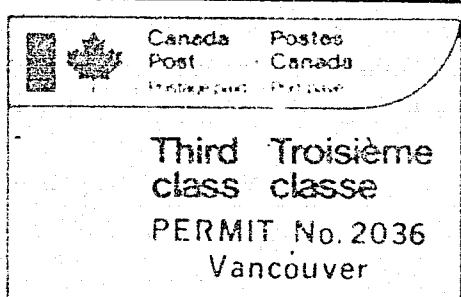
More than 300 teachers and parents demonstrated at a meeting of the Courtenay school board Tuesday evening (October 21) to make their

feelings known to trustees, and later attended a rally at a nearby school.

They told the board that unless it agrees to sit down and discuss the issues seriously, they will begin to work to rule on Monday, October 27.

"The board is being arrogant, not only with teachers but with the public too," said BCTF President Al Blakey. "They just refuse to talk."

"That attitude has to change."



'Profs' professionalism enhanced by union'

The B.C. School Trustees' Association wants teachers to choose between having a trade union or a professional association. The assumption is that the two are mutually exclusive. That such is not the case has been proven at many Canadian universities.

Professors at more than half of our universities have unionized, most of them in the past six years. Attempts by boards of governors to impose a white-collar model have been firmly rejected by faculties. Contracts deal with such matters as salaries, tenure, pensions,

sabbatical leave, promotions, class contact hours, grievance procedures (including arbitration of unresolved disputes), appointment and dismissal policies, and faculty membership on university committees. Professionalism has definitely been enhanced through unionizing. The experience of community college faculties which have been certified as unions has been the same.

What must be realized is that under the Labour Code, everything related to conditions of work is negotiable. Teachers can create their own kind of

trade union — a professional union. There is no compulsion to follow the pattern of any other union. It will be a teachers' union, and will be the kind of union that teachers wish it to be.

The Labour Code provides us with a unique opportunity to gain full

bargaining rights and the privileges due a professional group. In the present political climate of the province, it is probably the only means by which these goals can be achieved.

A. H. Child
Vancouver

Sick days pool a good idea

For years and years I had an idea about sick leave but never did more than express it orally now and then. In the September 18 *BCTF Newsletter*, Ivor J. Mills also expressed my views.

I only required four days off for illness in 21 years of secondary school teaching, for which I am very thankful. And yet I have even known of a well-deserving teacher having to borrow some days from the following year's sick leave, having used up all of the present year's because of some recurring ailment.

I often wished there could be a

system of records set up whereby I could give that teacher a few days or weeks of my accumulated sick leave.

I can see where this system could be abused. Therefore, a close check would have to be made so that these days or weeks would only be given to deserving and genuine cases.

When one retires these accumulated days just go into oblivion, whereas some of them, at least, could have been helping someone not as fortunate.

Hazel M. Swadling
Kamloops

Praise for BCTF staff member

Sometimes the services rendered by the BCTF to teachers are not sufficiently recognized. I'd like to take this opportunity to remedy this in one specific instance. I asked Peggy Hall to help us out at our school at very short notice and very early in the morning. The occasion was a debate in which the philosophy class and a home economics class jointly debated over a women's rights issue. In spite of the fact that it

was Monday morning, the debate was not only very lively, but highly instructional as well. Many students, I'm sure, had their eyes opened, figuratively, as well as literally. It was not only good fun, but good education as well. Thanks Peggy!

Jack Boulogne
Princess Margaret Senior Secondary
Surrey

Coquitlam wants walkouts, but not rotating ones

I would like to make a correction of an item that appeared in the September 18 *BCTF Newsletter*.

Although the Coquitlam Teachers' Association executive had recommended province-wide rotating walkouts to protest the indexing provisions of Bill 29, the September 10 CTA general meeting voted to amend the recommendation.

The motion endorsed by the general meeting was as follows: "That the CTA recommend to the BCTF executive that there be province-wide walkouts to protest the indexing provisions of Bill 29."

This recommendation has been forwarded to the BCTF executive for consideration as part of the pensions

action plan. The CTA executive also asked our federation executive to consider a number of other actions to help us win our pensions campaign. These included an information program to all BCTF members, a rally at the B.C. Legislature, a large metro-area rally, establishment of a pro-indexing candidates support fund for the next election, media ads outlining the BCTF position, and a button and T-shirt slogan focussing on the pension issue.

The CTA supports further action on pensions. We look forward to strong leadership by our federation executive.

Geoff Peters
President
Coquitlam Teachers' Association

Lesson aids service busier than ever

Results of a BCTF lesson aids service evaluation questionnaire, distributed last year with all catalogues and orders, indicate that teachers' attitudes toward the service are very positive and that the service is highly appreciated.

Bruce Kelly of Vancouver says, "I have found certain lesson aids very useful and I know they have assisted the level of instruction in my classes." Another Vancouver teacher, David Boettcher, says he has appreciated the prompt service by mail and in person and that the lesson aids, particularly items of a local nature, have helped him in the classroom.

"I found, over the years, that the lesson aids service was of great value to me when I was a teacher, and now as a librarian I find the materials useful as supplemen-

tary aids to curriculum development," says Shirley Hamilton of Mission.

Jean Collins of Lasqueti Island says, "The lesson aids received last year were most useful in the language arts area. I especially appreciated LA 8021, the story starters unit, and the Grades 4, 5 and 6 questions on independent reading."

The lesson aids service provides teachers with a support service of curriculum materials for use in their classrooms. A major objective of the service is to ease the preparation load of teachers by making available low-cost lesson plans, learning activity packages, slide-tape sets and games. Lesson aids operates as an exchange service, enabling teachers to contribute their curriculum aids so that other teachers may benefit from the materials.

This year, 50 new units covering a wide range of curricular topics for K-12 have been added to the catalogue. Some of the fastest-selling items right now are the new intermediate social studies, science, art and language arts units produced by Surrey teachers, multicultural materials, novel studies, consumer education and math drill cards.

Lesson aid sales are on the rise. Sales from July 1 to September 30, 1979 totalled \$16,378. Sales from July 1 to September 30, 1980 totalled \$22,431. A 45 per cent dollar increase in purchase orders issued by school boards indicates that schools are purchasing more locally-developed, teacher-prepared materials because of the limited range of materials supplied by the ministry.

Mail orders account for the majority of orders the service receives. Teachers may simply fill out an order form and send it to the lesson aids service, along with payment or an authorized purchase order. Lesson aids are sent by return mail. No mailing charge or tax is added to mail-order requests.

—Sandy Godard
BCTF Lesson Aids Service

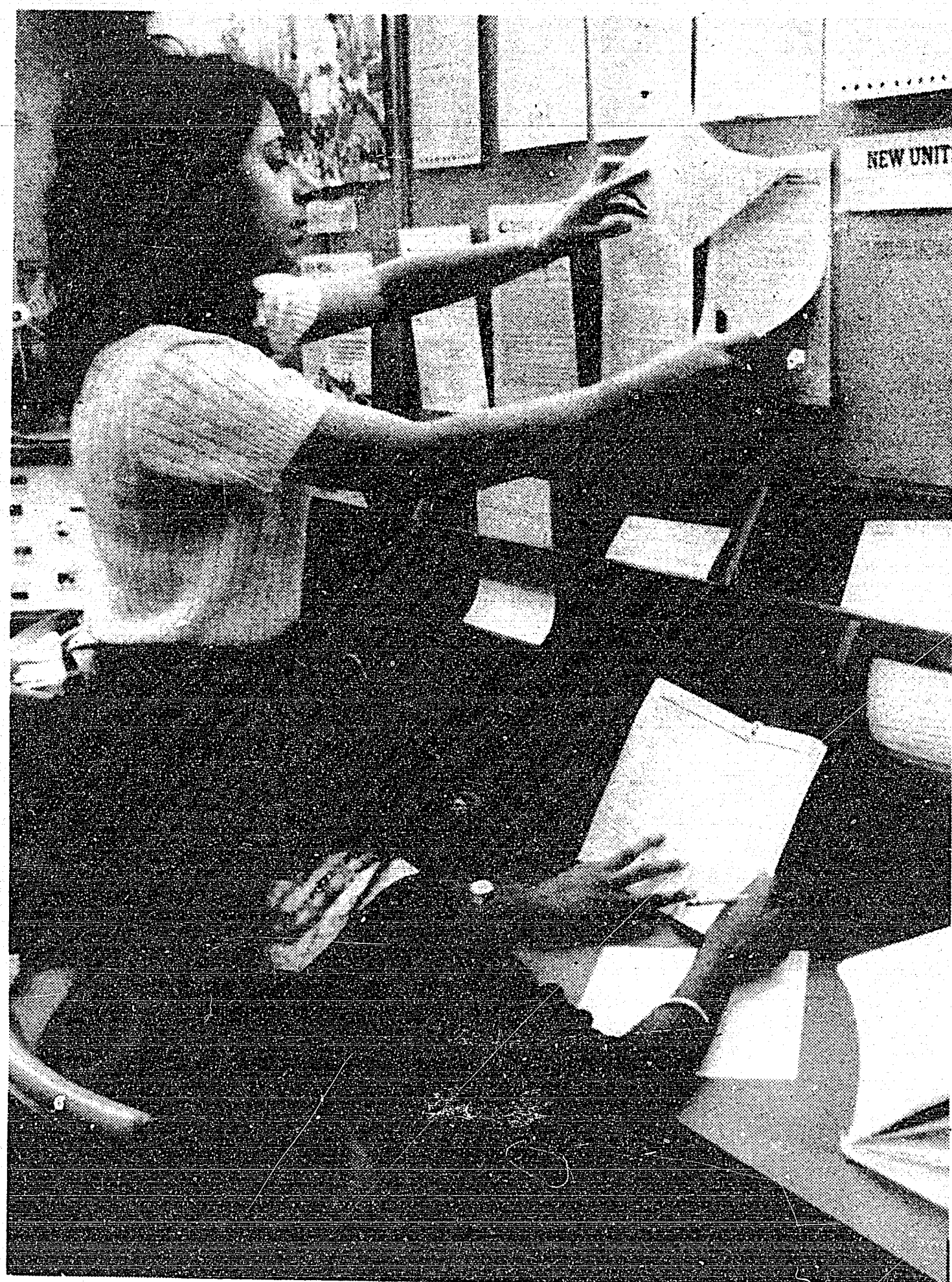
Shuswap inquiry

From page 1

"The BCSTA decision to appoint its own team to investigate the situation is a recognition that there is something more than smoke here."

The BCTF commission was struck at the request of the Shuswap Teachers' Association. The association had raised concerns about such matters as the use of paraprofessionals, the composition and support of the professional development committee, circularizing of its membership, teacher/trustee communications, job descriptions, the district resource centre, supervisory practices, and administrative hiring and transfers.

2/OCTOBER 23, 1980



Student teachers Maria Taddei and Sharon Hundal, both of UBC, look over sample lesson aids at the BCTF building. Lesson aids service is open 9 a.m. to 5 p.m. Monday to Friday and 9 a.m. to 1 p.m. Saturday.

Last month Canada's education establishment, the Canadian Education Association, held its annual meeting in Vancouver. BCTF member Florence Wilton, Coquitlam's co-ordinator of language instruction, was invited to be part of a panel on who is to control education in the 1980s. After Walter Hardwick gave the ministry's views, Gerry Ensing gave the private schools' views, and Halifax school board president Gerald Hanrahan gave a trustee's opinion, Wilton presented the teacher's perspective in ...

The Happy Valley story



I should like to take you to Happy Valley Elementary School, in Shining Mountain School District, B.C. We'll travel by imagination.

It's now about 8:50 a.m., September 25, 1980, as we approach the school's main entrance. We watch two school buses full of students leave the school yard, and ask the principal, Mrs. Eveready, who greets us, what field trip is organized for today. She explains that the children are actually being bused to a school with empty rooms about eight miles away. The school board, because of a large housing development in the area, had requested ministry permission three years before to construct a new school in the area, but permission had been delayed to the point that the school would not be available until September, 1981. Mrs. Eveready, the superintendent and the school board, who had received several parents' delegations, are bearing the brunt of the parents' discontent. Since only special education children are normally bused, this new turn of events is very disturbing to parents and therefore to the children.

Since we've come to visit a Grade 6 class, Mrs. Eveready shows us through the attractive building decorated with student work, to the classroom of Mr. B. Resourceful. Bill, as we will call him, has taught for

ten years and his self-assurance is evident as he welcomes us to his classroom. He has a non-expiring B.C. teaching certificate issued by the Ministry of Education, and has been assigned to salary Category 5 by the Teacher Qualification Service, jointly financed and operated by the B.C. Teachers' Federation and the B.C. School Trustees Association.

His class has just finished opening exercises, including a ministry-prescribed Bible reading and prayer as well as completing the register, a ministry legal document. Now his day begins with language arts. Unfortunately, the new ministry-prescribed texts ordered through the Credit Allocation Plan from the ministry publications services have not yet arrived. Rumor has it that they are somewhere on a railway siding near Hell's Gate in the Fraser Canyon. Bill is therefore using the same texts as last year. Since he's already received district-organized in-service on the new texts, including the methodology of grouping suggested, he's impatient to start using them. Two students have left to get learning assistance with Miss Freshstart, as their reading level is about Grade 2. One student is just leaving to have an hour's individual introduction to English as a second language from Mr. Drill.

On looking round the class, we note that Bill still has 31 students left, including one in a wheel-chair who is being assisted by an aide supplied by the Ministry of Human Resources. Before the ministry's recent mainstreaming plan, this student would have attended a special school.

Just after Bill's lesson has started, a knock on the door announces the arrival of Mrs. Eveready. She pops in quite frequently as Bill must have a report from her on his teaching by April, as required by the ministry. At least, Bill thinks, the superintendent, Mr. C. Farr, won't be dropping in today as he's off in a conference in Vancouver. The peaceful classroom is suddenly blasted with sound — the fire alarm! The fire marshal must have come by and called one of the compulsory fire drills, ordered through the School Act. Everyone troops into the yard immediately.

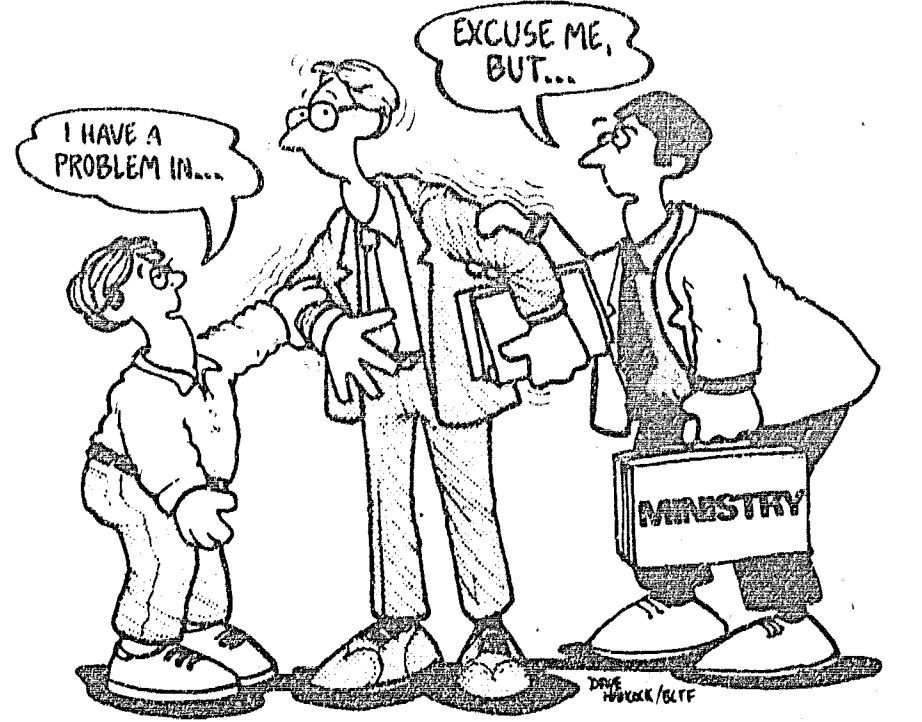
Back in class ten minutes later, Bill just has time to draw language arts to a close before starting French. He'd attended, at federal expense, a ministry-organized month-long course at Lester Pearson College of the Pacific, and although he had little prior knowledge of French, the training given in methodology, as well as cultural information, and opportunities to speak French, had made him feel reasonable comfortable at this task. He is glad that the locally-developed curriculum gives him detailed learning outcomes and the materials chosen locally give specific lesson plans. He knows that he'll find the *French Idea Box*, developed by a ministry committee using federal funds, most helpful and is also looking forward to receiving the 35 free copies of the *Oh Canada* kit he has ordered from the Commissioner of Official Languages. Later in the year, he'll use *Salut*, a videotaped series produced by the ministry.

French warm-up activities are complete and he's just started introducing new material when another knock announces the arrival of the school nurse. It is his class's turn to have vision tests, arranged once every two years by the local health unit. Hardly have the students returned to the classroom when the bell rings for recess.

We see Bill going quickly along to the staffroom, remembering en route to drop into the library to ask Mrs. Lettuce Read, the librarian, when it will be convenient to discuss with her plans for an upcoming social studies unit on Japan. At the same time he signs out the film-strip projector for his science lesson this afternoon.

After pouring himself some coffee, Bill grabs the contents of his mailbox. Two telephone requests to call parents, one to call the Shining Mountain Teachers' Association president, the district monthly ProD Bulletin, a Shining Mountain Teachers' Association reminder of the meeting after school on salary negotiations and pensions, an order form for mealworms from the science supervisor, a memo from the B.C. Teachers' Federation, a copy of a ministry memo on learning assessment, and brief news from the previous week's school board meeting.

We see Bill tense slightly. He seems to be stifling a sudden urge to throw the lot into the circular file. As he gulps his coffee he looks first at the ProD Bulletin. At least one workshop is being offered every evening. The one on coping with stress catches his eye first. Last year's session had been very well attended. He reads



with interest that a two-evening workshop on microcomputers has been set up for early October and decides to attend. He's read a lot about technological advances recently and feels he wants to be involved when his district begins using microcomputers. He knows that his district was not chosen to be one of those partially funded by the ministry to experiment with microcomputers this school year, but he feels that these developments are likely to reach schools fast and he wants to be ready.

We see him glance next at the school board meeting report and his eyes narrow as he scans two items. First, he sees that the board, following the suggestion of the local librarian's group, has adopted a policy and procedures for the selection of learning resources. He points this out to Mrs. Lettuce Read, who is glad that when parents complain about library books or films there is now a set procedure to follow.

The second item that interests him is the announcement that, after hearing a brief by the local branch of Canadian Parents for French, the board has decided to call for a survey of interest in Grade 6 late immersion for the following September. Bill remembers that federal start-up funds are available and thinks that this may be influencing the board. He decides to mention it to his wife and Grade 5 son, John, at dinner. If John is interested, it might be worthwhile following it up. However, he knows that if a change of school is involved, neither his son nor his son's present school staff will be too pleased. John in his upper intermediate years will obviously be a leader and the staff will be sorry to lose him. Actually, declining enrolment in that part of the district will make them sorry to lose any student. Last year, the board had investigated the possibility of closing the school, but parental pressure and Shining Mountain Teachers' Association assurances that the extra rooms were being used meaningfully had dissuaded them.

Next he studies the memo from the Learning Assessment Branch of the ministry. It is a reassurance that Provincial Learning Assessment Testing will not involve any child more than once a year. Bill heaves a sigh of relief — last year when he taught Grade 4, what with the provincial tests, the new district testing program and his own testing procedures, he'd sometimes wondered whether there would be any time left for teaching.

The BCTF memo is a request for teachers to volunteer to serve on the new K-12 mathematics curriculum committee being formed by the ministry. Although interested, and having a strong mathematical background and experience in developing local units, Bill decides he cannot possibly accept any more responsibilities at this time. He is in contact with students every minute that classes are in session, and preparation, marking and extracurricular activities, leave him little time or energy for other activities. However, he's very glad that classroom teachers will be involved.

Since the bell is ringing for the end of recess, Bill decides to return the three phone calls at noon. He knows the teachers' association president wants him to file a grievance with the BCTF as his class of 35 is well over the suggested limit of 30. One of the parents is Mrs. Shweighofer. He remembers her son, Hans, saying that his mother wants him to learn German instead of French.

As he hurries back to his classroom, a child hands him a note asking him to do yard duty at noon as the lay supervisor, a CUPE member, is involved in a walkout.

We'll leave Bill in Happy Valley Elementary School constantly reacting to interruptions and changes brought about by agencies whose duty is to support his endeavors.

Pension changes not all bad

A booklet explaining the teachers' pension plan has been sent to all schools and school board offices in B.C. for distribution to BCTF members. This booklet, called *Teachers' Pensions in British Columbia — October 1980*, incorporates all the amendments made to the pension plan in 1980 and replaces the description of the plan contained in the *Members' Guide*.

A number of changes that improve the plan have been overlooked in the controversy over pension indexing. Here are some of these improvements:

- To determine eligibility for an allowance or for reinstatement, every school month in which a teacher makes a contribution is now considered a month's service. To determine the actual pension, part-time service will be prorated to its equivalent full-time.

For example, a teacher who works half-time for 10 years will be considered to have put in 10 years of contributory service, making him or her eligible for a pension. But the pension will be calculated on the basis of five years of pensionable service at the equivalent full-time pay.

- If a teacher has lost part of a month's service through being absent a few days without pay but made a contribution for that month, the teacher will be able to count a full month for eligibility. For example: If a teacher reaches age 55 with 34.8 years of pensionable service but with 35 years of contributory service, the teacher is eligible for a non-reduced pension calculated on the basis of 34.8 years of equivalent full-time service.

- If a teacher does not take a refund of pension contributions, the teacher may return at any time and apply to reinstate previous service for pension purposes. Previously, if a teacher did not take a refund and did not return within 10 years, reinstatement was not permitted.

- If a teacher moves from the employ of an approved employer, for example, the University of B.C., to the employ of a school board within three years and is eligible to receive a pension from the first employer, then the teacher will become eligible for a teacher's pension when service within the teachers' plan plus service with the approved employer equals at least 10 years. Previously this provision was applicable only when the teacher moved from the employ of a school board to the employ of an approved employer.

- Effective last October 1, teacher contributions were increased by half a per cent to about 7.5 per cent of salary. The government's contribution was increased by 2 per cent to about 10.2 per cent of salary. Both contribution rates include contributions to the Canada Pension Plan.

- A teacher will now receive pensionable service credit through a single contribution (previously a double contribution) while in receipt of Salary Indemnity Fund benefits. Since the SIF regulations have been amended to add the pension contribution on top of the present benefit, the contribution to the pension plan will be made automatically by the Salary Indemnity Fund on behalf of the teacher.

- The pension plan now has a provision which will permit a higher rate of interest to be paid on refunds. As soon as the Executive Committee approves a submission to government on a proposed rate, government will be requested to change the interest through an order-in-council.

—Bruce Watson
Economic Welfare division

4/OCTOBER 23, 1980

News briefs

Nisgha housing unsatisfactory

Teachers in Nisgha school district recently presented a petition to their school board protesting an over-30-per cent increase in rental of school-board-provided teacherages.

With very few exceptions, teachers must accept accommodation provided by their board, as no other is available. However, the Residential Tenancy Act provisions regarding rent increases do not apply to school-board-owned residences.

The teachers appealed to their board to permit rental changes to become a negotiable item between the board and the local association executive, but this request was refused.

Constitution

BCTF President Al Blakey has sent a telegram to Prime Minister Pierre Trudeau and Premier Bill Bennett outlining the federation's position on the constitution.

The telegram informs Trudeau and Bennett that the fall Representative Assembly passed a motion supporting patriation of the British North America Act, a charter of rights and freedoms for Canadians, and the right of parents to have their children educated in either official language.



Kate Hawkhead, above, was one of 75 speakers and workshop leaders at recent Primary Fall Conference in Chilliwack. The popular conference was split into two this year, with the Chilliwack conference drawing 1,000 and an earlier conference in Cranbrook drawing 600.

Single parents

The B.C. Association of Adlerian Psychology is holding all-day workshops on single-parent families.

A workshop aimed at professionals will be held from 9 a.m. to 4 p.m. on November 21 at the Vancouver Community College Langara campus library, fifth floor. A workshop for parents will be held in the same place, at the same time of day, a day later.

For more information, contact the association at 210-2525 Manitoba Street, Vancouver V5Y 3A7. The phone number is 874-4614.

A university is . . .

A University Is . . . a 20-minute film describing the functions a university carries out in our society, is available for teachers wishing to show the film to high school students.

The color film, produced by the University of B.C., can be borrowed free from Insight Media Services in Vancouver or through UBC itself, at 2075 Wesbrook Mall, Vancouver V6T 1W5.

Phillipson retires

Les Bullen has been appointed as the Ministry of Education's inspector of independent schools, replacing Joe Phillipson, who is retiring.

BCTF Newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

2235 Burrard Street, Vancouver, B.C. V6J 3H9

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

ISSN 0709-9800

T. A. MYERS
Editor

RALPH MAURER
Editorial Assistant

Committee vacancies

Curriculum revision — Career preparation programs

The Ministry of Education has asked the BCTF to nominate secondary school teachers to work on curriculum revision committees in five areas:

In business careers: clerk-typist, secretarial.

In mechanical careers: automotive, small engines, and diesel.

The ministry plans that in each of those areas, secondary school teachers and one instructor from a post-secondary institution will constitute a working curriculum committee.

Further information and application forms can be obtained from Jacquie Boyer at the BCTF offices.

Please note that while the BCTF is currently advertising for nominations, the Executive Committee has yet to decide whether to submit nominations to the ministry.

That decision will depend upon the extent to which the objectives of the career preparation program become "primarily concerned with general education, not with training for specific jobs" (BCTF policy statement 11.A.05, on page 22 of the *Members' Guide*), and the extent to which the ministry is able to clarify the processes to be used by each of the

committees in curriculum development and on the executive's being satisfied that such processes are justified.

Nomination deadline in any case is November 28.

Steering committee — Career preparation programs

Nominations are requested for two BCTF representatives to the ministry's steering committee for its career education programs.

The BCTF representatives will be expected to represent the federation and to report on a regular basis in writing and in person to the Executive Committee and various BCTF advisory bodies.

Application deadline is November 28. For more information, contact Jacquie Boyer at the BCTF building.

Executive Committee

The Executive Committee has established a Committee on the Rights of Children, with the job of promoting and safeguarding the rights of children and of advising and assisting teachers on mainstreaming issues.

Applications for the five committee positions — two three-year positions, two two-year positions, and one one-year position — are now being sought.

The new committee's terms of reference are:

1. To design an action program to increase teacher and public support for the rights and responsibilities of children.

2. To design an action program to ensure that appropriate programs, resources and services are available to children with special needs, and their teachers.

3. To monitor the ministry's activities and interagency activities and concerns in order to provide recommendations to the BCTF including interagency involvement.

4. To monitor interministerial activities in respect to children with special needs.

Two students will be invited to participate in an advisory role.

The committee will receive staff support from Fred Long in the Professional Development division.

Application deadline is November 26. For more information, contact Lise West at the BCTF building.

Canada studies

The Canadian Teachers' Federation has established an advisory committee on Canada studies and has invited the BCTF to appoint one member. Applications are sought.

The committee will act in an advisory capacity to the CTF's program for the encouragement of the continued development of Canada studies.

For more information, contact Lise West at the BCTF building.