

Blakey: Our actions make clear our resolve

Massive teacher demonstrations have been key to success of pensions campaign

We've put up instead of shutting up. For six weeks in November and the first half of December, thousands of our members actively proved their resolve to return full indexing to teacher pensions. Mass action began on November 6 when 2,500 metro teachers gathered at the Orpheum theatre in Vancouver to protest

the government's action, and left no doubt about their own intent to take strong action.

Surrey teachers provided the initiative for escalation when they withdrew services on the afternoon of November 19 and demonstrated more than 1,200 strong at a cabinet meeting at Fort Langley, along

with 150 representatives of other metro locals. The cabinet, visibly shaken, asked to meet with federation representatives (First Vice-President Larry Kuehn, and executive members Lynda Coplin, Terry Eastman and Marion Runcie, as well as myself) but gave no positive response.

A further Surrey initiative, taken up by Burnaby, was to withdraw services on December 4 to demonstrate in Victoria at the opening of the special session of the legislature. Under executive co-ordination and leadership, other locals decided to join the action: Victoria, the Gulf Islands, Lake Cowichan, Nanaimo, Port Alberni, Mount Arrowsmith and Camp-

bell River (which was snowed in and couldn't participate).

More than 3,500 teachers marched. They heard Provincial Secretary Evan Wolfe reiterate platitudes, heard Education Minister Brian Smith respond more positively, and heard opposition leader Dave Barrett offer to bargain full indexing. Wolfe received a negative response in contrast to the applause for Smith and Barrett.

Just prior to this demonstration, Smith had stated that he would take teachers' concerns to the cabinet and there were

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Six weeks of action preceded six weeks of calm in the pensions battle. Cycle of protests culminated with a march by 3,000 teachers through downtown Vancouver on December 11.

Pension talks a hopeful sign

Things are moving on the pensions front.

Provincial Secretary Evan Wolfe, the cabinet minister responsible for teachers' pensions, has used the six-week truce declared by the BCTF to respond positively to the federation initiative to negotiate without preconditions.

On December 23 Wolfe informed BCTF President Al Blakey by telegram that he would instruct Superannuation Commissioner Jim Reid to "enter into discussions with BCTF officials to explore possible solutions to this sensitive issue" of pensions indexing.

Immediately after the Christmas break Blakey replied that the federation was prepared to meet Reid provided no preconditions were set by either side, and that he saw these discussions as a prelude to a meeting between himself and Wolfe.

The first meeting between Reid and

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Victoria to test job applicants

The Greater Victoria School Board will give tests in English and mathematical competence to applicants for teaching jobs. Victoria, with multiple applicants lined up for each teaching post in the delectable capital! Surely the perfect example of "many are called but few are chosen," yet Victoria is dissatisfied with its choices.

The testing will begin with this year's crop of applicants, designed to ensure what Superintendent Allan Stables calls, "a fundamental degree of excellence," whatever that means. He also suggests that hiring for certain teaching levels might be graded according to English standards — first-year competence for most subjects, fourth-year for specialized subjects. Before June of this year Victoria, presumably, is confident that valid and reliable tests will be devised for aspiring Victoria teachers, based on a clear perception of first- versus fourth-year standards of university English. Good luck!

These tests are to be applied to people with anywhere from 15 to 17 years of formal education. They have passed through the nets of elementary, secondary and university education. Now Victoria will provide a finer mesh. One must assume that the Victoria board will supply to "failures" the validation of their tests, the circumstances and criteria of their marking and an assurance that their benchmarks match reality. It is to be hoped for the peace of mind of the board that Ralph Nader is not waiting in the wings.

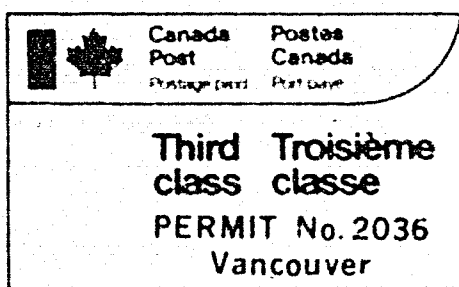
Faith in tests is touching. Our American cousins have been busy for several years, in the name of accountability, in devising tests for entry to teaching, exit from training, entry to districts, rights to continued certification, and so on. But tests are, by their nature, self-defeating. Once established, the tests cannot vary too much from year to year or participants call "foul." Then, knowing the test, one studies towards it and passes.

It is difficult to relate the proposed tests to the district's needs. Is nothing done, for example, with individuals who are incompetent in English? Has the district no mechanisms for improving the performance of employees who don't measure up? What are the dimensions of the problem? *The Colonist* in July, 1980, referred to "a suspicion that one reason students don't know their three R's is that teachers don't know their three R's." Is it only a "suspicion?" What data have been published? If data are available, what is being compared?

A district needs competent teachers. What is clear from the research on selection of teachers is that there is no direct correlation between academic excellence and teaching ability. In fact, neither grade-point average, nor prior interest in children, nor sterling character, nor even mastery of specific teaching skills, predicts success in teaching. The major predictor is success in teacher practice.

Victoria may argue that, other things being equal, they will select on the basis of English and math competence. But the

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

Not all are happy with pension protests

Not every BCTF member is happy with the pensions campaign. Some teachers think the issue isn't worth getting upset about, or that teachers shouldn't behave in this manner (see Letters, pages 4 and 5). The Executive Committee got it in the other ear on January 11, when a delegation of Surrey teachers accused it of being too conservative.

"Teachers in Surrey are angry at this executive," said Bob Rosen, speaking for the 12-member delegation representing the Surrey Teachers' Association. "We started to take job actions and made some economic sacrifices. Just as we were starting to build an effective campaign based entirely on local actions, your actions pulled the rug out from under us."

Surrey has from the start been in the vanguard of the BCTF pensions campaign. It was 1,200 Surrey teachers who demonstrated at a meeting of the provincial cabinet last November 19. Surrey was the first local to decide to go to Victoria on December 4 for a demonstration at the opening of the legislative session that was eventually joined by half a dozen other locals. And Surrey teachers had planned to start a work-to-rule campaign on January 5.

But the executive's decision to impose a six-week cooling-off period starting December 16 put a halt to that plan.

"Our local actions, instead of being supported and expanded, have been undermined by the decision of this executive," Rosen said. The Surrey teachers said they want the executive to organize a provincial job action to build on the actions that various locals have taken in the pensions campaign.

BCTF President Al Blakey defended the executive's decision to call a cooling-off period.

"The kind of actions we have had up to December 11 were the most intense and effective actions the BCTF has ever had, period," he said. "It seemed to be the appropriate time (to call a cooling-off



Responding to Surrey delegation, Al Blakey defends the executive's decision to call a six-week cooling-off period in the pensions campaign. First Vice-president Larry Kuehn looks on.

organization, classification and staffing levels, and set management compensation and benefits . . .

"The federation considers the proposed act an attack on existing rights, limited as they are, and absolutely inconsistent with its objective of obtaining legislative guarantees that enable teachers to bargain all terms and conditions of employment."

The BCTF letter also questions the classification of the federation as a public body. "It seems incongruous," the letter continues, "for the federation to be identified as a potential target for control in the discussion paper in the very year that the legislature repealed the statutory requirements for approval of BCTF fees and for changes in its by-laws."

"The BCTF neither receives nor administers public funds. The federation meets the requirements of the Societies Act and accounts fully to its members for its actions and for the disbursement of the fees it collects. The proposed act simply should not apply to organizations such as the BCTF . . .

"The proposed act has been described as something of a thought piece to generate discussion. Be that as it may, the authors must have contemplated that government might wish to enter previously restricted arenas. This intrusion is without merit."

The B.C. School Trustees Association doesn't like the Financial Administration Act either. Its position is that elected bodies should be responsible to their electorate, not to cabinet.

The BCTF supports that position, Blakey wrote in his letter.

And Education Minister Brian Smith, too, has indicated in public that he does not like many aspects of the Financial Administration Act.

Copies of the discussion paper are available from Information Services, Ministry of Finance, Parliament Buildings, Victoria V8V 1X4.

Discussion paper criticized

Few disagree that some form of order must be brought into the chaos of government financial management. But a proposal by Finance Minister Hugh Curtis doesn't seem to be the way to do it.

The BCTF, school trustees, and even cabinet colleague Brian Smith are criticizing Curtis's *Discussion Paper: A New Financial Administration Act*, a white paper outlining his scheme for imposing a system of controls on government finances, for imposing a system of controls on government finances, released late last year.

The Financial Administration Act, as the discussion paper is widely if prematurely referred to, takes a rather broad view of "the financial affairs of the government." It proposes to establish a consistent regime of financial controls over public bodies as well, and includes among these school boards and the BCTF.

The discussion paper proposes a regime of cabinet control over a public body's financial information, accounting systems, and auditing and reporting methods. It would require submission of budgets to government, and regulation and approval of all contracts, and considerable control over employee relations, including approval of the collective bargaining framework, approval of organization, classification and staffing levels, and setting management compensation and benefits.

It is this last point that has aroused the most negative reaction. In a letter to Curtis, BCTF President Al Blakey writes:

"Specifically, the BCTF strongly objects to the concept that a Financial Administration Act should dictate a collective bargaining framework, control

period) since we had information that cabinet would be considering changes in its position during December, but it wouldn't . . . under any circumstances make an announcement of a change . . . until some time in January."

The cabinet would be unlikely to change its position in the face of continuing teacher actions, Blakey said. "The cooling-off period gave the government the opportunity to respond without losing face."



Responding to Surrey delegation, Al Blakey defends the executive's decision to call a six-week cooling-off period in the pensions campaign. First Vice-president Larry Kuehn looks on.

Tests for teachers introduced

danger of testing is that whatever is measured, regardless of the validity of the measure, becomes the norm, an oasis of "certainty" in a desert of judgment.

It may be fair game to pressure faculties to pay more attention to basic skills. Much of a teacher's education is in the general university environment, whose personnel are not necessarily aware of the continuing necessity to teach composition, or expert in doing so. However, faculties of education are currently in a better position to select students than they have ever been, are aware of the needs of the system and will be supported in improvements of teacher education by recommendations of the Joint Board of Teacher Education.

The Greater Victoria district in making an end-run around training and certification does the system a disservice, with no guarantee that pupils will be better served. Education Minister Brian Smith is right when he says that "such testing would demean the professionalism of teachers." None can argue with a desire for competence. Whether the board, from the arrogance of an over-supply situation, can achieve it by a dubious test of basic skills is questionable.

— Tom Hutchison
Government Division

UIC decision

Teachers whose contracts are terminated at the end of the school year in June are eligible for unemployment insurance benefits in July and August, Canada's supreme court ruled over the summer.

Teacher protests the key to success

growing indications of a cabinet division.

To increase the pressure, a further action was called for December 11 in Vancouver, and five locals (Langley, New Westminster, Coquitlam, Vancouver Secondary and Vancouver Elementary) withdrew services to demonstrate their support for full indexing. Four thousand teachers participated.

Kitimat teachers supported this protest with a half-day withdrawal of services and community action.

Earlier in the week, more than 1,000 Okanagan teachers held an evening meeting in Kelowna as an initial step in their developing campaign; Shuswap and South Okanagan are already preparing for a work-to-rule action.

Further job actions were developing in Sechelt, Vancouver Island North, Campbell River, Sooke, Saanich and Surrey, and other locals were getting ready to place job action before their memberships.

On December 16, the Executive Committee decided that the actions of the previous six weeks had given the government a clear signal. On the basis of this proven strength it was decided that a cooling-off period was in order, to give the government time to reconsider its position and to open the door to negotiations.

The executive asked locals to postpone job actions (but not other actions such as letters, meetings with MLAs, rallies) until after January 31. It also sent a telegram to Premier Bill Bennett, Evan Wolfe, and Brian Smith, announcing the moratorium on job action and offering to negotiate with no preconditions.

During the Christmas holiday, Wolfe responded with an offer to have the government's superannuation commissioner meet with federation representatives, although the terms of the meeting were vague.

On January 5, the federation responded, indicating its understanding of Wolfe's offer and agreed to a meeting. Later the same day, the superannuation commissioner phoned and a meeting was set.

A lot has happened in a short time. Thousands of teachers took job action and thousands more prepared to take job action, upholding the federation's tradition of defending its retirees.

Rallies are being planned — in January, Prince George and Kamloops, and in February, Chilliwack and Terrace — as well as future job action after January 31, if necessary.

Teachers can be proud of their actions, which were consistent with the struggles of teachers in the past which won the gains we are trying to regain.

— Al Blakey
President

Fun with figures

Fun With Mathematics, a journal published eight times a year containing supplementary materials in mathematics for Grades 5 to 8, is available to classroom teachers for \$1.50 an issue (you receive 10 copies of each issue), or \$10 a year.

Cheques should be made payable to the Ontario Institute for Studies in Education and should be sent to Mary Stager, Office of Research and Development Studies, OISE, 252 Bloor Street West, Toronto M5S 1V6.

No details of meeting revealed

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BCTF representatives (First Vice-president Larry Kuehn, Pensions Committee chairperson Rick Sullivan, Economic Welfare staffers Mike Midzain and Bruce Watson) was held in Vancouver January 8.

The content of the discussion is being kept confidential. Both sides agreed to say only that they had had a "useful discussion" and that they would hold further meetings "in the near future."

The fact that further meetings are planned is a hopeful sign: obviously the two parties found the first meeting worthwhile.

New information on the pensions issue will soon be available. The BCTF has commissioned a consultant to undertake a detailed study of the Teachers' Pension

SW person sought; 3 others join staff

The BCTF is advertising the position of administrative staff member responsible for the federation's status of women program.

The term of the incumbent, Peggi Hall, is up this year.

The job involves designing, co-ordinating, and implementing the status of women program. Starting salary is \$35,276 and benefits include a dental plan, group insurance and a car allowance.

The position is for a two-year term, starting in August. Application deadline is February 17. For more information, contact the Personnel and Administrative Services Division of the BCTF.

The position has also been advertised in the province's major daily papers on January 17 or 18.

Meanwhile, three new persons have been appointed to the BCTF's administrative staff, and two others are leaving.

Gale Tyler, who started January 5, joins the Professional Development staff and will work on the scope of bargaining campaign as it relates to PD issues. She is

Fund and the investment and funding policies on which it is based.

The consultant's written report will not be available until the Representative Assembly meets January 29. However, a preliminary oral report indicated that the consultant will point out additional avenues for exploration.

The mood of the Executive Committee, which discussed the pensions issue at length at its January 9-10 meeting, seemed cautiously hopeful that the matter may be resolved through technical discussions and later negotiations between Blakey and Wolfe.

However, at the same meeting the executive approved a tentative plan for further job and political action, to be recommended to the RA if the talks bog down.

Some executive members were concerned that their adoption of this action plan could be seen as evidence that the federation is not negotiating in good faith.

a former member of the BCTF executive and chaired the Status of Women Task Force (predecessor of the present standing committee) for four years.

Nora Grove joined the PD staff on January 5 on a maximum six-month term appointment. She is to develop and co-ordinate a stress counselling program. She was the BCTF's status of women co-ordinator in 1975 and 1976, and also served on the Learning Conditions Committee, and the Status of Women Committee and, before that, the Task Force.



Nora Grove

But Blakey makes it clear that the plan at this point is a contingency provision, to be used only if all else fails.

"We'll actively pursue negotiations as long as there seems to be some chance of an acceptable settlement," Blakey said. "I hope we won't have to use the action plan. But we must be prepared for every possibility. We owe it to the membership to be ready to go ahead with even more forceful action after the cooling-off period expires, if we haven't been able to achieve a solution."

The six-week cooling-off period ends January 31.

The new action plan calls for February to be used for the development and promotion of a referendum vote on a province-wide one-day withdrawal of services by all teachers.

It also envisages a provincial work-to-rule campaign from March 23 to April 3.

If the membership approves the one-day walkout, it would be held on April 6.

The final stage of the action plan calls

for a vote by the Annual General Meeting (April 12 to 15) on teachers' right to full collective bargaining on all issues.

The current truce in the pensions battle followed a major rally in Vancouver, when about 3,000 teachers from Vancouver Elementary and Secondary, New Westminster, Coquitlam and Langley.

The demonstration effectively closed schools in much of the Lower Mainland. The day began with the QE Theatre rally, where Canadian Teachers' Federation President Paschal Chisholm brought the support of other Canadian teachers' associations, and a petition to Bill Bennett was circulated for signatures.

The teachers then marched to the B.C. Hydro building, to emphasize the fact that teachers' pensions have gone into low-interest loans to the public utility, and on to the old courthouse.

Meanwhile, a BCTF delegation flew to Victoria with the petition and presented it to Bennett.

Fergusson nomination deadline February 20

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

Nominations may be made by any member of a 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 received by the general secretary at the BCTF office not later than February 20. Each nomination must be accompanied by a brief, giving a full description of the work for which the award is requested, plus supporting documents.

Supporting statements should state explicitly what the nominee did that was exceptional and successful. Statements of support should be submitted by as wide a variety of people as possible.

Nominators are reminded that names are considered for three consecutive years and that people may be nominated more than once. Further information may be submitted on nominees whose names are still on file.



Gale Tyler

Chalk talk

What's it like to be a teacher? Tom Jordan of Salmon Arm tells the minister

Of the hundreds of briefs submitted to Education Minister Brian Smith during his fall tour of the province, few described the teacher's condition as simply and clearly as did this one by Tom Jordan of Salmon Arm.

I have been a classroom teacher for 20 years. I am not a gifted teacher, but I have been sincere, dedicated, hardworking, and reasonably competent. However, in recent years discontent, annoyance, and disinterest have had some effect on me. My workload during certain semesters or school years has been so great I need to perform like a machine in order to survive. This means working a minimum of 10 hours per day, a short lunch break, no coffee time — and longer hours when involved in meetings and extra-curricular activities.

I have done other kinds of work, work that has been dirty and hard and involv-

ing long hours. But none of it was as tiring and wearing as my teaching job has become in recent years.

This mechanical motion is in contrast to a "humanist" educational system. You may bombard me with financial statistics and pupil/teacher ratios and these will make my job appear as pleasant as being in a cocktail lounge. However, the situation must be like foreign aid where the majority of the benefits do not get to the intended recipients.

Perhaps there are too many objectives, some of them conflicting; and an ill-defined priority order of the objectives. Anyway my workload has increased from four general directions:

1. By a greater number and a higher percentage of students having a variety of social ills and/or a lesser ability to perform academic work.

2. By inclusion of new programs and policies whereby the surplus work of

other school personnel falls into my in-basket.

3. By the Ministry of Education having students carry more courses.

4. By being on the semester system.

As a teacher, I am not objecting to the existence of these conditions in the school system. But they have complicated my job by scope and by quantity. How much so? Enough so you can feel a loss of respect between teacher and student. There are other considerations too. In a semester where I teach a full four courses, with no allotted preparation time, I spend an extra 120 hours in classroom instruction time plus another 120 hours in preparation time. This 240 hours divided by a 40-hour week would be six weeks of work for doing a job that sounds relatively simple on paper; but would anyone tack that extra work on a butcher, baker, or MLA without compensation?

The extra assignments might be acceptable if it could be stockpiled and done another day. But the teacher's work needs to be done by tomorrow, it cannot be done tomorrow. This distinction is extremely important and it is a necessity

day by day whether for a semester or for a year.

A harassed person begins to think differently. Our school office has had an air-conditioner for years and it has never bothered me. Most of the schoolrooms do not have one. Now I ask, Is this a sign of the priority order of our educational system? If so, my request is needless, for I do not care for an air-conditioner, drapes, carpets, nor a teacher's aide. However, I do feel those who enjoy the air-conditioner should be those doing the extra six weeks' work.

If by some chance classroom instruction has a reasonable rank in the priority order of our educational system, then my requests are:

1. A reasonable time allowance for preparation so one may be competent.

2. A job description that has limits which are realistic and obtainable.

3. A workload that is manageable so that objectives are actively accomplished rather than said to be accomplished.

I can only feel justified in teaching when I deal directly and personally with my students.

If pensions indexing is the 'wrong' issue, what is right one?

I have just read Mr. Almond's letter (*BCTF Newsletter*, December 10) which explains why, as a retired teacher, he cannot support the protest to the Sacred action on teachers' pensions. First, let me say that I am sorry that Mr. Almond decided to be a teacher some (few?) years ago. His knowledge of the system, now operating in North America and other parts of the world, is such that he could offer little inspiration or help in building a society in which men and women, all over the world, would co-operate with each other on all levels instead of competing and destroying each other in wars, roughly speaking, 25 years apart.

In his second paragraph, he says "raw political power . . . is being used in the wrong issue," but does not say what the correct (right) issue is. I suggest that the correct "issue" is the building of a (world) society in which people live in accordance with nature's laws (love and co-operation) and not competition and hate. The reader is invited to attach any label (s)he wishes.

His next paragraph briefly states that no responsible government can continue to guarantee fully indexed pensions which simply states to me that no government can distribute its increasing productivity to the population. Immediately I asked myself, "why?"

The next paragraph deals with the claptrap of the system I have rejected for nearly 50 years; inflation, real income, wages, consumer prices and concludes with a quote from Gerald Bouey, "... it is everyone's responsibility to try to maintain the value of the Canadian dollar."

My answer is that it is everyone's responsibility to get rid of a system that is incapable of distributing its incredible abundance to those who create that abundance (workers); to train children to respect and love nature (all creatures) and not to poison, exploit, pollute and spend a big fraction of our income on war.

For centuries, courageous individuals in all races and nations have urged their fellows, by precept and deed, to share, to help, to co-operate. Whether in the fields of science or art, industry or education, religion or law, many heroic men and women have, at terrible suffering or loss of their lives, struggled against bigotry, tyranny and superstition to point the way to a better life for all. In drawing together and demanding their fair share, teachers are doing what is correct. My complaint is that they failed to do this 30, 40, 50 or more years ago. I rejoice that the awakening by so many has finally come and urge them to remove the government which is treating them, and others, so unfairly and dishonestly, and elect a government that will serve the needs of every citizen.

"Cat will meow and dog will have his day" — Hamlet.

—Morris Carrell
Retired
Vancouver

4/JANUARY 15, 1981

Two of the federation's elders lead off a ringing debate on pensions

Charlie Ovans, general secretary during the last pensions battle in 1971, declares . . .

Like H. Almond (Letters, *BCTF Newsletter*, December 10), I find myself out of sympathy with the current BCTF pension campaign. I think that my interests as a retired teacher are being ill-served rather than well-served by it.

"Oh what a tangled web we weave when first we practise to deceive." This bit of wisdom is particularly true when the original deception leads to self-deception.

Inevitably in the wake of self-deception flow hypocrisy, delusion and irrationality.

The BCTF campaign, like all propaganda campaigns, is based at best on half-truths, as witness:

1. Yes, it is true that civil servants enjoy full pension indexing while adjustments to teachers' pensions are limited to 8 per cent. But while teachers this year are demanding and winning salary increases in the 11 to 12 per cent range, civil servants are stuck with the 8 per cent adjustment flowing from a three-year contract they entered into last year. Their higher pension index is calculated on a lower salary base.

Furthermore, at the same time as the teachers are demanding a 12 per cent or higher indexing maximum for themselves, BCTF non-administrative staff members who work for teachers find their pension index capped at only 4 per cent.

2. Yes, it is true that on the output side in the matter of indexing teachers are being treated less favorably than are civil servants. But on the input side teachers can have no valid complaint. Government supports the teachers' pension fund as generously as it supports the other public service funds.

3. Yes, it is true that politicians have provided for themselves full pension indexing while they seek to limit teachers' indexing to 8 per cent. This is unfair. But it is not the politicians who would be putting up the money needed to provide full indexing for teachers. The public purse out of which pensions are paid is filled with money people have paid through direct and indirect taxation. Many of these contributors either have no pensions other than old age security and guaranteed income supplements or the private pensions they do receive are not indexed. This is all the more unfair in that the people

in real need are in this category. No teacher who at the time of retirement had 35 or more years of service to his credit is today in real need. In fact many, like myself, have in retirement more disposable income than they ever had in their active working lives.

4. Yes, it is true that moneys in the teachers' pension fund are very conservatively invested. A more aggressive investment policy would (or might?) produce greater earnings and therefore make possible higher benefits. But teachers themselves over the years have insisted that pension funds be invested only in 100-per-cent safe securities. So conservative have teachers been in this regard that around 1958, when the existing BCTF building was being planned, a proposal to finance construction by borrowing from the teachers' pension fund was soundly defeated by the Annual General Meeting. In any event, all government-sponsored public-service pension funds are invested in government or government-guaranteed bonds.

5. Yes, it is true that the government is refusing to negotiate on the issue of pension indexing. But, it is also true that government earlier in good faith negotiated with teachers a pension package which was freely accepted by teachers. The teachers unilaterally reneged on this agreement. There would be a parallel situation if the civil servants now were to attempt to abrogate what in hindsight appears to be an inferior salary contract. There was a time when the teaching profession would not have considered or countenanced the breaking of any freely accepted agreement. There were even occasions when teachers threatened strike action to support demands that school boards honor agreements.

On a more general note, the claim of some active teachers that they are selflessly fighting to protect their retired colleagues against inflation smacks of self-righteousness. The government has not denied teachers full indexing. It has merely refused to put more public money into the indexing fund. If the active teachers truly wish to be selfless — and I'm confident retired teachers generally don't expect or wish this — they can always increase the level of their own contributions. The money wasted

already on ill-advised and futile political demonstrations would have paid for full indexing at least for several years ahead.

More important still, when are we all going to recognize that there is no protection against inflation? Indexing in the long run only fuels more inflation. In Israel where everything that can be indexed is indexed for everyone without discrimination the rate of inflation is running at 135 per cent. The only thing that keeps the economy afloat is massive annual injections of American aid.

On a small scale I once tried raising pigs. From this experience I learned that when the feed trough is full, pigs will eat contentedly together side by side. As soon as the trough shows signs of becoming empty, however, mutual acceptance and toleration are replaced by butting, shoving, grunting and squealing as each pig strives to get more than his neighbors. It would seem today that the only difference between pigs and humans is that humans try to hide their greed even from themselves behind the cover of sophistry.

Inflation is a signal that the economic trough is becoming empty. If one group in society in the guise of indexing or any other ruse gets more than its fair share, others must get less.

The only source of wealth is the production of real goods and services that support and sustain human existence. Money is only a symbol, a token, of real wealth. Its function is simply to promote and facilitate exchange. Pouring more money into a pension fund, or into any other social service, when that money is not backed by real wealth, is like pouring water into pig feed to make it go further.

There is only one solution to the problem of inflation and that is to bring production and consumption into balance. Either as a people we must produce more to make a higher standard of living possible or we must realistically accept lower standards of living. Likely we will have to do both — at least in the years immediately ahead. The hard truth is that the future holds no hope for anyone until and unless we start getting smarter, becoming wiser and acting more selflessly.

If teachers insist on demanding more than their fair share from the public purse, let them not be surprised if they are called piggish. And it is accepted that pigs are both greedy and stupid.

—Charles D. Ovans
North Vancouver

Dave Smith, retired teacher and former chairperson of the Pensions Committee, replies . . .

It is with some trepidation that I undertake to reply to a letter composed by one of the most literate and articulate of my BCTF acquaintances. Nevertheless, it must be done.

Mr. Ovans writes five paragraphs beginning, "Yes, it is true . . . but . . ." Here is my reply to each:

1. The statement is made that the "civil servants" have full indexing and we do not. That statement is *not* true. Amendments to both pensions acts permit the cabinet, by order-in-council, to set within limits the scale of escalation payable to each class of pensioner. If the same decision is made in respect of each act, the result will be approximately 3 per cent higher scale of adjustment to the public servants.

2. The theory that preferential treatment of public-service pensioners is a reward for a low settlement on the wage front I find incomprehensible. The official explanation is that the public-service pension fund is in better financial condition than is the teachers'. We know why. From 1941 to 1974, a period almost exactly coinciding with Mr. Ovans's service, the BCTF submitted to plans which had employer contributions at lower rates than their own. When the employer has contributed a greater share for 34 years the account will be squared.

3. The argument in this paragraph boils down to: "Teachers have no right to pensions at all because there are many people who do not have them." Obviously, the solution lies not in reducing standards but in promoting policies to raise the standards of others. The BCTF sparked unions into action in the field of pensions, which they had previously ignored. I myself am a firm advocate of improvements in the Canada Pension Plan and perhaps of a B.C. universal plan to supplement it.

Mr. Ovans gives us one clue. He states that highly paid administrators with long service do not need full escalation. I suggest that we keep that in mind when the bargaining begins.

4. Teachers are accused of dictating to government a conservative investment policy. We were given no choice. For 30 years we awaited the actuaries' reports in the hope that there would be enough money to increase pensions. They were increased from time to time, but always lagged behind those of our colleagues.

In 1969 we woke up. We did not insist on a change of investment policy. We simply asked for (and got) guaranteed benefits regardless of shortages in interest income. Our consulting actuaries now tell us that disregarding investment was a mistake.

5. The agreement-in-committee was a mistake. We did notify the government of our realization *before* legislation came down. But, even so, nothing in the "agreement" justifies the government's retaining the power to define excess interest as it sees fit and to set unilaterally the terms of capitalization.

6. There follows a treatise on the economics of inflation in which we are compared to pigs.

Charlie! For many years you led the fight to lift the economic status of teachers. How many times did your opponents use that unflattering analogy?

We are continually bombarded with propaganda lauding the free-enterprise competitive system and denigrating co-operative planning. Of course the answer to inflation is to fill the trough. This can be accomplished by putting unemployed people to work and by using to the full our plant capacity.

7. But how can pensioners answer such a clarion call? By raising pigs in their backyards?

And First Vice-president Larry Kuehn adds . . .

The retirement plan for BCTF staff members not covered by the teachers' plan has a very different distribution of benefits from that of the teachers' pension plan.

The joint committee has concluded that "the staff's retirement benefits . . . are, in aggregate, as favorable as those enjoyed by teachers."

The current distribution of benefits — which does not include full indexing, but rather a high return of capital when an employee quits — was chosen by the staff in 1975.

The staff plan is under review. The BCTF executive favors full indexing for the staff but will not unilaterally alter the plan. Any changes will be negotiated.

Card scheme criticized

We, the undersigned teachers of Prince George Secondary School, take great exception to the Christmas card campaign urged upon us by the executive of the BCTF. There are still many among us who continue to honor, celebrate, and promote "the true Christmas spirit." To us, the sending of cards at Christmas time has been an honorable tradition, one of friendship and goodwill.

Clearly, the BCTF campaign violates and tampers with, and debases, one of our cherished traditions, and also makes us wonder about the sensitivities of those who decided on this course (coarse?) of action.

We need to present a positive front in regard to the pensions issues. If we are not careful, actions like this Christmas card campaign will only serve to alienate and weaken our membership support for executive decisions, if, in fact, it has not already done so.

This is one example of action leadership in which we refuse to participate. And we give back to them their "Bah, Humbug."

—Yoshi Hashimoto and 29 colleagues
Prince George

BCTF President Al Blakey replies:
The idea of a Christmas card was adopted by the Representative Assembly without comment.

Thanks

As retired teachers, we wish to thank the practising teachers for their stand on the restoration of the indexing of pensions. It is very heartening and gratifying for us to attend the rallies and see so many young people so involved and so concerned for the welfare of their retired colleagues. Keep up the good work! If the country can afford decent wages it can afford decent pensions for everyone — not just government employees.

—Mr. & Mrs. H. R. Libby
Vancouver

'Manipulation'

I was delighted for two reasons by the letter (Pensions: an example of 'mass manipulation') in your issue of November 14. It was a timely letter and also a rare achievement to gain publication "agin the Establishment," so to speak. It would be nice now to hear from the Establishment in reply.

—Georgina Gardner
Brentwood Bay

Here's an alternative pensions protest plan

After reflecting somewhat on the recent actions of our teachers to try to persuade our provincial government to index our pensions, I feel our executive are not providing enough leadership in offering alternatives to actions that tend to punish students and school boards in this dispute.

We have openly publicized our regret that our actions cause hardships for students, parents, and school districts. Therefore it behooves us to try to come up with alternatives to forcing students to stay home and become the scapegoats in our dispute.

I have always been an advocate of flexibility in our actions and beliefs. As reasonable people we must always remain flexible and open to alternatives.

Therefore, here is a reasonable solution to job action on our part that should bring the government back to the bargaining table:

1. If we must withdraw services in protest, then one-half of our teachers (possibly those most committed to the concept of political action) could withdraw their services.

2. Those withdrawing their services would prepare a day plan and their classes would be covered by other teachers who would not withdraw their services.

3. Those teachers who stay on the job would collect a day's pay. This amount would then be pooled and divided among all the teachers. In essence all teachers would receive about one-half of a day's salary for that day.

4. Those withdrawing their services would be required to attend the protest function organized for the day — not use the day to stay at home.

5. All students would attend school as usual.

The advantages of this suggestion are:

1. The children would not be denied instruction.

2. School districts would not be caught in the middle of the dispute.

3. Teachers would not have the respect of the public further deteriorated.

4. Financial hardships would be lessened by about half.

5. Those teachers who are committed to contract and wish to stay in the classroom would not be denied the right of doing what their convictions dictate. Those who wish to take up the cause and protest could do so.

6. Those withdrawing their services would be required to attend the protest function. Therefore, the BCTF can be assured (as opposed to hoping for) large numbers who will participate.

7. If one-half the teachers in the province were out on protest, I'm sure the numbers would be very impressive.

I hope that, if further action is contemplated in this pensions dispute the executive will recommend this approach.

—Gary A. Walker
Langley

JANUARY 15, 1981/5

The simple truth is, our plan is healthy

Information concerning the Teachers' Pension Fund is tabled in the legislature each year. Over the years we have come to accept the mystique surrounding the pension fund. We are told it is a complex system, difficult to comprehend and even more difficult to explain.

There should be no difficulty in understanding the following information. The balance in the Teachers' Pension Fund at December 31 in the years 1970 through 1980 was:

1970	— \$177,669,036
1971	— 196,246,583
1972	— 217,981,240
1973	— 242,173,560
1974	— 274,479,934
1975	— 321,941,314
1976	— 384,077,705
1977	— 446,208,499
1978	— 506,000,000*
1979	— 566,000,000*
1980	— 626,000,000*

*Estimated

Conclusions:

1. In the last 10 years the Teachers' Pension Fund has had a net increase each year. Since 1977 the net increase is averaging over \$60 million each year.

In 1977 the school boards of this province received \$4,682,756 as a reimbursement of Canada Pension Plan employer contributions. This money came from the Teachers' Pension Fund.

School boards have received such reimbursement since 1966. By 1977 the total was over \$28 million. It would not be unreasonable to suggest the total given to school boards by the end of 1980 will be close to \$40 million.

All districts can now name own sup'ts

As many as 60 of B.C.'s 75 school districts are expected to have locally-appointed superintendents by the end of this school year — the result of a recent amendment to the School Act regulations which allows any district to appoint its own superintendent.

Last year, only districts with at least 4,000 pupils could appoint their own superintendents. Before then, only districts of 20,000 or more pupils had that option. The ministry appointed superintendents for all other districts.

Fourteen districts will choose to stay with their provincially-appointed superintendents and one district is undecided, the ministry says. The other districts either already have locally-appointed superintendents, or have indicated they will appoint somebody.

"Districts will be able to get exactly the type of person they need to meet their specific needs," says Education Minister Brian Smith. "Yet under the terms of the School Act, superintendents will remain accountable to me for the quality of education provided. They must, of course, administer their districts in accordance with the many other provisions of the act."

He also said that the ministry has established guidelines for the recruitment of superintendents which will ensure that high standards are met.

Project PRIDE

Project PRIDE, a professional development program brought to you by the people who developed Project TEACH, is being offered by the BCTF beginning later this month.

The 15-session pilot course will begin January 27 from 7 to 10 p.m. at the BCTF building. The course costs \$35 and the instructor is Anita LoSasso of Vancouver.

PRIDE, incidentally, is an acronym for professional refinements in developing effectiveness.

This course will eventually be available to all B.C. teachers.

For more information, contact Pat Hamilton at the BCTF offices.

Lesson aids

Money is available from the BCTF Lesson Aids Service for teacher-initiated curriculum projects designed for classroom use.

Amounts of up to \$1,000 from a total fund of \$5,000 will be granted for projects related to multicultural education or social issues. Projects must be developed by ongoing groups of active BCTF members.

Projects should be completed by June 30, 1981. Deadline for applications is February 20.

Applications are available from the BCTF Lesson Aids Service at the BCTF offices.

Silviculture

Have you attended a Project Learning Tree workshop? Have you since moved? If so, your copy of the Project Learning Tree newsletter, *Leaflet*, may have been returned "address unknown" and the Canadian Forestry Association of B.C. would like word of your new location.

Leaflet is primarily an idea exchange among those using the Project Learning Tree manuals. But it also contains suggestions for seasonal class activities as well as listings of resource materials and programs. Please phone or send your address change to Project Learning Tree, care of 6/JANUARY 15, 1981

the Canadian Forestry Association of B.C., 410 - 1200 West Pender Street, Vancouver V6E 2S9; phone 683-7591.

Project Learning Tree is a program of indoor and outdoor resource-based lesson activities contained in two manuals (K-6; 7-12) and now being introduced by the Canadian Forestry Association of B.C. through special workshops all over the province. For further information, write to CFABC.

Multiculture

A national conference aimed at providing educators with practical ideas and materials for implementing multicultural programs will be held in Winnipeg from November 11 to 14.

For more information, contact Abe Peterson at 404 - 1181 Portage Avenue, Winnipeg R3G 0T3.

Sponsors rewarded

Teachers who sponsor Simon Fraser University professional development program students on their practica will now be allowed to take a free course at SFU in recognition of their work.

Sponsor teachers who work with Education 401 School Associates will receive a certificate exempting them from tuition for a three-semester-hour course, and sponsors of Education 405 students will be allowed to take a five-semester-hour course free.

SFU, the only B.C. university that rewards sponsor teachers, formerly gave them small honorariums, but these were found to be illegal under the School Act.

Museum workshops

The University of B.C.'s Museum of Anthropology offers a number of programs both for teachers and for students at all grade levels and in all subject areas.

Upcoming teachers' workshops include a series of six Tuesday night lectures, beginning February 3, on Northwest Coast native Indian culture, a three-week series on techniques of using museum collections, and a two-session workshop, on February 7 and 14, on maskmaking.

For more information, contact the Centre at the University of B.C., 2075 Westbrook Mall, Vancouver V6T 1W5, or phone 228-5087.

Festival Jeunesse

The fourth annual Festival Theatre Jeunesse will be held from April 27 to May 3 in Vancouver.

Festival Theatre Jeunesse was set up to promote French theatre to B.C. children. While encouraging imagination and creativity in the young, the festival promotes the use of French by having children participate in a cultural show entirely in French.

For more information contact Michel Brodeur at 104-853 Richards Street, Vancouver V6B 3B4. The telephone number is 669-5264. Registration deadline is March 27.

Call any vegetable

The Canadian Vegetable Kit, a teaching aid designed to encourage children to eat vegetables, is available free from the Food Advisory Division of Agriculture Canada.

The kit contains learning activities for three age groups: 6 to 8 years, 8 to 12 years, and 12 to 16 years.

Included is a poster featuring the 20

vegetables in greatest production in Canada. Handout material for each age group is designed for easy duplication.

To get a copy of the kit, write to Information Services, Agriculture Canada, Sir John Carling Building, Ottawa, Ontario K1A 0C7.

ACCC/CVA

The 1981 conference of the Association of Canadian Community College/Canadian Vocational Association will be held at the Winnipeg convention centre from May 30 to June 2. For more information, contact Ray Newman at Red River Community College, 2055 Notre Dame Avenue, Winnipeg R3H 0J9.

Ancient history

The B.C. Association of Teachers of Classics, a BCTF provincial specialist association, is sponsoring a workshop for teachers and aspirant teachers of Western Civilization 12, to be held at the BCTF Building auditorium on February 21.

The full-day workshop costs \$15 and you must register in advance. For more information, contact Bill Barazzuol in Vancouver at 736-0520 (school) or 263-0723 (home).

Calling all execs

The Canadian School Executive, a magazine for administrators, principals, and trustees, is available through the University of Alberta.

The magazine, published 10 times a year (monthly during school), is edited by two University of Alberta professors of education administration, and contains articles on supervision and evaluation, staff development, community relations, management, decision-making and leadership skills.

An annual subscription costs \$30, paid in advance, or \$33, if you wish to be billed. If you choose the second option, you can cancel your subscription by notifying the editors within 15 days of receiving your first copy if you don't like what you see.

Make cheques payable to the Canadian School Executive. The address is P.O. Box 20, the University of Alberta, Edmonton T6G 2E0.

Nakusp reunion

If you taught students born between 1918 and 1936 in Nakusp, Glenbank, or Brouse, and are interested in attending a school reunion in August, contact Milton Parent at 8220 Gilley Avenue, Burnaby V5J 4Y5 to make sure he has your address.

Gifted children

The 1981 World Conference on Gifted and Talented Children, focussing on the abilities and problems of the gifted child in school and in society, will be held in Montreal from August 21 to 25.

The main speaker will be Burton White, Director of the Centre for Parent Education in Newton, Massachusetts.

The conference will also feature films,

concerts, exhibits, and discussion sessions. For more information, contact Victoria Lees at 772 Sherbrooke Street West, Montreal H3A 1G1.

Pearson reunion

A 20th anniversary reunion of 1961 Lester Pearson high school graduates will be held this summer. For more information, contact Craig Young at 1608 - 108 Avenue in Dawson Creek V1G 2T6, or Fred Mussato at 522-5207 in the Lower Mainland.

Mainstreaming

The Quebec Association for Children with Learning Disabilities is hosting the first national educational forum on mainstreaming, March 18 to 20 in Montreal.

More than 3,000 people are expected to attend, and speakers will include Linus Pauling, William Glasser, Daniel Fader and Wolf Wolfensberger.

Delegates will receive a specially-published *Mainstreaming Library Collection*, which will contain references, resources, reprints and research on mainstreaming. One chapter will be called *Mainstreaming in Canada: a directory of programs, projects and people working towards integration of the learning-disabled*. To prepare this, conference organizers need your help. Please send information about any mainstreaming program you are involved in to QACLD-AQETA Congress 1981, Directory, P.O. Box 997, Snowdon, Montreal H3W 2N2. More information about the conference can also be obtained from that address.

Normal reunion

The Victoria Normal School teacher training class of 1930-31 is having a 50th anniversary reunion next May 11 and 12 at the University of Victoria. For more information, write to Box 1700, University of Victoria, Victoria V8W 2Y2. The telephone number is 376-5304.

Young artists

The second biennial B.C. Young Artists Exhibition is planned for the winter of 1981-82, but entries must be submitted next March.

The 200 winning works, selected from entries from B.C. school children from throughout B.C., will be shown in Vancouver next September and October, then go on a tour of the province from November, 1981 to June, 1982.

The exhibition will be limited to paintings, drawings, prints and two-dimensional collages submitted by people who will be under the age of 19 on September 1, 1981. Entries will be accepted March 9 to 27 at the Teacher's Centre, 123 East 6th Avenue in Vancouver.

Details will be circulated by the Ministry of Education. More information can also be obtained from the show's organizers, the Emily Carr College of Art outreach program, 1399 Johnston Street, Vancouver V6H 3R9. The telephone number is 687-2345.

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.

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T. A. MYERS

Editor

RALPH MAURER

Editorial Assistant

Executive proposes \$274 BCTF fee

Is membership in the BCTF worth \$274 to you? The Executive Committee thinks so, and is recommending that as the figure the Annual General Meeting should adopt in April when it sets the 1981-82 fee.

That's an increase of 28 per cent over the current year's fee of \$214, but salaries themselves are up about 12.5 per cent so the real increase is much less.

The process of establishing a membership fee begins with the Finance Committee, which estimates the amount of money the federation will need the following year, taking into account two BCTF policies: that, in general, current year's operations should be financed from current year's revenues, and that as an objective, the BCTF should achieve a cash position that would eliminate the necessity of borrowing funds at any time during the fiscal year to meet current operating expenses.

To meet those goals, the committee recommended for next year a fee of 1.06 per cent of the (estimated) mean annual salary of BCTF members. That works out to \$300, based on an estimated salary expected to be close to \$28,300.

Last year's fee was set at .86 per cent of mean annual salary, despite the committee's recommendation of a .93 per cent fee. Partly as a result, the BCTF is now in a position of having to borrow to get through the summer months, before any membership fees come in.

The 1.06 per cent figure recommended by the Finance Committee would put the BCTF back into a non-borrowing position in one year. But the executive decided that this was not necessary, and adopted a plan that would bring the BCTF finances back to the desired state over three years.

The .97 per cent fee — \$274 — recommended by the executive allows for

current year's programs to be financed by current year's revenues.

The executive also considered a proposal by past president Pat Brady for a .91 per cent fee, but rejected it in favor of the .97 per cent fee.

Executive member Steve Norman pointed out that the BCTF policies use the phrases "in general" and "as an objective."

"When the AGM passes policies, they are taking cognizance of the fact that you can have an unusual year, and this is an unusual year," he said. "We should look at this in terms of two years or three years. I don't think we should try to (achieve a non-borrowing position) in one year."

The Representative Assembly will make its own fee recommendation to the AGM, and the Finance Committee can also make its own recommendation. Also, the Executive Committee can change its recommendation between now and the AGM. Last year, both the RA and the executive recommended the .86 fee that was eventually adopted, and the Finance Committee made a separate

Salary increases average 12.6%

With the completion of 15 arbitrations, salary bargaining is over for another year. The overall average increase on scale, including the results of last year's two-year deals, is about 12.6 per cent. Arbitration results ranged from 12.1 to 13.1 per cent.

Sixteen of this year's agreements were "satellites," where final results will be determined by regional or provincial averages. A number of those include additional amounts as catch-up to parity with other districts.

Two of this year's objectives were elimination of or compensation for noon hour supervision assignments and a limit on assigned hours of work to allow adequate preparation time for all teachers. In most cases these objectives were countered by school boards with the argument that they were not negotiable or arbitrable within the provisions of the

School Act, which governs teacher bargaining.

However, quite a number of locals achieved commitment to joint committee study and report on these issues for future action, and three arbitration boards accepted jurisdiction on the matter of compensation for noon hour supervision as a "bonus" item. Two arbitration boards, while accepting jurisdiction, made no award, giving lack of precedence or insufficient evidence as reasons. The arbitration board for Vancouver Island North awarded payment at the rate of \$20 per hour to any teacher whose noon hour supervision exceeds three hours per week. The Vancouver Island North Teachers' Association estimates that this could affect six schools.

The school board has indicated that it intends to initiate court action challenging the right of the arbitration board to make such award.

—Mike Midzain
Economic Welfare division

Family choice

Transcripts of speeches made at Simon Fraser University's conference last May on the voucher system of financing education are available from the resources centre at the BCTF building.

Committee vacancies

The Executive Committee has passed a motion that for the rest of the 1980-81 year, committee vacancies that arise during the year will not be filled right away, unless the executive decides that the continued vacancy would disrupt the work of the committee.

Regional co-ordinator positions will continue to be filled when they become vacant.

Committee vacancies will be filled in May or June, when appointments are normally made to fill vacancies created when terms expire.

Vacancies already advertised in the *BCTF Newsletter* will be filled.

LC co-ordinator

A learning conditions co-ordinator for the metro area is sought. Application deadline is January 30, and the appointment will be made at the March 6 and 7 Executive Committee meeting. For more information, contact Jacquie Boyer at the BCTF offices.

PD co-ordinator

Professional development co-ordinators are sought for the metro area and South Okanagan. Application deadline is

January 30, and the appointment will be made at the March 6 and 7 Executive Committee meeting. For more information, contact Jacquie Boyer at the BCTF offices.

Library bulk purchase plan

The Ministry of Education has established a selection committee for its library bulk purchase plan and has requested two BCTF representatives.

Applicants should be knowledgeable about school libraries and selection policies.

Application deadline is February 20. For more information, contact Jacquie Boyer at the BCTF building.

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 the areas of cooking and hospitality services, and health and human services.

Nomination deadline is January 30. For more information, contact Jacquie Boyer at the BCTF offices.

Letter grades out for K-3

The minister of education has ruled against the use of letter grades in reporting pupil progress to parents of children in the primary Grades K to 3.

Letter grades will be optional for Grades 4 to 6 and mandatory for Grades 7 to 12.

The minister's ruling overrules the current draft of the Administrative Handbook, which proposes mandatory use of letter grades at all levels.

The ruling on reporting was one of a second batch of announcements made by Education Minister Brian Smith on December 17 as a result of his series of education forums around the province. Primary teachers everywhere opposed the use of letter grades for their pupils.

Smith also said regulations will be changed to allow school districts to set up programs under which kindergarten teachers will spend the first two weeks of the school year visiting the parents of their new pupils.

The minister announced that, as a way

recommendation for a .93 per cent fee.

The teacher contribution to the Salary Indemnity Fund — long-term sick leave — was also discussed, and may be reduced next year. The Finance Committee recommended that the old formula of a contribution of .2 per cent of actual salary be retained. The executive endorsed this recommendation, but has asked the Income Security Committee to study the possibility of reducing it.

The Salary Indemnity Fund is in good shape, and in recent years benefits have been improved significantly.

UHill wins award

University Hill Elementary School in Vancouver has won an Award of Merit from the (American) National School Public Relations Association for a booklet introducing the school to new parents in the community.

The booklet was prepared by UHill staff with help from Jim Smith of the Vancouver School Board.

of dealing with declining enrolment in some districts, school boards will be allowed to pay (at their own expense) a pre-retirement allowance to permit selected teachers to retire two years before the mandatory age.

Principals reporting on teachers will no longer be restricted to rating the teacher as either "satisfactory" or "unsatisfactory." The minister's announcement said regulations will be revised "to allow a greater range of comments to describe more accurately a teacher's full range of abilities."

The ministry will produce a "shorter, more usable" version of the elementary school self-evaluation booklet.

Again overruling the current draft of the Administrative Handbook, the minister has ruled that the prescribed number of courses required for graduation will remain at 12. But students will be advised to take 14 if possible.

In future there will be two graduation certificates: the current Dogwood Certificate for all graduates, and a special supplementary certificate for those who pass scholarship exams.

A third set of announcements stemming from the minister's forums is expected in February.

The second group of PD associates would lead existing PD workshops on stress management, communicating with parents, et cetera.

Applicants will be asked to indicate their choice of which group they wish to work with.

PD associates must commit themselves to at least five days of service for the BCTF during the school year. All expenses for providing these workshops will be paid for by the BCTF. There is no honorarium but additional training will be available during the year as recognition for this voluntary service.

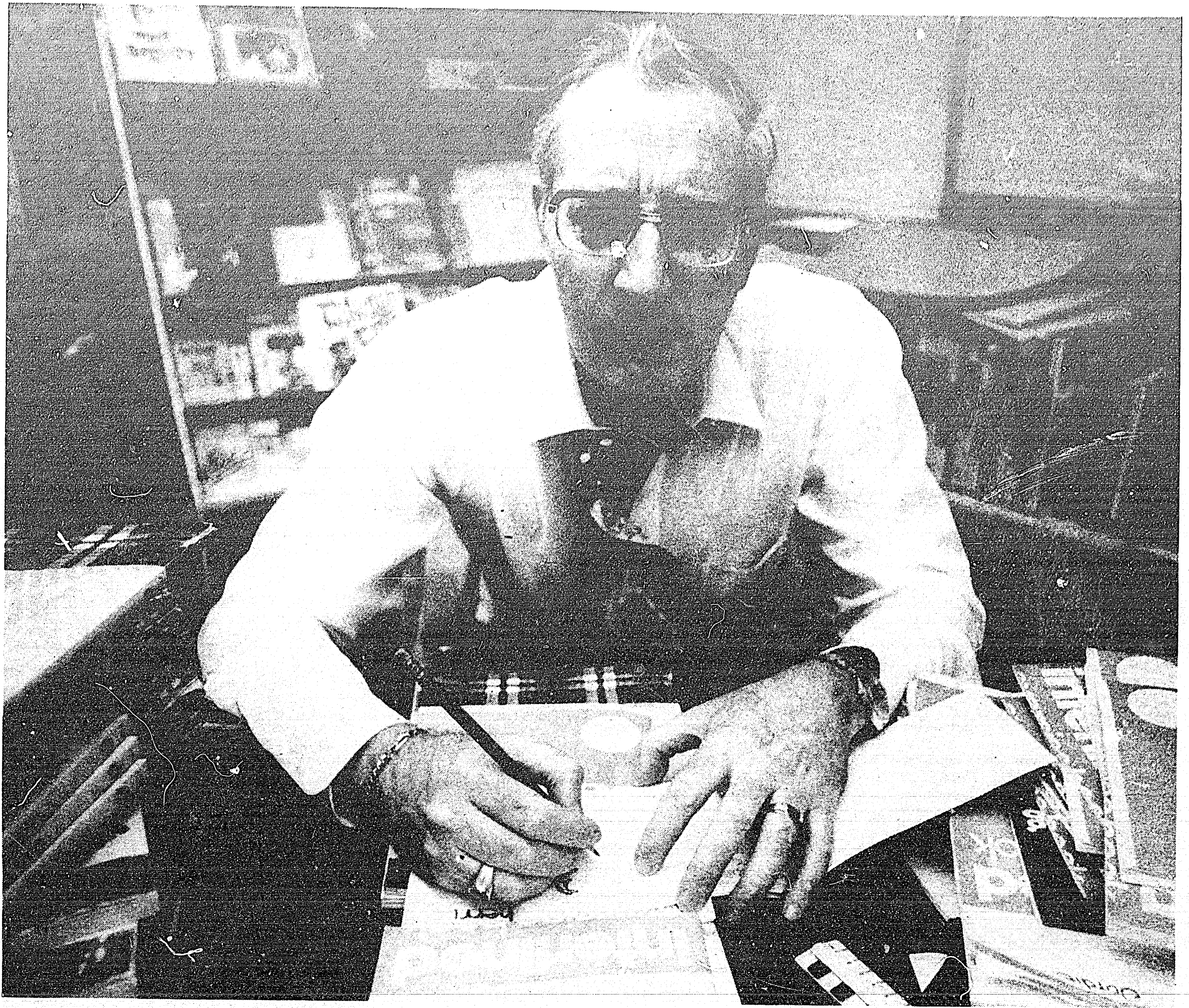
For more information, contact Marie Kootnikoff or Marilou Long at the BCTF offices.

Application deadline is February 20.

Provincial science assessment

The Ministry of Education has asked the BCTF to nominate up to 80 teachers to serve on panels and committees relating to the 1982 Science Assessment.

Length of service will be various periods during 1981-82. Application deadline is February 20. For more information, contact Jacquie Boyer at the BCTF offices.



What did you learn in school today, teacher?

A few years of teaching can destroy the idealism and optimism that started you on your career. Teaching seemed a lot easier when you were reading about it at university. Now, getting the kids' attention takes all your energy, leaving none for teaching itself. And you forget that you should be getting something out of school, too.

Project TEACH has helped thousands of your colleagues discover the joys of teaching. Project TEACH will teach you the techniques and tricks that have worked for others. How to talk to your students. How to listen. How to recognize them as individuals. How to achieve the classroom atmosphere you need to do your job.

Project TEACH courses are starting throughout B.C. now. To find out more about it, contact the Project TEACH instructor in your area.

Project T.E.A.C.H.

Teacher Effectiveness and Classroom Handling

Instructors teaching spring courses

Agassiz **Georgina Spies** Home 796-9481 School 796-2161
 Burnaby **Les Phillips** Home 461-7282 School 939-6656
 Campbell River **Helen Moats** Home 285-3560 School 286-6285
 Cassiar **Owen Corcoran** Home 778-7638 School 774-2593
 Coquitlam **Judith Yep** Home 463-4047 School 941-6144
 and **Melanie Zola** Home 941-7278 School 464-5813
 Courtenay/Comox **Dianne Hing** Home 338-6617 School 338-9262
 Creston **Donald White** Home 428-7651 School 428-2274
 Dawson Creek **Joan Maurer** Home 788-9278 School 788-2267
 Duncan **Diane Pollard** Home 758-5500 School 753-0121
 Enderby **Richard Thorne** Home 832-8569 School 832-7018
 Fernie **Ian Weatherley** Home 423-4937 School 423-4471
 Fort St. James **Tom Ueda** Home 996-7852 School 996-7126
 Fort St. John **Brian Cuthbert** Home 787-1998 School 785-2644
 Gulf Islands **Connie Edwards** Home 479-7737 School 385-9735
 Hope **Don Walmsley** Home 867-9797 School 867-9222
 Invermere **Linda Hoshizaki** Home 347-9735 School 347-9589
 Kamloops **Pat Somers** Home 376-0070 School 376-5586
 Kelowna **Sharon Johnson** Home 763-1036 School 764-4122
 Kettle Valley **Stephen Macdonald** Home 445-2254 School 449-2323

Kimberley/Cranbrook **Bill MacLeod** Home 427-3193 School 427-4110
 Kitkatla **Hank Stefaniak** Home 624-2921 School 624-6757
 Langley **Jack Teame** Home 792-3177 School 792-4257
 Mackenzie **Kerry Firth** Home 562-5292 School 964-4431
 Maple Ridge **Maureen O'Sullivan** Home 434-6131 School 467-1101
 Nakusp **Paul Whalen** Home 265-3447 School 265-3664
 Nanaimo **Diane Pollard** Home 758-5500 School 753-0121
 Port McNeill **David Manders** Home 956-3900 School 956-3394
 Powell River **Wayne Hanson** Home 485-4339 School 485-2759
 Princeton **Harriet Bawtinheimer** Home 492-8273 School 492-3139
 Quesnel **Jill Lebedoff** Home 747-1912
 Revelstoke **Richard Thorne** Home 832-8569 School 832-7018
 Richmond **Michael Kliman** Home 271-4057 School 278-1113
 Smithers/Hazelton **Jaak Mardiste** Home 486-5603 School 847-2211
 Surrey **Wally Kurth** Home 536-6878 School 588-5481
 Trail **Virginia Clover** Home 364-2779 School 368-5591
 Vancouver **Sam Fillipoff** Home 228-8185 School 291-4363
 and **Norma Mercer** Home 936-6957 School 874-9115
 Vernon **Dan DeGirolamo** Home 545-5698 School 545-0597