

# BCTF Newsletter

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Kay Sigurjonsson seems to be indicating the way to go as she tells geographical representatives of Ontario's experience with teachers' right to strike.

## The right to strike: 'Try it — you'll like it'

### Ontario federation official says her members find it serves them well

B.C. teachers thinking about seeking the right to strike will find encouragement in Ontario's experience with that weapon. Ontario teachers have had the right to strike for six years, and have found that they like it that way, says Kay Sigurjonsson, executive secretary of the Federation of Women Teachers' Associations of Ontario.

Sigurjonsson, responsible for the FWTAO's collective bargaining, told the winter Representative Assembly that although the strike weapon is rarely used (98 per cent of contracts are settled without a work stoppage), Ontario teachers, once reluctant to gain the right, wouldn't do without it now.

She took it as a "given" that B.C. teachers want a broader scope of bargaining than they now have. "I'm going to assume that everybody in this room, that every sane person, believes that collective bargaining should include all terms and conditions of employment," she told the

*This story is one of three in this issue focussing on the question of teacher bargaining rights — an issue that pensions has pushed out of the limelight this year.*

*On page 4, a report on teacher bargaining options prepared by lawyer David Yorke is summarized, and Ken Smith of the BCTF's Economic Welfare staff reports on a conference he attended on the subject of teacher bargaining rights.*

geographical representatives, who seemed by turns charmed and mildly shocked by Sigurjonsson's blunt speech.

She also discounted the value of learning conditions contracts and other non-monetary concessions won by teachers here in recent years. B.C.'s booming economy means teachers have a lot of clout, she said, but as soon as times get tough, those "contracts" will go out the window.

"You should be getting that law (full bargaining rights and the right to strike) now while you have the upper hand, because what we discovered was that as soon as we had a teacher surplus, all those trustees who had been willing to accommodate virtually everything we asked for discovered they were no longer able to afford reduction of class size, preparation time, and all the other things we had fought for," she said.

"We discovered teacher influence wasn't worth a hoot. Power comes from the barrel of a gun; power comes through the law."

The form of the legislation doesn't really matter, she said. What counts is that teachers are given the right to bargain for all terms and conditions of employment, and the right to strike. (In Ontario, school boards can lock out — but only after a strike has begun.)

In Ontario, either party can at any time during negotiations choose between binding arbitration and strike/lockout to resolve the dispute. "That can be bad news for teachers," Sigurjonsson warned. "Suppose you come to a breakdown, an impasse, and you really know your teachers don't want to go out on strike, and yet you're afraid your board will not

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## Teachers to decide pensions actions

BCTF members will be asked to vote next month on a possible province-wide one-day withdrawal of services and on a series of rotating work stoppages.

The Executive Committee and the Representative Assembly consider these actions may be necessary to back up the federation's attempts to resolve the pensions-indexing dispute.

Voting on the referendum will take place March 17.

If approved, the one-day withdrawal of services would occur on April 7. The rotating work stoppages would be held after the spring break if the federation's pensions objectives have still not been met by April 12, the opening day of this year's Annual General Meeting.

BCTF President Al Blakey has had a number of telephone conversations and one face-to-face meeting with Provincial Secretary Evan Wolfe, the minister responsible for teachers' pensions, during the six-week "truce" declared by the federation December 17.

That conference was a follow-up to a meeting between a federation delegation and Jim Reid, the government's superannuation commissioner.

Blakey outlined the substance of his conversation with Wolfe, and the details of a proposal that he put before the minister, at an in-committee session of the Representative Assembly.

He said recently that subsequent phone conversations have been aimed at expanding and clarifying the proposal, which is now being considered by the government.

Wolfe announced in a news release February 11 that Bill 29 will provide 10 per cent indexing this year, instead of the 8 per cent predicted when the bill was introduced. He said this results from im-

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## Pension plan study backs BCTF charges

A study by an independent pensions expert lends new strength to BCTF criticisms of the indexing provisions of Bill 29.

President Al Blakey says the study shows the situation is even worse than the federation had suspected.

The report of the study says Bill 29's new formula for indexing teachers'

pension is "inappropriate" and should be replaced.

But it goes beyond that. It says the government's policy of investing teachers' pension money in government bonds is "economically inefficient" and that other policies would yield higher returns. And it says teachers need and should have a firm voice in setting investment policies and in

seeing that the pension fund is well managed.

The study was conducted for the federation by Paterson, Cook Ltd., a well-known Vancouver firm of consulting actuaries. The first report on the study was presented by James Paterson to a news conference during the winter Representative Assembly.

Paterson made it clear at the news conference that the federation's objectives — restoration of full pension index-

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## Fee receipts delayed

Someday, we're told, we'll wonder how we ever survived without computers. But now, we can hardly live with them.

Thanks to some gargantuan problems encountered in converting to a new computerized fee processing system at the BCTF building, your

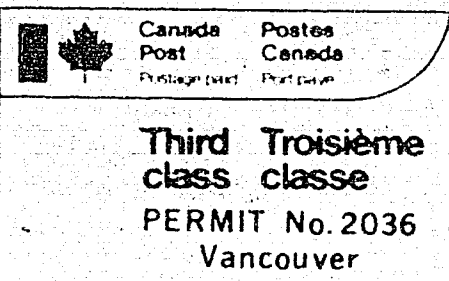
1980 income tax receipts for membership fees will be late. Staff in the membership department are working overtime to get these receipts out as quickly as possible; please help them by minimizing the number of telephone enquiries in the next little while.

The following information may help you in filing your 1980 income tax returns:

- If your fees are shown as a deduction on the T4 issued by your school board, then no further receipt from the BCTF is required.

- The provincial BCTF fee for calendar year 1980 was \$200.80.

- The amount of your local association fee may be obtained by contacting the payroll department of your school board.



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



# 1980 teaching force the biggest ever

High school enrolment is down, but elementary enrolment is up

**Wes Knapp**  
*Learning Conditions*  
Figures recently released by the Ministry of Education reveal that B.C.'s teaching force is larger than it has ever been. There are now 28,437 (full-time equivalent) teachers in B.C. This is up 577

teaching positions over 1979. Student enrolment is down only 2,469 pupils over 1979. Secondary enrolment dropped by 6,001 students but elementary enrolment increased by 3,533 students. There were 544 teaching positions



Al Blakey and James Paterson answered questions about the Paterson, Cook report at a January 30 press conference.

## Investment policies criticized

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ing — could not be achieved without more money being put into the fund. One way to fatten the fund would be by improving the return on the fund's investments.

"The costs of teachers' pensions are inflated," Paterson said in his report, "because of the economic inefficiency of investing the pension fund primarily in short-term notes, government bonds and government-guaranteed bonds."

The Paterson report is critical, by implication, of the management of the fund, as well as the government's investment policies. It says the fund should be managed by "the most competent, proven investment managers available," that they should be given a "clear and logical set of investment policies which lead to an appropriate balance of risk and return," and that they should be replaced if they fail to meet those standards.

The report deals largely with the technical aspects of the new indexing formula, which it says has never before been used in Canada and was rushed into legislation without detailed study of its implications.

Until the passage of Bill 29, teachers had full indexing of their pensions; pensions went up every three months by the same percentage as the increase in the cost of living.

Bill 29, passed by the legislature in August, ended full indexing and replaced it with a complicated formula which combines two factors: a contribution by teachers of 1 per cent of their salaries

(matched by the government), and the "excess" interest earned by the pension fund.

What constitutes "excess" is dictated by the government. At the moment, "excess" means everything over 6.5 per cent.

Paterson says that from the teachers' point of view the first choice for an indexing system would be a "defined benefit," such as an index directly linked (as it was) to inflation.

The second choice would be an "excess interest" plan, but with the "floor" for excess interest set much lower than at present: preferably about 2.7 to 3 per cent. This would provide enough indexing to cover inflation completely.

Bill 29 is a mixture of an "excess interest" plan with an "intergenerational transfer" under which indexing for pensioners is financed partly out of the current year's contributions by working teachers. For a number of reasons Paterson finds this mixture "somewhat schizophrenic" and "confusing in the extreme."

Whichever formula is chosen, Paterson says, teachers should have the right to negotiate the significant elements with government, with a full understanding on both sides of the costs, risks and benefits.

The BCTF's current policy, adopted by the RA, calls for restoration of full indexing for the next two years while it and the government undertake a joint review of the pension plan. It wants a written commitment from the government to negotiate all pension matters.

Paterson, Cook conducted an earlier pensions study for the BCTF, and has served as pensions consultant to the government, to public and private employers, and to other employee groups.

added at the elementary level this year over last and 33 secondary positions added. The provincial pupil/teacher ratio (PTR) has dropped to 17.30 to 1 in 1980 from 17.75 to 1 in 1979.

Enrolment in B.C. peaked in 1974 when there were 524,617 students in B.C. schools. Today's enrolment represents a decline of 32,563 students since the peak year. However, there are 2,190 more teachers in B.C. than in 1974.

In 1974 the PTR in B.C. was 19.99 to 1. Maintenance of this PTR would eliminate 3,822 teaching positions in

1980. If the 1972 PTR of 22.92 to 1 were used — something the former minister of finance, Evan Wolfe has suggested — then a staggering 6,969 teaching positions would be eliminated. Stated another way, almost one in every four teaching jobs would not exist today if the 1972 PTR were used.

It's clear from this information that enrolment decline is slowing down and in many districts enrolment is starting to climb once again. This trend is expected to continue into the 1980s, likely resulting in a teacher shortage in B.C. in a few years.

## Referendum set for March 17

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proved returns from pension investments (12.5 per cent for new investments made in 1980) and higher dollar contributions from teachers to the indexing fund.

Wolfe repeated his invitation to the BCTF to appoint a representative to the pension fund's investment committee and said he expected to meet Blakey again before the end of February.

Wolfe said he would be "more than happy" to explore alternative methods of providing adjustments to teachers' pensions, including higher teacher contributions.

Continuation of the current negotiations was approved by the Representative Assembly. At the same time the RA established a series of objectives for the negotiations, in the light of new information contained in the report of consulting actuary James Paterson.

The objectives are to achieve full pension indexing for the next two years and to obtain a commitment from the provincial government to negotiate with the federation on a range of pension issues.

These further negotiations would be based on:

"A written commitment by both parties to a long-term review to be negotiated in two years;

"The written commitment to include the negotiation of benefits (basic fund, indexing, floor rate, et cetera), investment, contributions, and administration (including nature of control);

"The written commitment to the parameters of the review, time lines, mutual commitments (to review and to future process), ratification, et cetera."

The executive was authorized to cancel or delay the referendum and possible job actions if it decides that "substantial progress" has been made toward achieving these objectives.

The referendum will be conducted at the school level, using local association presidents and members of school staffs as local balloting officials.

Voting lists of members in each school in the district, according to BCTF records, have been sent to all local presidents, who are responsible for verifying or correcting the lists.

A package of balloting materials for each member in the local's jurisdiction will be sent to each president. The package will contain an information sheet, a three-part ballot paper, and a ballot envelope.

Local presidents will appoint a returning officer in each school and distribute the balloting packages to the schools.

The vote will be held in all schools on March 17 and the returning officers are responsible for returning their school's ballots to the BCTF by March 27. Ballots received after that date will not be counted.

The ballot paper will consist of three sections, separated by perforations. The first section contains instructions. The other two sections are screen-printed and color-coded ballots.

Ballot A asks:

"Do you favor the recommendation of the BCTF Representative Assembly to undertake a province-wide day of protest against the government's removal of guaranteed full indexing of teacher pensions by withdrawing services on April 7, 1981?"

Ballot B reads:

"If the federation's pensions objectives have still not been met by April 12, 1981, are you prepared to continue the protest, as recommended by the BCTF Representative Assembly, by undertaking a series of rotating work stoppages throughout the province, organized by the BCTF Executive Committee?"

Setting up the referendum machinery and preparing and distributing the necessary materials will put a heavy burden on local associations as well as the BCTF staff. The federation will pay for up to four days' release time per local and for long-distance and delivery charges incurred by locals and sub-locals.

The BCTF printshop will be in high gear, producing about 70,000 printed documents needed for the referendum, as well as 50,000 copies of a question-and-answer leaflet on pensions issues.

The cost of the referendum is budgeted at \$25,000.

## Ads get favorable response

Those TV ads the federation has been running this month have drawn favorable response from teachers and public.

The federation is currently advertising on TV, radio, and in newspapers to support the pensions issue. Mixed with the pensions ads on TV have been three others that show activities in today's schools.

For the week of February 7-14 there will be newspaper advertising placed in all daily, weekly and ethnic papers in the province entitled "Teachers want to resolve their pension dispute."

It states teachers are willing to negotiate and draws attention to new information available from the consulting actuaries, Paterson, Cook Ltd. on investment policies of the pension fund.

TV and radio ads follow the investment theme, basically saying that teachers want their pension fund efficiently invested and professionally managed, with a commitment to continuing negotiations on all pension matters.

In addition to the advertising, there is a brochure on teachers' pensions that answers questions people have been asking about the issue and presents information taken from the Paterson, Cook report on the investment of the fund.

The brochure will be available to all teachers and to the public.



Education Minister Brian Smith (shown here with his deputy, Jim Carter) proved himself a good listener on his fall tour of the province.

## Waiting for Brian to drop the other shoe

The minister's forums gave him the facts; now what's he going to do about them?

**Jim Bowman**  
*Government Division*

He started in Nelson on September 30. Some two months and more than 40 meetings later he finished in Vancouver. For the statistically-minded, he was presented with 865 briefs at the public and professional forums, appeared before 3,500 teachers, a couple of thousand parents and met with hundreds of students.

As he travelled the province, his mind must have been a montage of impressions, a kaleidoscope of concerns. He weathered well and gained a veritable pointillistic array of brownie points in the process. From being "Brian who?", "Mayor of where?", he is now regarded by some political watchers as a minister with a provincial base and a leader of the "thinking" right. (That can tend to get a bit lonely in this province.) Given this present government's penchant for burying itself in the rubble of its own incompetence he's become a plausible contender for the next king of the right-of-centre castle, if or when we have a *coup d'état* or an abdication.

So much for the hyperbole. Image-making may excite some political watchers and may even be all-important in the ephemeral flim-flam that passes for public affairs, but one or two of us are waiting for the substance we suspect is there to show through. As Jimmy Durante used to say, "You ain't seen nothing yet!" And he's right, we haven't.

On December 2, the day after he finished his forums (378 days after his appointment as minister) and again on December 15, Mr. Smith made a number of announcements.

Some of the decisions could be categorized as inevitable. The minister had heard enough to last him into the next millennium of the inadequacies of the credit allocation plan for textbooks and of the tortuous procedures that made applications for capital facilities approvals exercises in frustration.

He had also conceded early in the game to the pressures from primary teachers about report cards and letter grades and his advisors must have told him (as did teachers at the forums) that elementary self-assessment was a minefield that he could avoid with a bit of judicious footwork. Decisions to re-examine ministry policies, procedures and practices in these areas were the best bet on a somewhat undistinguished card.

A number of the announcements could best be described as north-east coal types. That is, we've already heard them about 16,432 times, but with a slight shift in rhetoric or emphasis we can celebrate them again: parent participation, career preparation

programs, legislative changes needed so that principals could deal adequately with intruders on school premises, an expansion of enrichment programs, pronouncements about handicapped children.

Some of the minister's decisions are political compromises. The methods of awarding provincial and district scholarships were changed arbitrarily a year or so ago and ran into heavy opposition from the BCTF and a number of school boards. (They became provincially rather than district-oriented.) That's been changed, part-way back to a sort of compromise between the district and provincial position. The same thing happened in the requirements for graduation. The present requirements are 12 courses, the draft administrative handbook suggests 14; the minister heard enough criticism to state that 12 was enough. However, students of minutiae might note that this topic was dealt with in both the December 2 and 15 press releases. On December 2, 12 is enough but 13 days later it is noted that though 12 is enough, "it is strongly recommended that if it is at all possible, 14 courses be taken." And then someone threw in a ringer because all marks in Grade 11 and 12 subjects, whether passed or failed, will be recorded on students' transcripts. Apparently, it matters not how you played the game but it will be recorded whether you won or lost.

There were goodies of course. One extra non-instructional day. Depending on the color of your spleen that's one more than you had last year or it's still one less than you had in 1974. Portability of sick leave looms as a possibility if acceptable details can be worked out with the appropriate parties. Women's access programs are to be financially encouraged at colleges and provincial institutes. Pre-retirement allowances will be encouraged through changed legislation as will the option for encouraging kindergarten home-visitation programs.

Apart from some minor bits and pieces like no compulsory math in Grade 11, that's about it. Except for one bit of esoterica. To the best of our knowledge, this topic was brought up just once at the forums, in Kamloops to be precise, and that was the business of principals' reports on teachers allowing for a greater range of comments than the present satisfactory/unsatisfactory. And that, as they say in the political business, is by popular demand.

When all the items noted above are matched against the major issues that the minister heard in his forums you will appreciate why we quoted the immortal Durante earlier in this epic. The substantive issues have either not been dealt with or they have been done

"once over lightly." We assume that the minister needed time to absorb and reflect on all that he heard. Now that he's had over two months we should expect to hear quite soon the results of his absorption and reflection.

It seems to be an appropriate time to shift direction, to stop commenting on what the minister has done and to suggest what he might yet do, to interpret from our perspective what was said at his forums, to give him some headings for the report card we will no doubt be sending him after he makes his third set of announcements.

First of all, he should give the system some philosophical direction. His predecessor and his minions pushed the system in one direction — 1953 was a vintage year, standardized tests anyone?, wallboard-bangers don't need senior high school — but the demands and expectations of a changed society push us inexorably towards the future. The result is a system under stress, with students and teachers increasingly disillusioned. Problems, not challenges, dominate our thinking. We need a vigorous spirit of enquiry abroad, not more of the fallout from the nostalgic reactions we've been saddled with these past years.

Second, we think that the people at the forums were telling the minister to rewrite the School Act. It is the instrument that controls much of their lives and it is out of date and out of touch. Gary Begin, president of the B.C. School Trustees Association, has noted that many of our personnel and management practices are rooted in a 19th century industrial model. To us it sometimes seems that some of them are rooted in the Jurassic. It's time to share the power. Students, parents and teachers as well as ministers, school trustees and officials need to have corresponding rights and responsibilities enshrined in a new act. People need to feel that they have a legitimate statutory right to have a say in the enterprise, and some predictable control over their lives. If he does nothing else but that, the minister will send a fresh wind blowing through the schools of the province. He heard a lot about bargaining during his forums, particularly how limited it was in its scope for teachers, but to the best of our knowledge no one stated explicitly that it is an honorable and sensible practice. It beats either begging or charity, paternalism or disruption as a *modus operandi*. In the spirit of the times, then, we need a new constitution for education where all the stakeholders are properly represented.

Third, we maintain that the forums should be a curtain-raiser to a detailed examination of the system. We think that the minister should set in motion the machinery to examine the system of secondary education in this province. It's not good enough to Band-Aid career preparation programs here, vocational programs there, while we argue about what is a general education. There is a malaise that surfaced during the student forums and in criticisms by teachers; something is out of synch and a careful examination and diagnosis is needed.

We heard a lot about curriculum matters at the forums. Too many changes, too many new curricula, little or no implementation time. The centralized system emphasizes the wrong things, local programs need more encouragement and support, French is a good thing, the SS draft is a turkey. There were numerous presentations made by people representing the fine arts who are really dealing with very basic questions of children and life and the creative side of humankind. They are voices crying in the wilderness, unfortunately, and their views will get short shrift in a world littered with dull old workbooks and the damp spawn of spirit duplicators. 'Tis a sad and ironic thing that we neglect the real stuff of learning in the imperatives of concentrating on the so-called and misnamed basics.

The minister also heard enough about family life education to make him ponder a bit. He didn't seem to be quite as sure about leaving it to local determination at the end of his tour as he did at the beginning. We shall see.

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Bowman, head of the BCTF's Government Division, kept a close and critical eye on Smith during his series of fall forums on education.





# Yorke report lays out bargaining options

A fact that has been almost forgotten is that pensions weren't supposed to be a major priority of the federation this year: teacher bargaining rights were.

Almost, but not completely forgotten. While teachers spent what energy they had left from their jobs on the pensions campaign, Vancouver lawyer David Yorke was, at the BCTF's request, busy preparing a study of scope of bargaining options for B.C. teachers.

That document, entitled *Report on Legislative Options for Achieving Expanded Scope of Teacher Bargaining*, is now complete. It will form an integral part of the Executive Committee's Leadership Report to the Annual General Meeting, in which the executive indicates the directions it feels the federation should take.

The Yorke report has been distributed to local association presidents, geographical representatives, committee chairpersons and members of the Agreements, Learning Conditions, and Professional Development Advisory Committees. Some additional copies are also available to members from the BCTF building.

"In no other Canadian province is the legal scope of matters that teachers may negotiate with their employers so narrowly defined (as in B.C.)," Yorke writes. "The majority of teachers are free to bargain on virtually the entire sweep of 'terms and conditions of employment'; no other group of teachers is limited to the purely monetary concerns of salaries and bonuses."

"Bargaining procedures in B.C. are similarly undeveloped," he continues. "Most teachers in Canada enjoy effective options in resolving disputes which arise

in the course of their bargaining; many provinces have established specialized agencies to provide expert assistance or adjudication in board/teacher negotiations.

"B.C. is a stranger to both."

The main body of the report concentrates on two areas. First, Yorke outlines the main elements in collective bargaining systems (with which few B.C. teachers will have had the opportunity to become familiar). Once B.C. teachers have chosen the system that will best meet their needs, the choice of the one legislative route that will take them there follows naturally.

The second part of Yorke's report outlines the five options, explaining the advantages and disadvantages of each.

"It should be emphasized that any legal alteration in either matter of the method of bargaining for teachers in B.C. involves legislative change," Yorke says. "There is no existing framework that teachers can, on their own decision, simply adopt."

The questions the federation must resolve include the scope of bargaining (What do we want to be able to bargain for?), interest dispute resolution mechanism (Do we want the right to strike — and possibly to face a lockout? Do we want binding arbitration? A combination of the two?) and coverage (Where do principals and administrators fit in?). Teachers could face a referendum on the dispute resolution question later this year.

Legislative options for expanded scope, as put forward by the Yorke report:

- Amend the School Act to allow teachers and boards to bargain for more than simply salaries and bonuses. The

present bargaining structure with its rigid timelines would remain in place, as would binding arbitration.

- Include teachers in the Labour Code. This would make full scope automatic and remove the negotiating deadlines. However, strike/lockout is the only dispute resolution mechanism, and school boards could lock out. Furthermore, teachers could choose to belong to a union other than the BCTF.

- Come under the Essential Services Disputes Act. Teachers could choose between arbitration and strike/lockout at any time, but there's a catch: "The extent to which it is suggested that teachers are 'essential' in the same sense as firefighters or health care workers might, in pressing

for such legislation, undermine the strength of the argument that they should be able to elect economic sanctions," Yorke says.

- A teaching profession act, as proposed in the past by the BCTF (page 66, *Members' Guide*). That contains "potentially more controversial proposals regarding broader subjects (and) might substantially delay" achievement of broader scope of bargaining, Yorke says.

- A new law specifically covering teacher bargaining. This could be the best way to get the model B.C. teachers want, but would take longest of the options presented.

Yorke makes no recommendations in his report.



Vancouver lawyer David Yorke, left, whose report on bargaining options was discussed by GRs, talks with BCTF Second Vice-President Al Comes at the winter RA.

## Bargaining systems studied at conference

**Ken Smith**  
*Economic Welfare Division*  
Strike or arbitration? Management rights or collegial participation and decision-making? These were major themes running through the conference on Collective Bargaining in Education — Canadian Perspectives for the '80s, held in Toronto last November.

Major speakers varied in their views of the scope of teacher bargaining.

"The right to bargain workload, that is, for an equitable and fair distribution of workload, is a necessary part of collective bargaining," said lawyer/bargainer Martin Teplitsky.

But Ed Grossman, formerly of the New Brunswick treasury board, claimed that one of the major aims of unions is to move all management rights into the control of employees.

Myron Lieberman, collective bargaining authority in the U.S., said that collective bargaining in the public sector is inconsistent with democratic government. Those elected to govern should govern, and not relegate their responsibilities to the bargaining table.

However, the clash of demands that occurs at the bargaining table is not a sign of social breakdown but an indicator of economic democracy, countered Joe Berlando of the Alberta Teachers' Association.

Most participants agreed that the right to bargain collectively ought to include the right to bargain conditions of work. The strike-versus-arbitration question

found few people favoring the arbitration system familiar to B.C. teachers. The first basic criticism was that arbitration dampens real negotiations. Arbitration becomes viewed as a rescuer and the bargaining parties are therefore never forced to consider realistic positions. Failure to face realistic positions in a strike system will result in economic loss for teachers and political harassment of trustees. For example, Ontario teachers in a strike/lockout system since 1975, freely settled 95 per cent of the contracts, 2.2 per cent were settled by strike and 2.8 per cent by voluntary arbitration. At the same time B.C. teachers were freely settling about 63 per cent of their contracts, 37 per cent going to arbitration.

The second major criticism of arbitration is that it removes accountability from trustees elected to provide the educational system, and from teachers hired to provide service. In other words, neither party can be held responsible for the quality of service provided if they did not develop the policies that affect service.

Finally, in the view of the ATA's Berlando, the arbitration award cannot order the resumption of good relationships. Being forced to come to terms, as only the threat of strike or lockout seems to be able to compel, creates better understanding of each other's position and lays the foundation for improved relationships.

Arbitration was seen as an acceptable process only in a bargaining situation of a limited scope (i.e. salaries). In circumstances where bargaining covers a wide range of decisions (working conditions, hiring/firing/transfers, leaves of absence, class sizes, etc.) strike/lockout was seen as the healthiest process.

The conference was attended by 160 teachers, trustees and school district administrators from across Canada.

# AGM gets another BCTF fee proposal

One of the highlights of the winter Representative Assembly was a two-hour-plus debate spread over two days on whether the 1981-82 BCTF membership fee should be \$243, \$251, \$257, \$260, \$266, \$274 or \$291.

The \$260 figure finally won out; that's the fee the RA is recommending to the Annual General Meeting, which will make a final decision April 12-15.

As was the case last year, AGM delegates will have two separate recommendations for a fee to consider. The Executive Committee decided earlier in January to recommend a fee of \$274 (officially, .97 per cent of the mean salary of BCTF members, \$28,256).

The BCTF Finance Committee, which

originally recommended a fee of 1.06 per cent of the mean salary (\$300), can also go to the AGM with its own fee recommendation. Last year, it chose to do so, and AGM delegates had two recommendations — the Finance Committee's, and the RA and executive's.

The RA debate reflected a conflict between those who wanted to keep fees close to last year's level and those who wanted to replenish the reserve fund, partly drained by the pensions campaign this year.

The debate began when Tom Krall of Nanaimo and Frances Worledge of Vancouver Elementary put forward a motion recommending a fee of .86 per cent — last year's level (although last

Others nominated for executive positions by January 31:

Doug Smart of Prince George and Lynda Coplin of Delta, both members-at-large on the current executive whose terms expire June 30, are running for first vice-president.

Steve Norman of Vancouver Elementary is the only candidate so far for the position of second vice-president.

Norman, who was elected to a two-year term as member-at-large in 1980, resigns the second year of that term. Thus, four at-large positions will be contested this year.

Terry Eastman of Langley is running for re-election as member-at-large. Other candidates are Elsie McMurphy of Saanich, Wes Nickel of Penticton, Pat Clarke of Kelowna, Cliff Read of Trail, Al Paterson of Vancouver Elementary, Thom Hansen of Vancouver Secondary and Christina Schut of Revelstoke.

Photographs, biographies and campaign statements of the candidates will appear in the March 12 *BCTF Newsletter*.

## What should you do in case of strike?

**Al Blakey**  
*BCTF President*

Non-teaching school board employees are on strike in Nanaimo and there are strike possibilities in Powell River and the entire Metro region.

Federation policy states that teachers should respect the rights of striking employees and that local associations have the right to decide, in their own circumstances, whether or not members report for work at picketed schools. In previous strike/lockout situations the common pattern has been, with some exceptions, that teachers have been permitted to enter schools provided they undertook no duties normally performed by striking employees.

Federation policy further states that teachers will not work beside strikebreak-

ers (defined as anyone doing anything that is normally the work of a striking employee). If teachers refuse to work beside strikebreakers, the executive is authorized to furnish such legal aid as is required in the circumstances, to provide financial aid at its discretion, and to bring to bear whatever political influence it can.

Furthermore, if a local association decides that it cannot authorize its members to work behind picket lines, the executive will furnish the same assistance.

Not all local associations have the protection of a clause in an agreement or board policy to the effect that a member who refuses to cross a picket line on conscientious grounds shall be subject to no punitive action beyond loss of pay.

However, the historical pattern has

## Now's the time for Smith to show hand

*From page 3*

More needs to be said and done about the integration of handicapped children into the regular stream of school life. The provision of human and material resources, the preparation of the receiving environment and the training of teachers to cope with educating the handicapped were matters raised at every forum. They will have to be addressed by the minister.

We could go on to itemize dozens of topics mentioned at the forums that some group, large or small, is expecting the minister to deal with but to do so

year's fee was calculated from a smaller mean salary and amounted to only \$214).

Four members of the executive — Doug Smart, Steve Norman, Lynda Coplin and Larry Kuehn — and BCTF General Secretary Bob Buzza argued against the Krall/Worledge motion, saying that such a fee would not even pay for current BCTF programs. Despite their pleas, nobody would move an amendment to change the formula to the .97 per cent figure the executive had recommended.

Nonetheless, the .86 motion didn't pass either. The reluctance to propose significant program cuts overcame the desire for a low fee, 253 votes to 248.

A motion incorporating the executive's .97 per cent recommendation was then moved. That formula would pay for current programs and allow some money to be put back into the reserve fund.

That was followed by motions to amend the fee to .91 per cent (which would cover only current programs) and 1.03 per cent (almost enough to replenish the reserve fund and to put the BCTF back into a no-borrowing position within one year), but both these amendments failed. So, though, did the original .97 motion. Back to square one.

A .94 fee was then suggested. It failed, as did a subsequent motion that "the Representative Assembly report to the annual General Meeting that it failed to recommend a fee to the AGM." However, GRs had to amend the agenda to give themselves another chance the next day to come up with a recommendation.

The first motion the following day called for a .89 per cent fee. A motion to amend that to .92 per cent, or \$247, carried, and subsequently that recommendation as amended carried.

## RA endorses GVTA testing policy

The BCTF has given its support to Victoria teachers in their opposition to a proposal by their school board to test the English competence of teachers.

The Victoria board in January adopted a five-part policy calling, among other things, for "the development of a program for establishing the competency of all teachers applying to this district, i.e., competency assessment in the area of written and oral English."

The association has declined to cooperate. In a position statement it said that all its members are presumed to be competent and that the board should use the procedures prescribed in the School Act in pursuing "cases of perceived incompetence."

The association agreed at a general meeting that no GVTA members would

submit to any board test of his or her English competence or co-operate in designing such a test.

This policy covers GVTA members but not those at whom the board's proposed screening test is aimed: teachers seeking jobs in Victoria.

The RA endorsed the GVTA policy and former BCTF president Bill Broadley said this will assure teachers applying to the Victoria board that they will have the federation's support in refusing to take competency tests.

The federation will support any member who tries to follow its policies, Broadley said.

## Hearing-impaired

The conference of the Canadian Educators of the Hearing Impaired will be held August 19-21 at the Bayshore Inn in Vancouver. For more information, contact Henry Minto by mail at the Jericho Hill School for the Deaf, 4125 West 8th Avenue, Vancouver V6R 1Z7, or by telephone at 224-1331.

## FWTAO 'didn't want' strike right

*From page 1*

opt for arbitration. You can be driven to strike."

This situation can arise if a school board, jealous of its local autonomy, does not want a third party to come in to tell it how to do its job, she said. And arbitration sometimes means that an arbiter, usually a law professor, will make binding decisions on class size, preparation time and other issues in which he or she lacks personal experience.

Initially, the FWTAO members were reluctant to accept the right to strike, Sigurjonsson said. "Our own members were fearful of it, as I'm sure you will find your members to be." But 98 per cent of contracts have been settled through negotiation or arbitration since the law took effect, she said. "So we're not talking about the teaching profession running amok. We're talking about very responsible people who only when driven to the last resort use the weapon of a strike."

"But it's there and it's our impression, and it's the impression of the Matthews commission (appointed by the Ontario government to assess teacher collective bargaining last year) that it's working."

Sigurjonsson also suggested that B.C. teachers will find it easier to get the public on their side in the fight for broader scope of bargaining than they might think.

"You're really wise to talk about learning conditions as you do rather than working conditions, because when you really get across to people that you're worried about the conditions under which kids learn, it seems to me you're halfway home."

4/FEBRUARY 12, 1981

## CASLT conference

The Canadian Association of Second Language Teachers 1981 annual conference will be held May 7-9 at the Holiday Inn in Halifax, Nova Scotia. For information on membership in the CASLT or on the conference, contact Jean LeJeune, Secretary, Language Teachers Association, c/o Nova Scotia Teachers Union, Box 1060, Armdale PO, Halifax B3L 3L7.

boldness, imagination, who are willing to take risks. Students of history would say that successful political leaders, even conservative ones, make their marks by displaying those same characteristics. It will not be an easy task leading this province's education system toward the 21st century. That unfairly-maligned political theorist Machiavelli wrote, "There is nothing more difficult to take in hand, more perilous to conduct or more uncertain in its success than to take the lead in the introduction of a new order of things." And we need "a new order of things" in education in this province. That will be the measure both of the announcements to come and of the politician who makes them.

FEBRUARY 12, 1981/5



# Letters

## Many not as fortunate as Almond seems

It is with a deep feeling of indignation that I respond to H. Almond's letter that made such prominent headlines in the December 10 BCTF Newsletter. Mr. Editor, I would be pleased to see my letter, strongly opposing Mr. Almond's remarks, make similar headlines.

I, too, am a retired teacher-administrator as well as chairperson of the Central Mainland Branch of the Retired Teachers' Association.

Mr. Almond either received a substantial inheritance or had no family to raise using most of his earnings while teaching. In the meantime, I fear,

he remained entirely ignorant of the plight of some of his retired colleagues. Many have not been as fortunate as he appears to be.

I know some elderly teachers receiving pensions of \$285 to \$300 a month. This is what we Canadians call "below the poverty line." I assure you there are hundreds of our colleagues in this situation. Reasons are too lengthy to write here.

Mr. Almond evidently has not done his homework. Had he done so, he would be aware what the B.C. government did with our money from 1961-70 when our pension funds were

overflowing.

From 1961-70, the annual rate of contribution to the teachers' pension fund by the employer was \$281 a year per teacher. The employee contributed almost 37 per cent more than the employer contributed.

Had the employer contribution to the teachers' pension fund matched the employee contribution from 1961-74, and had the equivalent of the employer contribution to the Canada Pension Plan been left in the teachers' pension fund, the total accretion to the fund plus interest, compounded at a nominal rate, would have provided an additional principal, the interest on which would have more than covered the cost of current pensions.

What I am writing has been repeated

frequently, but please bear with me and read on.

I represent 160 teachers in the Central Mainland Retired Teachers' Association. I have yet to hear one of this group who does not strongly object to Sections 3 and 4.1 of Bill 29.

Many of us have spent 30 to 40 years moulding young Canadians. We resent being treated as second-class citizens in our years of retirement.

Another vital fact overlooked by Mr. Almond: "United we stand, divided we fall." After spending many years on school staffs, I am surprised this all-important factor has been overlooked by him. As Christians, we are our brothers' keepers.

Rae Couplier

Kamloops

## Teachers' walkouts criticized

The executive of the BCTF is using a considerable sum from our fees to say that the government's position on the indexing of pensions is not fair and reasonable. I think teacher walkouts are not fair and reasonable, especially to our students. A walkout is a negative action; now listen to something positive we can do.

If we work for a day instead of walking out and put that day's pay into our indexing fund we would be showing a mature and responsible attitude. Our pension fund might then be able to support fuller indexing.

I feel that the government, at 10.2 per cent, is contributing enough and we, at 7.6 per cent, must contribute more ourselves for fuller indexing. The BCTF executive is playing political games with our money, and teachers

are smart enough to see through that ploy.

D. L. Penner  
Nelson

BCTF President Al Blakey replies: *D. L. Penner states that the BCTF executive is playing political games. This is untrue.*

*The decision to mount a major campaign to regain full pension indexing was made by the Representative Assembly by an overwhelming vote (466 to 31). Included in the action plan adopted was provision for withdrawal of services by local decision, and in all cases the locals made the decision by a democratic vote.*

*The support indicated by locals representing more than 40 per cent of our membership and other actions held or planned by many other locals clearly confirm the fact that the executive is legitimately expressing the membership concern and anger over the loss of full indexing.*

## Bill 29 'unfair and immoral'

As I understand the misty cloud of abstractions in H. Almond's letter in the December 10 issue, he/she would have retired teachers accept reductions on our small pensions on the basis of what Gerald Bouey says, the idea that inflation is bad, the mood of the teachers is wrong, their reasoning is poor, the teachers are exploited by militant leadership, the BCTF is irresponsible, organized workers and professionals are greedy and so on. There is also a statement about what organized government can and cannot do.

Well, some of us are getting old and, that real world out there is a place of myth and fancy for some of us.

I want to know why any government should be able to loot the Teachers' Pension Fund by allowing abnormally low interest rates on money borrowed from that fund.

In an exchange of letters with Evan Wolfe, I told him I felt it was unfair and immoral to try to reduce teachers' pensions, by using this method to justify his limited indexing proposal.

I have expressed this opinion to several other politicians and many teachers.

When I went on the civil servants' and teachers' parade through Victoria last August, to demonstrate our objections to limited indexing of pensions in front of the legislature, I didn't see any teachers. Why not? You're going to have to live on that inadequate pension some day.

Ashley J. Bodaly (retired)  
Ladysmith

## Happy about substitutes' organization

It was a great pleasure for me to read the article in your latest edition concerning substitute teachers.

It hardly seems that only 40 months ago Geoff Baldwin at Mount Douglas Senior Secondary School approached me and Bill Butler to see if we would be willing to telephone the "subs" in Victoria School District with a view to forming an association so that the Greater Victoria Teachers' Association could act for us. At that time we had been three years without an increase in pay! This was partly due to a very reactionary board of trustees and some firmly entrenched people on the staff at the school board who were later to offer us a \$2 per day increase.

From those telephone calls Bill and I "discovered" Paul Rothe and Jack Greenwell who took on the

task of forming the Greater Victoria Substitute Teachers' Association.

We have had many battles since then; but we do have a very enlightened board of trustees even though one or two, and some of the staff, to misquote Mackenzie King, still think that "Substitutes are not necessarily evil, but a necessary evil."

It is a delight to me to see the Provincial Association of Substitute Teachers formed now, and I am happy to be a member. I cannot help very much this year as I am organizing the September national convention of the POW Association in Victoria. As with substitutes I am always having to fight for the rights of ex-prisoners of war. If there are any amongst our federation, please contact me.

One point on which I feel substitutes should now be fighting is, why are we not paid on statutory holidays — as all other employees are? Let's fight for that now.

Norman Rubenstein  
Sidney

## WVTA urges meetings with MLAs

The West Vancouver Teachers' Association would urge all local associations to meet with their MLAs to voice the teacher concerns on the pensions issue.

On December 4, the WVTA sent a delegation to the pensions demonstration in Victoria. We took this opportunity to meet with our MLA, Allan Williams, and found the meeting most fruitful. Mr. Williams listened to our concerns re the return of purchasing power for teacher pensions and

more teacher input on the investments of the pensions fund. He agreed to express our concerns to Mr. Wolfe and to caucus.

It is our understanding that many local associations have not met with their MLAs since June, 1980. The pensions issue is now different. The government amended the pensions bill for the B.C. Government Employees' Union. Lobbying seemed at that time to be an effective weapon. We would urge you to continue lobbying in this manner despite the fact that negotiations have reopened.

Paddy Boyle, president  
West Vancouver Teachers' Association

## Important point omitted

Thank you for publishing the article on what exists and what might be expected in expansion of the scope of bargaining to include learning and working conditions (BCTF Newsletter, December 10). I should like, however, to draw to the attention of your readers a rather important statement that was inadvertently omitted.

The final paragraph in the original

article stated: "Any progress achieved in the proliferation of negotiations Begin (Gary Begin, president of the B.C. School Trustees Association) has forecast for the spring of 1981 should be viewed as part of the transition from the current system of collective bargaining to the real world of collective bargaining."

In other words, a policy statement, a memorandum of understanding, or a toothless contract is only a step on the way to formal collective bargaining for all terms and conditions of employment.

George North  
Learning Conditions division

## Ed finance seminar answered questions

Rosalind Kellett  
Chairperson, Education  
Finance Committee

How are our taxes distributed to pay for the public school system?

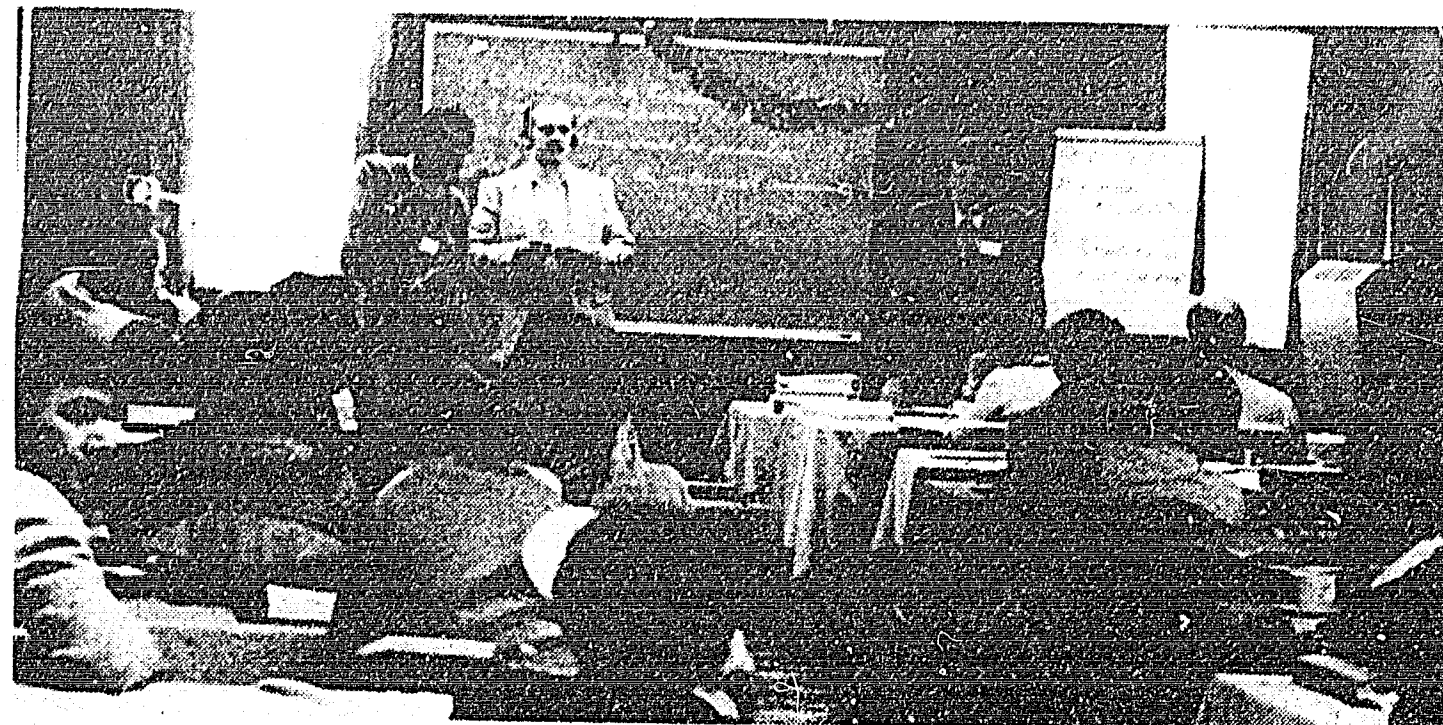
What persuades trustees to improve their school district budget?

If a budget must be increased, how many mills and tax dollars must be charged to the homeowner, and how much does the homeowner actually pay?

Will parents be given vouchers to

pay for their children's education in future?

To discuss these and other questions, 37 teachers from more than 30 school districts drove through the Vancouver snow storm of December 5 and 6 to attend the second BCTF education finance seminar. It was funded by Labour Canada and BCTF grants. The first seminar, in April, was so successful that the Labour Canada grant increased from covering 30 per cent of the costs of the seminar to over 60 per cent, or \$8,125 of



Don Fisher of UBC, Dennis Rankin of the BCTF and Dan Brown of UBC lead a session at the education finance seminar.

## BCTF wants break for homeowners

The BCTF has called for a \$50 raise in the provincial home-owner's grant to help offset expected increases in school taxes.

BCTF President Al Blakey says the government's recent adjustments of the education-finance formula, intended to ease the burden for home-owners, have been nullified by dramatic increases in property assessments. He says further action is needed.

Blakey says the cost of the basic education program in B.C.'s public schools is up by \$120 million for 1981. The provincial government will cover only \$29 million of this increase, leaving local taxpayers to find the remaining \$91 million.

The overall effect, Blakey says, is that the province's share of the total cost of the basic education program will decline to 38 per cent (from 40 per cent in 1980) and the local share will rise to 62 per cent (from 60).

## The mail's pretty good, survey shows

Ralph Maurer  
Editorial Assistant

The BCTF Newsletter distribution survey results batter the old myth about the slow mails. Three-quarters of the newsletters reach their destination within a week of mailing, and virtually all get there within two weeks.

The survey was conducted in the spring and fall of 1980. Business reply cards were inserted in the bundles of newsletters going to B.C.'s 1,750 schools. More than 56 per cent of the cards were returned, with the date the newsletters arrived in each school.

The newsletter takes three to five working days to reach your school, on the average. What happens after that, unfortunately, depends upon how quickly the BCTF Newsletter is stuck into your pigeonhole. If it seems to take much longer than a week or two to get to you,

find out what the distribution routine within your school is.

Except for bundles ticketed for a few remote areas of B.C., the BCTF Newsletter is sent by cheap third-class mail. Third class means low, low priority, but because most of it is presorted at the BCTF building, it still gets out quickly.

Unfortunately, the individual copies of the newsletter sent to retired teachers and others cannot be presorted. It sometimes takes these copies many weeks to arrive. To send them by regular first-class mail is prohibitively expensive because they then must be placed in an envelope and put through the meter, but an alternative method of mailing them is being studied.

Many people used the reply cards to tell us that they weren't getting the right number of newsletters sent to their school. If you are still not getting the number of newsletters you want, contact Sydney Spencer or Bev-Ann Flynn at the BCTF offices in Vancouver.

Thanks to everyone who took the time to fill out the cards and mail them back.

the \$13,000 total cost.

The program started with an overview by Dennis Rankin of BCTF staff, and continued with a combination of small-group workshops and large-group presentations. In the workshops, facilitators helped the participants progress from learning the rules of education finance in B.C., to analysing a school board budget in several ways, to examining their own district's budget forms and finance formula, to finally preparing the financial groundwork for a budget presentation to their district trustees before the February 15 submission date.

In my group there were eight people, half of them women. (About a third of the participants were women). They included three local executive presidents, one local primary teachers' president; the others were involved in various teacher committees.

On the opening day of the seminar, there were three two-hour-long button-pushing, pencil-and-eraser workshops, and a presentation by Norm Ornes, a former chairperson of the BCTF Education Finance Committee. He impressed upon us the advantages of property taxation over other taxes, and the ease with which it can be used to respond to local district needs. Homeowners living where the market price of real estate right now is skyrocketing, though, needed a lot of convincing.

The following day started with a brief

exploration of accounting systems, particularly zero-based budgeting, followed by the last workshop. After lunch, Dan Brown and Donald Fisher of the University of B.C. led a debate on the pros and cons of allocating resources for schools using "free-choice" market mechanisms. Recent polls show that two out of five people think they have too little say in public education. A modified voucher system, as proposed by American professors Coons and Sugarman, might appeal to many.

The final presentation was a sobering examination of the economy by Wilf Brown of the Canadian Teachers Federation. He projected that enrolment in B.C. will hit an all-time low (as a percentage of population) in 1983-84, and would remain low for the next two decades. During this period the age structure of the population will shift dramatically, with a 5 per cent decrease in youth below age 19, and a 2 per cent increase in those aged 65 and over.

The only sad point in the seminar was the official announcement of Dennis Rankin's resignation from full-time work for the BCTF. He has been a staff member assigned to the education finance committee.

He played a large part in originating, planning and staging these two seminars that removed the fog and snow from education finance for many who work with district budgets.

## Gillie report deserves praise

John Church

Professional Development division  
Kudos must be extended to the seven members of a commission on education set up by the Victoria school board to study the education system in their district.

Under the chairpersonship of Bernard Gillie, a former BCTF president and long-time teacher and principal in Victoria, the committee's report, called... *And to Love My Children Truly*, begins with the premise that "Victoria could and should have the best school system in Canada since few others could achieve excellence as easily."

Having set this noble vision, the commission — a model for subsequent commissions in other districts because of its broad representativeness (a student, a parent, a taxpayer, a school trustee, a teacher — Ron Wickstrom, now GVTA president — a non-teaching employee and Gillie) reports its findings based on 110 briefs, examination of 22 documents, visits to schools and to other jurisdictions, and the preparation of eight special reports.

Apart from these and other quantitative credentials, the major findings are the best hope for an improved tomorrow. Some of these recommendations are:

- A shift from a "too centralized and authoritarian" school district to a "school-based management type of operation with far greater authority and responsibility vested in the schools."

- The establishment of a teacher centre, jointly sponsored by the district, the teachers' association and the University of Victoria.

- A system of middle schools, Grades 6 to 8, to link elementary and high school education.

- An expanded and upgraded program of K to 12 counselling.

- Maximum class size for secondary school English and social studies classes of 25 students.

- Fine arts subjects — art, music, drama — to be upgraded to "the same status as other core subjects," and "qualified professionals be appointed" as

co-ordinators.

- Promotion of parental involvement.
- Use every kind of communicative media as a source of instruction, information and enjoyment. Compare this with the Flanders report recommendation.

- Emphasize the significance of the labor movement in contributing to our present structures.

- Elimination of sexist and racist learning materials.

Some features disturbed the commissioners. These include:

- The lack of "good" morale among teachers.

- The lack of parental involvement in planning of the school's programs.

- "Little indication from principals that they were interested in more autonomy or greater responsibility."

Surprising to the commissioners was the lack of public concern regarding school discipline and the cost of schooling.

The report suggests at least two positive consequences. For Victoria, there is no reason why discussion, debate and the formulation of action plans which stem from the report should not lead to the evolution of one of the best, if not the best, school systems in Canada. A medium-sized university, a community college, the provincial museum and archives, as well as other provincial government offices, a long-established residential community, and one of the gentlest climates in Canada confer great benefits on this school district.

In Victoria, the real test remains. Perhaps prophetically, the commissioners wrote that "change is seldom without some discomfort, hopefully transitory, ultimately rewarding." Now, will the report, as the commissioners hoped, "provide a thoughtful comment for those who have the task to perform?" The verdict will be reached, in Victoria ... tomorrow and tomorrow.

## Retirement plans

Retirement planning workshops for teachers will be held in Vancouver, Burnaby, Richmond and Surrey beginning February 18. Material concerning these workshops will be posted in school staff rooms. For more information contact Bill Davison, president of the Vancouver Secondary Teachers' Association, at 731-8121.

**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



# Teacher transferred after speaking out

The firing of Peter Cincer in Hudson Hope earlier this year showed that teachers on probation have few rights protected by law. Laurence Greeff, a colleague of Cincer who was caught in the fallout of the firing, discovered to his surprise that teachers on continuing appointment can also be pushed around more easily than they might imagine.

A BCTF inquiry commission into the firing of Cincer vindicated him, but concluded that while the spirit of the law had been violated, the letter of the law had not, so the firing stands.

Greeff, who taught at the same school as Cincer, stood up for his colleague. As a result, he claims, he was transferred to another school in another community. When he appealed the transfer on the grounds that it was punitive, he was turned down. Education Minister Brian Smith refused to overturn the transfer. Now, Greeff is checking out what legal recourse is left him.

In the meantime, though, he has reached the same conclusion that the Cincer commission reached: the law must be changed.

When Cincer was fired early this year, Greeff, also on staff at Hudson Hope Elementary-Secondary School (enrolment: about 340), spoke out for him, and represented him before the board. While this was happening, he received a phone call from district superintendent Brian Frankcombe.

"He asked me, how would I like to transfer to another school," Greeff says. Hudson Hope is small, and Greeff knew a transfer meant another town in the district. "I said to him that I like the parents, I like the community and I'm not interested."

Frankcombe refuses to talk to the BCTF Newsletter about the transfer.

"In April, after we returned from the Easter holidays, he visited me again," Greeff says. "He indicated to me that he would like me to take my skill and my positive relationships with the kids and work in another school, in some kind of job in another school." At this point, he says, neither the school nor the job were specified.

"I demonstrated to him that it would be foolish to go that route (transfer) because

it would be seen purely as a punitive action, not only by me but by other teachers across the province," Greeff says.

A month later, Greeff received official notification in accordance with the School Act that he was being transferred, to Bert Bowes Junior Secondary School in Fort St. John, a larger town about 80 kilometres down the highway. The job was not described; in fact, he didn't find out what his job package was until September.

His appeal at the local level failed. In June, he petitioned the minister to investigate, and a Transfer Review Committee was established, but after a hearing in August, the committee ruled that the board acted within its rights under the law, says Greeff.

The School Act must be changed so it is not so heavily weighted in favor of the employer, he says. "The board has an incredible array of weapons to use against teachers, and we really have no protection."

Initially reluctant to publicize his case, Greeff has changed his mind. "I want it to be an issue in the education community to let teachers know that we have to fight to protect ourselves, that we have limited



LAURENCE GREEFF

protection. I discovered that there is very little protection."

Mohammed Shamsheer and the Teacher Personnel Services division of the BCTF helped Greeff in his fight against the transfer. He also applied successfully for legal aid from the federation to continue his legal battle against the order.

## News briefs

### Teens love CWY

For 10 years Canada World Youth, a private non-profit organization, has offered young Canadians aged 17 to 20 the chance to learn about development through voluntary work projects in Canadian communities and in a developing nation in Africa, Asia or Latin America.

CWY assumes all costs for food, lodging and transportation during the program. Application deadline for the 1981 programs is March 31. For more information contact the CWY regional

office at 2524 Cypress Street, Vancouver V6J 3N2. The telephone number is 732-5113.

### Healthy outlook

*Health Care Careers*, a booklet designed as a resource for high school students and counsellors, is available for \$2.50 per copy from the B.C. Health Association, 440 Cambie Street, Vancouver V6B 2N6. The telephone number is 683-7421.

### TEACH makes grade

The University of Victoria will offer 1½ units of credit beginning next fall for Project TEACH, a professional develop-

ment program offered by the BCTF to improve classroom-handling skills.

Candidates wishing to receive credit for Project TEACH must be accepted for admission to UVic and would also have to pay more. The BCTF would continue to administer the course.

UVic is the first B.C. university to offer credit for Project TEACH.

### Robertson elected

Adam Robertson, the BCTF president from 1970 to 1972, has been elected to the Creston school board.

Robertson entered a January by-election for a vacant seat and won handily. He says he is looking forward to

having some fun at the game, and to being part of education again in his new role.

### Shakespeare tour

Western Washington University is offering a guided tour to Stratford-upon-Avon, William Shakespeare's home, from July 4 - 18.

By combining their holidays with a class in Shakespeare's poetry and drama, teachers can obtain four academic credits from WWU. The tour will cost about \$1,500 in U.S. funds.

For more information, contact Arthur Solomon, Department of Speech, Western Washington University, Bellingham, WA 98225.

## Committee vacancies

### PD associates

The BCTF is looking for professional development associates — teachers who volunteer to act as workshop leaders and facilitators for PD workshops.

The work for this group of associates would be to develop workshops that will address a problem identified in the Flanders report: "The teacher lives daily in the tightening vise between system control versus human understanding."

These associates would consult with and facilitate such groups as school staffs, local specialist associations and local association committees to further the influence of teachers in affecting their working lives, and to assist in the development of negotiating processes and skills.

Consideration will be given to the following factors in the selection of associates:

- An understanding of group process skills.
- Highly-developed interpersonal communication skills.
- Knowledge of the BCTF structure and processes.
- Experience working with teacher groups.

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- Interest in exploring new directions for the federation.

PD associates must commit themselves to at least five days of service for the BCTF during the school year. All expenses for providing 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 Gale Tyler at the BCTF offices. Application deadline is February 27.

### CITE

CITE, the Committee to Improve the Teaching of English, is an attempt to bring together into a formal organization representatives from the school system and the universities to improve the teaching of English. Provincial specialist association and BCTF representatives have played a significant role in the formation of this group.

The federation is seeking applications for representatives to CITE. Four voting members will be appointed: a primary teacher, an intermediate teacher, a junior secondary teacher, and a senior second-

dary teacher. In addition, a principal or vice-principal will be appointed as a consulting member.

Application deadline is February 27. For more information, contact Jacquie Boyer at the BCTF building.

### Curriculum for the hearing-impaired

The Ministry of Education is establishing a committee to adapt the core curriculum for use by hearing-impaired students.

Eight for two or three BCTF representatives on this committee. The committee will meet about twice a month for one year.

Nomination deadline is February 27. For more information, contact Jacquie Boyer at the BCTF building.

### Curriculum for the mentally-retarded

The Ministry of Education is establishing a committee to adapt the core curriculum for use by mentally-retarded children.

Nominations are sought for six BCTF representatives. The committee will meet about twice a month for one year.

Nomination deadline is February 27. For more information, contact Jacquie Boyer at the BCTF building.

### Work study committee

The ministry's work study committee, consisting of seven or eight teachers plus a representative from the B.C. Federation of Labor and one from the Employers' Council of B.C., will design a work study course for Grade 11 as part of the career preparation curriculum.

The BCTF has been asked to submit names of federation nominees to this committee. More information and application forms can be obtained from Jacquie Boyer at the BCTF offices. Application deadline is February 27.

### LC co-ordinator

The application deadline for the learning conditions co-ordinator's position in Metro has been extended to February 27. For more information, contact Jacquie Boyer at the BCTF building.

### PD co-ordinator

Application deadlines for the following positions have been extended to February 27:

- Professional development co-ordinator for the South Okanagan.
- Two PD co-ordinators for the Metro area.

For more information, contact Jacquie Boyer at the BCTF building.