

# BCTF Newsletter

VOLUME 21 NUMBER 14

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MAY 6, 1982

## Ministry gains sweeping powers with new act

Jim Bowman  
Government Division

After months of "legislation by television", the provincial government's assumption of more centralized control of education has been legitimized by the passage of the new Education (Interim) Finance Act.

But before the new act passed third reading in the legislature on April 29, it was the subject of a week-long debate in which Education Minister Brian Smith defended the new legislation as a "sensitive" response to the problems of education finance and NDP education critic Gary Lauk attacked it as an arrogant "power grab."

The new act (Bill 27):

- suspends until December 1984 the provisions of the School Act respecting the financing of education;

- incorporates the provincial government's takeover of industrial and commercial property tax from school boards;

- allows the minister of education to issue directives limiting the amount of any school district's budget and also permits the cabinet to punish school boards which do not follow the minister's directives;

- legitimizes whatever the ministers of education and finance did with respect to the act in 1982 before the bill became law, as its provisions are retroactive to midnight December 31, 1981.

In introducing the bill, Education Minister Smith said it originated because of problems with the old finance formula and the need to restrain the costs of public education. He said "the interim act

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Kay Sigurjonsson, deputy executive secretary of the Ontario Federation of Women Teachers' Association, told the Vancouver Education Day rally that controls are "a fraud by government."

### Education Day speaker:

## Teachers urged to fight cutbacks now — before it's too late

*They say cut back, we say fight back.*

Parents, students, teachers and other school system employees were urged to take that as their rallying cry by the feature speaker at an Education Day rally in Vancouver on April 29, sponsored by the Defend Education Services Coalition (DESC).

Kay Sigurjonsson, deputy executive secretary of the Ontario Federation of Women Teachers' Association, strongly recommended the adoption of this stance in a hard-hitting but eloquent address to a crowd of 300 in the PNE Gardens.

Earlier speakers had expressed disappointment at the size of the crowd, made

up mostly of teachers and non-teaching school employees and some parents and students, attributing this to a clash with a televised Stanley Cup semi-final playoff game between the Vancouver Canucks and Chicago Black Hawks. Another DESC rally that day, in front of the legislature in Victoria, drew a similar crowd of about 200.

Picking up on this concern, Sigurjonsson began by suggesting that while many in the audience might be concerned that there is a lot of apathy among teachers, they need not be worried at this stage in the crisis. "It takes a while for trouble to sink in," she said. "It takes a while for

people to realize how bad things are going to be."

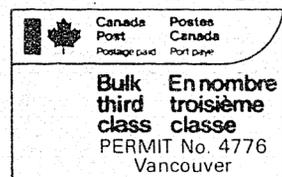
A similar crisis arose in Ontario in 1973 due to repressive legislation, she recalled, and while the education minister pooh-poohed a suggestion that angry teachers would march on the legislature — 30,000 ultimately did on the legislature on a cold day in December.

Sigurjonsson said she was confident that the current apathy and feeling of paralysis, brought on by the economic mess the country is in, that is apparent in B.C. and elsewhere will wear off. "I believe," she said, "that out of this kind all over this province will come a determination that you are not going to tolerate a society which is envisioned in these cuts."

She said she was impressed recently by a university students' march on the Ontario legislature in Toronto. "They were carrying banners and chanting slogans against our government for doing the same kind of thing that your government is doing and that slogan could be yours," Sigurjonsson said. "The slogan was, 'They say cut back, we say fight back.'"

Teachers can and must fight back, she declared, but that action must take place now. "By the time people begin to feel the cuts it is too late — the devastation has taken place."

Sigurjonsson turned to tear apart the B.C. government's public spending controls program. She noted, first, that it could not be justified on the basis of extravagant spending. "This government has the distinction," she said, "of ranking somewhere between eighth and tenth out of 10 provinces in public spending on the



IF UNDELIVERED, return to 2295 Burrard St., Vancouver, B.C. V6J 3H9

## "Horse and sparrow" economics attacked at commission hearing

The provincial government was slammed for its "horse and sparrow" economic policy at the opening hearing of the Public Commission on Social and Community Service Cutbacks in Kelowna on April 29.

Pat Clarke, BCTF executive member, told the commission that the Social Credit government's "megaprojects — the horses — were claiming the oats while the horses services — the sparrows — had to survive on what's left over."

Clarke's submission was one of 48 heard in the first two days of hearings in Kelowna and Kamloops, as the commission began a swing through the province. The commission is composed of Tom Alsbury of the Vancouver School Board, chairperson; Joy Langan of the B.C. Federation of Labour, vice-chairperson; and

members Gordon McPherson, president of the Hospital Employees' Union and Tom Hutchison of the BCTF.

In its opening session, the commission heard from a wide variety of groups — public sector unions, day care workers, native Indian educators, librarians — as well as teachers.

Among the first submissions, Jeff Smith, director of the Okanagan Indian Curriculum Project, explained the importance of the project to young native Indians. Jointly funded by the Okanagan Tribal Council, local school boards and the ministry of education, the project is half-way through completing a special K-12 curriculum for native Indian students.

Smith said that, due to the education

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See "It's time" page 3

## Opposition assails new finance act as "power grab"

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sensitively addresses the interests of children, teachers, school boards and taxpayers, who still count in this province." Smith went on to describe the bill as a "bridge that takes us through restraint into the new public schools act."

The minister also claimed that the bill "prevents school boards and schools from becoming the enemies of taxpayers". He observed that the provincial government will pay 60 per cent of the cost of public education, 35 per cent will be shared between the province and the districts, "in a manner that reflects the size of the residential tax base in comparison with the number of pupils in the district. He also stated that \$75 million of "new money" is being pumped into the system in 1982 by the provincial government.

None of those figures were included in the bill.

The NDP opposition assailed the bill during a full week of debate. Education critic Gary Lauk in a marathon seven-hour speech lambasted the government in general and the minister in particular for an arrogant assumption of the rights of the family and school boards. "The act gives more power," he stated, "to a minister of education than is held by any minister of education in any free democratic country."

That "power grab" was the main target of Lauk and other opposition speakers most of whom vigorously opposed the bill during the week of debate. They said that the new act makes a farce of local autonomy of school boards.

They also castigated the "money grab" as they called the expropriation of the commercial and industrial tax base. Numerous letters and telegrams outlining the effect the government's fiscal policies



Gary Lauk . . . act makes local autonomy a farce.

were having and would have on school districts were read into the record. It was also noted, by a number of opposition speakers, that a number of school districts were having to borrow money at exorbitant interest rates because provincial payments are delayed.

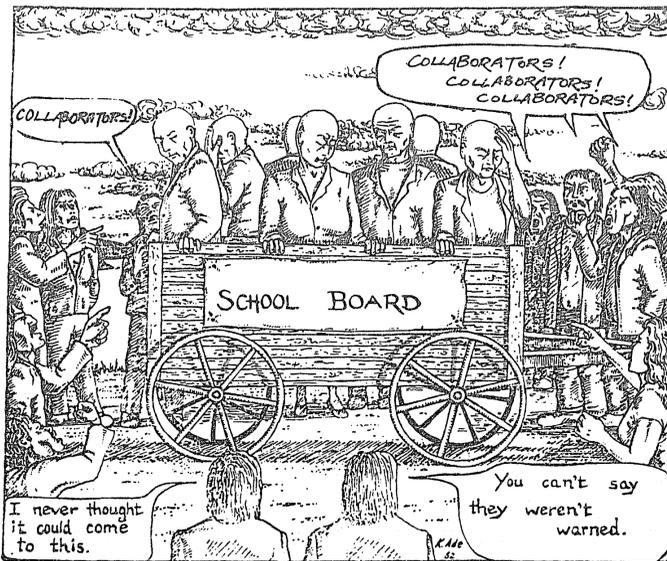
Not many government MLAs spoke during the debate, presumably so as not to delay its passage beyond the May 1 deadline for budget submissions. Bill Ritchie, SC Central Fraser Valley, eulogised private schools. Anthony Brummet, SC North Peace River, reminisced about teaching in leaner times and George Mussalem, SC Dewdney, defended the government's position.

The debate had its lighter moments. Lauk referred to Education Minister Smith as the new "Vasco da Gama," because of the size of Smith's travel budget. Smith called Lauk the "house comedian." He also said that the government was "assuming responsibility for" the commercial and industrial tax base. Lauk said that as if the education and finance ministers held up a bank and told the tellers that they were "assuming responsibility for" the bank's money. Charles Barber, NDP Victoria, said that before any minister, however personable he is, is granted the awesome powers contained in this bill a simple test should be applied. "Would you want," Barber said, "the same power exercised personally by P. A. Gaglardi?" Lauk drew comparisons with the movie, *The Sting*, a portrayal of a marvellously intricate con with Messrs Smith, Bennett and Curtis in starring roles and the various participants in the school system as the victims.

Winding up the debate for the NDP, Eileen Dailly, Burnaby North, in a hard-hitting speech took particular exception to government propaganda such as the *B.C. Government News* and *Education Today* providing what she termed as "straight misrepresentation and lies" on the subject of education finance.

The opposition took the view during committee stage that amendments could not improve such an act and that it should be rejected holus-bolus. They did, however, use the discussion of the various sections of the bill to condemn the government roundly for what they termed its arbitrary actions to resolve problems that in the main had been caused by that same government.

On Monday, April 26 at around 4:30 p.m., when the legislature is normally empty of all but a handful of spectators, over 100 teachers from Victoria and Saanich sat in the gallery and listened to the debate. No one introduced them but their presence, symbolic of teaching positions wiped out in those districts, was perhaps the most telling foretaste of the reality that will follow this week of rhetoric.



— from Gulf Islands Driftwood

## School budget cuts attacked as "vandalism"

From page 1

cutbacks, there is a grave fear that there will not be enough funds to complete the curriculum. "It appears," he said, "that Indian education is a luxury item."

George Young, president of the Armstrong Teachers' Association, outlined the impending cuts in his district, noting that the Armstrong alternate school would likely be eliminated. "The students," he said, "would be returned to the street corners without learning what the words 'fiscal responsibility' meant."

Pat Bradley of CUPE described her local's concerns about the anticipated loss of jobs and reductions in service to the public in the regional library system, while Peggy MacDonald, an early childhood education instructor at Okanagan Regional College, expressed fears about the impact on day care programs.

Don Crowe, president of the Central Okanagan Teachers' Association, told the commission that probably 20 to 25 temporary teaching jobs will be lost due to budget cuts and enrolment declines. He also anticipated the loss of a further 50 temporary positions as fewer teachers would be taking leaves of absence.

Rolli Cacchioni, COTA bargaining agent, expressed concerns about the impact of the controls program on collective bargaining, while COTA members De-Lee Cowan and Peggy Dillabough described how the cutbacks would have a serious impact on women, as many part-time and temporary teachers are women.

John Fraher, president of the Vernon Teachers' Association, spoke out against the extraordinary powers the government had given its compensation commissioner, Ed Peck.

Shuswap Teachers' Association President David Williams reported on his district's budget cuts which will result in the

loss of three full-time teaching positions and \$60,000 budgeted earlier for preparatory time.

"What is happening in the Shuswap budget," he said, "is nothing short of vandalism."

The commission will hold hearings at the following dates and places: May 11, Prince George, Inn of the North; May 12, Terrace, Terrace Hotel; May 13, Prince Rupert, Highliner Hotel; May 17, Victoria, Harbour Towers; May 18, Nanaimo, Malaspina Hotel; May 19, Abbotsford, Key Hotel; May 20, Vancouver, Plaza 500 Hotel.

Written briefs can also be submitted to the commission secretary: Ms. Gene Errington, Rm. 105-4911 Canada Way, Burnaby, B.C., V5G 1M1.

## Curriculum project seeks social studies teachers

One or two positions are offered to secondary social studies teachers to work with a national curriculum project for one to two years beginning this summer.

The responsibilities include assistance in production of teaching materials on selected Canadian issues and conduct of workshops in western Canada. Applicants are to be enrolled in a social studies graduate program. Payment for a curriculum associate position will range from \$6,000 to \$10,000. Resumes and two letters of support should be sent before May 31, 1982 to: Jorgen Dahlie and Donald C. Wilson, Department of Social and Educational Studies, Faculty of Education, University of British Columbia, Vancouver, B.C. V6T 1Z5.

## "It's time for teachers to go on the offensive"

From page 1

public schools, on the universities and, disgracefully, on the hospitals, on health care."

The control program is wrong, she went on, because such programs have never worked. She quoted from an article by former dean of the University of Toronto Faculty of Management Studies, Dr. John Crispo, now teaching at Simon Fraser University, who described controls as "a fraud by government" because they don't work, but only "con" people into thinking economic problems are being corrected. She pointed out that the federal wage and price control program of 1975-78 severely curbed wages but had virtually no effect on prices and "its effect therefore was to transfer money out of the pockets of individuals into the pockets of corporations."

Turning to the impact on the school system, she said the effects would be felt most by young teachers and women, both of whom are most prone to lose jobs, and by children from disadvantaged backgrounds. She said that society's elite will not likely be hurt because if the situation in the public schools gets too bad they send their children to private schools, which are growing at an unprecedented rate.

She concluded by emphasizing that never before have public schools, colleges and universities been so important to society and that teachers need to fight for them. She recalled how, during the civil

rights struggles of the sixties in the U.S., affluent young white students were often asked why they were risking danger in joining the protest.

"Those young people said, 'If not me, then who?'" Sigurjonsson said. "Who is going to speak for those children who need special education, who need special classes, who need library services, and all the other services you are in danger of losing, who need colleges and universities that are accessible. Who is going to speak if not this coalition and all of the other people you can convince to support you. Not easy. Not popular. But I hope that three years from now, five years from now, you aren't working in a devastated school system. I hope instead that you have taken seriously this threat now and when they say, 'cut back', you say, *fight back*."

Earlier in the rally, representatives of other DESC member organizations gave short addresses.

Sophia Hanafi, Pacific region chairperson of the Canadian Federation of Students, warned Premier Bill Bennett that, with his controls program, he had gone beyond trimming any fat off the education system. "You're sucking the marrow out now — there's nothing left," she said.

Hanafi went on to say that, with the combination of education cutbacks, rising tuition fees and lack of employment opportunities, Bennett's controls program was closing off the future for young

people and "creating a society of hopelessness."

In his short talk, David Cadman, president of the Vancouver Municipal and Regional Employees Union, declared: "I think that any government that forgets its children's future for its immediate crass political benefit, deserves to be defeated."

A similar theme emerged in the DESC rally in Victoria where several speakers urged the crowd of 200, composed of parents, students, teachers and non-teaching schools personnel, to work for the defeat of the Social Credit government.

Gary Lauk, NDP education critic, told the rally that the government was sacrificing educational programs for a phony restraint program. "Today, yesterday and for the past several months," he said, "we have seen that our cabinet ministers are the most profligate wastrels ever to hold

public office in the history of the province."

Bruce Ridley, president of the Greater Victoria Teachers' Association, criticized the government's new education finance act, describing it as "a \$3 illusion." He said the average Victoria homeowner will get tax relief of \$3 for a great loss of staff and programs.

"The measure of an enlightened society is how it treats its young and old," Ridley said. "We must not sell out on our children's future."

A parent, Patty Tsuruni, stressed that education was too important to skimp on and she urged teachers to fight for it.

"Teachers in Victoria have always been nice, have always been polite, but you have to get up there and lead us in the fight against cutbacks," she said. "Hold up your heads and say, 'I'm a teacher!' It's time for us to go on the offensive."



Young Vancouver students, one of whom spoke about the impact of cuts on children, listen intently during Education Day rally.

## Perspective

### Finance act makes government all-powerful

Jim Bowman  
Government Division

A statute with far-reaching consequences for education has become the law in this province. The Education (Interim) Finance Act was introduced by the government under the rubric of a program of restraint that is designed to place limits on school board expenditures and the salaries of public sector employees. The act suspends the present finance formula contained in the School Act which in the opinion of the government had become "unsatisfactory." The bill deserves close analysis and should be placed in the context of the times and the record.

Whenever the minister of education has mentioned education finance in recent months, two adjectives have dominated his statements, "soaring" as in "soaring school costs" and "skyrocketing" as in "skyrocketing school taxes."

We should examine these "soaring" school costs. Using the ministry's own statistics we find that the gross operating cost per pupil in the province's public schools went from \$1,490 in 1976 to \$2,729 in 1981. That's an increase of about 83 per cent in five years. Although one might quibble about the choice of the word "soaring" — we should leave something for gliders, skylarks and poets) it is a significant increase. I agree with the minister and I am sure that he would agree with me that the 80 per cent increase in my mortgage rate in 1981 was significant as well.

But not everyone agrees with the minister and I. On April 6 in the B.C. legislature the Honorable Alex Fraser, minister of highways, said that the increase in the cost of a car and driver on B.C. Ferries (from \$7 in 1976 to \$16 in 1981) was "pretty modest over this period of time in view of inflation, fuel costs and so on." That "pretty modest" increase amounts to around 128 per cent. Mr. Fraser then went on to state that ferry fares "are still one of the best bargains in B.C." Mr. Fraser is one of the few denizens of the legislature not much given to hyperbole. I would think, to use his own vocabulary, he would describe the increase in school costs as very modest indeed and a bargain to boot.

Perhaps they are dealing with two lists of adjectives — a double-standard Thesaurus. If the government or one of its agencies raises its prices, they choose from the "modest" list. If anyone else does it, then they comment from the "soaring" list.

Let's look at "skyrocketing" school taxes. School taxes are raised by multiplying the assessed value of

property (a percentage of market value) by the mill rate. Most of the mill rate for school purposes is dictated by the province, the so-called basic levy. In an equalization formula, the higher the basic levy, the more money has to be raised by the district and correspondingly less by the province. The richer the district (in an assessment sense) the less they receive in government grants and the poorer the district the more they get.

You should note that the basic levy rose from 26.5 mills in 1975 to 41 in 1978. (Between 1979 and 1981 it rose another .8 despite a rapid growth in the assessment base.) That increase between 1975 and 1979 is almost 55 per cent and that could be described as either modestly skyrocketing or dumpy squibbing depending on which list you use. Whatever adjectives are applied it is clear that one part of the formula is "unsatisfactory" and the provincial government made it so by its own decision. Those decisions enabled it to reduce its share of the operating costs in schools from 48.1 per cent in 1975 to 34.5 per cent in 1981.

The other part of the formula is the assessment base. Here the market plays a part. During the years from 1975 to 1979 the market value of property and thus the assessment base rose at roughly the rate of inflation. The assessed value of property in B.C. went from \$9,677,000,000 in 1975 to \$13,590,000,000 in 1979. In 1980, particularly in the Lower Mainland, market prices began to rise very rapidly, thus having the effect of pushing up the assessment base and increasing still further the amount that had to be raised by school districts.

There are a number of things that the provincial government could have done to ameliorate the situation. It could have levied a very heavy special tax on property speculators, and this would probably have burst the bubble and kept prices within reason. Remember that they have government agencies whose job it is to deal with assessments and their impact on the province, so they knew what was going on.

They did lower the assessment percentage of market value from 14.5 to 11 per cent in 1981. They could have lowered it even further in those districts hardest hit by the increase in assessments. They even introduced (but did not proceed with) a bill into the legislature in 1981 allowing them to do just that.

They could have targeted home owner grants to those special districts. They could have reduced the basic levy for all. They chose not to do so. They chose

instead to blame school board profligacy and teacher greed for the problems that were being encountered by a minority of taxpayers, in a minority of districts. The real villains in this drama were the provincial government, for its neglect of its own formula and its failure to pay its share in recent years, and the property speculators who don't seem to give a damn what damage they do to the social fabric so long as they maximize their gains.

It was not just the protestations of taxpayers in West Vancouver that caused the government to suspend the old finance formula, although no doubt those influential citizens played a part. I suspect that it was the success of the 1981 bargaining between boards and teachers that frightened the provincial government. The gains that were made in negotiating working conditions, meager though they were in comparison with the rest of Canada, put some writing on the wall that didn't translate too favourably for a government that had demonstrated it doesn't want to pay its fair share of education costs.

So we get a new, albeit interim, method of financing public education. And although much has been made of the 75 per cent financing by the provincial government, now to be bestowed on us, the act does not contain any such figure. It does incorporate the takeover of the commercial and industrial tax base, which has been the main source of revenue for many districts. That takeover will give the government even more shells to play with. Our calculations indicate that with all the fine talk about "new money," the provincial contributions from general revenues to the sharing of educational costs will rise from the 34.5 per cent it was in 1981 to 35.4 per cent in 1982. Big deal!

But the worst feature of the bill is the authority it gives the minister to issue directives to limit the budgets of school boards and the power of punitive action it grants the cabinet if school boards do not follow directions. The circle has now been completed. The rigid control over school programming initiated by Dr. McGeer has now been duplicated on the financial front by Mr. Smith. The provincial government is now all-powerful. One wonders how many trustees will bother to run for office next time around. Local autonomy is the great loser. Schools and school districts will still feel the pressures coming from their immediate societies to respond to the needs of students, but the decisions about those needs will all be made in Victoria. That's the real message of the new interim finance act.

### Local-Provincial Sharing of Education Costs

	1981	1982 Estimates Based on Prelim. Assessment	1982 Estimates Based on Final Assessment
Non-Residential Revenue	\$530.2 m	\$657.2 m	\$662.2 m
Residential Revenue	\$414.7 m*	\$452.7 m*	\$452.7 m*
Provincial Grant	\$498.6 m	\$616.2 m	\$611.2 m
Total Net School			
District Budgets	\$1,443.5 m	\$1,726.1 m	\$1,726.1 m
Total Tax Revenue (local share)	65.5%	64.3%	64.6%
Provincial Grant	34.5%	35.7%	35.4%

\*The homeowner grant of approximately \$230 million is included in this amount. Source: BCTF Estimates April 1982.

## BCTF Newsletter

CLIVE COCKING  
Editor

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

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**BCTF STRESS COUNSELLING PROGRAM**

## BCTF grants \$10,000 to cutbacks commission

The BCTF Executive Committee has agreed to grant \$10,000 from the job defence program to the Public Commission on Social and Community Service Cutbacks to fund its hearings.

The money is to cover travel costs and advertising for the commission's province-wide round of hearings on the impact of the provincial government's public sector spending controls program. The commission has set a \$30,000 budget and the B.C. Federation of Labour and the Hospital Employees' Union are joining the BCTF in each contributing \$10,000.

## BCTF member involved in Ugandan aid plan

Tom Krall of Nanaimo was one of two Canadian Teachers' Federation representatives attending a high-level meeting on education assistance to Uganda held in Kampala in March.

Krall, a CTF trustee, and Robert Barker, CTF director of international relations, joined with representatives of the Uganda Teachers' Association, the Uganda Ministry of Education and the World Confederation of Organizations of the Teaching Profession (WCOTP) to begin developing an extensive three-year program of assistance — ranging from teacher in-service training to workshops for school administrators — which is expected to begin this summer.

The program aims at improving the qualifications of 1,500 teachers and administrators over the plan period.

## College of Teachers celebrates founding with essay contest

To mark its founding 25 years ago, the Canadian College of Teachers is sponsoring an essay contest for students in their 12th or 13th year in high schools or junior colleges throughout Canada and its Territories. The purpose is to provide students who are competing their pre-university schooling with an opportunity to make suggestions for the benefit of those concerned with planning future school curricula.

The essay topic is: *An Ideal School Curriculum for the 1990's*. (Note: Curriculum can be understood to include all activities sponsored by the School.) Essays, written in either English or French, should be from 1000-2000 words in length. Only ONE essay should be submitted from each school. It is understood that the essay which is chosen will be submitted in its unedited and uncorrected form. On the front page candidates are to indicate their name, address, date of birth, and grade in school. To this, the school is to add its name and address and the name of the teacher who selected the essay to be submitted for the competition.

Entries will be evaluated on such points as originality and clarity of thought, sound argument, effective style, and correct use of language.

Three Awards are available: \$500, \$300, and \$200. The Canadian College of Teachers reserves the right to withhold an award if the quality of the submissions is deemed to be unsatisfactory. Essays selected become the property of the Canadian College of Teachers.

Entries are to be mailed on or before April 20, 1983 to: Dr. C. Wayne Hall, FCCT, 12 Belvedere Street, Lennoxville, Quebec J1M 1T9.

## Interactive TV focus of Environment Week

May 31 to June 6 is National Environment Week and the Ministry of Environment invites you, your students and their parents to participate in a live interactive television program planned to support 4/MAY 6, 1982

## Province seizes lion's share of tax base

### 1982 Residential and Non-Residential Assessment Left to Local Districts Seized by Province

District	Residential <sup>1</sup>	Percentage of Total	Non-Residential <sup>2</sup>	Percentage of Total	Total Assessment <sup>3</sup>
1. Fernie	35,889,564	14.7	208,348,584	85.3	244,238,148
2. Cranbrook	45,616,421	39.1	70,910,786	60.9	116,527,207
3. Kimberley	20,377,372	20.5	78,935,955	79.5	99,313,327
4. Windermere	37,092,612	51.2	35,401,314	48.8	72,493,926
7. Nelson	46,273,960	23.9	147,325,916	76.1	193,599,876
9. Castlegar	27,708,993	27.5	73,074,485	72.5	100,783,478
10. Arrow Lakes	9,995,434	27.7	26,037,341	72.3	36,032,775
11. Trail	46,415,016	18.4	205,802,847	81.6	252,217,863
12. Grand Forks	18,802,597	48.5	20,002,941	51.5	38,805,538
13. Kettle Valley	9,247,694	40.6	13,548,023	59.4	22,795,717
14. South Okanagan	40,491,695	55.5	32,526,415	44.5	73,018,110
15. Penticton	82,324,683	53.8	70,759,916	46.2	153,084,599
16. Keremeos	7,544,103	46.4	8,731,421	53.6	16,275,524
17. Princeton	11,586,818	22.2	40,685,921	77.8	52,272,739
18. Golden	9,647,402	24.6	29,553,681	75.4	39,201,083
19. Revelstoke	17,569,277	24.5	54,254,351	75.5	71,823,628
21. Armstrong-Spal.	15,077,129	36.5	26,193,704	63.5	41,270,833
22. Vernon	119,032,498	50.9	114,943,071	49.1	233,975,569
23. Central Okanagan	292,177,972	54.9	240,013,199	45.1	532,191,171
24. Kamloops	199,904,057	30.4	458,452,925	69.6	658,356,982
26. North Thompson	6,996,382	13.7	43,939,656	86.3	50,936,038
27. Cariboo-Chilcotin	82,435,522	35.6	149,335,190	64.4	231,770,712
28. Quesnel	40,194,752	18.0	182,651,912	82.0	222,846,664
29. Lillooet	8,011,329	6.2	121,036,232	93.8	129,047,561
30. South Cariboo	15,324,078	17.2	73,354,714	82.7	88,678,792
31. Merritt	15,729,473	15.3	86,893,582	84.7	102,623,055
32. Hope	14,154,010	16.1	73,666,153	83.9	87,820,163
33. Chilliwack	95,814,486	48.8	100,653,136	51.2	196,467,622
34. Abbotsford	142,149,685	52.4	129,095,198	47.6	271,244,883
35. Langley	180,819,304	55.7	144,005,474	44.3	324,824,778
36. Surrey	540,783,721	56.6	414,144,394	43.4	954,928,115
37. Delta	251,797,147	53.1	222,120,963	46.9	473,918,110
38. Richmond	382,878,998	44.2	483,437,750	55.8	866,316,748
39. Vancouver	1,623,488,024	44.5	2,021,665,072	55.5	3,645,153,096
40. New Westminster	105,131,520	40.2	156,522,024	59.8	261,653,544
41. Burnaby	484,601,457	44.8	596,255,332	55.2	1,080,856,789
42. Maple Ridge	120,915,834	59.6	82,016,881	40.4	202,932,715
43. Coquitlam	336,630,233	44.7	417,147,721	55.3	753,777,954
44. North Vancouver	391,880,173	54.6	326,150,649	45.4	718,030,822
45. West Vancouver	281,702,068	80.0	70,335,492	20.0	352,037,560
46. Sunshine Coast	116,458,860	58.3	83,239,300	41.7	199,698,160
47. Powell River	47,813,331	17.7	223,008,055	82.3	270,821,386
48. Howe Sound	68,718,383	35.1	127,166,014	64.9	195,884,397
49. Central Coast	3,372,031	26.3	9,459,256	73.7	12,822,287
50. Queen Charlotte	7,070,707	20.6	27,312,373	79.4	34,383,080
52. Prince Rupert	32,344,864	15.9	170,539,035	84.1	202,883,899
54. Smithers	26,245,537	23.2	86,677,870	76.8	112,923,407
55. Burns Lake	11,608,364	18.2	52,262,530	81.8	63,870,894
56. Nechako	22,520,122	19.6	92,480,994	80.4	115,001,116
57. Prince George	185,822,305	21.4	683,297,426	78.6	869,119,731
59. Peace River South	40,746,067	18.2	183,701,290	81.8	224,447,357
60. Peace River North	48,845,694	14.6	285,415,291	85.4	334,260,985
61. Greater Victoria	604,716,990	61.9	372,787,444	38.1	978,504,434
62. Sooke	108,217,474	55.6	86,294,101	44.4	194,511,575
63. Saanich	177,080,691	76.7	53,777,872	23.3	230,858,563
64. Gulf Islands	79,199,646	72.5	30,050,133	27.5	109,249,779
65. Cowichan	122,491,629	38.0	199,791,249	62.0	322,282,878
66. Lake Cowichan	11,644,972	18.4	51,618,189	81.6	63,263,161
68. Nanaimo	205,483,096	44.2	259,721,708	55.8	465,204,804
69. Qualicum	100,993,630	64.0	56,965,715	36.0	157,959,345
70. Alberni	72,104,970	23.7	231,691,246	76.3	303,796,216
71. Courtenay	110,529,137	55.7	87,872,862	44.3	198,401,999
72. Campbell River	81,530,532	27.0	220,464,409	73.0	301,994,941
75. Mission	60,055,262	47.6	66,203,207	52.4	126,258,469
76. Agassiz-Harrison	12,052,405	27.3	37,831,468	72.7	44,083,903
77. Summerland	25,356,541	72.0	9,856,407	28.0	35,212,948
80. Kitimat	26,374,115	11.1	210,978,213	95.9	237,352,328
81. Fort Nelson	8,130,279	6.7	112,574,663	93.3	120,704,942
84. Vancouver Island West	5,560,700	8.1	63,073,488	91.9	68,634,188
85. Vancouver Island North	23,010,400	16.3	118,335,269	83.7	141,345,669
86. Creston-Kaslo	33,485,091	44.0	42,545,372	56.0	76,030,463
87. Stikine	2,718,519	8.7	38,571,652	91.3	41,290,171
88. Terrace	40,452,891	27.0	109,497,167	73.0	149,950,058
89. Shuswap	94,506,664	49.20	97,529,123	50.8	192,035,787
92. Nisgaha	269,510	18.4	1,192,601	81.6	1,462,111
B.C.	8,832,744,902	41.6	12,417,895,663	58.4	21,250,640,565

Notes:

- This represents the amount of the total assessment for school purposes derived from residential property. One residential mill raises one-one thousandth of the total amount. For example, in Fernie one mill of residential property raises \$35,890. Under the new finance formula this figure is used to calculate the local mill rate.
- The total non-residential assessment represents the local tax revenue base which has been seized by the provincial government and now comes under cabinet control. In Fernie 85.3% of the total assessment has been removed from local control.
- Under the old finance formula the total assessment figure was used in calculating local tax revenue. One mill in Fernie raises \$244,238 under that system.

Source: B.C. Assessment Authority, Summary of Assessed Values 1982.

this year's theme "The Action Begins With You."

The purpose of the week is to draw attention to environmental issues and the importance of preventing degradation of the environment.

The day chosen for this live interactive television program coincides with June 5, the day marking the 10th anniversary of

the Stockholm Conference on the Environment. That date is generally recognized as the beginning of serious attention to environmental issues on a world scale and is World Environment Day as designated by the United Nations.

A number of ideas for community and school action on environmental issues

will be presented and discussed in the program hosted by Terry Garner on Knowledge Network, Channel 18, June 5 from 7 to 8 p.m.

Viewers can participate by simply picking up the telephone and dialing the toll free number 112-800-6631277/1278 and asking questions or giving suggestions.

## Richard Loney

# The voice of the Canucks

Clive Cocking  
Editor

If you're a devoted hockey fan who loves singing, what else is there but to become a singer of national anthems at hockey games?

That, at least, has been the enjoyable way Richard Loney has been able to indulge his two passions ever since the Vancouver Canucks entered the National Hockey League 12 years ago.

But while this seems like the best of all possible lives — rink-side at all home games, rubbing shoulders with the NHL's greats and too-greats — it has its downside too. Around Sutherland Secondary School in North Vancouver, where Richard Loney pursues his main occupation as teacher of junior French, he's acquired a near-mystical identification with the team which can sometimes chafe a bit.

"They all seem to hold me personally responsible when the Canucks lose," he said ruefully. "They keep asking me, 'What's wrong with the Canucks?'"

Fortunately, the hockey fans among Sutherland's students and staff haven't been asking him that much lately as the Canucks for the first time have successfully advanced to the semi-final round of the Stanley Cup playoffs. And Loney is confident that the Canucks will beat out Chicago to end up in the Stanley Cup final: "I feel it's going to go the limit of seven games, but they'll win out in the end."

The fact that Richard Loney has become the Vancouver Canucks' answer to Kate Smith seems eminently fitting, looking back over his background. As a boy growing up in Calgary he was always singing (in church choirs, around the family piano), but like thousands of other youngsters he had a passion for hockey and dreamed of making it in the NHL. He played junior 'B' hockey, and part of a season in junior 'A', with the Calgary Buffaloes, before deciding his weight (then 150 pounds) and interest in getting a university degree effectively ended his big-league possibilities. "I really didn't see any future," he recalled. "So I guess the only way I could have made the NHL was as a singer."

Loney came west in 1954 to attend the University of B.C., where he played left-wing for the hockey Thunderbirds. He found it a harder, tougher league than he had expected (he recalls one 10-1 drubbing by the Colorado School of Mines) and was often thankful for



Richard Loney... the best of all possible lives. Bill Cunningham photo.

his speed. "I could skate — that's what saved me," he says. After three seasons he found the grind a bit much (they practised in the old Forum before classes at 6 a.m.) and packed it in.

Inevitably, he drifted into UBC's Music Society — Musso — where he sang in the chorus and did some more prominent bits in such musicals as "Girl Crazy", "Firefly" and "Maid of

England on an exchange, teaching in

"I guess the only way I could have made the NHL was as a singer."

the Mountain". This led, on a dare, to an audition with Vancouver's Theatre Under the Stars. It was a successful audition and singing in the TUTS' chorus became his summer job (at \$70 per week).

Richard Loney had originally intended to enter business, not teaching, but his tennis-playing friends (he was also on UBC's tennis team) were all in education and persuaded him teaching had much to recommend it, such as summers off. As he was dissatisfied with the commerce faculty anyway, he switched directions, gra-

nating with a B.A. in economics and geography and then taking the one-year post-degree teacher training program. After a year at Vancouver's Kitsilano secondary, he went to Balmoral secondary in North Vancouver where, naturally, he was given music to teach as well as English and socials.

After several years there, he went to England on an exchange, teaching in

north London for a year. While there, he seized an opportunity to study voice with one of the world's great singing teachers, Joseph Hislop, who occasionally coached an idol from Loney's university days, the great Swedish tenor, Jussi Bjöling. The experience led to a couple of favourable auditions and an invitation from D'Oyly Carte to join the national touring company of "My Fair Lady" to sing in the chorus and be understudy for the role of "Freddie". Loney admits that, while it would likely have meant an end to his teaching career, he found the offer

tempting.

"My wife and I stayed up all one night trying to decide what to do," he recalled. "But by then we were home-sick and I didn't take the gamble."

Returning home, Loney joined Sutherland's mini school, a team-teaching project which aimed at helping youngsters make the transition from junior to senior secondary. (Three years later the team won a BCTF \$1,000 award for innovation.) Along the way he got involved in teaching French (mostly through a fondness for singing French songs, although he had studied it at university) and when the mini school disbanded last year he moved into French full-time. Now his classroom is alternately decorated with French posters and Canucks' hockey pictures.

How Richard Loney became the musical voice of the Vancouver Canucks was remarkably simple. Twelve years ago as the team made its NHL debut, Loney, the fan, was squirming in the stands as a parade of local singers gave their renditions of the national anthem. "I thought, 'This is crazy — why am I buying season's tickets when I could be doing that,'" Loney said. So he phoned the Canucks' office for a tryout and he's been singing the game-opening anthems ever since. Not only that, he's also now doing the B.C. Lions' games, once opened the Seattle Mariners first baseball season, and has mastered the Russian and Swedish anthems and is working on the Czech and the Finnish for the day Vancouver gets some of the Canada Cup games.

But Loney's singing credits have gone beyond anthems. He sings at conventions, concerts and social events (former Canucks' goalie Glen Hanlon's wedding, for one) and has two albums out under his own Prelude label, one of Christmas songs, "A Gift of Song" and the other, "Listen to Me Now", a mix of popular and gospel music.

Richard Loney's stock will soar even higher if his Canucks make it into the Stanley Cup final. It was his idea, after all, to have the Pacific Coliseum organist play the bouncy song, "Nana-na-hey-hey-hey-him-goodbye", which the fans immediately adopted as their playoffs song. If the Canucks do kiss Chicago goodbye (as the fans sing it) then Richard Loney will deserve an extra bow.

## MINDPOWER

Our society needs educated leadership.

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Developing it is a national priority.

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It's our greatest problem-solver.

## MINDPOWER

Let's invest in this resource.

## MINDPOWER

Great teachers know how to develop it.

## MINDPOWER

Develop it throughout your lifetime.

## MINDPOWER

Our solutions come through research.

## MINDPOWER

Education develops our natural resource.

## BCTF seeks more justice in teacher disciplinary process

The BCTF will seek School Act changes to improve due process provisions for teachers who are suspended or placed on probation.

The changes will be sought in response to AGM resolutions initiated by the Teacher Personnel Advisory Committee. In the case of suspensions the federation will seek:

- provision for a pre-suspension meeting with the board and superintendent;
- the requirement that particulars of charges and supporting evidence must be provided at the commencement of any disciplinary process;
- the requirement of a meeting with trustees and superintendent within seven days but with a possible extension to 14 days at the discretion of the charged teachers.

Current School Act provisions require

a meeting only after a suspension is made. The act is silent on entitlements of the accused regarding particulars of charges and evidence.

Legislative changes will also be sought to prevent abuses of probationary appointments. Amendments to School Act Regulations, if achieved, would require:

- that probations be based on teaching reports by the principal and the superintendent (or director);
- seven-days' notice of intent to place a teacher on probation;
- a statement specifying areas of concern, suggestions for improvement and systematic means for assisting the probationer to improve;
- objective evaluation by the superintendent throughout the probationary period;

## Teachers can study at home with Open Learning Institute

B.C. teachers have always been conscientious about professional development. But the day-to-day demands of preparation, teaching, evaluation and administration, together with other personal commitments, often preclude attendance at evening and weekend classes. Those who teach outside the lower mainland have the added concern of transportation to a centre where upper level university courses are offered and, once there, they have the costs of accommodation to contend with. Attending university during summer session can be an expensive proposition.

That's where the Open Learning Institute comes in. With OLI, teachers can study at home, according to their own schedules and circumstances, to acquire the knowledge, skills and course credits that will be valuable to them as professionals and as people.

The Open Learning Institute was created by the provincial government in June 1978 to provide educational opportunities for adults who want to continue their education but who, for various reasons, cannot attend regular classes. Teachers often fall into this category. They want a wide range of course offerings available to them year-round, at reasonable cost, and delivered in a convenient form. OLI fills the bill in all these respects.

When teachers register as OLI students, they receive:

- complete course packages in the mail. Course packages contain everything needed to successfully complete a course including textbooks, learning

units, assignment files, project equipment and, where applicable, audio tapes and television viewing schedules. Average cost for university program courses: \$100 including texts.

- a telephone tutor who is expert in the subject field. OLI tutors must have the same academic and professional qualifications required of university faculty teaching similar courses. Students may call their tutors toll-free from anywhere in B.C. for help on assignments, feedback on readings, and coaching for examinations.

- an assigned OLI advisor who can help with professional development information, transfer credit details, and who can provide most of the student services normally available on a campus.

- TQS acceptance of courses and credits that are transferable to other B.C. colleges and universities.

University courses are available in eight disciplines, and career, technical and vocational courses are also on hand for those who are interested. For further information and a complete course calendar, contact your nearest OLI advising centre.

### OLI Regional Advising Centres:

**Kamloops:** 543 St. Paul Street, Kamloops V2C 2J8, 374-2844; **Kelowna:** Ste. 101, 1626 Richter Street, Kelowna V1Y 2M3, 762-7168; **Nelson:** 367 Baker Street, Nelson V1L 4H6, 352-2310; **Prince George:** 1274 Fifth Avenue, Prince George V2L 3L2, 563-4237; **Richmond:** 7671 Alderbridge Way, Richmond V6X 1Z9, 270-8021; **Terrace:** 3306 Kalum Street, Terrace V8G 2N6, 635-4961; **Victoria:** Ste. 316, 560 Johnson Street, Victoria V8W 3C6, 385-1424.

- that termination of a probationary appointment be based on a superintendent's (or director's) report issued during the probation period;

- ten-days' notice of intention to terminate a probationary appointment and an opportunity for the teacher to meet with the board before a termination decision is made;

- that a review committee be established at the request of a teacher whose probationary appointment is terminated. Such review would have to be requested within ten days of termination. The review committee's ruling would be binding upon both parties.

Present provisions do not require that there be a report as a basis for placing a teacher on probation nor are there any appeal provisions where a probationary appointment is terminated.



Norman Goble

## WCOTF names Norman Goble as secretary-general

Norman Goble, currently secretary-general of the Canadian Teachers' Federation, has been chosen to become the secretary-general of the World Confederation of Organizations of the Teaching Profession.

Goble will assume the full-time position at WCOTF headquarters in Morges, Switzerland, on August 1.

Norman Goble has held his present position since 1970; prior to then he was CTF's deputy secretary-general since 1964.

After graduating from Edinburgh University, Goble went on to earn a General Teaching Certificate and Special Certificate (Classics) at the Edinburgh College of Education, followed by study at the Ontario College of Education. From 1951 to 1963 he was a secondary teacher of Latin, Greek, English and French in his native Scotland and in Ontario. From 1959 to 1963, in addition to teaching secondary school, Goble was a part-time lecturer at Carleton University and the University of Ottawa.

Norman Goble has had wide international experience in connection with his work for CTF and as a representative of the government of Canada. For the CTF he has been responsible for supervising and advising the director of international programs on the CTF International Development Assistance Program, as well as being adviser to the board of directors and executive committee on international relations.

## Questions answered about questionnaires

Teachers in various districts around the province have become concerned about whether they are obligated to fill our questionnaires that have landed on their desks from certain educational organizations.

Take heart, teachers, take heart. BCTF counsel advises that there is no compulsion on teachers to complete questionnaires that are circulated without the specific approval of the ministry of education or the local school board.

## RETIREMENTS

### Lorill Hanney

Lorill Hanney, elementary coordinating principal for Burnaby School District, retires at the end of June after a career that has spanned primary and intermediate level teaching in such diverse areas as Half-Moon Bay, Gibsons and Burnaby.

In addition to her classroom teaching, over the years she has served as a primary and intermediate consultant, an intermediate supervisor, a supervisor of a professional development centre and a coordinating principal in Burnaby. Long active in the BCTF, she served at various times as primary curriculum director, president of the B.C. Primary Teachers' Association, chairperson of the philosophy of education committee and member of the professional relations, mathematics study and Commission on Education committees.

Mrs. Hanney has also made a contribution to elementary education at the provincial ministry level. She has served on the primary phonics outline committee, the committee on elementary report cards, the advisory committee on elementary curriculum, the Bremer Commission on Education committee, the committee on enrichment and gifted education, as well as being involved in preparation of the report *Involvement — the Key to Better Schools*.

Colleagues and friends of Lorill Hanney are invited to attend a special evening on the occasion of her retirement to be held at 7:30 p.m., June 7 at Sperling Avenue School, 2200 Sperling Avenue, Burnaby. For information contact: Mignonne Wood, 4041 Canada Way, Burnaby, B.C. V5G 1G6 (437-4511).

### Claude Galibois

The teachers, administrators and school board of Peace River South School District are planning a retirement celebration for Claude Galibois, a long-time teacher and administrator in the district.

Events are being planned for the weekend of May 21-23 in Dawson Creek. For further information or for a congratulatory message, contact: J. H. Fast, Box 2177, Dawson Creek, B.C. V1G 4K9 (782-8571 days; 782-8963 nights).

### Art Vallis

After 35 years as a teacher and administrator, Art Vallis, principal of Sir Guy Carleton Elementary School in Vancouver, is taking early retirement at the end of this school year.

Art Vallis began teaching in 1947 at Bridgeport Elementary School in Richmond, but since 1950 all his career has been spent in Vancouver. After eight years at General Brock elementary, he moved on to teach art at Churchill and Kitsilano secondary schools. In 1963 he was appointed vice-principal of McBride elementary and four years later was named a principal, serving at Secord, Van Horne and, latterly, Carleton. Active in professional affairs, Vallis served on the B.C. Art Teachers' Association executive, was president of the Vancouver Art Teachers' Association in 1963 and served on the Vancouver Administrators' Association executive, becoming president in 1979-80.

Friends, associates and past students are invited to a retirement ceremony to be held 4-6 p.m. on June 3 in the Carleton gymnasium. RSVP to Roy Huish at Carleton, 438-5461.

## Environmental mag informative and free

Teachers interested in environmental issues who have not yet made the acquaintance of *Citizens' Bulletin* would be well-advised to do so.

Published jointly by Friends of the Earth and Environment Canada, *Citizens' Bulletin: A Publication for Environmental Groups*, is a highly topical, informative magazine about national and international environmental issues. And it's available by subscription free.

Recent issues contained stories on: acid rain, offshore oil drilling in the Beaufort Sea, B.C. Hydro dam-building plans and anti-nuclear protests in Europe. Subscriptions are free and bulk orders up to 100 are also available. For subscriptions write: *Citizens' Bulletin*, Environment Canada, Information Directorate, 10th Floor, Fontaine Building, 200 Sacre Coeur Blvd. Hull, Quebec, K1A 0H3.

## Letters

### '82 AGM interesting, enjoyable, successful

I found the 1982 AGM to be very interesting and enjoyable. I have been to almost every AGM since 1969. If my memory serves me correctly, this was one of the first where all of the business on the agenda was completed on time. In my opinion, the general tone and atmosphere of the meeting was also better than many of the past AGMs.

In this regard I would like to commend the chairpersons, executive committee and everyone else involved in making this AGM so successful.

Balwant Sanghera  
Cayoosh Elementary  
Lillooet

### Subs short-changed on salary and benefits

I agree with Maxine Boag's article, "Substitutes deserve new deal" (*Newsletter*, February 15, 1982). Substitute teachers provide an essential, valuable service and deserve to be compensated accordingly.

Mr. W. Stephen Lebel states that substitute teaching is not the same job as teaching full-time (*Newsletter*, March 25, 1982). I disagree. The guidelines I teach under state that I am expected to fulfill all the duties and responsibilities of the regular teacher who is absent. This includes instruction, supervision, and attendance at any meetings requested by the principal. In my substitute teaching over the past three years, the only thing I have not done, which I did as a regular teacher, is write report cards.

As a regular teacher I received 50 per cent more salary than I make as a substitute. As a substitute teacher I receive none of the benefits like sick leave, medical or dental plan. My salary is based on university years, with nothing for experience. The experience I gain as a substitute counts for half of what it would be were I a regular teacher.

In 1981, I substituted for 96.6 days in eight different elementary schools in 30 different classrooms. I had to be knowledgeable about curriculum, child-

hood development and school policies.

I think a new deal for substitute teachers should include:

- 1) a per diem rate of 1/200th of the position on the salary scale for which the substitute is qualified by education and experience;
- 2) full counting of substitute teaching experience;
- 3) compulsory membership in BCTF; and
- 4) representation on the local agreements committee.

Linda Travers  
Substitute teacher  
Victoria

### Teachers' Viewpoint has struck a nerve

I've been more than a little amused by the letters recently which criticize "Teachers' Viewpoint" for existing. The most recent by Mr. Puetz of Coquitlam (*Newsletter*, March 25) is more manifest paranoia, he appears convinced "Teachers' Viewpoint" is trying to "usurp" his professional organization.

If Mr. Puetz and his sympathizers are concerned that Viewpoint will gain the kind of teacher support necessary to usurp the BCTF, then perhaps there is something wrong with the present moderate stance of the BCTF. Viewpoint appears to satisfy some members of the BCTF who are not inspired by the conservative attitudes of the majority of BCTF members. It does no good to look under beds for "activists"; Mr. Puetz and his sympathizers should be responding constructively to the concerns of "Teachers' Viewpoint."

I am not a member of "Teachers' Viewpoint" but I find it difficult to understand why this group cannot have meetings, write minutes, and voice its concerns; something we have allowed groups like the administrators' associations to do for years. Should Viewpoint meet in secret dark rooms to make some members feel more secure?

Whatever Viewpoint is doing they seem to have struck a nerve somewhere.

H. Giesbrecht  
Skeena Junior Secondary  
Terrace

### President's trip to El Salvador "divisive"

The BCTF executive has apparently voted \$1,000 to help defray the expenses of a trip which Mr. Kuehn will be taking to investigate the conditions in El Salvadorian refugee camps in Honduras. This motion is not immoral. It is, however, unbelievably stupid.

The BCTF is faced with a fight against a budget which will drastically curtail educational opportunities for the students of B.C. As an organization, we are going to have to muster every ounce of membership cooperation we can to fight the effects of this budget on our charges. Yet the executive has chosen to make a blatantly divisive move.

There are many BCTF members (if the results of the AGM indicate anything) who wish the BCTF to be a little more educational and a little less social in the causes which it espouses. Some of these are going to be turned off active cooperation in the coming fight when they see the executive spending our money and their time this way. Yet the students of B.C. need the cooperation of these members more than the El Salvadorian refugees need another rich North American study group in their camps.

Worse, the enemies of the BCTF will have a ready-made target. The friends of the BCTF will have no response to the attacks, save possibly the kneejerk reply which boils down to: "Concern for El Salvador is 'in' this year. All the other groups say so."

Those who believe that the executive has enough support to carry out the budget cuts fight without worrying unnecessarily about turned-off members, should review the inglorious progress of the pension plan they developed last year. As in that one, this one will require all our efforts. Only, if we fall again, this time our students will be directly affected.

I do not think that it is asking too much that our president and executive devote 100 per cent of their time to B.C. problems. The members and the students deserve it.

Garth Holmes  
Anne Stevenson Junior Secondary  
Williams Lake

### AGM debate left wrong impression

Imagine that you've applied for a job and 700 people discuss you and the job while you're not there. Moreover, the debate is confused, information is incorrect and, as a result, some people associate you with racist policies. This happened to me and I wish to respond.

At the Annual General Meeting, delegates expressed concern that the Canadian Teachers' Federation was sending someone to teach leadership and organizing skills to the African Teachers' Association of South Africa (ATASA). The United Nations, African nations, and the African National Congress (ANC), the resistance movement in South Africa, call for a general boycott of contact with South Africa — sport, cultural, and economic. The CTF president mentioned my name as the BCTF nominee.

As a long-time opponent of South African racial policies, I strongly support the ban and when asked to apply for the CTF position, I immediately felt the same as the AGM delegates. Yet the opportunity was great and so I asked the Southern African Action Coalition (SAAC) here in Vancouver to contact the ANC representative in Toronto. SAAC did so and told me that the ANC regarded the teachers' association as progressive and approved of me applying. ATASA shares membership in the World Teachers' Association with the federations of other African countries. On the basis of the SAAC and ANC response, I applied.

I regret that my name was mentioned at the AGM without this information and without an opportunity for me to speak. Moreover, despite my being central to this debate, the CTF has yet to contact me.

Tom Morton  
University Hill Secondary  
Vancouver

### Sexual harassment article slanders male teachers

Norma Mercer (S.O.W.) reprimands us (*Newsletter*, March 25) that, "as educators, we need to look at our treatment of others and be sure that our actions are not causing our colleagues to feel uncomfortable." The "golden rule", well paraphrased, but also "do as I say, not as I do" in Norma's case, because, in her next statement she generalizes that administrators and teachers "... may be harassing ..." and "... may be harassing ..." and again, "... may be harassing ..." This assertion, by implication, accuses every male colleague of harassing female teachers and students. Her diatribe, by its random condemnation and vagueness of allegation, slanders every male in the education system and smacks of sexual prejudice of the meanest order.

If Norma cannot name the individual offenders and specific incidents, then, for pointing the malicious finger of innuendo at all of us, guilty or innocent, she owes me and all other male BCTF members an apology in print. Her indiscretion is no less chauvinistic than would be the blanket statement that all females are flirtatious homeworkers.

I've worked with many teachers, vice-principals, principals, superintendents and other male colleagues, but I can't imagine one of them being guilty of the activities Norma insinuates they are. If she cannot be unequivocal in her indictments, Norma should still her tongue, for indefinite, sweeping accusations are a cowardly way of condemning her male colleagues and only serves to stir up a large crock of you-know-what.

I for one can assure Norma that I have no interest in harassing her, sexually or otherwise, and not just because I am married to a gorgeous grandmother.

James Hobart  
Fort St. James Secondary

### Abortion action days endorsement opposed

We find it morally reprehensible that the BCTF Executive Committee has decided to endorse the action days on abortion rights. We object particularly on the grounds that it is wrong for the BCTF Executive to make public pronouncements concerning issues that do not have direct bearing on the teaching profession. These endorsements just tend to divide us internally and, rather than increase community respect, instead cause our professional integrity to be suspect ...

It is our hope that the BCTF Executive will reconsider its endorsement.

J. Mearns	M. Crowther
K. Carswell	L. Kastelen
S. Baird	D. F. Fafard
S. Smith	A. Madyga
S. Collins	D. Marshall
P. Regin	L. Strachan
R. Joyce	R. Bourbonnais
R. J. Hunter	D. Chow
T. Shanahan	L. Morrison
H. Lidster	J. Kennedy
G. Dreger	P. Nelson
G. Harrison	K. Sawatsky
R. Paille	E. B. Veness
F. Allen	J. Gibson

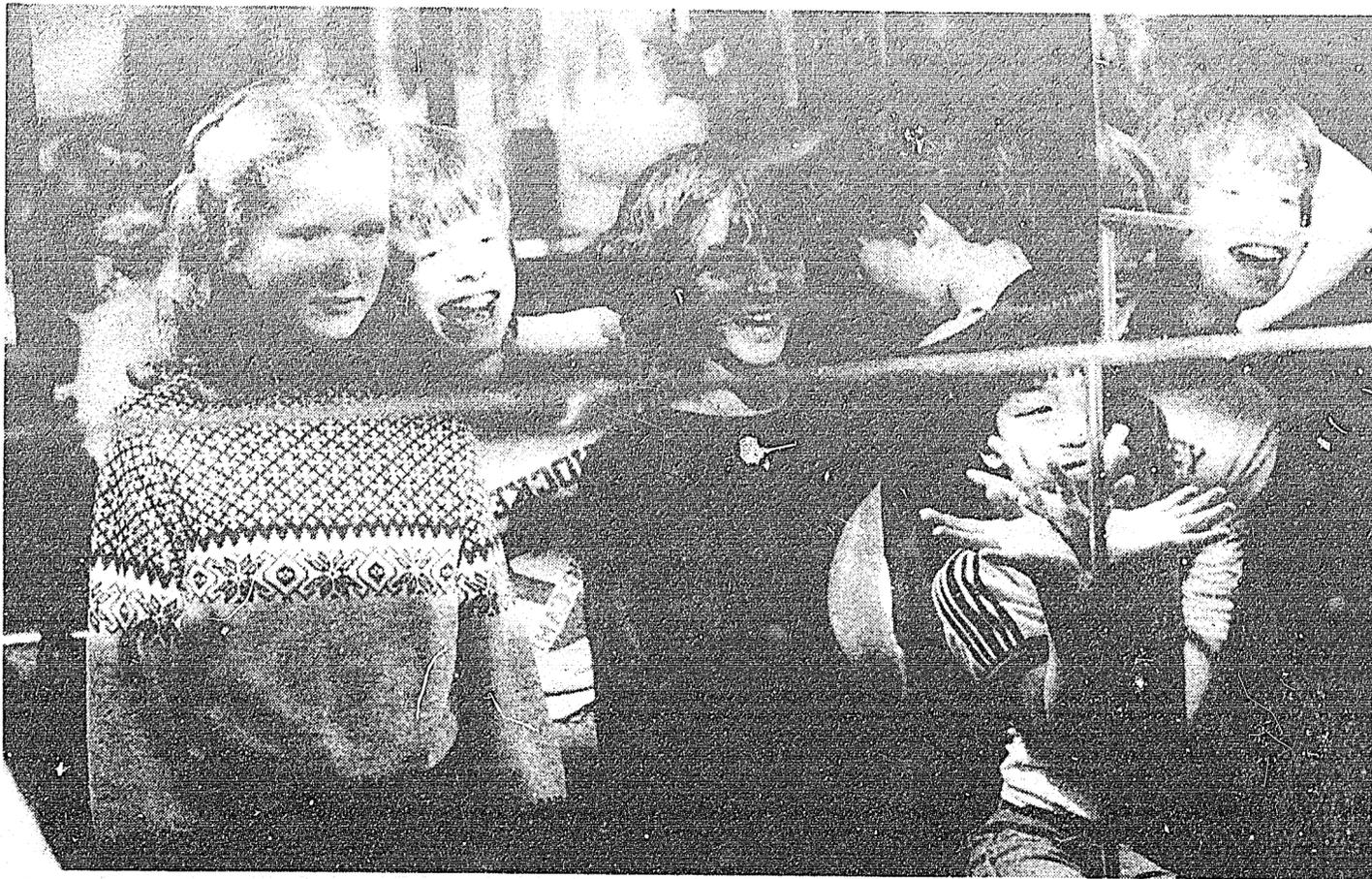
Valleyview Junior Secondary

R. Orser  
Marion Schilling  
Elementary, Kamloops

**THIS IS A P.F.D.**

And last year 900 Canadians found out too late what P.F.D. stands for: Personal Floatation Device. More visible from a distance, warmer in cold water, a P.F.D. will keep you afloat more comfortably than a lifejacket. **Play it Safe.**

The Canadian Red Cross Society



Optical illusion is a major theme area at the new Arts, Sciences and Technology Centre at 600 Granville Street in downtown Vancouver. Phone to book school tours: 687-8414.

## New guide to professional practice adopted for federation members

The 1982 AGM endorsed two changes to the Code of Ethics and adopted a new guide to professional practice for federation members.

Clause 5 was amended to include a requirement that colleagues be informed of intent to take criticisms of teachers' work to "appropriate officials" before such action is taken. The clause now states:

*The teacher directs any criticism of the teaching performance and related duties of a colleague to that colleague, and only then, after informing the colleague of the intent to do so, may direct in confidence the criticism to appropriate officials who are in a position to offer advice and assistance.*

The Teacher Personnel Advisory Committee which drafted the change put forth a supporting statement saying the prop-

osal was made in the belief that there must be clear notice of intention to take criticism of a colleague to a higher authority.

Clause 9 was altered to clarify the professional responsibility of teachers in the matter of representations to outside bodies such as the ministry of education, school boards and the BCSTA. The new wording which was recommended to the AGM by the Representative Assembly is as follows:

*The teacher as an individual, or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the federation or its local associations.*

The Guide to Professional Practice adopted by the AGM is the product of extensive work by the Teacher Personnel Advisory Committee. TPAC Chairper-

son Geoff Peters feels the document is an important one. "It isn't a new set of rules," said Peters, "but rather guidance for the conduct of professionals."

The introduction to the guide clarifies this, pointing out that the Code of Ethics stipulates "those general rules of conduct particular to the teaching profession" while the guide "should assist all members to uphold the Code of Ethics."

"We are hoping that teachers will continue to realize the importance of ethical conduct as the most basic ingredient in a strong and healthy federation," Peters observed. "In individual instances it may get down to a person's career and livelihood."

The guide which will soon be printed and distributed deals with conduct in relation to pupils, parents (guardians), public school boards, ministry of education, other colleagues and the professional organization. An additional section sets out standards for "principal-teacher" practice.

# Vacancies

## Committee Vacancies

The following BCTF committees have vacancies. Unless otherwise indicated, terms are for three years effective July 1. Application deadline is May 15 and the Executive Committee will make appointments in June.

**B.C. Teacher Editorial Board** (1 vacancy); **BCTF Newsletter Editorial Board** (3); **Ombuds-person** (vacancy is for the Peace River South region, to be elected by the June RA to serve a five-year term); **Rights of Children** (1); **Education Finance** (3); **Finance** (1); **Income Security** (1); **Investigation** (3); **Judicial** (3 to be elected by the June RA. Applicants must be approved by a secret ballot of a local association delegate assembly); **Labor Liaison** (3); **Pensions** (3); **Policies and Procedures** (4 vacancies for Lower Mainland, 2 for corresponding members); **Professional Relations Advisors** (6); **Racism** (3); **Status of Women** (4); **Teacher Education** (2); **Teacher Personnel Advisory** (2).

Please note that members of the Executive Committee, Investigation Committee, Judicial Committee, Federation Appeals Board and RA are excluded from membership on the Committee of Ombudspersons. No member may serve on more than one of the BCTF Executive Committee, Judicial Committee or Investigation Committee at one time.

## Committee of Ombudspersons

The June RA must elect two Ombudspersons. Vacancies are for the North Central/Peace River/North Coast area and for Vancouver Island. Nominations should be submitted by GRs in the affected areas. Application deadline is May 15.

For more information on these vacancies contact Jacquie Boyer at the BCTF office.

## Project T.E.A.C.H.

Qualified candidates are invited to apply to be Project T.E.A.C.H. instructors for next year.

Project T.E.A.C.H. — Teacher Effectiveness and Classroom Handling — is designed to improve teachers' skills in relating positively and effectively to students, developing a constructive classroom climate and dealing successfully with discipline problems.

The program involves 36 hours of classroom instruction. Sessions are usually three hours one evening a week for 12 weeks. Candidates must successfully complete an intensive training course to be held August 21-28 at University of Victoria. Expenses will be paid by the BCTF.

Application deadline is May 28. For more information, contact Bridget Roberts at the BCTF building (731-8121).

## Scholarship fund set for disabled students

Application forms for the Imasco Scholarship Fund for Disabled Students are now available for completion and submission to the Association of Universities and Colleges of Canada by not later than June 1.

The fund, established recently with Imasco's \$100,000 endowment to the AUCC, was set up to provide financial assistance in the form of \$1,500 scholarships to disabled students who wish to attend university but are unable to do so due to additional expenses incurred because of their physical disabilities.

Qualifying candidates are those students disabled according to the 1975 United Nations Declaration which states that "a disabled person is any person unable to ensure himself or herself wholly or partly the necessities of a normal individual and/or social life, as a result of a deficiency, either congenital or not, in his or her physical or mental capabilities". Candidates must be Canadian citizens who have successfully completed the schooling requirements or equivalent for admission to an undergraduate program of study, or be presently registered as a full-time undergraduate student as defined by the university and have successfully completed the last academic year.

Imasco Scholarships are tenable at any Canadian university which is a member of, or affiliated with a member of the Association of Universities and Colleges of Canada.

Additional information and application forms may be obtained by writing to the Awards Officer, Canadian Awards Section, AUCC, 151 Slater Street, Ottawa K1P 5N1.

## REUNIONS

### North Delta Senior Secondary

North Delta Senior Secondary School is planning to celebrate its 25th anniversary on May 3-8, 1982. Graduates interested in attending the reunion are urged to contact the school at 8270 - 114 Street, Delta, B.C. V4C 5J6 (596-7471).

### George Pringle Secondary

The Reunion Committee of the George Pringle Secondary School, Peachland, is planning a reunion of the classes from 1949 to 1960 to be held on July 2-4, 1982 at Westbank, B.C. Former teachers and students are requested to contact B. Blower, RR3, Site 21, Comp. 9, Westbank, B.C. V0H 2A0 for further information and registration. The committee would particularly like to learn the whereabouts of the following former teachers: Miss Griffiths, Mr. Tweedy, Mr. Ratzlaff, Mrs. McLean-Angus, Miss Morgan, Mr. Clement, Miss B. Twentyman, Mr. N. Armst, Mrs. Bessette, Mr. Noel Armstrong, Miss Appleton, Miss Oxford and Miss Chambers.

### Burnaby North Secondary

Burnaby North's Diamond Jubilee Celebration is being held on October 1, 1982. Former staff and students are invited to attend.

Anyone willing to be a contact person for your graduating year please write or telephone Jean Brooks at Burnaby North Secondary School, 751 Hammarskjold Drive, Burnaby, B.C. V5B 4A1 (298-4194).

### Churchill Secondary

On May 29, 1982, Sir Winston Churchill Secondary School in Vancouver is having a 25th anniversary reunion. All graduates and former staff members are welcome to attend the afternoon and evening festivities. For

further information, phone the school at 261-6334.

### Quick School

The Quick School in Telkwa, B.C. is celebrating its 60th anniversary on May 21-22, 1982. Former teachers and students are urged to attend. For further information contact Sharon Kerr, RRI, Telkwa, B.C.

### Pender Harbour Secondary

Pender Harbour Secondary School is planning a 25th Anniversary Homecoming Weekend. No date has yet been set, but organizers are eager to attract as many former teachers and students as possible. Those interested in attending are requested to contact Merle O. Hatley, Homecoming Committee, Pender Harbour Secondary School, Madeira Park, B.C. V0N 2H0 (883-2727).

### Manitoba Normal School

A 40th anniversary celebration of the Manitoba Normal School class of 1942-43 is being planned for the weekend of August 14, 1983. The whereabouts of former teachers and students is being eagerly sought. For information contact Mrs. Ruth Cutforth (nee Roberts), 11 Creighton Blvd., Brandon, Man. R7B 0Y1.

### Saskatoon Normal School

A reunion of the 1934-35 graduating class will be held on September 7-9, 1982 in Saskatoon. Members of that class are urged to write Stan Roberts, Reunion Secretary, 2233 McKinnon Avenue, Saskatoon, Sask. S7J 1N5, or phone Charlie Archibald in Burnaby, 434-2262.

### Prince of Wales

A 20-year reunion of the class of 1962 of Prince of Wales Secondary School is being

planned for June 25-26, 1982. Teachers from that era interested in attending are requested to contact Alix Campbell, 224-0921, or Sandy Kelly, 226-5116.

### Queensbury Elementary

Former staff members and colleagues of Queensbury Elementary School, North Vancouver, are invited to attend a 25th anniversary celebration on May 26, 1982 commencing 20:00 hrs in the school gymnasium. For information and reservations call Mrs. Lynda Dugan at 987-2268.

### Lord Byng Secondary

The 1962 class of Vancouver's Lord Byng Secondary School is planning a 20-year reunion on October 22-23, 1982. Information: Fred Dietrich, Richmond Secondary School, 7171 Foster, Richmond, B.C.

### Beattie Elementary

This year marks the 25th anniversary of Beattie Elementary School in Kamloops and the retirement of a teacher who has taught at the school for all those years — Mrs. Edna Dreger. A tea in honour of Mrs. Dreger will be held at the school 3:30-6:00 p.m., June 4, 1982 and a 25th anniversary picnic will be held at the school the following day at 5:00 p.m. For information call the school at: 374-0608.

## For the record

The caption to the front-page picture in the March 25 Newsletter mentioned three Referendum Technical Committee members checking ballots, but failed to report that two members of the Union of Teachers' Federation Employees, Laura Felker and Lynn Graziadei, also assisted in the counting and checking of referendum ballots. The editor regrets that their contribution was overlooked.