

COLLECTIVE BARGAINING FOR TEACHERS:

Radical innovation in B.C. — or catching up with the rest of Canada?

Does the law in other provinces require that boards bargain with teacher about class size?

Yes.
Does it in B.C.?
No.

Does the law in other provinces require that boards bargain with teachers about noon-hour supervision?

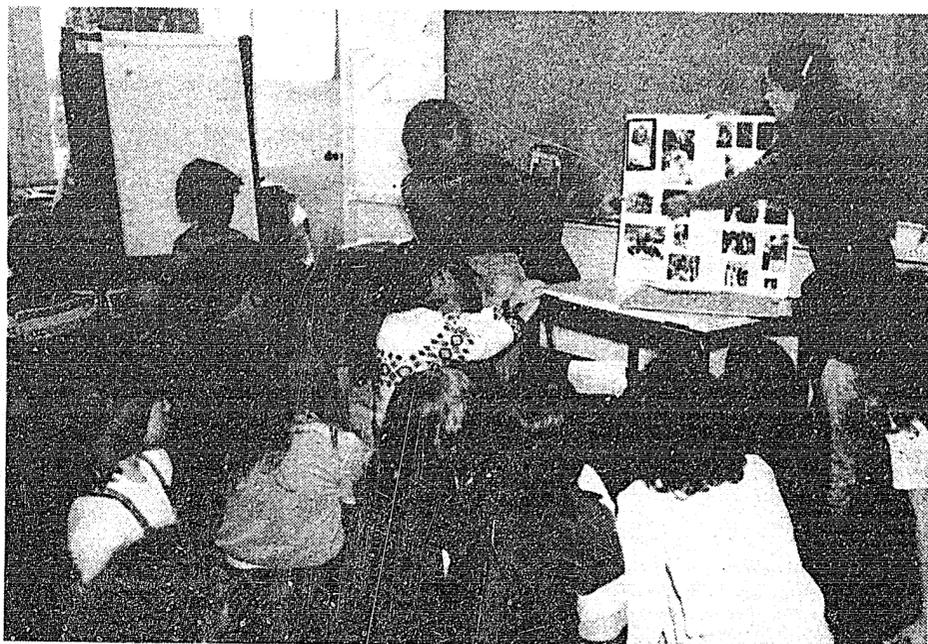
Yes.
Does it in B.C.?
No.

Does the law in other provinces require that boards bargain with teachers about preparation time?

Yes.
Does it in B.C.?
No.

Does the law in other provinces require that boards bargain with teachers about personnel policies?

Yes.
Does it in B.C.?
No.



Vancouver School Board photo

What's the job worth?

STARTING SALARIES: SEPTEMBER 1981

IWA journeyman	\$31,905
3 years paid apprenticeship	
United Steel Workers, Cominco journeyman	\$27,708
3 years paid apprenticeship	
Social worker, BCGEU	\$26,740
4 years university without pay	
Truck driver, Teamsters	\$25,314
1 year apprenticeship at \$10 an hour.	
Safeway cashier	\$22,668
0 years of training — Grade 12	
IWA labourer	\$22,488
0 years of training — Grade 12	
Nurse: HLRA and RNA	\$21,080
3 years training with low pay	
Teacher	\$20,177
5 years of university (with no pay in training)	
Teacher	\$18,622
4 years of university (with no pay in training)	

Newsletter to get new editor

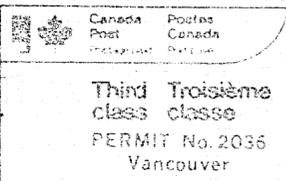
The BCTF is in the process of hiring an editor for the *BCTF Newsletter*. T. A. Myers, the former editor, is now fully engaged in communications connected with the scope of bargaining campaign. Fortunately Mr. Myers's formidable editorial skills are still available to the federation.

Ralph Maurer, the former assistant editor, has left us for bleaker but more challenging pastures with a publishing company, New Star Books. We wish him well.

—Jim Bowman
Director, Government Division
Acting Editor

Pensions question?

For your information, a full description of the main features of the Teachers' Pension Plan can be found on pages 82-87 of the *Members' Guide*.



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

The BCTF's policy . . .

Teachers start bargaining this year, as always, in pursuit of basic objects of the federation: "to raise the status of the teaching profession" and "to promote the welfare of the teachers of British Columbia." The difference in 1981 is that teachers will operate under these guidelines:

"That the BCTF priority in 1981-82 be to gain full collective bargaining rights for teachers." (AGM '81)

"Goal — To improve teachers' terms and conditions of employment through collective bargaining." (RA May '81);

"Locals should ensure that an expanded list of items is taken into bargaining, cognizant of provincial, zonal and local priorities." (RA May '81).

Bargaining this year will go beyond the narrow limits of salaries and bonuses, important as such rewards are, to items defined by each local, that improve its members' terms and conditions of employment.

Federation objectives have not changed; what has changed is teachers' determination to put working conditions items in contract.

Avoid extremes in debate over bargaining

A city driver ran out of gas in the country on a cold, wet night. He trudged along in the lonely dark till he saw in the distance a single light. As he slogged toward it he mused: "Country hicks never liked city people. They're mean, suspicious, stick to themselves. Bet they don't answer when I knock. If they do, some older farmer will run me off at the end of a shotgun. Or, they'll see I'm stuck and gouge me ten bucks for a can, and I've only got five."

Thinking thus, he knocked on the door of the farmhouse. The farmer opened it and said, "Yes?"

"Keep your filthy gas you miserable peasant," said the motorist, "I wouldn't take it now if you begged me!"

One hears comments this fall that exemplify the motorist's mental set; comments that set up unjustifiable extreme positions.

Example: "Nobody in the BCTF is going to direct us that we just go for learning conditions this year."

Who advocates this? What is being asked is that local associations take some issues, not narrowly limited to salaries and benefits, put them on the table and negotiate them. They could, according to the wishes of the local be items of low financial impact, such as an agreement on the mode of evaluating teachers, or an agreement on-staffing policies in the light of enrolment changes.

Example: "We're not going to strike just because someone else in the province is having difficulties."

Who advocates this? If a local association makes no progress on an item held to be significant, if in consequence they propose some job action, and if they make their case well, federation support will be available. And why not? It is our policy, reaffirmed, for the last decade. But provincial job action is neither planned nor expected.

Example: "Job action before there is a referendum prejudices and prejudices the outcome."

There is a world of difference between taking a referendum on whether or not we want a choice, in any given round of negotiations, of arbitration or strike, and yielding implicitly now to the notion that we do not have the right to withhold service. There is a strong argument, in a free society, that the right is innate.

Example: "Nobody is going to make me strike, no matter what the leadership says."

Who wants to strike? It's no fun. Try an analogy — karate black belts don't use their art as a license to kill and maim, but if they are ever threatened, they have the security of options. To push the position that the possession of a weapon implies its wholesale, unwanted use, is mischievous.

Example: "The leadership is using the legitimate discontents of teachers for its own ends."

What ends? The Executive Committee didn't invent teacher problems in transfer, dismissal, temporary appointments, class sizes, evaluation, lack of prep time, supervision, curriculum, stress, extracurricular activities, pensions, and a general lack of recognized teacher input into policies that affect their work and welfare and that of their pupils. Either the federation follows through on policies adopted by RA and AGM or it's a useless talking shop. An executive that didn't work towards implementing decisions should be impeached.

In terms of bargaining rights we are not at the cutting edge of ultra-radical change; we are playing catch-up. As for teachers being forced to do what they don't want to, or being led by the nose by some devious cabal, surely we know our membership better than that! And if the concerns and convictions of some local associations lead them to job action, are we to stand in the way of their choice?

—Tom Hutchison

Runcie responds to 'unfair' criticisms

The last newsletter published a letter by a Mr. D. Jorgensen of Abbotsford which levelled some unfair criticisms of me in my role as an executive member. In response:

1. Recommendations from the executive to the AGM are often committee recommendations and executive members' names are listed as movers and seconders by random selection.

2. It so happens that I strongly support the Status of Women Committee stand (which the AGM endorsed) at abortion is a private and personal decision. I also support having responsible groups such as the BCTF make public statements on this matter in order to counteract the statements of a well-organized, well-funded and vocal minority who would like to turn back the clock and take away the rights women have gained in the last 10 years. The majority of our members are women and their health and welfare should be of concern to our federation.

3. The pensions issue was not

ignored during the AGM. At the moment there is a joint BCTF/government study on the fund's investment policies. Also, members of the executive and Pensions Committees gave up part of their summer to attend an excellent conference during which all aspects of pension plans were studied and discussed.

4. Resolutions are received from local associations who have (I assume) gone through a proper democratic process before arriving on the BCTF AGM agenda. As to the AGM reps presuming to speak for the members, I don't know about Abbotsford but in Burnaby the entire booklet is discussed before the AGM in staffrooms at meetings conducted by reps, and then the representative assembly advises our delegation on how they are to vote. The BCTF has many problems but lack of democracy is not one of them. Teachers like to have their say and most of us say a lot.

In-closing, I am proud to be a member of an executive whose priority is to improve conditions for classroom teachers. This executive is not out of touch with the members. It is working furiously to find solutions that will relieve some of the pressures that we all face every day and which in turn would improve the quality of service we are able to offer to our students.

Marion Runcie,
Executive Committee

How about discrimination committee?

I have followed with considerable interest the work of the BCTF's committees on racism and the status of women. As admirable and as well intentioned as these two committees doubtlessly are, I am puzzled why, out of the many kinds of discrimination which afflict mankind, you have chosen to combat these two alone.

What about those of our colleagues who suffer discrimination as a result of being of different cultural and linguistic backgrounds but who, unfortunately,

fail to qualify for assistance because their skins happen to be of the same pigment as those of the white majority?

What of those who, if they were to practice their religion in freedom, would be asked to resign from the profession?

To me it makes more sense for the BCTF to strike a new committee along the lines of the Canadian Civil Liberties Association — a committee which would deal with all kinds of discrimination within the profession, including those pertaining to racism and sexism.

Ray Fulford
Chilliwack Senior Secondary School

BCTF Newsletter

JIM BOWMAN
Acting Editor

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

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Committee vacancies

LC co-ordinators

Learning conditions co-ordinators are sought for the Central Mainland and South Coast zones. Application deadline is October 28. Applicants must be nominated by a local association within the zone or by the district council. For more information, contact Jacquie Boyer at the BCTF building.

PD co-ordinator

A professional development co-ordinator is sought for the North Central zone. Application deadline is October 28. Applicants must be nominated by a local association within the zone or by the district council. For more information, contact Jacquie Boyer at the BCTF building.

Policies and Procedures

There is a vacancy on the Policies and Procedures Committee. For more information or curriculum vitae forms, contact Jacquie Boyer at the BCTF building. Application deadline is November 13.

UVic Centre for the Study and Improvement of Teaching

A BCTF representative is sought from the South Vancouver Island area to serve on the policy board of the proposed University of Victoria Centre for the Study and Improvement of Teaching.

South Vancouver Island is defined as Greater Victoria, Sooke, Saanich, Duncan, Cowichan, Lake Cowichan and the Gulf Islands.

Term of office will be for one year. Application deadline is October 20, and selection will be made by the Executive Committee by October 24.

For more information contact Denise Buckoll at the BCTF offices.

Appointments announced

The Executive Committee has made the following appointments:

Sheila Park is the interim learning conditions co-ordinator for the Central Mainland.

Tom Silverton is the interim learning conditions co-ordinator for the South Coast.

Peggy Morrison has been named as an employer representative on the joint committee for the BCTF staff pension plan.

Terrace commission starts hearings

R. Sundby
Government Division

Complaints about the school board and the superintendent and secretary-treasurer dominated the opening two days of public hearings on September 17-18 into administration of the Terrace school district.

The hearings are being conducted by a tribunal established jointly by the Terrace District Teachers' Association and the school board. The inquiry, demanded by teachers and public, was part of the settlement of a six-day strike by Terrace teachers last June.

Dr. Hannah Polowy, director of the University of B.C.'s child study centre, is the teacher nominee on the review board, and Dr. Louis Checov of Management Development Limited of Vancouver was named by the trustees. Polowy and Checov selected William Neilson, Univer-



Terrace management figures were interested observers at Terrace hearing. From left: secretary-treasurer Ted Wells (in background), negotiator Siedo Tzogoef, board chairperson Joyce Krause, superintendent Frank Hamilton, board member Jack Cook.

Pensions issue hasn't gone away

Larry Kuehn
President

The BCTF set out last year to regain the full indexing of pensions and ended up with an agreement with the government to carry out a commission study of the pension fund investment policies. The result did not seem to have much to do with the objective but in fact there is a direct link.

Under the new indexing system set up by Bill 29, the amount of the cost of living increase for pensioners is determined by two factors: the amount contributed by teachers and the government (currently 1 per cent of payroll by each), and by the amount of interest earned on fund investments.

The B.C. Government Employees Union, after its province-wide rotating walkouts, was able to get the government to add more money to the first source of indexing funding — the contribution rate. The government upped its share to 1.25 per cent and the employee share was also set at 1.25 per cent. At the same time, the employee share going to fund the basic benefit was decreased by .25 per cent. In effect, the BCGEU got more into the indexing fund without any increase in total employee contributions.

The government refused to do the same for teacher even after teacher job actions which equalled the BCGEU in numbers involved and media attention. The reasons for BCGEU success and BCTF failure to get the same concessions will be analyzed in the next issue of the BCTF Newsletter.

sity of Victoria law professor, as chairperson and third member of the panel.

The majority of presentations in the first two days of hearings were made by parents. They raised a variety of educational and administrative concerns ranging from busing problems to inappropriate assignment of teachers. Most alluded to a lack of responsiveness and communication on the part of the school board and its officials.

One of the highlights was an impromptu statement by a parent and former trustee, Nancy Orr. Questioned by panelist Checov on the basic ingredient in last spring's confrontation between board and teachers culminating in the six-day strike, she thought carefully before answering. When the answer came it was very brief. "There was a breakdown of trust," she said.

Checov questioned her further on

whether the problem was local or whether it was a manifestation of a provincial action. Orr replied that the issues were definitely local and the causes of problems were locally based but were probably similar in nature to those found in a number of other districts.

An impressive contingent comprising board members, four of its senior officials, hired negotiator Siedo Tzogoef and lawyer Dale Pope, occupied a front and centre position and took notes on proceedings. Tzogoef several times interrupted presenters who sought to lay blame for problems at the feet of senior district officials. Initially, Neilson appeared ready to rule against bringing up the past and discussing the roles of individuals in the dispute.

Terrace District Teachers' Association president Glenn Grieve reminded Neilson that the memorandum of agreement between the parties specified that the panel would examine "events" and argued that problems could not be solved without examining the basis of such problems.

Panelist Hannah Polowy appealed to Tzogoef and others to allow people to be heard and to have faith in the review board to use some judgment and discretion in dealing with statements made.

Perhaps the most applauded presentation was that of Sean Gregg, spokesperson for the parent-created School Action Committee.

Over some further objections from Tzogoef, Gregg informed the panel of the school administrators' association's near-unanimous motion expressing loss of confidence in the superintendent's communications skills and leadership style as a result of his handling of two principal transfers which have since been overturned. Tzogoef's objection was based on the fact that the principals and vice-principals had agreed to withdraw a letter of last June communicating the motion to the school board. The with-

drawal was part of an agreement ending the six-day Terrace teachers' strike. Undeterred, Gregg maintained that the principals most certainly have felt strongly about the matter to have passed such a motion in the first place.

One of the more telling condemnations was the information that a Ministry of Education letter stamped "received" on June 1, was not given to the school board until nearly two weeks later. The letter contained terms of reference for the appeals of transfers of two principals, a key issue in setting off the strike.

Gregg held superintendent Frank Hamilton responsible for the delay which was, he said, an important factor contributing to the strike taking place. Accusing trustees of becoming "rubber stamps" after exposure to the superintendent and secretary-treasurer, parent Edna Forseman complained of their failure to communicate and be publicly accountable for their decisions.

Forseman concluded that the only positive means of restoring credibility would be the replacement of the board's two top officials.

"The democratic process will allow the public to replace four trustees in November if they are dissatisfied with their performance."

Between hearings visits were made to two staffrooms by the review board. Teachers related a variety of experiences which supported conclusions of parents.

Many complained of inability to get the supplies and equipment needed to do their jobs and a failure on the part of senior officials to communicate. Daily incidents were recounted which demonstrated lack of trust and unwillingness to value the professional judgement of teachers.

"This clearly demonstrates the need for agreement on some rules and procedures which will lend some order and dignity to the relationship between teachers and the board," said TDTA president Grieve.

Referendum wording settled

Federation members will be asked to decide "yes" or "no" on this question: "The 1981 AGM has recommended that the BCTF seek a change in the law which would enable a local association to choose either arbitration or strike action to resolve a contract dispute that cannot be settled by negotiation. Do you agree with this recommendation?"

The wording, unanimously agreed to by the executive on September 25, will be placed before members by individual mail ballot to home addresses, sent out on February 10-11. Ballots will be received until 5 p.m., March 12.

In related recommendations, the executive decided that a workshop on the referendum question be developed and offered to all locals between November 9 and February 12, and recommended that the Representative Assembly hold group sessions on the referendum topic during its fall session.

Sask. opts for change

Changes enacted this year to Saskatchewan's Education Act have given teachers in that province an expanded range of items they may bargain into contract — and the previous scope was itself considerably wider than B.C.'s "salaries and bonuses."

Up to this year there has been a broad prohibition on contract items affecting the "administrative and instructional duties of teachers or the nature or quality of an educational program."

The restrictive formula was narrowed to cover only "courses of study, the program of studies or the professional

methods and techniques employed by a teacher."

While under the old formula, it might have been argued that key items such as class size, preparation time and supervision were excluded, these matters are now clearly proper subjects for bargaining.

Further changes eliminate the ability of school boards to cut off discussion of non-mandatory contract proposals by refusing to "agree to negotiate" them — at least if teachers have opted for the strike route in Saskatchewan's employee-choice system. However, school board "refusal to negotiate" non-mandatory items still prevents these from going to arbitration if that route is chosen by the teachers.

Project Overseas recruiting

Next summer, for the 19th consecutive year, the BCTF will send several of its members to participate in the Canadian Teachers' Federation's Project Overseas.

Each year the project sends about 70 Canadian teachers to assist their colleagues in the developing countries of

Africa, the Caribbean, Asia and the South Pacific.

The Canadians work with indigenous teachers in conducting training sessions for the teachers of the countries to which they are assigned.

The assistance is given in response to requests from the teachers' organizations of the developing countries.

The BCTF will finance 15 of its members to next summer's project. All travel and accommodation costs will be

paid, but the teachers will volunteer their time and effort without salary.

Application forms are now available from the BCTF office, and must be submitted by November 13.

Qualifications required are:

- membership in the BCTF;
- a teacher's certificate;
- a minimum of five years of teaching experience in Canada;
- Canadian citizenship;
- excellent health, and

• evidence of flexibility and mature judgment.

Requests from the overseas teachers' organizations vary from year to year, but in 1981 the Canadians were requested to teach administration, business education subjects, English, English as a second language, environmental education, industrial, education, language arts, mathematics, metrication, physical education, reading, research methods, science, social studies, teaching the slow learner, and testing and evaluation.

Labor history conference November 3

Labor Studies in the Schools, a conference co-sponsored by the BCTF's Labor History Association and the Vancouver School Board, will be held November 3 at the Teacher Centre, 123 East 6th Avenue, Vancouver.

Speakers include historiographer Kenneth Osborne of the University of Manitoba, BCTF President Larry Kuehn, David Rice of the B.C. Federation of Labor, and Pauline Weinstein, chairperson of the Vancouver School Board.

Workshop subjects include labor and women, a structural analysis of the Canadian work force, an overview of working class history, an example of a labor studies unit for senior secondary schools, occupational health and safety, and the use of local and regional resources in teaching working class history.

Registration fee is \$20 for Labor History Association members and \$32 for non-members. For more information contact Peter Seixas at Eric Hamber Secondary School, 5025 Willow Street, Vancouver V5Z 3S1.

Lesson Aids service offers financial aid

Is your group planning a curriculum project this year? Do you need some financial support for your project?

Money is available from the BCTF Lesson Aids Service for curriculum projects developed by on-going groups of active BCTF members. Amounts up to \$1,000 from a total fund of \$5,000 will be granted for approved projects. Projects should be completed by August 31, 1982.

The deadline for the submission of applications and proposed projects is December 31. Information and application forms are available from the BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, B.C. V6J 3H9 or phone toll free 112-800-663-9163, local 290.

Correction

There was a mistake in an article in the September 10 *BCTF Newsletter* about a conference on multiculturalism coming to Richmond later this month.

The article stated that the conference, called Multiculturalism in Education, was a joint effort of the Ministry of Education and the BCTF. However, the effort is strictly a ministry project. The BCTF's Racism Committee merely supplied contacts for most of the workshops being offered.

Extra, extra

Did your school receive any extra copies of the *Members' Guide* or the *Teachers' Appointment Calendar*?

Supplies of both publications have been exhausted. The BCTF office would appreciate the return of any extras.

4/OCTOBER 1, 1981

Teachers get support from unlikely source

T. A. Myers
Government Division

Teachers don't need to prove that improvements in their working conditions will necessarily mean a better education for their students. They have it on good authority that improvement of the quality of their work life is "a defensible end in itself."

The authority is Dr. Arthur Kratzmann, dean of the Faculty of Education at the University of Victoria and chairperson of a fact-finding commission into the 1980 Calgary teachers' strike.

Curiously, Kratzmann's support of better working conditions was not aimed at teachers. It was addressed to an audience of 300 school trustees and senior school board administrators from all over B.C., attending a seminar jointly sponsored by the Ministry of Education and the B.C. School Trustees Association.

Kratzmann frankly declared his "management bias." Nonetheless, he made an eloquent plea for relieving teachers from some of the increasing pressures of classroom life.

And he warned the trustees that boards that ignore today's realities will face increased pressure from teachers for collectively bargained agreements to regulate working conditions.

Drawing on his Calgary investigation and his long experience of the public school system, Kratzmann gave the seminar an analysis of contemporary teaching conditions and board/teacher relations that, as he predicted it would, probably trod on some sensitive toes.

Much of what Kratzmann said might have been written by a BCTF ghostwriter. Where he differed with the federation was on the question of how better working conditions can be achieved. Where the federation favors collective bargaining, Kratzmann plumped for the Ministry/BCSTA "consultative model" which the seminar was designed to promote.

Teachers' concerns about their work life are genuine, deep-seated and lasting, Kratzmann said. Rhetoric won't make them go away.

These concerns fall into three groups, he said: issues of substance, issues of process, and issues of sustenance.

The substantive issues, he said, involve time, workloads, stress and teacher input into decisions that affect them. The pressures on a teacher's time, he said, include:

- the desire to do an effective job;
- more emphasis on individual instruction;
- the need to adapt frequently to new or changed curricula;
- a greater variety of methodologies and teaching media;
- co-operating with support staff;
- group planning;
- the "paper blizzard";
- compensating for breakdowns in students' family lives;
- coping with exceptional children;
- deteriorating respect by students for authority;
- the exhaustion and stress of the job;
- increased involvement in decision-making;

- the need to think, reflect, speculate and create, and
- the desire for professional growth.

All these factors, Kratzmann said, put an unreasonable burden on the competent, performing professional. The teacher either tries to work a 40-hour week and is frustrated by inability to do the job properly in that time, or works much longer hours with consequent loss of private time and increasing burnout.

Kratzmann thinks teachers are now perhaps averaging 48 hours a week and trustees are "wondering whether it's defensible that they might be asking that somehow it might be modified to 40 or 37½ hours, as has happened in other segments of society."

Kratzmann said 40 hours a week is "reasonable load for anyone these days" — even teachers.

He said that when he suggested that kind of limit in his report on the Calgary strike, the Alberta minister of labor was incensed; he thought teachers should be prepared to put in 60 hours a week.

"Well, what the hell is the world coming to?" Kratzmann asked. "A 40-hour week is a 40-hour week. It doesn't matter whether you're a teacher or a tinsmith, a driller or a doctor, 40 hours is 40 hours."

Kratzmann warned the trustees that the situation in western Canada is "somewhat tinder-dry," partly because western teachers know that their eastern counterparts are better off in terms of working conditions.

Class size is another rankling problem, Kratzmann said. Although he dismissed the research on the relationship between class size and quality of education, he said there is no doubt that larger classes make more demands on a teacher's time.

So do changing "class profiles" — the radically altered mix of children in the classrooms in recent years.

These are factors that have resulted in the current BCTF drive for broadened bargaining rights for teachers. Kratzmann sees them as complicated by some additional factors.

One is the tendency of some boards to overstress organizational outcomes and understress the importance of teachers as people.

"Teachers are people," he told the trustees. "They're special people called professionals, and they bring their personal/professional characteristics — their motivations, their ideals and their concerns — squarely to work with them."

"They expect recognition and consultation and support. They also expect, and they're beginning to demand, a better work life."

"And you see — and I stress, you *must* see; it's super-super-imperative that you see; the number one up-front statement, as far as I'm concerned — that the quality of work life is a defensible end in itself, and must not necessarily be always related to securing better results per person for the organizational goal of quality of education."

Trustees can no more reasonably expect a given teacher to produce more and better results in 40 hours than he or

she now does in 48 hours, Kratzmann said, than the colliery owners of Lancashire could expect increased output per worker at the same cost when children were withdrawn from the coalpits.

There is a confusion here, he said, between issues of productivity and issues of human rights.

Despite his defence of their demands for better conditions, Kratzmann had some harsh words for teachers, and particularly for the BCTF.

Teachers seem to have forgotten, he said, that school boards have some prerogatives in a democratic setting, just as trustees often seem engrossed with declaring management rights rather than discharging management responsibilities.

And he opposed collective bargaining as a way of resolving teachers' problems.

"Collective bargaining," he said, "in fact any form of formalized, bilateral, actual decision-making respecting educational matters — that's where people have equal votes or equal rights — is basically undemocratic. Persons share in making decisions in that process who have no political accountability."

He went on: "I forecast that, as sure as God made little apples, if boards do not find other viable ways to accommodate the teachers' opinion and concern over current conditions of work through alternative means, they'll take the form of debate — anxiety-ridden and counter-productive — over inflexible agreements in collective bargaining form. Unquestionably."

He said the aim of both parties should be "a reasonable balance or compromise: teachers respecting democratic accountability, trustees respecting meaningful responsibilities regarding the quality of teachers' work life."

He said the BCTF slogan, "Let's bargain, not beg" seems to set up "a continuum which has two extremes and no middle." And that position, he said, is "bad news."

Kratzmann admitted that there are "grossly non-representative" boards, made up of "non-understanding and non-communicative and non-caring people."

Teachers who work for such boards are "extremely vulnerable targets for activist union advances," Kratzmann said. In fact, he said, if he worked for a teacher organization, "I'd identify those trustees, their boards and their districts, and I'd single them out for militant, edge-of-the-wedge action ... They'd promptly go on the hit list."

Throughout his address Kratzmann was candid about his bias toward "consultative, democratically accountable practices" and against the collective bargaining model.

However, he admitted, "It's rather sobering, nevertheless, to note that in Quebec and Ontario where teachers' working conditions are widely negotiated, the sky hasn't really fallen down yet."

(Note: A cassette recording of Dr. Kratzmann's address has been distributed to the president of every local association. An edited transcript of the speech is available on request from the BCTF office.)