

Central Okanagan may be placed in dispute

On Thursday, October 22, approximately 450 teachers meeting in Kelowna passed a motion requesting that the Central Okanagan School District be placed in dispute by the BCTF. They also passed motions censuring the board and demanding that trustees resign.

The motions arose from concerns about the lack of procedures, guaranteed in contract, to be followed in disciplining teachers.

BCTF President Larry Kuehn and executive member Pat Clarke reported on

the Kelowna meeting to the BCTF executive on October 24.

The executive noted that present BCTF policy related to placing school districts in dispute, was designed for the past, not the present. They are to recommend, to the November meeting of the Representative Assembly, policy broad enough to allow the executive to support local associations which are in dispute with

their boards because of activities in the bargaining arena or in other actions that prejudice the rights of teachers.

If the Representative Assembly approves of the suggested changes in policy it is expected that the Executive Committee will deal quickly and affirmatively with the request from the Central Okanagan Teachers' Association.

VOLUME 21 NUMBER 4

BROADWAY PRINTERS LTD.

OCTOBER 30, 1981

Hard-line boards coming into open

Positions are hardening on both sides of the bargaining table as the November 16 deadline for this year's teacher contract talks approaches.

While negotiations are proceeding well in many districts, in a number of other school board negotiators are flatly refusing to bargain on this year's key contract items, learning and working conditions.

In some districts teacher negotiators have broken off discussions with their board counterparts and have publicly protested the boards' "stonewalling" tactics.

"The situation is extremely mixed," said BCTF President Larry Kuehn, contemplating reports from locals throughout B.C.

"In some districts we see good-faith bargaining on both sides. In those districts the boards have accepted that teachers have a right to negotiate with them on the conditions that affect their working lives.

"But in some other districts, which started out with amicable and what we hoped would be productive discussions, the boards have now withdrawn into the 19th century and are denying that teachers have any right to bargain on working conditions."

Kuehn said he expected that there will be "significant gains in both the substance of working conditions and in the form of agreements in a number of districts this year.

"We're not going to change the world in one bargaining season," he said, "but we can make significant progress. It's important that we all keep up the pressure right up to the November 16 deadline, and beyond, if necessary."

At press time, this was the situation in some key locals:

Vancouver: Vancouver Elementary and Vancouver Secondary Teachers' Associations have broken off discussions with the Vancouver School Board's negotiator. The board had obviously decided weeks

before discussions began that it would adopt the BCSTA position of sticking strictly to negotiation of items required by law — money and bonuses only — according to local presidents Kitty O'Callaghan (VESTA) and Bill Davison (VSTA). The two associations plan an information blitz of all Vancouver schools in the next week.

Delta: Negotiations have also been broken off. The local association held a news conference to publicize the board's stonewall position. The local executive planned to meet with the full school board to try to persuade trustees to direct their negotiators to begin actively bargaining on working and learning conditions. The local will be active in

coming trustee elections in the hope of electing a board that will be more amenable to expanded-scope bargaining next year.

Kitimat: Significant progress has been made on non-money items. The local's negotiating committee recommended that members accept a package that included: two contracts, to be melded into one by January, 1983; a grievance procedure; a management-rights clause; an association recognition clause; and a no-discrimination clause.

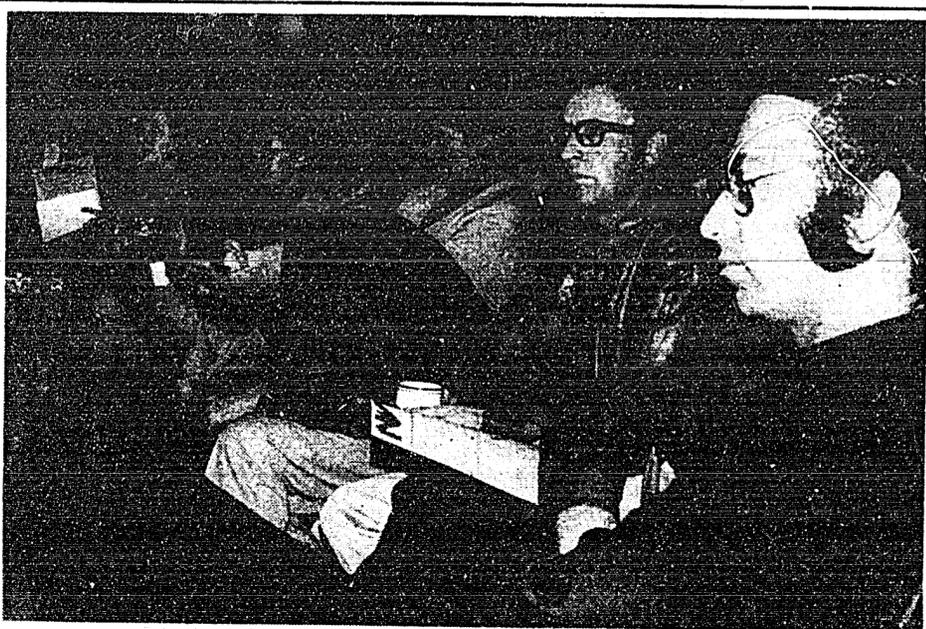
Abbotsford: An estimated 300-350 teachers marched in a body to a regular school board meeting after the board's hired negotiator had adamantly refused to discuss expanded-scope items. Negotiations reopened October 28 with the board chairperson and one other trustee carrying the ball, instead of the hired negotiator.

This was the first time in a decade that Abbotsford teachers have been able to negotiate face-to-face with their elected employers, and local president John Shewan and chief negotiator Tony Pahl considered this an important breakthrough.

Prince Rupert: More marching teachers: 120 of them attended a school board meeting October 27 to press the board to abandon its stonewalling stance. The local is undertaking a major PR campaign to increase public and membership support.

Langley: Teacher negotiators recommended a "compromise" proposal, but the local membership rejected it. The committee had recommended removing class size and staffing formulas from the bargaining package; this was rejected almost unanimously. The negotiators returned to the table with a strengthened hand. If the board refuses to negotiate, the local executive will prepare action recommendations for the membership.

Terrace: Teachers have broken off negotiations. The board was not prepared to make any significant offers on workload items. The local is now taking the matter to its membership.



Part of the crowd of Lower Mainland teachers that attended meeting between North Vancouver and BCTF executives.

Meeting helps clear the air

The executive committees of the B.C. Teachers' Federation and the North Vancouver Teachers' Association met October 24 to discuss their differences over issues arising from the federation's scope-of bargaining campaign.

Each party expressed its concerns about actions and statements by the other side, without seeking concessions or definitive resolution of differences. The discussion was conducted amicably before an audience of members from several local associations.

The differences, as reported in the October 16 *BCTF Newsletter*, arose from the passage of a series of motions by a general meeting of the NVTA on September 23 and subsequently reported in the public media.

One of the motions said the NVTA "does not support or wish to be associated with the particular strategy the BCTF executive has proposed which in the event of an impasse in negotiations encourages the initiation and participa-

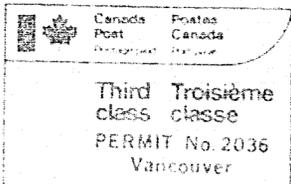
tion of teachers in an illegal act, namely that of striking."

Another opposed payment of strike pay by the BCTF before a referendum on an impasse resolution mechanism is conducted by the federation.

The BCTF executive's concerns, expressed principally by BCTF President Larry Kuehn, dealt mainly with "errors in fact" voiced at the September 23 North Vancouver meeting and incorporated in the local's resolutions, and with the potential impact of publicity about the North Van motions on bargaining in other locals.

The North Vancouver concerns, expressed by local president Bill Friesen, centred on the setting of the date for the referendum: how and why the originally proposed date of November 15, 1981 was changed to February 1982, and how that information was communicated to members.

Friesen also raised concerns about the implications of the possible passage of the referendum: What would be the BCTF's



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

Editor chosen

The *BCTF Newsletter* editor as of November 1 is Clive Cocking.

He brings to the position a distinguished career of more than 15 years as author, editor and journalist.

At UBC he completed a BA degree, post-graduate study in English and gained a secondary teaching certificate. After UBC he was on the staff of the *Vancouver Sun* where, among other positions held between 1965 and 1968, he was education reporter.

Turn to page 4

Turn to page 4

Professional rights need legal status

Gale Tyler
Professional Development Division

The packages taken to some local negotiations this year include proposed clauses for professional policy. Many locals are trying to advance funding for professional development and some are negotiating teacher control of these funds. A few are attempting to negotiate clauses to ensure the rights of teachers, parents and students where children with handicaps are to be integrated into regular classes. Other professional policy issues being bargained this year include provisions for the accreditation and assessment processes that ensure the rights and responsibilities of a school staff, administration and a local school board involved in these processes.

It is very important, if we are to be successful in our pursuit to negotiate all terms and conditions of employment, that we negotiate clauses on professional policy into contract.

We have only begun to consider the significance of negotiating professional policy and the objectives set this year have established a base on which to build real involvement of teachers in educational decision making.

Consider for a moment the impact of having clauses in the collective agreement that ensure the rights and responsibilities of a school staff in making decisions at the school level. The collective agreement in Quebec between the Lakeshore Teachers' Association contains such clauses.

Included in the agreement are the processes for involving the school staff and the school council in decision making and the matters the staff are expected to make decisions on. These matters are specifically listed in the contract and include all major decisions regarding pedagogical and disciplinary issues, staffing and staff relations, school budgeting and financing and issues relating to parents and pupils.

Collective bargaining has obviously advanced the autonomy of school staffs in the Lakeshore district.

School districts in B.C. have established professional policies that are either documented or are continued as practise but are not documented.

There is some concern that professional policies can be established or changed at the whim of a few or after brief consultation with some teachers not speaking through their local associations. Policies established in an ad hoc fashion without the input from the teachers whom these policies affect are frequently ignored, forgotten or not known by the majority of teachers. There is little commitment to policies that have not been mutually agreed to. There is no opportunity for grieving a policy that is not part of a collective agreement.

The B.C. Ministry of Education is encouraging school boards to consult with teachers. When we examine the experience of other teacher groups that have been engaged in consultation processes we see little evidence of satisfaction.

Consultation clauses first appeared in collective agreements in the province of Alberta in the 1960s. Although Alberta teachers were optimistic at the time, these clauses generally have not worked. Alberta teachers feel that consultation ending with the school board's right to decide is not consistent with genuine involvement in decision making. A study undertaken in 1977 that asked Alberta teachers what changes they would like to see instituted by 1980 showed that one of the major needs of teachers was increased involvement in decision making.

Removal of causes of dissatisfaction related to decision making and consultation procedures and to evaluation procedures involves no cost. One would assume then that boards will be easily persuaded to negotiate clauses that will ensure teachers having an equal say in educational decision making. Not so! Many of the collective bargaining disputes in Alberta in the last two years have centred on these issues rather than on the level of salary.

The establishment of professional policy in local collective agreements will likely not be easily won. Some teachers may not yet have been convinced of the necessity of attempting to do so. The questions I put to you are: Would you allow your salary increase for next year to be established in policy that a board would have no legal responsibility to live up to? I assume the answer is no. Why then would you allow local policies that affect every facet of your working life to be established without the strength of a collective agreement?

The future confused with the present — Kuehn

A number of letters have appeared in the BCTF Newsletter opposing the payment of strike pay until the upcoming referendum has been held. This position, in my view, confuses two different issues:

1. What help should be provided to colleagues in need of assistance when they must take action within the current framework?

2. What rights should be provided in legislation in the future?

The view that withdrawal of services should not be supported through BCTF provisions for strike pay seems to be based on the false assumption that job actions and financial support are something new to B.C. teachers. Such a belief is far from reality.

B.C. teachers for more than 60 years have used job actions to make their demands real when they have been faced with intolerable conditions and arbitrary school boards. And they have consistently turned to their colleagues for assistance when they have faced the need for action.

Just a few examples of such actions include the Victoria and New Westminster teacher strikes of 1919 and 1921, the Kamloops threat of mass resignations in the 1940s, the placing of Okanagan districts in dispute in the 1950s, and the North Vancouver work to rule in the early 1960s.

More recent examples of significant improvements produced by pressure which included the threat of job action may be drawn from the class-size campaign. In 1967, the BCTF began the "over 40" program. The policy adopted said "that the BCTF support morally and financially any teacher who is advised by the BCTF to refuse to teach a regular class of 40 or more pupils."

When the learning conditions declaration was adopted at the 1976 AGM, its grievance procedure — the enforcement mechanism — authorized withdrawal of services over unsatisfactory learning and working conditions. In such cases it provided for moral, legal and financial support from the BCTF.

In all of these situations the key question asked has not been, "Does the law currently provide for that action?" Rather, the significant question has been, "Is the action necessary to improve conditions for teachers and students?"

The latter was the essential question last spring when the RA adopted the strike pay policy.

The practices of the board and superintendent in Terrace deteriorated to the level of unfair and arbitrary actions, and the teachers there decided they had to consider strike action.

The Terrace teachers asked what support was available from their colleagues through the BCTF. It was in answer to that request that the BCTF executive proposed the policy on financial support for withdrawal of services that was adopted by the RA.

The policy was adopted in the context of the traditions and policy of the past and a current request for assistance. It was not an attempt to prejudice the choices for future legislation.

Rather, it was a decision that we must support our colleagues who feel they have to take action despite the lack of recognition of rights in current legislation.

The BCTF has provided support for teachers in need throughout its history. This support has never been automatic; locals and individuals have had to make their case as they also must with the new policy.

The RA decided that the BCTF must still be prepared to meet calls for assistance. To do less would be to shirk its responsibilities and abandon its members when they are in need.

Larry Kuehn
President

Runcie and the BCTF's priorities

In response to Ms. Runcie, may I assure her that Abbotsford is as democratic as Burnaby, even though we may be isolated in the hinterland of the Fraser Valley and away from the industrial power of the lower mainland. Ms. Runcie is correct in stating that the BCTF has many problems, and it is a matter of priority that I believe Mr. Jorgensen was arguing in solving these priorities, not in the issues themselves. I

am certain that Mr. Jorgensen also agrees that abortion is a private and personal decision, but if my reading of his letter is correct, the abortion issue need not have surfaced at the AGM while so many other pressing conditions were yet to be discussed.

If Ms. Runcie is proud to be a member of an executive whose priority is to improve conditions for classroom teachers, then perhaps we in Abbotsford can see some indication of this in the manner in which priorities are agreed on in bringing matters before the 1982 AGM.

John W. Shewan
President,
Abbotsford District
Teachers' Association

Terrace appreciated support

On behalf of the Terrace District Teachers' Association, I would like to thank the BCTF staff and elected officers for the tremendous support given to teachers in Terrace during our recent campaign. The advice, financial assistance and moral support given

helped greatly to resolve the problems faced by teachers here.

Special thanks go to Al Blakey, Larry Kuehn, David Yorke, Ken Smith, Arnie Myers, Bruce Watson and Ralph Sundby, who all showed a very high degree of dedication and commitment to helping us come to an early resolution of our local problems.

Wayne Wyatt
Past President,
Terrace District Teachers' Association

Ads are newest element in teacher bargaining

As the deadline for collective bargaining approaches, B.C. teachers are taking their story to the public.

The federation's province-wide advertising campaign, budgeted at \$142,000, will run from November 1-14 in newspapers, television and radio. In addition the federation has approved \$31,000 in grants to assist local associations with their own advertising programs.

Ten Metro Vancouver locals have received a grant of up to \$10,000 for a series of radio commercials which will feature prominent B.C. musicians and singers supporting the right of teachers to have full bargaining rights.

The campaign, originated by Vancouver Secondary Teachers' Association president Bill Davison, will run on major AM and FM stations and will be aimed primarily at morning and afternoon commuters.

The Executive Committee approved a grant of up to \$6,000 to the Surrey Teachers' Association to finance newspaper advertising and a newsletter that will be distributed to 50,000 homes in the district. The four-page flyer was developed by Surrey teachers Margie Willis, Barry Kingston, Terry Teather and Jim Coyne. It will attempt to give people the facts about the teachers' position, they say; most people don't realize that teachers do not have an automatic right

to bargain working and learning conditions.

The Central Okanagan Teachers' Association has also received a grant of up to \$6,000 for an advertising campaign to acquaint the public with the teachers' position in their current dispute with their school board. COTA had asked for \$9,967 to finance newspaper and radio ads and a four-page tabloid flyer.

The executive also approved a grant of up to \$3,000 to the Prince Rupert local, which had asked for \$6,277.50. The local had planned an ambitious program of radio and newspaper advertising, and a mailing to all homes in the district.

The Langley association has led the way in local advertising, with a series of full-page and smaller newspaper ads — as many as four per edition. Langley president Ken Novakowski and first vice-president Don Bennett say the ads have had a dramatic and positive effect on the tone of news coverage given Langley teachers by the paper.

Langley, which asked for \$14,222, received a bargaining rights grant of \$6,000.

The federation's own campaign is designed to attack some misperceptions about teachers and their work, to focus on the need for improvement in working and learning conditions (particularly class size, preparation time and hours of

work), and to enlist public support for full collective bargaining by teachers.

The campaign materials consist of three television spots, three radio commercials and three newspaper ads.

The TV spots will be seen on five

television systems (virtually blanketing the province) and the radio messages will run on 79 stations November 1-14. The newspaper ads will appear in 18 daily papers November 4, 9 and 12 and in 81 weeklies during the week of November 9-14.



Ken Novakowski, Dale Lauber and Don Bennett review material for Langley's ad campaign.

Victoria seeks teachers owed pension refunds

The government's superannuation branch is trying to reach the following former B.C. teachers who have pension contributions coming to them, but has no knowledge of their whereabouts. Following each name in parentheses is the district where the individual last taught.

Dora Victoria Anderson (Langley), Sarah Irene Atkinson (Vancouver), Elizabeth Barts (Langley), Margaret Kathryn Biller (Burnaby), Paul McFarland Cooper (Campbell River);

Gwendolyn Muriel Corker (Alberni), Elizabeth Cardine Curtis (Cariboo-Chilcotin), Hazel Eleanor Davidson (Vancouver), Mabel Kathleen Dunham

(Vancouver), Olive Frances Flett (Maple Ridge), Alex Gammer (Kelowna);

Arnold Geurin (Vancouver), Florence Milly Hamilton (Cariboo-Chilcotin), Ellen Aileen Harley (Howe Sound), Muriel Isobel May Harrington (West Vancouver), Ethel Agnes Henderson (Cowichan), Alice Alexandria Huminick (Burnaby);

Dorothy Elizabeth Hood (Vancouver), Laura Hattie Johnson (Creston-Kaslo), Edna Lillian Kerr (Coquitlam), James Kerr Kinnear (Franklin River, 1938), Joyce E Machell (Vancouver), Myrtle Olive Moscrop (Saanich);

Ruth Annie Ellen Olsen (Maple

Pensions increased

More than 2,300 of B.C.'s 5,400 teacher pensioners received special increases on July 1.

The increases went to those teachers who had been granted pensions during the time when there were limits in the amount of salary used in the pension calculation and when the salary averaging period was longer than the present five years.

The average increase for those affected is about \$35 a month.

Active teachers and the government will each contribute 0.1 per cent of salary every year until 1989 to pay for these increases.

Retirees who think they should have received a raise under the new provision but didn't, should contact the Superannuation Commission in Victoria.

Second languages

The Canadian Association of Second Language Teachers will hold its 12th annual conference May 6-8, 1982 in Winnipeg. For more information contact Willem Steur, Publicity Chairman, 311 Ashland Avenue, Winnipeg R3L 1L6.

The referendum: a view

NVan president Bill Friesen urges a 'no' vote in referendum

The main issue facing teachers in B.C. this year is whether to remain a professional organization with quasi-union functions or drift towards becoming a full-fledged union organization with full collective bargaining functions including the right to strike.

The main argument advanced by those advocating full union status is that we are unable to meet our stated objectives within the present negotiating structure. Further, it is argued that only with full collective bargaining, backed up if necessary with a strike, can meaningful bilateral decisions be made.

Unfortunately we have not had the opportunity within the federation to address the issue in such a clear-cut fashion. Rather we are faced with the necessity of having to react to a BCTF executive job action plan, narrowly passed by the RA, that incorporates a strike pay provision for local associations. We have been placed in the awkward

position of being asked to support strike pay before we are asked if we wish to have the option to strike.

We face a similar dilemma of not being allowed the opportunity to respond to the main issue in the upcoming referendum. The wording is not clear cut on the issue and therefore the results of an affirmative vote will be clouded with uncertainty.

The president of the BCTF, in a major address at the presidents' conference this summer, said "the bargaining system isn't working" to produce adequate compensation, adequate working conditions and a structure to maintain professional control.

What is the evidence? Would we do better with full union status? Have teachers in other jurisdictions that have full collective bargaining gained substantially more than teachers have in B.C.? Is it not likely that we would lose significant tactical advantage if in fact we gained full union status?



BILL FRIESEN

An analysis of teacher settlements recently published in a BCTF document called *How Does B.C. Compare?* indicates that we have done as well if not better in improving salaries and working conditions during the past decade as provinces that have full collective bargaining including the right to strike. In other words, our system works, if we want it to, to achieve gains without the social and financial costs that must be incurred with a strategy of withdrawal of services.

Further, achieving a change in the law that would provide full collective bargaining with the right to strike would reduce rather than increase our ability to negotiate salaries and working conditions successfully.

When the right to strike is used in an impasse situation, the theory is that economic sanctions should start to place pressure on both parties, however grudgingly, to come to agreement. In the industrial sector this often works. Companies lose sales, incur large start-up costs, and employees lose wages. After settlement, additional costs are passed on in the form of higher prices.

However, in the case of teacher negotiations, boards would save money and teachers lose salaries in the event of a strike. Any victory that may be achieved after some prolonged time — in Calgary it was about two months — is going to be a hollow victory. After losing millions, would we likely be strong in the next round of negotiations? Would we be willing to inflict upon ourselves another financial loss, or would the pressure to settle force us to accept a poor economic wage package rather than risk another encounter? With the strike used as a weapon against us, we would be at the mercy of the boards to negotiate a fair and reasonable settlement.

The way to send a message to the BCTF executive that we do not wish to drift towards achieving full union and strike status is to vote "no" on the upcoming referendum.

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MEMBER: EDPRESS ISSN 0709-9800

'Racism is the real issue'

Ed May

Professional Development Division

"Multiculturalism is not the problem: Racism is. Because multiculturalism is positive, it is easy to talk about. Racism is threatening because many people don't like talking about 'nasty' things. So they urge us to be 'positive.' But unless we can confront the negative aspect and deal with it honestly and openly, we are not going to make progress in the struggle against bigotry," says BCTF staff member Linda Shuto.

Sixty teachers gathered on October 17 at the Vancouver Teacher Centre to develop strategies for implementing programs aimed at curbing the threat of racism in schools.

The conference was sponsored by the Ministry of Education and co-ordinated by Nick Ardanza, director of modern languages for the ministry.

"Your role is a difficult one for you must learn to deal with functions that bring people together in a sadly divided society. You must learn how and when to curb racist comments without alienating people. You must also learn how to treat different people in different ways in different situations. Above all, you must learn not to isolate yourself but link up with the resources around you in an effort to mobilize against racism," Shuto said at the conference.

Reminding her audience that the power structure of our society resembles a pyramid with the base representing women and minorities, Shuto urged delegates to work for reforms that will see each student given the opportunity to develop as a full individual.

Earlier, delegates to the Contacts Conference heard Vancouver Centre MLA Emery Barnes exhort them to action. "If you do something now and urge your politicians to join you in some progressive endeavors, you might in years to come be able to look back and feel the satisfaction of knowing that you were instrumental in bringing about some small change for the better," said Barnes.

Two Vancouver school trustees, Wes Knapp and Gary Onstad, dealt with strategies for co-operating with school boards and community organizations in fighting bigotry. Both stressed the need for well-researched briefs which were based on specific issues. "Don't try to change the world overnight," said Onstad. "Deal with one or two issues at a time. You will gain more attention that way."

North Van

From page 1

strategy if the government resisted changing the legislation to conform to the teachers' expressed wishes? Would this mean job action to force a change?

The reasons for changing the referendum date were explained: the Annual General Meeting directed that the referendum be held by ballots mailed to members at their homes, and an accurate and up-to-date mailing list would not be available until February.

Kuehn assured the North Van executive that the BCTF executive has never recommended that any local association go on strike, and that there are no plans for strike action following the referendum.

The meeting helped to clear the air over a difficult situation and provided reassurance that the North Vancouver Teachers' Association firmly supports the federation's basic objective of establishing full bargaining rights for teachers.

4/OCTOBER 30, 1981

Reminding delegates that the program against racism had come a long way since those days when some school boards had banned the BCTF's presentation of the history of racism in the province, Ed May, co-ordinator of the program against racism, urged an on-going action plan.

Delegates have been organized into five zones, each under the leadership of a Racism Committee member. During November, zonal meetings will develop multicultural programs and seek ways of having these implemented by local school boards.

One district, Castlegar, has already been the scene of a great deal of activity. Over the past five months, Castlegar teachers and community groups have co-operated with the BCTF in developing a multicultural program for district schools. Highlighting the start of this pilot project in cross-cultural education is a conference October 22-23 in Castlegar.

More than 250 delegates from the Kootenays and Okanagan are expected to join Mary Ashworth of the University of B.C.'s education faculty and a team of facilitators in developing strategies in multicultural teaching that will include most subjects and grade levels.

Looking just a bit weary after two successive conferences on multicultural education, Sam Phillipoff, who has assisted in organizing the Castlegar project, told delegates in Vancouver, "I'm excited about the possibilities. We can go back to our districts and know that we face a challenge: to work for schools that bring people of all ethnic groups to the place where they can respect each others' cultures while enriching their own."

Local contacts will be seeking teacher and board support for inter-cultural education.

Cocking

From page 1

He served as editor of the *UBC Alumni Chronicle* from 1968 to 1975, was a correspondent for the *London Observer*, a contributing editor to *Weekend Magazine* and published articles in *Saturday Night*, *Maclean's*, *The Toronto Star*, *Financial Post* and *University Affairs*. Cocking has also contributed to several CBC programs.

While he was editor, the *UBC Alumni Chronicle* gained two awards from the American Alumni Council.

Most recently Cocking has been publications editor with the Vancouver school board with responsibilities in several areas of journalism and public relations, including the development and editing of a new tabloid newspaper about the local school system called *City Schools*.

News briefs

Financing changes planned

A proposed new school finance formula would take control of the public school system out of the hands of local trustees and would weaken the principle of educational equality in B.C., according to BCTF President Larry Kuehn.

Kuehn was responding to news reports that Education Minister Brian Smith is considering a new finance formula based on a recent study by a cabinet-appointed committee.

"Mr. Smith has not confided in us, so we don't know exactly what he has in mind," Kuehn says. "However, he seems to be considering establishing minimum standards which would apply in all school districts and which would be financed by a new provincial tax on property.

"This would enable the provincial government to put the brakes on improvements in the school system. Local school boards could enrich their programs only by raising additional money through a separate municipal school tax.

"The effect would be that only the wealthier school districts would be able to provide anything better than the bare provincial minimum level of education.

"We don't think that that's fair to the children of British Columbia. The quality of education a child receives would depend on where he or she happened to live in B.C."

Kuehn says any new system of education finance should be based on four basic principles:

- excellence of instruction for all students;
- equality of educational opportunity throughout B.C.;
- equality of tax effort by taxpayers in all school districts, and
- local autonomy in the budget-making process.

"These principles would not be well served by the formula now being considered," Kuehn says.

NDP supports bargaining rights

The NDP convention held in Vancouver earlier this month passed this resolution: "That the right of full collective bargaining be extended to the teachers of the province."

Don Olds, a teacher at Silver Creek Elementary School and delegate from Yale-Lillooet, said, "We have in earlier resolutions invoked the principle of universalism. In the same spirit of consistency we should offer to teachers the same rights as those of all other citizens of B.C."

The motion passed with no dissenting votes.

NDP leader Dave Barrett made it clear that the NDP continues to support the principle of 75 per cent funding of education from general revenues.

A resolution from the women's rights group seeks to place child care under the Ministry of Education. Speakers saw the ministry as a natural home for child care because it deals with children and has a widespread community base in the province's schools.

Education is slated for in-depth, priority discussion at the 1982 convention.

MLAs improve own pensions

Doing unto themselves as they shouldn't do unto others, B.C.'s MLAs have given themselves a better pension plan.

Their new formula plans a maximum pension of 72 per cent of their best four years' income (the old maximum was 70 per cent), but provides more significant improvements for MLAs who have served less than 20 years in the legislature. The new plan provides a pension of 4 per cent a year to a maximum of 18 years of service; MLAs used to get 3.5 per cent a year to a maximum of 20 years. (Teachers get 2 per cent a year to a maximum of 35 years.)

For example, under the old formula, a 10-year MLA would get a pension of 35 per cent (10 times 3.5 per cent) of his or best four years' income, but under the new plan the same MLA would get 40 per cent (10 years times 40 per cent).

And, of course, the salary that the pension is calculated from is now 17.2 per cent higher than it was a year ago, as a result of the same bill that improved the pension plan.

Rules changed

Teachers may now receive pensionable service credit through a single contribution to the pension plan provided they are on a maternity leave of absence within the terms of the Employment Standards Act, namely, leave of up to 18 weeks with possible extension to 24 weeks. For maternity leaves in excess of these periods, a double contribution is required.

Moscrop reunion

Any teacher or student at Moscrop Junior Secondary School in Burnaby between 1956 and 1981 is invited to an open house and dance at the school on November 14.

If you are interested in attending, phone or write to the Reunion Committee, Moscrop Junior Secondary School, 4433 Moscrop Street, Burnaby V5G 2G3 (telephone: 435-3374).

Please include your current name as well as the name you were known by while at Moscrop, if different; your address, and the years you attended Moscrop.

Accident kills secretary-general

The teaching profession has lost its most influential international spokesperson. John Thompson, secretary-general of the World Confederation of Organizations of the Teaching Profession (WCOTP), was killed in an automobile accident in Hungary during the summer.

Thompson had served WCOTP for more than 20 years and had been the senior staff officer for 11 years.

Jim Killeen, vice-president of WCOTP and a past president of both the BCTF and the Canadian Teachers' Federation, reacted to the news by saying: "The world of teachers' unions and teachers' organizations will be much the poorer as a result of the untimely death of our secretary-general. There is no other person who has the grasp of international work that John Thompson had."

Work force changes bear on classroom

A shortage of men in traditional male jobs and a necessity to train women for these positions are predicted by a study from the Ministry of Employment and Immigration Canada.

Labor Market Development in the 1980s projects that by 1990, 75 per cent of women aged 25-54 will be in the labor force, 44 per cent of the work force in the 1980s will be female and equality of male/female participation will be reached by the year 2000.

Students in school now will make up this labor force and the implications for curriculum, counselling and provision of social services are vast. Counsellors in particular need more detailed and comprehensive information than is now available.

Anyone interested in receiving a copy of the Canadian Teachers' Federation analysis of this report should contact Peggi Hall at the BCTF offices.