

Administrators' PSA receives reprimand

The Representative Assembly has voted to give the B.C. Principals' and Vice-Principals' Association an official reprimand for breaching federation policy by making direct unauthorized representations to the Minister of Education and the BCSTA on consumer education.

The action was taken following a lengthy closed-door session February 6 in

the Hotel Vancouver in which geographical representatives questioned and criticized the BCPVPA executive for bypassing the BCTF's established lines for communicating policy positions to outside agencies. Receiving the grilling were Gordon Moffat, president, Clifford Smith, first vice-president, and Ken McAteer, treasurer.

Serious concern was expressed by many GRs during the meeting that the solidarity and strength of the federation would be endangered if disciplinary action was not taken for the policy infraction.

The controversy arose as a result of a decision in early December by the BCPVPA executive to directly contact the

minister and BCSTA officials on the issue of consumer education.

On December 8, without contacting or involving the BCTF executive, BCPVPA President Gordon Moffat and Second Vice-President Michael Heron met with BCSTA President Gary Begin and, later that day, with Education Minister Brian

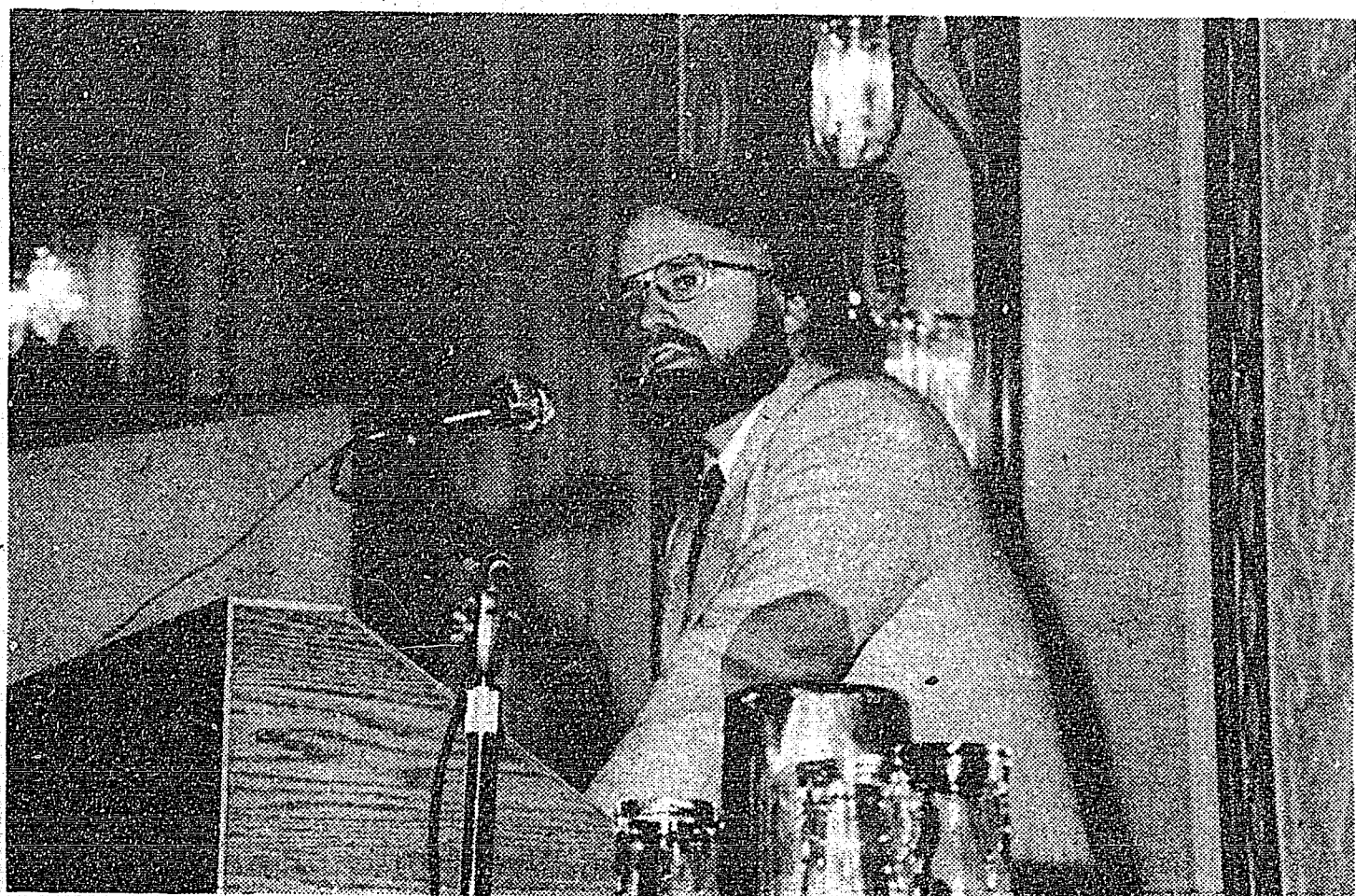
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BCTF Newsletter

VOLUME 21 NUMBER 9

BROADWAY PRINTERS LTD.

FEBRUARY 15, 1982



President Larry Kuehn attacks the "false prophets" of education finance.

Recession no time to cut education spending

A recession is no time to start chopping social services such as education, BCTF President Larry Kuehn told the Representative Assembly February 4 in his opening address.

In fact, he said, it is precisely when times are hard that social services need to be shored up, rather than cut back.

Children as well as adults feel the

stresses of economic hardship. High inflation, high interest rates and high unemployment put strains on the family, which in turn put greater demands on the schools. Last year, for the first time, more than 50 per cent of B.C. women of working age were employed outside the home. And the frustration and depression felt by workers laid off through no fault of their own — for example, those in the forest industry, where unemployment has hit 30 per cent — are bound to be reflected in their children.

Yet, Kuehn said, the government is responding to the economic downturn by insisting on cuts in social services. And some school trustees are seizing the opportunity to retaliate against teachers for the success of last fall's expanded-scope bargaining campaign.

"In these conditions we need more, not less, resources in the schools," Kuehn told the geographical representatives. "In the midst of this we get a 'taxpayer revolt,' not against the services provided, but against inequities in funding the services. It is essential that we keep reminding ourselves, our boards and the public that cutting educational services is not going to solve the education-finance crisis."

What is needed, Kuehn said, is politicians with the courage to put more provincial money into the school system and to increase the homeowner grant and restrict it to reduction of school taxes.

Kuehn said that, despite recent criticisms, B.C.'s current education finance formula works well and fairly in distributing money to the school system. The problem, he said, is that the provincial government has repeatedly cut its share of the funding (down to 32.5 per cent of the

See "False" page 2

Budget cuts protests to get BCTF support

Local association protests against school board budget cuts have escalated into a major BCTF campaign to prevent the erosion of the quality of education in B.C. schools.

Recognizing the harm that reduction in programs and elimination of teaching positions can bring, the Representative Assembly on February 5 called for the resources of the federation to be mustered in support of locals fighting budget-slashing boards.

Currently eight locals — in Vancouver, West Vancouver, Victoria, Saanich, Nanaimo, Alberni, Kamloops and Penticton — have launched protest actions against the threat of serious budget cuts by their boards.

The RA decided that locals would be supported with staff and/or executive committee assistance, legal advice and assistance as necessary and with financial grants. Grants in support of action plans were promptly approved in the amounts of \$6,000 for Victoria, \$5,000 for West Vancouver and \$600 for Saanich. It was also agreed that BCTF members would not participate in determining and/or recommending how school board budgets might be cut.

In West Vancouver, where teachers earlier appeared likely to be hard hit by

cutbacks, the local association's high profile protests seem to have paid off. Initially, the board had planned to cut \$1.2 million from the total budget of \$21.5 million, which represented a potential loss of 26 teachers.

But at the board meeting on February 8, faced with 300 concerned teachers, parents and non-teaching board employees, the trustees decided to restore \$365,000 to the budget — making the total cut \$900,000 — which has lessened the loss of teaching positions to about nine.

WVTA President Paddy Boyle said that this change had softened the impact sufficiently that the association would now likely not feel the need to resort to its action plan, which would have led in phases to a work-to-rule and possibly a complete withdrawal of services.

Victoria currently faces the most draconian budget cuts. Bruce Ridley, president of the Victoria Teachers' Association, told a meeting of the BCTF executive during the RA that the Victoria school board is proposing to chop the budget by 10 per cent — or \$4.5 million — which will be "disastrous." It will mean, he said, the loss of 122 classroom teaching jobs and those of 10 district personnel specialists.

See "Victoria" page 2

Schools urged not to adopt consumer ed

B.C.'s teachers believe the controversy over the Ministry of Education's proposed consumer education program points up the need for a complete public re-examination of the school system.

This was made clear from the motions passed at the February Representative Assembly which went beyond adoption of a harder line on consumer education to call for such a root-and-branch study.

In discussing a series of recommendations from the Executive Committee, several geographical representatives pointed out that the controversy had revealed issues concerning curriculum development and content, and the role of teachers that went far beyond consumer education. The time was long overdue, they argued, for not just another "minister's travelling road show", but a full review of the school system.

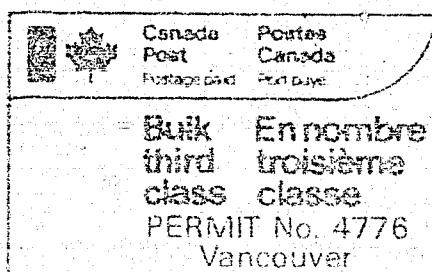
The RA accordingly adopted the recommendation: "That the BCTF challenge the Minister of Education to enter into a jointly-sponsored public examination of the schools with the objective of defining changes necessary for it to more

adequately meet the needs of preparing students to live in the 21st century."

Geographical representatives also seized on the fact that the recent Schools Department Circular 158 said that consumer education 9/10 "should" be offered in schools in September 1982, but did not say that it "must" be offered, to expand and stiffen BCTF opposition to the program.

In addition to adopting recommendations confirming federation policy of opposing separate compulsory consumer education courses and of supporting the teaching of consumer education skills within existing required courses, the RA went on to adopt a new tough line proposed by the executive: "That schools should not implement compulsory courses in consumer education in September, 1982."

The assembly approved this policy after President Larry Kuehn assured representatives that the full legal, financial and moral support of the federation would be behind members who decline to implement the program this fall.



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

Victoria budget cuts are "straight retribution"

Ridley suggested the Victoria board is "mad" about the 17.25 per cent salary settlement and arbitration award granting teachers a duty-free lunch period. The budget cuts, he claimed, are "straight retribution for having the god damn gall to win the award we did through the most restrictive bargaining process in B.C."

The Victoria Teachers' Association invited trustees and parents to a general meeting of the membership on February 10 to air the issue. The VTA is also pressing for a special board meeting on Monday, February 15, at which the teachers hope to persuade the trustees to reconsider their budget cuts.

The following was the situation in other "problem" areas at press time:

Vancouver. Aside from the loss of specific programs, the impact of planned budget reductions could mean the elimination of 93 teaching positions if the present pupil-teacher ratio of 17.17 is retained, currently one of the worst in the province. In addition, the cuts will mean that 44 teachers will not likely be added to improve staffing at the grades 8, 9 and 10 levels as previously proposed. Concerned teachers and parents are planning to come out in force to make their views

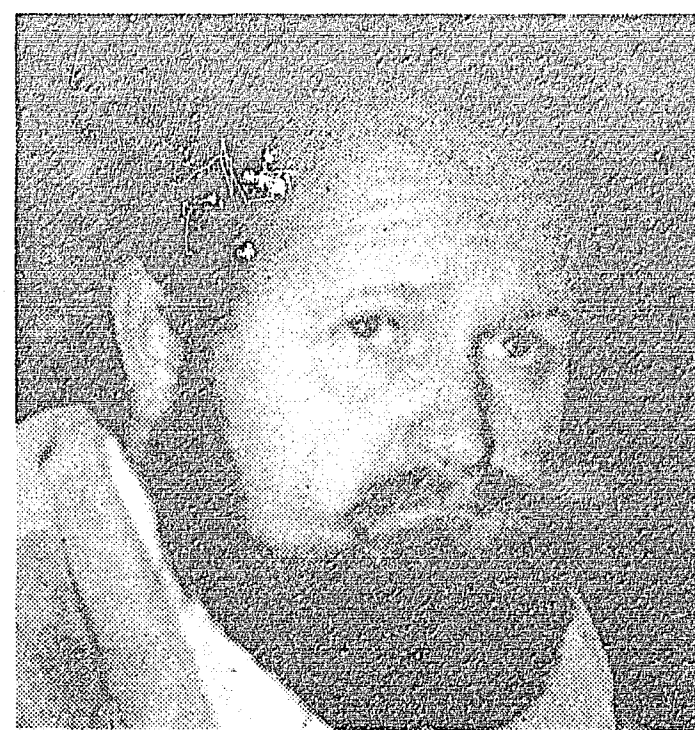
known at the February 15 school board budget-setting meeting.

Saanich. Budget cuts threaten the possible loss of 27.8 positions. Teachers are carrying out a communications program, informing parents what the cuts may mean in terms of specific programs. If the reductions are not prevented, class sizes will be increased, multi-grade splits will occur, preparation time will be reduced and teachers will be forced to teach in areas other than their specialties.

Alberni. The local association is making the case for retention of programs and teachers that would be lost if the board's proposal to cut \$207,000 from its provisional budget is carried out. The loss could range from 12 to 26 teachers. The local is urging the board to reconsider.

Nanaimo. Teachers in this district expect to retain most programs included in the provisional budget. Local president Gordon Sanborn reports strong representations and meetings with the board appear likely to result in a status quo budget.

Kamloops. Trustees here are looking at cuts of \$1,048,000, almost half of it in the instructional section of the budget. Part of



VTA President Bruce Ridley . . . fights "disastrous" cuts.

the cost is reflected in 20 positions that were to have been added and the remainder an adjustment for enrolment. The local has made representations to retain the positions and has been assured that the cuts will not affect the commitment to provide preparation time.

Pentiction. The board has served notice of intention to cut \$454,000 from the provisional budget. The impact appears to mean elimination of a number of elementary specialist programs and the elimination of newly-introduced preparation time for elementary teachers. A general meeting of Pentiction teachers has authorized the association's executive to develop an action plan to combat the cuts.

Nominations for '82-'83 executive

The following members have been nominated for positions on the Executive Committee for the year 1982-83:

For President — one to be elected

Larry Kuehn (Kamloops)

For First Vice-President — one to be elected

Steve Norman (Vancouver)

Doug Smart (Prince George)

For Second Vice-President — one to be elected

John Mackie (Houston)

Marion Runcie (Burnaby)

For Member-at-Large — four to be elected, each for a two-year term

Paddy Boyle (West Vancouver)

Trevor Calkins (Victoria)

Al Crawford (Vancouver)

Bill Friesen (North Vancouver)

Glenn Grieve (Terrace)

Stewart Grafton (Chilliwack)

Maureen MacDonald (Vancouver)

Alexandra Pazitch (Vancouver)

Margaret Woodlands (Richmond)

Photographs, biographical notes and

campaign statements of the candidates

will appear in the March 11 *Newsletter*.

Additional nominations may be made

from the floor of the Annual General

Meeting.

Administrators' PSA retracts consumer education position

From page 1

Smith and Deputy Minister James Carter, presenting them with a brief. In the brief and in discussion, the BCPVPA officers urged the minister to adopt a compromise in implementing the compulsory consumer education program, giving students the option of taking it at the grade 9/10 level or the grade 11/12 level.

These actions were taken, as the BCPVPA executive admitted in a January 15 meeting with the BCTF executive, in the conscious knowledge that they were in violation of federation policy 35.14 ("That it shall not be the right of any provincial specialist association to make representations to any authority or agency outside the BCTF on any matter that is properly the concern of the BCTF") and of a fall '81 RA policy statement on the role of PSAs.

In that January meeting the federation executive decided to refer the policy breach to the PSA Council and the Representative Assembly for recommendations on what action should be taken.

The PSA Council, in its January 23

meeting, had voted to recommend that the BCTF executive send a letter of reprimand to the officers of the B.C. Principals' and Vice-Principals' Association for their unilateral action in making representations to the Minister of Education. The council also established a committee to make recommendations on what actions should be taken against any PSA which similarly ignores federation policy on representation to outside agencies in future.

Prior to the RA, the B.C. Principals' and Vice-Principals' Association had also taken action on the matter. The January 30 meeting of the association's zone representative council unanimously passed the following resolution:

"Whereas we recognize that our PSA made an error in procedure, it is resolved:

"That the PSA reaffirm its willingness to adhere to BCTF policy on representation to outside agencies;

"That we reaffirm that this PSA supports the BCTF position which opposes a separate compulsory consumer education course;



GRs voting on reprimanding the administrators' PSA.

"That our PSA, through its zone reps, moves a vote of confidence in the intent of our executive to resolve a difficult situation relative to the implementation of compulsory consumer education courses."

In addition to reprimanding the admin-

istrators' PSA, the Representative Assembly also decided to inform the Minister of Education of the withdrawal of the BCPVPA brief and to have a further report on the principals' and vice-principals' actions at the spring RA.

"False prophets" damaging education

total this year. He said the government must start moving toward paying the 75 per cent contribution recommended several years ago by the McMath Commission.

The solution to the crisis, he said, calls for political courage, but "all we have seen are false prophets of three types."

Among the first type of "false prophets" he included Municipal Affairs Minister Bill Vander Zalm and Finance Minister Hugh Curtis, whom he accused of fomenting a taxpayers' revolt.

"These are the people who have the

power to act but instead make a grandstand play of shifting blame to the assessment authority and to school boards and municipal councils," Kuehn said. "The government, which includes Vander Zalm, traps the local politicians in a cage and then, when it pulls their wings off, it expects us to believe it's their fault they can't fly."

Kuehn said equally dangerous "false prophets" are the local politicians who "fall into the Curtis-Vander Zalm trap and like it there."

This group, he said, includes some members of the Greater Victoria School Board, which has adopted a provisional budget that will eliminate 122 teaching positions in the 1982-83 school year.

"Attacking teachers and doing away with their jobs seems to be their reason for being on the school board," he said, "not making sure that children get adequate educational service."

He said these local politicians "falsely blame the education finance crisis on over-spending in education, when the reality is that even current needs are not being adequately met."

The third false prophet, Kuehn said, "and perhaps the most dangerous in the long term," is Education Minister Brian Smith. He said Smith's proposed new finance formula is designed "not to solve the problem of tax collection but to share around the blame. He's tired of everyone targeting the government as the problem and is trying both to take more control and to re-direct the flak."

Kuehn called on teachers to counter all three types of "false prophets" and to press for a system that keeps budget decisions in the hands of local school boards and at the same time maintains something close to equality of access to educational services.

Brady praises Economic Council

Canadian Teachers' Federation President Patrick Brady has commended the Economic Council of Canada for its report which calls upon Finance Minister Allan MacEachen to abandon his plan to slash \$5.7 billion from federal transfer payments affecting health care and post-secondary education payments.

"We are pleased," says Brady, "that the Economic Council is adding its voice to that of Canadian teachers, school trustees and school administrators in denouncing the drastic and ill-considered action being threatened by the federal Finance Minister."

"The proposed cuts", adds the teacher leader, "will place an impossible financial burden on the provinces, and will seriously affect their ability to support the elementary-secondary school system, this in turn will put an intolerable load on local taxpayers, who are already bearing a heavy share of the cost of keeping the schools open. Coming at a time when widespread technological and social change threatens to make new demands on the school system, we see these proposed cutbacks as a matter of grave concern to all Canadians."

Income tax receipts

If, in 1981 you worked in the following districts, the BCTF and local association fees will be included on the T4 slip issued by your school district:

- | | |
|----------------------|---------------------------|
| 4 Windermere | 46 Sunshine Coast |
| 10 Arrow Lakes | 47 Powell River |
| 11 Trail | 48 Howe Sound |
| 12 Grand Forks | 49 Central Coast |
| 13 Kettle Valley | 50 Queen Charlotte |
| 14 Southern Okanagan | 52 Prince Rupert |
| 15 Pentiction | 55 Burns Lake |
| 16 Keremeos | 59 Peace River South |
| 18 Golden | 61 Greater Victoria |
| 19 Revelstoke | 63 Saanich |
| 22 Vernon | 64 Gulf Islands |
| 23 Central Okanagan | 66 Lake Cowichan |
| 25 Kamloops | 70 Alberni |
| 26 North Thompson | 71 Courtenay |
| 27 Cariboo Chilcotin | 72 Campbell River |
| 28 Quesnel | 76 Agassiz-Harrison |
| 29 Lillooet | 77 Summerland |
| 30 South Cariboo | 80 Kitimat |
| 31 Merritt | 81 Fort Nelson |
| 32 Hope | 84 Vancouver Island West |
| 34 Abbotsford | 85 Vancouver Island North |
| 35 Langley | 86 Creston Valley |
| 37 Delta | 87 Stikine |
| 41 Burnaby | 89 Shuswap |
| 43 Coquitlam | 92 Nisgaha |
| 44 North Vancouver | |

For those teachers who worked in the following districts, the BCTF will issue receipts by the end of February.

- | | |
|--------------------|----------------------|
| 1 Fernie | 42 Maple Ridge |
| 2 Cranbrook | 45 West Vancouver |
| 3 Kimberley | 54 Smithers |
| 7 Nelson | 56 Nechako |
| 9 Castlegar | 57 Prince George |
| 17 Princeton | 60 Peace River North |
| 21 Armstrong | 62 Sooke |
| 33 Chilliwack | 65 Cowichan |
| 36 Surrey | 68 Nanaimo |
| 38 Richmond | 75 Mission |
| 39 Vancouver | 88 Terrace |
| 40 New Westminster | |

AGM to consider two fee proposals

The Representative Assembly has declined to endorse a proposed new scheme for calculating membership fees on a percentage of actual salary.

But the spring AGM will have the final say on whether the new system is implemented as the Executive Committee has decided to forward a recommendation on the new plan.

During debate at the RA, proponents of the new scheme argued that, being based on "ability to pay", it would be more equitable, while opponents maintained that the present scheme was not as inequitable as made out and that the new structure would put an unfairly heavy

burden on members in the upper salary levels.

Speaking against the new system, Executive Member Doug Smart pointed out that the present system is fair as all members are entitled to and receive the same benefits. "I don't think that moving to an actual salary fee is going to serve us well," he argued. "I think it's going to be divisive."

On the other side of the issue, Al Crawford, VESTA, maintained that the largest benefit, and the only one the federation can guarantee, that all members receive is a salary. "Fees," he said, "should be based on the largest, most tangible and

obvious benefit every member gets — their salary."

While rejecting the new proposal, the RA voted instead to recommend to the AGM that the present system of basing fees on estimated mean annual salary be continued with some modification in the statistical data used. The revised calculation would give an estimated mean salary of BCTF members at January, 1982 of \$33,244.

In an evening meeting on February 4, the Executive Committee decided to forward the new fee plan recommendation, giving AGM delegates the opportunity to choose between the two options.

The proposal calls for the annual membership fee to be calculated as a percentage of actual salary including allowances for supervisory or administrative duties, or special qualifications. If possible, the plan would be implemented for the 1982-83 fiscal year and the fees for active and voluntary active memberships would be calculated at .97 per cent of the salary of

the member, including an \$8 allocation of the fee for the reserve fund.

If approved, the plan would result in annual fees of \$194 for members in the \$20,000 salary level, \$339.50 for those in the \$35,000 range and \$485 for those in the \$50,000 range. The average member fee would be \$322.

Assembly endorses professional guide

The Representative Assembly considered a report from the Teacher Personnel Advisory Committee and agreed to recommend a Guide to Professional Practice to the 1982 Annual General Meeting. This guide is intended to assist members in upholding the Code of Ethics. At the November meeting the RA had considered a previous draft of this guide. The committee had then made appropriate changes in wording which appeared to be generally acceptable to the RA.

Perspective

Jim Bowman

Government Division

For those not familiar with the accreditation process for secondary schools it is an intensive week-long evaluation of a school's philosophy, objectives and programs by a team of professional educators.

It is difficult to think of an activity, outside the classroom, more suited to the professional training and expertise of secondary school teachers. And so, in December 1979, during a discussion at a meeting of the Deputy Minister's Advisory Committee on the topic of accreditation we suggested that to the ministry. The then assistant deputy minister agreed. Our notes of that meeting stated, "Mr. Carter is in favor of the inclusion of classroom teachers on accreditation teams."

At a meeting of the Deputy Minister's Advisory Committee on February 11, 1980, during a continuing discussion of changes that were taking place in the accreditation process, the ministry announced that the first teacher had been appointed to an accreditation team. Our minutes of that meeting noted somewhat sardonically that we "welcomed this monumental step forward in involving the profession in the assessment of school programs." Thinking that we had cleared away another layer of the detritus that blocks classroom teachers from being involved in professional activities, we went on to other promising digs in the field of education archeology.

It was not until October 27, 1981, some 20 months later that we bestirred ourselves to a routine monitoring of the situation. We requested from the ministry a list of accreditations that had taken place over the past two years together with the composition of the accredi-

tation teams. That information was readily forthcoming. In a letter to the BCTF dated November 13, 1981, statistics were provided for the 1980-81 year only, with a note that, "the information for the previous school year is similar."

In the 1980/81 school year, there were 31 accreditation teams in action. By our count the composition of those teams was as follows:

- 79 principals
- 47 superintendents
- 22 assistant superintendents and directors
- 16 vice-principals
- 12 supervisors
- 10 ministry persons
- 4 miscellaneous administrators
- 1 university professor
- and a partridge in a pear tree
- but no classroom teachers.

Our digging must also have disturbed the ministry's seismographs, for only 13 days later the BCTF president received a letter which said in part:

"During the 1981/82 school year 37 secondary schools in the province will complete the provincial accreditation booklet and will be visited by an external evaluation team."

"To date appointees to accreditation teams assigned by the ministry have been limited to secondary school administrators, Directors of Instruction, Assistant Superintendents and Superintendents of Schools."

"Membership on accreditation teams provides valuable educational experiences. It is our contention that this experience should be made available to classroom teachers as well as administrators. Therefore it is our intention that:

"(1) Whenever possible a qualified, outstanding secondary teacher be assigned to an accreditation team. Such appointment will be made by the ministry from nomination lists provided by the BCTF and the superintendents of schools."

Mr. Kuehn's wry response noted that we too agreed with the contention that the experience should be made available to classroom teachers. The BCTF would nominate teachers to a list from which the ministry could choose and if the ministry wanted superintendents to nominate teachers as well then it was only fair that the federation be allowed to nominate superintendents.

Now we really don't want to get into the business of nominating superintendents but we do want to make the point that the gap on either side of the salt has been too wide for too long. Equality, like consultation, is a word that has a different meaning in the ministry of education than in our world so we were not surprised when the ministry responded that we had to play by their rules, not some mutually agreed upon ones.

It looked like another stand-off until the most recent (February 3, 1982) meeting of the Deputy Minister's Advisory Committee. The ministry agreed to discuss the whole area of teacher representation on ministry committees. The thirty year war on membership on curriculum committees could be drawing to a close (see news item in this issue) and it may well be that a general settlement would include that of membership on secondary accreditation teams. We shall see.

In the next issue a look at the financing of education. The present furor over local taxation has stirred some slumbering dinosaurs and the voice of the Jurassic is once more heard in the land.

BCTF Newsletter

CLIVE COCKING
Editor

BRITISH COLUMBIA TEACHERS' FEDERATION
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MEMBER: EDPRESS

ISSN 0709-9800

Substitutes deserve new deal

Maxine Boag
Vice-President
Provincial Association of Substitute Teachers

Sub — (prefix) under; about; beneath; almost; near; smaller; approximately; inferior.
—Penguin English Dictionary

Most teachers in B.C. will be absent from their class at least once, and usually more than once, during the school year. A recent study showed that the average public school student is taught six days per year by a substitute teacher. It is vital to the students that the person replacing their usual teacher pick up the educational process and continue it as smoothly as possible, so that the change will not be disruptive. This means that it is necessary to have a highly-qualified, well-informed and personable substitute teacher.

Ideally, the substitute teacher must be as professional as her regular counterpart. She must be flexible and congenial, capable of achieving rapport with children quickly and efficiently upon short notice. She must have a thorough knowledge of her subject field and the courses used in the school to which she is assigned. She must demonstrate patience, resourcefulness, a sense of humour, and a love of children if she is to succeed in her job. Mistakes may be costly, and sometimes irremediable. Her work is unique, and she must have unique talents and abilities to succeed in it.

Substitute teaching is an extremely challenging job, providing an essential service to the education system. The challenge of the job is compounded tremendously by the extremely low status accorded substitute teachers by students, teachers and administrators. There is a great deal of folklore attached to substitute teaching service. Students have all heard tales of what happened when their sisters, brothers, or friends had a substitute teacher. Teachers tell each other incidents of poor substitute teachers, and it is widely believed that "subs" aren't good enough to be hired as regular teachers, or that they are teaching for pocket money.

The low status of substitute teaching service is best reflected in the salaries substitute teachers are paid and the deplorable working conditions under which they operate. Financial insecurity is built into the job, as substitute teachers receive only one-half to two-thirds of a regular teacher's salary, without benefits, sick pay, holiday pay, and with no guarantee of sufficient work to make a living. School boards use substitutes as cheap, expendable labour, available on short notice, and costing little more than a janitor.

Hiring practices across the province indicate further the value placed on substitute teachers. In many districts, teachers from other provinces, even other countries, are given preference in hiring over local substitutes.

A few school boards offer in-service training to substitute teachers, such as an after-school orientation session at the beginning of the year. District-wide discretionary days usually have nothing tailored to meet the special needs of substitute teachers, whose financial condition may force them to seek employment elsewhere for that day.

Professional teachers' organizations are almost as guilty as employers in neglecting and exploiting substitute teachers. The BCTF was incorporated in 1919, but it wasn't until 1978 that sufficient pressure was mounted from the local level to give substitute teachers full member status in the federation. Since then, substitute teachers' associations have sprung up in many



Substitute teachers... treated by boards as "cheap, expendable labour."

locals, some substitutes even being elected to standing committees, but these fledgling associations are severely handicapped by having to put most of their energy into recruiting members, as well as trying to deal with the deep-seated inequities which affect every aspect of their professional life.

Certainly, substitute teachers' salaries have improved dramatically in the last few years as a result of local efforts. But even today, a substitute teaching every day of the year would earn less than half the average tenured teacher's annual salary, and would have to pay medical, dental, and travelling costs out of her own pocket.

"Local teachers' associations have done little to alleviate the blacklisting and unfair hiring practices that affect substitute teachers."

BCTF policy 44.15 says that the per diem rate for substitute teaching "should be 1/200th of the position on the salary scale for which the substitute is qualified by education and experience." In reality, substitutes work for either a flat rate, regardless of qualifications or experience (for example \$73 a day in Saanich) or, at best, a greater fraction of their base rate, (1/285th in Sooke) taking qualifications and not experience into consideration. In some districts, substitutes may be fortunate enough to go on full salary after three to five days in the same job; but when they do, they find that their years of substitute teaching counts for little or nothing in terms of their placement on the salary scale. Tenured teachers are commonly given a year's credit for 160 days of teaching; in Victoria, a substitute teacher placed on scale gets a year's credit for 400 days of substituting. In many locals, they get no credit whatsoever.

"Lack of professionalism" among substitute teachers may be used as a rationale for bargaining rock-bottom salaries for them, but only one local — Burnaby — has negotiated a day's paid professional development for substitutes in order to improve the quality of their work. Local teachers' associations have done little to alleviate the disgraceful personnel practices which affect substitute teachers — blacklisting and unfair hiring practices.

Substitute teachers' associations, where they exist, find their energy and resources drained by the onerous task of recruiting members in an organization which seems to offer them little. Non-member substitutes still get the same pay as members, but they're \$40 richer. Victoria, and other large locals, have helped by giving financial assistance to substitute teacher organizations' membership drives, by refunding part of the voluntary active membership fee to them: rather than charging further membership fees. But building membership support remains a major undertaking of supreme importance to substitute teachers' organizations, detracting from their work in every other area. The only solution to the problem is in negotiating, as Vancouver and Kitimat did this year, compulsory BCTF membership for substitute teachers into contract. The concerns of substitute teachers can only be properly addressed from this base.

The provincial government has repeatedly shown its unwillingness to change the School Act in order to accept substitute teachers into the mainstream of the educational process, so our future depends on initiatives taken at the local level. Until local teachers' associations fully recognize, accept and support substitute teachers, we will continue to be prevented from taking our rightful place in the ranks of the teaching profession, standing instead as outsiders whose history of neglect and exclusion is a shameful reflection on the profession we serve.

sor will reduce secretarial jobs in Canada by 1.5 - 2 million.

- New electronic switchboards require 30-50 per cent fewer employees while 30,000 clerical jobs in telephone companies are in jeopardy in Canada.

- 25-30 per cent of office jobs in the private sector and 38 per cent of public sector jobs will be fully-automated.

Yet female students continue to take courses in school which equip them for jobs that will probably be obsolete in the near future. In parts of Canada only one out of eleven girls take physics, one in five takes chemistry and up to twenty-five per

cent drop Math after Grade eleven. In British Columbia on the average, industrial education classes have only ten per cent female enrolment, but business education classes have a seventy-five per cent female enrolment.

The S/W program has begun working with PD and related PSAs to develop a proposal on this topic. Peggi Hall, BCTF staff, will be presenting a workshop dealing with this issue at the Canadian Council for Career and Exploration Learning Conference on February 26 at the Sheraton Landmark Hotel in Vancouver.

RA approves new curriculum committee nomination system

The long dispute (since 1948) over membership on curriculum committees could be almost over. It is now up to the minister of education to decide whether the latest federation proposal is acceptable.

The BCTF Representative Assembly at its February meeting endorsed a proposal that nominations of BCTF members to curriculum committees be made through local associations only. Selection of the actual curriculum committees would be made jointly by a ministry/BCTF selection group. The federation members of the selection group would be chosen from the staff of the federation and the ranks of practising teachers of the appropriate subjects.

The proposal keeps intact the principle of the nomination of teachers by teachers which is part of the federation's credo but also eliminates the BCTF executive from involvement in the procedure — a factor which had exercised the ministry.

Other matters in this area to be discussed with the ministry are the nomination and selection of BCTF members to accreditation teams and the advisory committee on the Administrative Handbook.

Roll-call vote publication favoured for GR accountability

The BCTF Newsletter Editorial Advisory Board is being asked to consider publishing in the *Newsletter* complete district-by-district results of roll-call votes held at representative assemblies.

On February 6, the Representative Assembly agreed to adopt a resolution submitted by the Richmond Teachers' Association: "That the Representative Assembly request the editorial board of the *BCTF Newsletter* to consider that motions and district-by-district results of all roll-call votes held at representative assemblies be published in the *Newsletter*."



Geographical representatives discussing the issues at the February representative assembly.

Speaking in support of the resolution, Richmond GR Bob Gregory pointed out that roll-call votes are called because the issues are considered important enough to merit the record of votes be made available to the general membership. But, he said, the complete district-by-district record is routinely published only in the RA minutes which are distributed only to a small percentage of the membership. Publication in the *Newsletter*, he argued, would enable teachers in local associations to know how their GRs voted.

On the opposite side of motion, some

geographical representatives pointed out that if teachers want to know how their representatives vote they should ask and that, in any case, RA minutes are available at local association offices.

Jim Caldwell, Prince George, argued that the *Newsletter* was not "the official organ of this particular body" and that he did not believe the bulk of the members would relish "a blow-by-blow account" of RA roll-call votes.

"It behooves the GRs of this group to get out and tell the people in their local associations how they voted," he suggested, "and we shouldn't bore our membership to death with long accounts in the *Newsletter*."

Formaldehyde fumes danger investigated

Excessive levels of formaldehyde fumes being discovered in school buildings in several districts have got teachers, students and parents fuming.

To date, complaints about high levels of the fumes have been made to school authorities in Richmond, Courtenay, Vancouver Island North, Cranbrook, Langley and Kamloops. In some of these districts, concerned parents and teachers are demanding the immediate closure of the affected classrooms, most of which are portable classrooms.

BCTF learning conditions staff are currently gathering data on the health hazards involved in the presence of formaldehyde gas in schools. Material gathered so far is available to members and local teachers' associations.

Learning conditions staff are also preparing recommendations to the BCTF Executive Committee on how teachers should respond to the problem.

Education faculty budget cuts protested

The Representative Assembly resolved on February 5 to protest projected university budget cuts and particularly those of education faculties.

Hard hit is UBC where the education faculty is being asked to pare \$361,000 from its budget and where student fees are being increased 32.8 per cent next term.

The assembly also agreed to protest student fee increases at all post-secondary institutions and to offer support to student societies in their opposition to the increases.

President Larry Kuehn pointed out that teachers could be losers due to increased fees for courses they might need to take, and cuts or dilution in programs that involve practising teachers.

the plan, until local associations and the two BCTF staff associations had had an opportunity to respond, was defeated.

The committee reorganization parallels a staff restructuring, which would see the existing Economic Welfare and Learning Conditions Divisions merged into a single Bargaining Division.

Reversal sought of welfare cuts

The Rollback Coalition is trying to persuade the provincial government to restore the recent cuts in GAIN plan support to single parents.

Minister of Human Resources Grace McCarthy has agreed to meet with the Coalition and has asked for specific details of hardship, brought on by the \$55 cuts. The Coalition would appreciate receiving such information (in confidence and no names) from teachers. Letters should be addressed to: The Rollback Coalition, c/o Linda Erwin, First United Church, 320 East Hastings Street, Vancouver, B.C. V6A 1P4.

Employee assistance programs proposed

The Spring AGM will be asked to endorse efforts by local associations to negotiate employee assistance programs for their members.

The recommendation, part of a series of motions relating to helping teachers with stress, medical or other personal problems, was adopted by the Representative Assembly.

The other motions urged local associations to ensure that teachers returning from long-term medical leave

receive support and assistance from administrators and colleagues, receive an appropriate teaching assignment and have an opportunity for a transition period of part-time teaching before beginning full-time duty.

The assembly also approved a recommendation that local associations should negotiate clauses in their contracts allowing returning teachers to use this part-time transition period without loss of the right to return to full-time assignment.

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Impact of computer technology on female workes to be studied

The BCTF Status of Women Committee is beginning a study on the implications of micro-electronics technology for female students and workers. The continuing expansion of the applications of technology points to profound changes in the organization of work and options for employment which will particularly have an impact on jobs usually held by women.

Most studies agree women working in the traditional female jobs in clerical, service and trades will be most profoundly affected. Two-thirds of all work-

ing women work in these areas. Indications are that low or unskilled occupations and those classified as middle management will be affected by high rates of unemployment. The following examples are those most commonly cited:

- Statistics Canada reports that following a huge increase in the rate of employment of clerical workers during the early seventies, clerical employment is now declining.

- It is estimated that the word process-

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EDUCATION COSTS IN PROFILE

	1981	1982	INCREASE %
1. Basic Education Program	\$1,123,453,542	\$1,325,063,364	17.95
2. Instructional Unit Value	\$36,200	\$42,600	17.68
3. Basic Levy	41.8 mills	41.2 mills	(1.44)
4. Assessment	\$16,786,000,000	\$21,601,659,913	28.70
5. 1 Mill Raises	\$16,786,000	\$21,601,659	28.70
6. Local Share (Basic Levy)	\$701,654,800 (41.8 mills)	\$889,988,351 (41.2 mills)	26.80
7. Local % Share of BEP	62.5%	67.15%	
8. Provincial Share	\$421,798,742	\$435,070,013	3.15
9. Provincial % Share of BEP	37.5%	32.83%	

Based on revised December 1st letters. From BCTF Bargaining Bulletin #7.

Is B.C.'s curriculum being designed in Ontario?

John S. Church
Professional Development

Where is the B.C. curriculum designed? In the ministry offices in Victoria and Richmond, obviously? Or, in the Council of Ministers of Education office at 252 Bloor Street, West, Toronto? How ridiculous and preposterous can one become! Yes, probably ridiculous and preposterous, but then again just maybe . . .

The final recommendation in the recently-published Ontario Ministry of Education's report, *Secondary Education Review Project*, urges "a greater degree of co-operation in curriculum policy matters among the provinces." A reflective reading of the report strongly suggests that the co-operation already exists, at least between Ontario and B.C.

The report notes that "job training and career preparation emerged . . . as the highest priority for secondary schools." Many recommendations are directed to co-operative education and work experience. The B.C. term to describe this kind of program is career preparation.

The report addresses the question: What do we want in secondary education? Does this sound like B.C.? Schools are to provide students with a solid, useful, basic education that prepares them for direct entry into employment or for post-secondary education. Yes, by implication the schools, not the economic system, are blamed for the high unemployment rate

among 15 to 24-year-olds. Employers claim that students lack basic skills, personal attributes and technical training required for performing satisfactorily in the workplace. The school is to become much more prescriptive — particularly in the early years of the secondary school. In the future all students must complete 56 compulsory credits and 64 electives between grades 9 and 12. Curriculum guides are to list the prerequisite courses and henceforth are to designate all teaching content as either "core" or "optional." The schools are to impose much stricter discipline. Standards are to be maintained. To do this, the Ontario Assessment Instrument Pool test items, as they become available, "are to be used on a large-scale and sample-survey basis for the purposes of monitoring [Ontario] programs and policies and reporting to the public."

The B.C. PLAP model expands. Unlike the four goals and 25 learner outcomes of the B.C. discrete Consumer Education course, the Project proposed a life skills approach to be taught in the core section of the various compulsory subjects. In spite of the context approach advocated by the Project, the Ontario ministry, perhaps not wishing to be out-manoeuvred by a B.C. ministry sponsorship of a commodity called, Consumer Education, has now decreed that Life Skills shall begin as a separate course on a trial basis in 29 schools in September 1982. It resembles

an expanded version of Consumer Ed. Identified as the important life skills are topics such as fitness, nutrition, parenting, personal resources management, human relations, career planning, computer literacy, law and problem-solving.

New centre blends science and art

School tours are available at B.C.'s new Arts, Sciences and Technology Centre in Vancouver.

The centre, at 600 Granville Street, contains more than 40 exhibits demonstrating a fascinating blend of science and art. Instead of being barred by "Do Not Touch" signs, the centre allows visitors to enjoy the exhibits "hands-on," playing with laser beams, painting electronically, creating music or walking into a giant kaleidoscope. High points include energy-saving natural gas cars, optical games and "sound sculpture."

For tour information call: 687-8414.

Children and TV study coming

The Canadian Teachers' Federation will be releasing its second study on the nature of communication between children and television within the next few months.

This study encouraged school-age children to suggest what they would like to see on television and to rate current programs developed for young viewers.

The study is likely to raise important questions for further discussion and research that might lead to the development of standards and policies in television programming.

Normal school '47 class reunion

A three-day reunion of the 1947 class of the B.C. Provincial Normal School will be held in Victoria on April 2-4, 1982.

To achieve as complete a turnout as possible, the organizers are trying to contact the following people:

Atkinson, Patricia
Booth, Norma
Burgess, Thelma
Carey, Nora
Christie, Margaret
Deveson, Nora
Elder, Jean
Frew, Grace
Furneaux, Jean
Gerber, Willard
Golac, Rose
Grigoruk, Daniel
Gummeson, Ellen
Hartman, Emily
Henderson, Margaret
Herrling, Engrid
Johnson, Peggy
Kennedy, Donna
Keough, Josephine
Lomon, Judith
McKenna, Kathleen
McNaughton, Frederick
Rimmell, William
Robertson, Alexander
Shannon, Harold
Smith, Stuart
Strom, Stella
Waskevitch, Lillian
Bales, Edith
Henderson, Ronald

If anyone knows the whereabouts of any of the above, please contact Mrs. Dodie Krepps, 1101 Bewdley Avenue, Victoria, B.C. V9A 5M9.



Devencore Real Estate Consultants Ltd. will study the best use of BCTF land holdings at Sixth Avenue and Burrard (above, left) and (above, right) Broadway and Fir Street.

Devencore study of BCTF land approved

The Representative Assembly has agreed to a recommendation from the BCTF executive that a Vancouver real estate consulting firm be engaged to develop a plan outlining the best uses of the federation land holdings.

Devencore Real Estate Consultants Ltd. will be retained to provide consulting services as to how the federation's parcels of land at Sixth Avenue and Burrard and Broadway and Fir Street should be utilized in the best interests of the BCTF.

At the same time, the RA has approved an increase in the budget allocation for consultant fees by \$40,000 to provide for the study by Devencore.

The real estate consulting firm will develop a phased study of both parcels of land from the point of view of correct use, zoning, market trends and abutting land ownership. Following this, the firm will develop a plan recommending how the federations needs and interests might best be met through sale, lease or redevelopment of the property.



SFU offers home study for teachers

Teachers can upgrade — and update — their professional qualifications even if they can't return to a university campus this summer for credit courses.

Simon Fraser University is offering Directed Independent Study Courses (or correspondence courses) in education designed by university faculty working with an instructional design specialist. Current undergraduate offerings include:

- Philosophical Issues in Education;
- Classroom Management and Discipline;
- Learning Disabilities;

• Curriculum development: Theory and Practice.

Courses may be taken for degree completion or as part of the Extended Studies Diploma Program, a post-baccalaureate program which raises teacher qualifications from category 5 to category 6. Introductory and upper level courses are also available in criminology, English, geography, history, kinesiology, mathematics and psychology. Tutor assistance and library resources for the DISC program are available by telephone.

SFU's summer semester begins May 10. Out-of-town students are advised to apply for admission by March 12; the final deadline for those who can register in person is April 1.

For information on courses and registration, contact: DISC Program, Simon Fraser University, Burnaby, B.C., V5A 1S6 (291-3524).

Letters

Restructuring process should involve locals

While the restructuring of the economic welfare and learning conditions divisions into a single bargaining division is the legal right and responsibility of the BCTF Executive Committee, (by-law 5.6) the process for this restructuring has been immoral. This major alteration should have been accomplished in an incremental manner with final approval from the 1982 AGM.

Such a major revision without on-going dialogue and consultation with the locals is most distressing and autocratic. While the larger organizational structure is altered many locals have not even considered restructuring their organization to reflect this new BCTF format. Some locals have no option but to continue a learning conditions operation to handle learning conditions matters which at best might be in local or district policies but not in contract. These districts will only have their contract to stand on as the BCTF delivery services will not have a learning conditions division to assist locals in such matters . . .

One other item further to the underlying assumptions which precipitated these changes requires attention. If the BCTF has a commission on governance charged with responsibility to investigate, seek input and recommend organizational changes, why has the executive not waited for their official recommendations? The change may be a good one but again the process is an indication of the executive's self-indulgence in important decision-making.

The process with which these changes has been expedited clearly indicates the increasing centralization, unilateral decision-making and autocratic behaviour on the part of our present executive. The fact that the January 7 *Newsletter* advertised the bargaining position over one week before the executive decision is most questionable. One would expect this type of organizational behaviour from the Soereds in Victoria according to our usual BCTF dictum. However, our own BCTF 6/FEBRUARY 15, 1982

executive is doing a very good job of emulating those very practices we perceive in vain and react to in frustration.

If a school district, the ministry, or any other group undertook such major changes in the same haste without at least consultation with our affected BCTF membership, the BCTF would cry foul. Such school district actions would warrant BCTF executive reaction and probably place such a district in dispute.

In this issue the executive has not permitted participatory decision-making with local associations representing members at the operational level of the federation. Whether or not such restructuring is good is not at issue. The process and time-lines are the issues. If the proposal is so good why can't the process follow a democratic rather than automatic approach culminating at the 1982 AGM?

Roger Gosselin
Geographical Representative
Quesnel District Teachers' Assoc.

Build new Jerusalem outside classroom

. . . Mr. Carrell states (*Newsletter*, December 3, 1981) that he would like a world with no war, profit, advertising or unharmonious impingement upon any of nature's creatures. Moreover, that he sees the role of the teacher as that of "architect of a new society". I disagree.

I believe our role should be to service the educational needs of our communities which, for the most part, appear more concerned with evidence of students' burgeoning literacy in history, science and English. Crusading zeal to ". . . build the new Jerusalem" has its place, and that place is in the political arena or in journalism. Otherwise the public would perceive that as a profession we were more enthralled with furthering our own hobby causes than with tending to their needs. They would be right.

While I have some of my own partisan

views, I prefer to keep them out of the classroom unless they are pertinent to a particular lesson and even then, they are accompanied by a presentation of one or more viewpoints. To do otherwise would be to invite criticism for abuse of position and in the long run, denigrate the public's perception of teaching and of education.

David Danylyshyn
Zeballos Elementary

Teacher control of education defended

I was faintly amused when I read the replies of Messrs. Corry and Bryan in the *Newsletter* (January 7, 1982) to my earnest plea for teacher control in the classroom. For the lasting and tremendous benefit in the correct use of the subjunctive I thank these gentlemen . . . Mr. Bryan did try to answer my questions, the points I raised, and, therefore deserves a . . . detailed reply.

Who should have control in the classroom. Mr. Bryan? The industrialists (plutocracy), the churches (theocracy), the people (democracy)? I think we both know who has real control now and I hope both of us know the sad results which obtain. A well-known TV broadcaster is now doing a series on the lives, broken-lives, of those between 13-20 years. How much responsibility (I suggest some) has the school system for this? Do you agree that every year a certain number of students should be passed to a higher grade who are not ready for this? Tolstoy knew the differences between education, schooling and processing, as did Kropotkin. Do you, Mr Bryan?

I have been told that being sarcastic comes easily to me so I shall ask my next question carefully: will you please read K. Marx for a correct understanding of the words "profit", and "value"? Symphony orchestras rarely, if ever, make a profit but their value (to me, at least!) is beyond measure . . .

Finally, you used the term "pseudo" in describing my writing. In all my years in the classroom and preparation for that period I was guided by my reading of the great idealists and martyrs of the last 25 or so centuries. Security and dull routine were far, far from my mind. I made sure my students knew who the following were: Socrates, Erasmus, Galileo, Copernicus, Newton, Tagore, Ghandi, Thoreau, K. Marx, Machiavelli, M. L. King, Tolstoy, Dickens, et al — and then let them make up their own minds. I have never tried to hide anywhere and do not now choose to vegetate in retirement.

Morris Carrell
Retired
Vancouver

Save spring break, hold AGM in January

In our present-day society, it is not realistic to expect teachers to give up four days of their spring break to attend a convention. In many other organizations the right to attend a convention is eagerly sought by all members. It is considered a plum, a reward for hard work. I feel that the opposite is true in our organization. After a hard 13 or 14 week grind, instead of a week off in which to relax and recharge tired batteries, we ask our members to go into a very hectic and stressful four-day convention. Is it any wonder we have difficulty getting delegates?

My proposal is as follows:

1. change the time of the Annual General Meeting to January;
 2. set the time Thursday, Friday, Saturday and Sunday (noon);
 3. in larger schools, have the teachers cover for the delegates in smaller schools;
 4. BCTF pays for a substitute.
- The advantages:
1. People will regard being a delegate as a pleasant duty that they can undertake;

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Letters

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2. a better mixture of views and thoughts, because there will be a larger cross section of delegates to draw from;
3. more members would become more intimately aware of how the BCTF works;
4. trustees could more easily attend as observers because it will be a better time for them;
5. this would also be true for many government officials who also often go away with their families at Easter break;
6. I have chosen January because it tends to be "let down month", and many teachers and officials would welcome a convention;
7. by covering for our colleagues or by paying for substitutes, the education process would not be disturbed, so I do not think that the trustees would object to a change to school time.

I feel that this proposal has merit and I would like to hear from my fellow teachers across the province. Let's hear the pros and cons! After all, isn't that what this newspaper is for?

R. Gillies
David Livingstone
Elementary School
Vancouver

Substitutes' plight neglected too long

The Vancouver Elementary Teachers' Association has adopted the following resolution to the 1982 AGM: "That the attainment of the BCTF policy 44.15 be made a priority."

Policy 44.15 (Dec. '75) states "that per diem rate for substitute teachers should be 1/200th of the position on the salary scale for which the substitute teacher is qualified by education and experience" . . .

At the time when the BCTF is forging full speed ahead to secure full bargaining rights for its members it is unthinkable not to improve the situation of the substitute teachers who are such a vital segment in the educational system. In

1980-81 in Vancouver alone 35,329 days were taught by the substitute teachers. Without them there would be no leave for illness, professional development, or BCTF business. Unfortunately, substitute teachers are locked in an inferior position both professionally and financially and their role has been generally neglected for far too long.

The substitute teachers must be recognized and given a full professional rank. They should be given an equal opportunity to participate in the political structure of the BCTF and assume full responsibility for their professional lives . . .

I, therefore, urge every local to include as many substitute teachers as they can as delegates to the 1982 AGM so that every corner of the province can be heard from and suitable solutions can be found to benefit all of us.

Alexandra Pazitch
Executive
Vancouver Association of
Substitute Teachers

Parents, not teachers the prime educators

There is much in Morris Carrell's December 3, 1981 letter with which I agree; I must ask though, "who will teach the teachers?"

I take exception to his contention that teachers should control the school system. The basis for my disagreement is my contention that it is the parents and not the teachers who are the prime educators of their children.

I am a parent and a teacher. As a teacher I do not have last word on what is to be taught in my classroom, nor do I seek it. As a parent I ask for and expect accountability from the teachers of my children, and in addition I expect to have the last word on the matter of what my children are taught. Failing that, I intend to have the last word on the question of which school, if any, my children attend.

Frank Wagner
Gladstone Secondary
Vancouver

Learning Disabilities Association needs exposure

Upon retiring from my teaching position in Richmond last June, I was fortunate in finding volunteer work with the B.C. Association for Children and Adults with Learning Disabilities. This is a resource service, located in Vancouver, for teachers and parents of children (and adults) who are in need of specialized procedures in their educational needs. It is a non-profit association incorporated in 1974, dependent upon private donation; worthy of, but not in receipt of, any government grants.

After a two-week recess over Christmas, upon resumption of service in the New Year, the office secretary, as well as myself, were amazed at a bundle of eight letters from points in B.C., sent to Pittsburgh, Pa., U.S.A., by parents wondering where and how to contact this association for assistance to members of their own families. These letters finally reached our office through the Canadian association in Ottawa. They come from Hazelton, Lake Cowichan, Fruitvale, Langley, Victoria, Courtenay, Chase, Wells — many of which places have branch offices of the B.C. association in their own localities.

Having taught school in B.C. for a total of 33 years, without knowledge of this important and vital service, a condition still obviously true for scores of other teachers and parents in this province, I implore you to exercise your public responsibility by publicizing the name and location of this service as widely as possible. It is: B.C. Association for Children and Adults with Learning Disabilities, 980 W. 21st Ave., Vancouver, B.C. V5Z 1Z1. Phone: 736-9772.

Ivor J. Mills
Retired, Vancouver

Editor's reminder: Letter-writers are urged to be brief. Letters no more than two typed pages in length are appreciated.

Swap homes and see the world

Any teacher interested in information on teachers from different parts of the world exchanging their residences for part of the summer vacation period is invited to contact:

Robert J. Kelly, Teacher
P.O. Box 5563
St. John's, Newfoundland, Canada
A1C 5W4
Phone (709) 726-1467

This exchange of homes will give many teachers the opportunity to visit different countries overseas with only the cost of transportation to consider, since all accommodation in the country visited will be free.

The above will serve as a contact to match up teachers who wish to visit different countries, and the teachers can then make their own arrangements as to the choice of exchange partner and the dates of their visits, etc.

Teachers from the following countries are being given the opportunity to participate:

- Canada
- England
- Ireland
- Scotland
- Germany
- France
- Sweden
- Switzerland
- Denmark
- Norway

There will be a nominal fee charged for this service to cover mailing and printing costs.

For the record

The following is a correction that should have been corrected in the last *Newsletter* but was corrected incorrectly: the salary increase won by Richmond teachers was not 18.3 percent as reported but 17.8 percent.

* * *
We are advised that letter-writer D. Cristofoli was wrongly identified as teaching at Devon Gardens Elementary, Coquitlam, in the January 7 *Newsletter*. That school is in fact in Delta and, to make matters worse, D. Cristofoli teaches at Mission Junior Secondary. Oops!

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BCTF urged to operate income security plan

The Representative Assembly decided quickly on February 5 that the federation should operate its own long-term disability salary continuance plan.

The details of the plan, however, generated extensive questioning and debate, particularly with regard to:

- compulsory participation of all members;
- annual rate of indexing benefits;
- definition of disability.

The proposed plan, submitted by the Income Security Committee, was adopted by the RA and will be recommended to the membership at the 1982 AGM.*

The plan provides that all members on regular full-time or part-time assignments shall participate, except that members who are 64 or have 35 years of teaching service may voluntarily opt out.

RA members questioned the need for compulsory participation, some contending that individual members should be allowed to opt in or out, and others that local associations should be allowed to join the federation plan or some other one if they wished. The committee argued that compulsory participation was necessary to protect all members and to ensure financial success of the operation. If participation was voluntary there was little point in the federation becoming involved.

The benefit paid to a disabled member will be 65 per cent of the first \$25,000 of salary and 50 per cent of the next \$25,000 of salary. That particular formula provides good protection to the lower salaried teacher and very consistent after-tax positions for all members.

The plan will provide a guaranteed annual maximum indexing of 5 per cent. Some RA members argued strongly that the indexing guarantee should equal the full Consumer Price Index increase. Some also argued that increases in benefits for

members who are disabled should correspond to increases accorded those on pension. The committee argued that the cost implications of full CPI indexing were unknown and could be horrendous. It contended that the most prudent course to follow was to guarantee the 5 per cent level and provide that any annual operating surpluses would be distributed as additional indexing increases. As the federation gains experience in operating its own plan the annual guarantee might be increased.

A member will be considered disabled if:

- (i) he/she is unable to perform the duties of his/her regular teaching employment for a period of up to 12 months; and, subsequently,
- (ii) he/she is unable to perform the duties of any substantially gainful employment for which he/she might be qualified by reason of education, training or experience.

Some members were concerned that the definition would not provide adequate protection for members. The committee maintained that the definition was similar to that used in the plans which presently applied to teachers and to alter it significantly would impinge upon costs. Any liberalization of the definition should be left until the federation has had more experience in running its own plan. The committee also emphasized the need to have a fair and efficient appeal process to deal with disputed claims.

In the end, the RA went along with the committee's proposals on participation, indexing and disability definition. It seemed evident, however, that amendments on those items might be put to the AGM.

The plan will be financed by a fee assessment, which the committee expects to be in the range of .35 per cent to .42 per cent of salary, to a maximum salary of

\$50,000. That fee will be in addition to the .2 per cent of salary for the Salary Indemnity Fund. Like the SIF, the plan funds will be segregated from other BCTF funds. The plan will be administered by a special committee appointed by the Executive Committee.

*Details of the plan will appear in the AGM reports and resolutions booklet.

Chance to study sport in China

The University of B.C. department of extra-sessional studies is offering teachers an opportunity this summer to study sport, physical education and recreation in China.

The program, which will run from June 26 to July 19, 1982, will be led by Dr. Brian Pendleton of Vancouver Community College, a top North American expert on sport in China who has recently returned from a one-year engagement with the All-China Sports Federation, and by Dr. Eric Broom, UBC professor of comparative sport studies.

Participants will begin with a five-day orientation in Vancouver followed by 14 days in China — Peking, Chengdu, Shanghai — and two days in Hong Kong. The program will involve lectures, seminars, and visits to schools, local facilities, sports institutes and the National Training Centre.

The program may be taken for credit or non-credit. Participants may earn 1½ to 3 units of physical education undergraduate or graduate credit. The total cost (estimated at December, 1981) is \$3,400.

For further information contact: Dr. Eric Broom, School of Physical Education and Recreation, University of B.C., V6T 1W5 (228-4764).

NEW BCTF COMMITTEES Bargaining Committee

A Bargaining Committee consisting of 15 zonal co-ordinators and a representative from each of the Working and Learning Conditions Committee, the Professional Development Advisory Committee, the Status of Women Committee, and the Teacher Personnel Advisory Committee will be established. Complete terms of reference will be printed on a special issue of *BCTF News* which should be posted in all school staffrooms. Applicants for the co-ordinator positions must be nominated by a local association within their zone or by the district council.

Application deadline is March 10. For more information, contact Jacquie Boyer at the BCTF office.

Working and Learning Conditions Committee

A five-person Working and Learning Conditions Committee will be established (the Executive Committee may increase the committee to seven). Its major responsibilities will be for working and learning conditions policy, strategy and tactic formulation, and for field support, in particular, to locals which retain a separate learning conditions component. Complete terms of reference will be printed on the *BCTF News* along with terms of reference for the Bargaining Committee.

Application deadline is March 10. For more information, contact Jacquie Boyer at the BCTF office.

Note: The Executive Committee hopes to appoint members to both of the above committees at their March 27 meeting. Members currently serving on the Agreements Committee and the Learning Conditions Committee are invited to apply for service on either or both of the new committees. The Agreements and Learning Conditions committee will be disbanded when the new committees are established.

Calendar

March 4 - 6

"Shifting power structures"

"Shifting power structures: implications for education in B.C." is the theme of B.C. Council for Leadership in Educational Administration annual conference being held at the Hyatt Regency, Vancouver, March 4 - 6. Keynote speakers are: Dr. Paul Gallagher, principal, Capilano College; Dr. John Wormsbecker, deputy superintendent, Vancouver School Board; and Richard Gwyn, author and nationally-syndicated columnist. Information: 273-5461 (local 38).

March 4 - 6

Spring PITA Conference

"The Middle Years — Keys to Success" is the theme of the spring PITA conference on March 4 - 6, which is being hosted by the Coquitlam Intermediate Teachers' Association. To register contact: Joan Mitchell, Baker Drive Elementary, Baker Drive, Coquitlam.

March 4-6

Challenge Education Conference

Simon Fraser University's education faculty is presenting a three-day working conference at Vancouver's Sheraton Landmark for elementary and secondary school teachers and administrators in planning Challenge Education programs that teach students to pursue excellence through units of their own design. Key speakers include: Dr. Maurice Gibbons, SFU education professor and author of *The New Secondary Education: A Phi Delta Kappan Task Force Report*; Dr. Gary Phillips, Director of the Challenge Education Project under the sponsorship of the Institute for the Development of Educational Ideas (I/D/E/A) in the U.S.

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and Dr. Bob Samples, author of *The Metaphoric Mind*. To receive registration materials or further information contact: Challenge Education, Continuing Studies, Simon Fraser University, Burnaby, B.C., V5A 1S6 (291-3792; 291-4565).

March 16 - 19

"Festival Francophone 1982"

The Centre Culturel Colombien will present its fourth annual "Festival Francophone" March 16 - 19 at the Robson Square Media Centre, Vancouver. In addition to a display of art by French-speaking artists living in B.C., the festival will also feature jazz concerts, classical music, theatre for children, and *Café-théâtres, revues* of interest to both students and adults. Open every day 9 a.m. - 8 p.m.; guided tours available 10 a.m. - 5 p.m. For information call: Jeanne Bailaut, 874-9105.

March 20 - 21

Art therapy workshop

The Vancouver Art Therapy Institute is sponsoring Dr. Martin Fischer, a Toronto pioneer in the field, to present two one-day experiential art therapy workshops in Vancouver. The first will be held March 20 in the Scarfe building, UBC, and the second on March 31, at the Jewish Community Centre, 41st and Oak. Fee is \$45. Information: Lois Woolf, 926-9381.

March 31 - April 2

Children and television

Simon Fraser University's education faculty is presenting a national policy conference on "Children and Television: A Challenge for Education?" at the Denman Inn, Vancouver, on March 31 - April 2. Involving scholars, media researchers, communi-

cation theorists, educational psychologists and sociologists, the conference will examine the effects of commercial television on children and the educational implications of these effects. Discussion will focus on such issues as the impact of TV on children's behaviour, cognitive skills, and reading, the impact of U.S. content on children's perception of Canadian social reality, effective instruction for developing visual media literacy and the implications of TV for educational policy. For information contact: Children and Television, Continuing Studies, Simon Fraser University, Burnaby, B.C., V5A 1S6 (291-3792; 291-4565).

April 19 - 20

Learning skills workshop


Vancouver Hadassah-W120 will present a one-day workshop in April on Dr. Reuven Feuerstein's Instrumental Enrichment, a curriculum intervention for adolescents and adults for the development of thinking and learning skills. The workshop will be held at the Holiday Inn Broadway in Vancouver on April 19

for administrators and professors and on April 20 for teachers. Fee, which includes lunch, is \$40. Deadline for registration is March 26. Information: Hildy Barnett, c/o Hadassah W120 office, 950 West 41st Avenue, Vancouver, B.C., (263-2778).

April 29-30

Work experience conference

The second Provincial Work Study/Work Experience Conference will be held at the Shuswap Inn in Salmon Arm on April 29-30. The conference, sponsored by Shuswap work experience teachers, will involve discussion of practical ways of expanding job opportunities for work experience students. Keynote speaker is Carl Pepprosky, director of work experience and career education for Edmonton Separate School Board. Interested teachers are advised to register by February 26. Fee, which includes a wine and cheese party and lunch, is \$40. For information contact: Val Heckrodt, WS/WE Conference, Box 5000, Salmon Arm, B.C. (832-2928).



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