

BCTF Newsletter

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APRIL 19, 1983

Public education is at stake in May 5 election

Finally teachers get a chance to have a real say in the conduct of public education in British Columbia.

It will be at the ballot box.

On April 7, after a long period of political skirmishing, Premier Bill Bennett set the date for the next provincial election at Thursday, May 5.

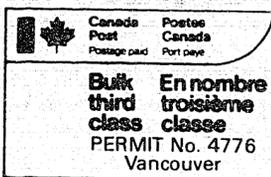
It promises to be a vitally important election for the teaching profession. To Larry Kuehn, newly re-elected to an unprecedented third term as BCTF president, the election outcome has extraordinarily serious implications.

"I think that for education in general there's the very question of support for a public school system at stake," Kuehn said. "Government in the last year has clearly demonstrated that it isn't supportive of the public school system, that it is prepared to cut and slash, to eliminate services and to take destructive actions. For teachers, the implications are that if this government is re-elected then it's clearly prepared to continue the scapegoating of teachers."

As evidence, Kuehn pointed out that Premier Bennett had opened his campaign attacking teachers as a way of deflecting attention from the damage his education minister, Bill Vander Zalm, had done to the public education system.

Within days of the AGM's decision to seek BCTF inclusion under the B.C. Labour Code, Bennett was telling his campaign audiences that this meant teachers were out to get the right to strike, but that as long as he was premier they would never get it. Then he went on to charge that the BCTF had made a secret deal with the New Democrats, that in return for NDP election support, a victor-

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



Unemployed teachers march down Vancouver Island with hundreds of other unemployed to Victoria to demand government action on unemployment. Rick Monaghan photo.

Full bargaining rights likely only under labour code, AGM decides

The BCTF will seek legislative change to have teachers included under the provisions of the B.C. Labour Code.

Delegates to the 1983 Annual General Meeting concluded that the events of the past year had amply demonstrated teachers' vulnerability to arbitrary government action eroding working and learning conditions and that the labour code offers the only available legislative protection.

This decision, the most dramatic of the April 4-6 meeting, came after a lengthy, evening debate on Tuesday, April 5, on a motion jointly sponsored by the Vancouver Secondary Teachers' Association, Vancouver Island North Teachers' Association, Surrey Teachers' Association, Prince Rupert District Teachers' Association and Hope Teachers' Association. The vote was 378 affirmative, 267 negative and one abstention.

In a meeting conducted amid growing election fever, delegates also passed motions to continue the federation's fight for quality education against the destructive attacks by the Bennett government. In key decisions, the AGM called for:

- government to increase spending on education to restore cut services and staffing and to return autonomy to local school boards;
- BCTF to set up a commission to study curriculum, examinations and other current educational issues;

- government to postpone implementation of provincial student achievement tests until that commission has reported;

- support for local association opposition to provincial student achievement tests;

- BCTF members to refuse to serve on any ministry committee connected with such tests.

As an overall framework for pursuing these and other goals, the annual meeting also adopted a set of priorities for 1983-84, committing the BCTF:

1. To maintain and improve education quality and equality for students;
2. To work with other organizations to maintain the level of educational service and other social services in British Columbia;
3. To restore school staffing levels to at least the June 1982 level;
4. To improve the real income levels of teachers;
5. To expand the scope of bargaining;
6. To restore time and funding for the professional development of teachers.

To achieve these goals, delegates approved a series of activities including development of more public support for education, cooperative work with other education-related organizations and support for working and learning conditions grievances, up to and including the use of job action. On cooperation with other organizations, the AGM specifically

endorsed BCTF participation in the B.C. branch of the Canadian Centre for Policy Alternatives, an economic and public policy "think tank", and an agreement for cooperation and coordination between the BCTF and the College-Institute Educators' Association of B.C.

The debate on bringing teachers under the labour code ranged over philosophical and practical considerations.

VSTA President Mike Gregory argued that the BCTF needs protection under the labour code against being forced to make contributions to education that teachers do not want to make. He said: "We are not prepared to accept contract concessions. We are not prepared to acquiesce to wage rollbacks. We are not prepared to give up the hard-won rights that we have achieved. The problem is that teachers have no protection against a government that has taken all three of these items away from us in whatever way it wishes and whenever it wishes."

Also speaking in favour, Marcy Thoms, VSTA, said that teachers had existed in limbo for too long, unable to decide whether they were professionals or workers. "It should now be painfully clear to us all," she declared, "that the professional status we have clung to is basically meaningless. We have none of the control over our job situation that is a characteristic of true professionals. We

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Right to strike won't make teachers "compulsive strikers"

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have little power and few rights . . . It is time for us as a body to stop waffling and stand on the side of the fence where we really belong."

Pointing out that this was the most important resolution to come before the annual meeting, First Vice-President Doug Smart maintained that it would be a mistake to pass it. He argued that being under the labour code would not have prevented budget cutbacks, the passage of Bill 89 or school boards offering teachers -5 or -8 per cent in bargaining.

An alternative means of achieving expanded scope of bargaining, he said, would be "a very simple, straightforward amendment to the School Act giving us the right to negotiate terms and conditions of employment." If this was not



Larry Kuehn . . . Labour Code would protect teachers' bargaining rights.

satisfactory to everyone, Smart suggested the federation could continue to fight for separate legislation, a Teacher Collective Bargaining Act. Or, on the other hand, he said the BCTF could continue to fight for expanded scope at the bargaining table, at which some success was achieved this year.

"I do not accept the premise that the only way we're going to achieve expanded scope is to go under the labour code," said Smart. "I think we have to recognize that in public sector bargaining, one has to consider the method of resolving disputes. One has to question whether the strike system is appropriate for public sector bargaining. There has been a considerable amount of evidence to suggest that it is not necessarily best for the employee."

Smart pointed out that Quebec teachers bargain under a labour code but yet have been "subjected to the most punitive and draconian legislation that's ever been seen in this country" and that being under the B.C. code would not protect teachers here from something similar. "What will protect us from that is the commitment of every teacher in this province and a commitment that we are going to build public support for the public education system."

Suggesting that some members tend wrongly to see the labour code as a "magical panacea", Second Vice-President John Mackie said he opposed the resolution on the grounds that its passage would be divisive and that in last year's referendum members had indicated a preference to continue relying on arbitration. "Even if legislation was passed to bring us under the code," he said, "there would be no substitute for hard bargaining. Having the right to bargain ensures only that: it does not guarantee the results."

Executive member Christina Schut objected that she did not view the labour code as "our salvation" but as a vehicle for achieving those professional and bargaining rights teachers need to fight cuts in public education. "I think there may be other ways of achieving those bargaining rights," she said, "but at this point in time I haven't seen them. They're pretty nebulous — the labour code sets out specific rights that we can use now."

Al Garneau, Vancouver School Ad-

ministrators' Association, opposed the resolution, arguing that to pass it would be "flying in the face of our referendum where 60 per cent of our members said they did not want the strike-lockout as a dispute mechanism."

Stressing that the labour code would not protect teachers from future attacks from government, Al Crawford, VESTA, said it is simply a legislative tool that would give teachers the right to bargain all terms and conditions of employment. "Do we need the right to bargain all terms and conditions of employment?" he asked. "Yes. Is there any other piece of legislation that provides it? No. Then the answer is obvious."

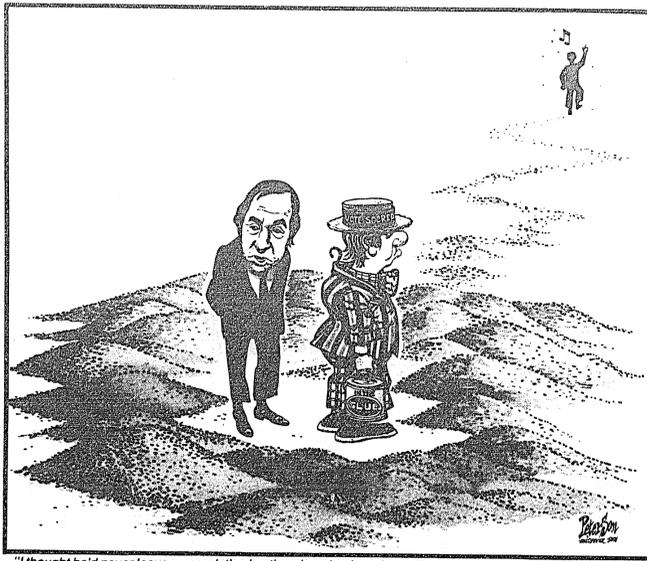
In addition to expanding bargaining and protecting teachers' bargaining rights, Coquitlam GR Dale Gregory said this resolution also had the objective of moving the "federation further toward the union model." He opposed the resolution, noting that many locals have achieved success in expanding bargaining outside the labour code. "Our bargaining rights will not be protected under the School Act or the labour code or anywhere else as long as this government is in power," said Gregory. "In the final analysis, the only thing which will protect us is our resolve to maintain our bargaining rights, using job action if necessary to do so."

Speaking in favour, President Larry Kuehn noted that there was a new consensus in the federation that "we must achieve full bargaining rights" but that what was dividing AGM delegates was a question of tactics for achieving this. "I believe," he said, "that the only way we are going to achieve those bargaining rights is by going under the labour code. If we try to achieve it some other way we will be asking the legislature of this province to give a special status to teachers, give them full rights but with a special status."

Kuehn said that he did not believe that the "Social Credit government wants to give us any status". He went on to say that when the objective of expanded scope of bargaining was adopted a couple of AGMs ago, he and then-BCTF President Al Blakey met with the NDP caucus and Bill King, former NDP labour minister, "made it very clear to us that as far as he was concerned, and he is very influential on this question, teachers could have full bargaining rights if it was under the labour code." Kuehn said he believed this would be the position of the NDP if it formed the next government.

Surrey Teachers' Association President Moira Mackenzie, urging adoption of the motion, said the events of the past year had shown that teachers are "impotent." She said inclusion under the labour code would, first of all, protect teachers from arbitrary government action by including them in a larger group and that the specific provisions of the code would protect teachers from the unfair labor practices they have recently suffered. She rejected the concern over strike action.

"If we do go under the labour code with the right to strike, it will not turn teachers into mad compulsive strikers," Mackenzie declared. "We control that. We have the right to decide that and, as another speaker mentioned, we have been locked out and we can be certain that we are going to face that again this year. Lock-out is no big threat, we're facing that. What we need is a situation that will last beyond this crisis. We don't need the labour code just for this crisis, we need it so that we can be guaranteed long-term access to those rights that all other workers in this province have."



Government negotiator offered, withdrew, full bargaining rights

From page 1

ious NDP government would give teachers the right to strike.

Both Kuehn and NDP leader Dave Barrett immediately denied the charge that they had made a deal — with Barrett warning that had Bennett named him, "I would have sued him — as I did his father."

Rejecting as a "spurious issue" Bennett's remarks on the labour code, Larry Kuehn emphasized that what the federation was seeking was the right to bargain freely on all terms and conditions of employment.

There is a need to blow away the political smokescreen, said Kuehn, and to focus on the basic issue that teachers are being denied full bargaining rights.

"If Premier Bennett is opposed to the right to strike for teachers, does that mean that he is prepared to give us full bargaining rights with arbitration?" Kuehn questioned. "Well, the evidence is that he isn't prepared to do that either. In fact, what they really want to do is to give us no rights — to either arbitration or strike. We've had both of them under attack."

There was irony, said Kuehn, in Premier Bennett's campaign platform denunciation of the AGM position: it came barely three weeks after the government's negotiator had offered the BCTF full bargaining rights in the abortive negotiations in the education crisis.

"The government put an offer on the table on the Monday of negotiations to give full collective bargaining rights to teachers with the right to strike," he said. "The response from our staff members who were at the negotiating table was to say, that's only meaningful if you also give the school districts autonomy so that they can in fact set budgets that reflect what they're prepared to bargain. The government then withdrew it from the table. But I think it's instructive that it was Bennett's bargainer who offered full

collective bargaining rights with the right to strike to teachers and now he's trying to make it the sole issue in an election campaign to distract attention away from his government's mismanagement of the economy in general and the creation of unemployment and the problems in education."

There is another bitter irony in Bennett's objection to teachers having the right to strike, Kuehn suggested, in that the premier has ignored the interruptions in children's education dictated over the past year — from six days in some districts to 11 in others — by his government's own School Services (Interim) Act. It was effectively a lockout of teachers — which cost members an average income loss of \$1,000 to \$2,000.

Finally Kuehn suggested that it is important for members to remember, when heading into the polling booth, that throughout the turmoil of the past year B.C. teachers have consistently fought to maintain the quality of public education and that this must remain the profession's ultimate goal.

"I think that our goals have to be to return stability to the school system, to get the funding back in, both in the short term and in the long term, that will allow us to restore the school system in the province," said Kuehn. "I think we have to work to get autonomy back for the school boards. And we have to pursue the kind of attack that has come from Vander Zalm on the existing programs and graduation requirements. Those are things that have to be examined. There has to be broad participation by all of the interested parties, by parents and students and public as well as by teachers, so that we can again get some stability in the school system and that we can make the changes that might be necessary to make the system better able to prepare students for the future."

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2235 Burrard Street, Vancouver, B.C. V6J 3H9

CLIVE COCKING Editor

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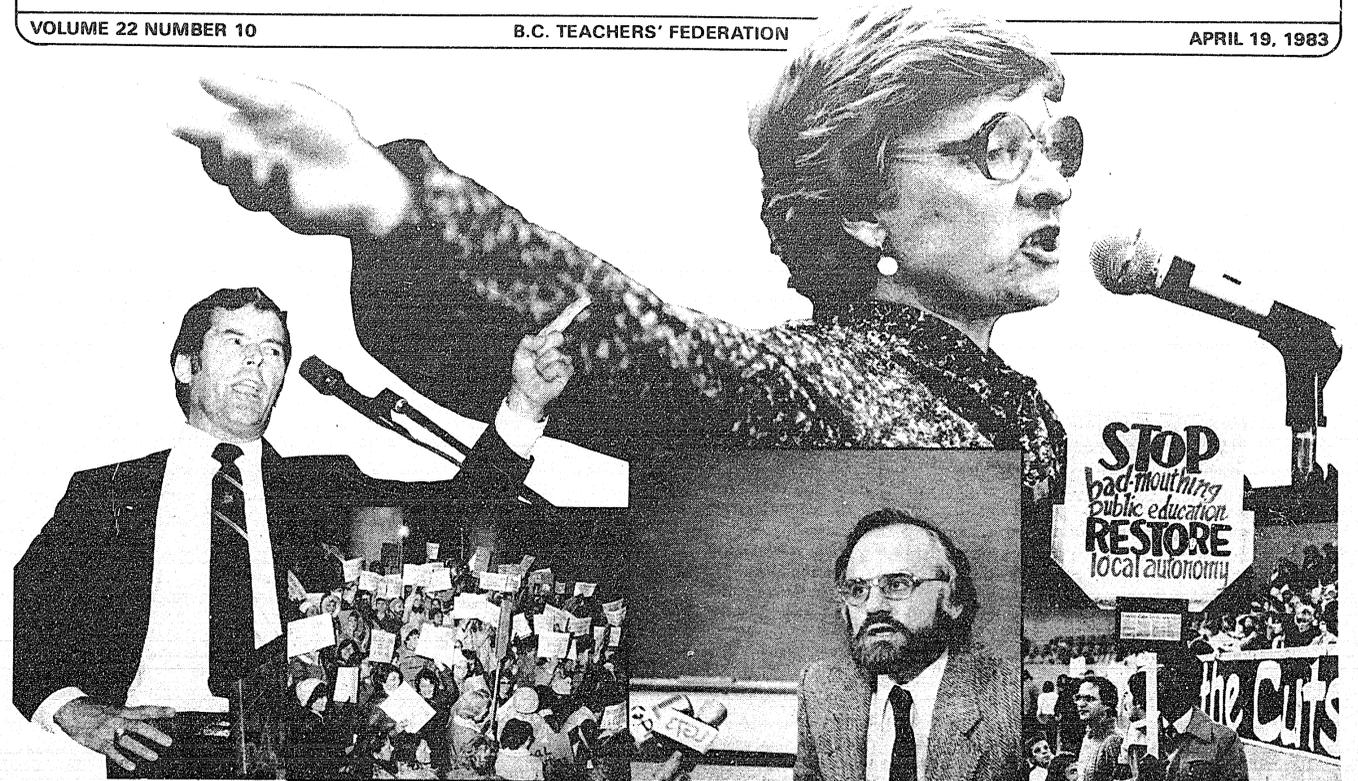
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B.C. TEACHERS' FEDERATION

APRIL 19, 1983

It's time for a government that trusts schools



The past year has been one of unprecedented conflict as government-decreed budget cuts have led to terminations of teaching staff and elimination of education programs. Through all the chaos the BCTF has steadily fought for a quality public education system marked by equality of access and local autonomy in decision-making.

The election issue:

Support for public education

What are the real education issues in this provincial election?

The B.C. Teachers' Federation has identified four basic issues that deserve the attention of all voters during the campaign. They are:

- support for public education;
- quality education and equality of access to that education;
- increased local autonomy in education decision-making;
- adequate financing for public schools.

The primary issue of concern is where the parties and the candidates stand on support for public education. It has become clear that attacks on teachers, budget cuts and planned arbitrary curriculum changes are, taken together, a serious affront to the very nature of the public education system in this province. In his article, "Think globally; act locally", in a recent B.C. Teacher magazine, John Church, former BCTF acting director of professional development, suggested that a public education system was characterized by "diversity, flexibility, choice by the parents and students as they mature." As voters concerned with education, we should examine the record of the parties and seek clear statements from them on their commitment to the public education system.

Secondly, we must ensure the political parties address the issue of quality education and equality of access to that education. There are a number of barriers to equality of access in this province — geography, socioeconomic background, race and ethnic background as well as sex. We need

a public education system that provides equality of opportunity regardless of which neighbourhood or region of the province one lives in, or one's socioeconomic or ethnic background.

Budget cuts and the resulting school fund raising and user fees contribute to inequality of opportunity for students. Artificial average per pupil operating costs, decreed by the government, do not take into consideration the real costs created by geography, isolation and differing needs in the differing regions of the province. Reduction in education spending reduces services, adversely affecting quality of education and creating further inequality of educational opportunity.

We must have a provincial government that is committed to equality of access to a quality education system — a system free from user fees.

Closely related to this issue is the third major education issue of the campaign — local autonomy in education decision-making. In the last year we have seen the Bennett government take complete control of school board budget levels. We have seen the removal of local taxing power over non-residential property. We have seen further centralization of control over curriculum and assessment decisions.

If we are going to have a public education system responsive to local community needs, then we must have real local decision-making powers to determine those local needs and the level of local support for the required programs. The Education Finance (Interim) Act enacted last year gives the minister of finance virtual unilateral control over

education spending in each school district in this province. Yet this same government released a draft paper on deregulation on such topics as the length of the school year and student disciplinary powers. We do not need draft papers on deregulation from a government that has removed real financial decision-making from locally-elected school trustees. We do not need decisions made in the minister of education's office that should be made in the local school by teachers and parents.

We do need a return to local autonomy. The major education issue in this election is the resource question — will there be adequate financing for public schools? We had two huge cuts imposed on school board budgets in 1982 — both effectively applied to the last four months of the year — for a whopping total of \$60 million. The result was the elimination between June and September 1982 of 1,000 teaching jobs and 700 non-teaching jobs of teacher aides, library aides, secretaries and custodians.

The Bennett government claims that education costs went up 67 per cent from 1977-78 to 1982-83. What they fail to tell is that for the same period total provincial government spending went up 69 per cent. Education spending was not out of line, particularly when you consider these ministry spending increases:

- Highways up 77 per cent;
- Human Resources up 78 per cent;
- Municipal Affairs up 83 per cent;
- Ministry of the Provincial Secretary up 100 per cent.

What the present government also masks is how it has consistently reduced

its support for public education. In 1975 when the present government was elected, the provincial government was contributing 44.96 per cent of the revenues to public education. In 1982 the provincial share had declined to 32.6 per cent. B.C. currently spends a smaller portion of average personal income on education (a mere 7.6 per cent) than any other province in Canada.

School boards were told by the education minister on November 30, 1982 that their budgets would be reduced a further 3 per cent in 1983 — spending was to be held to 97 per cent of the 1982 spending. Even with the government's recent proposed \$42 million increase in school board budgets, there is not sufficient money to restore the jobs and services cut in 1982, or even to maintain the system at the present level.

We have no commitment from the Bennett government that it will contribute an acceptable share to the 1983 budgets. School boards must have the power to set budgets at levels that will restore and maintain educational services. We need a provincial government that is prepared to restore taxing powers to local school boards and to provide from general revenue an adequate level of support.

Bill Bennett has tried to make the right to strike for teachers an election issue. It's a phoney issue. The real issues are quality public education, equality of access to that education, local autonomy in decision-making and adequate financing of the education system.

We need a government that will end the uncertainty by clearly supporting public education.

For those who relish hockey most when their favourite teams play rough and dirty there is an old and very appropriate saying, "Never mind the puck, let's get on with the game." I think it's even more appropriate when applied to the politics of education in British Columbia.

Heaven only knows it takes at least two to have a fight and the BCTF is never loath to stand up for its members' rights and interests. But the mayhem and mugging practised by the Socred government is something to behold. Their favourite diversion is to attack the leaders of the BCTF. On September 30, 1982, speaking in the B.C. legislature, the Socred MLA for North Vancouver-Capilano, Angus Ree, lashed out as well as any of his front bench colleagues. The BCTF leaders, he said, are "professional agitators, interested only in political power and political gain. They do not have the interests of the students at heart. They do not have the interests of their colleagues in the education field at heart. They are only interested in their own political glorification."

Lest you think that this description is only directed at the most recent BCTF leaders, President Kuehn, and the 1982-83 Executive Committee, let me refer you to Housing Minister Tony Brummet. He was reminiscing in the same legislature on June 9, 1982, and said that in 1972 he was threatened with expulsion from the BCTF, which at that time was led by "radical socialists." The good people of Creston and thousands of educators in the province who know him will be puzzled to learn that that witty and warm scholar and gentleman, Adam Robertson, who was then the president of the B.C. Teachers' Federation, is by Brummet's definition, a "radical socialist."

What political "power," "gain" and "glorification" has Mr. Robertson achieved since 1972? Well, he is now a school trustee in Creston; an honorable position but hardly a major step on the road to political power.

What about the BCTF presidents since Adam's day? Surely, they must have risen to positions of power — in the House of Commons, the legislature, the Senate, running B.C. Place, or as back room power brokers bailing out the millionaires of Whistler? Surely their use of, in Mr. Vander Zalm's phrase, the "big machine on Burrard Street" has paid off in terms of gain and glory.

Well, Jim MacFarlan is a vice-principal of a junior high school in Burnaby, Bill Broadley is teaching math in Victoria. Pat Brady is back in Prince George teaching Grade 7, and Al Blakey is teaching Grade 7 in Vancouver.

Now these people were, and are, all very talented consummate politicians. But they were, and are *teacher* politicians, and their reward is the satisfaction of service to the profession and to public education. From my vantage point, and I've got the best seat in the house, they all served their profession in the cause of public education with competence and conviction and without thought of self-aggrandizement. They can't say that about themselves, but I can.

"Socreds lack any philosophical direction whatsoever. Education policy is whatever the minister decides on any given day."

What the *partisan* political views are of those presidents, past and present, is none of my damn business nor anyone else's damn business. I suspect that most of them would regard the NDP as either too conservative or not conservative enough, but I would also guess that the Socred track record in education for the past umpteen years sticks in their collective craw, wherever they sit on the political spectrum.

And that's what gets the Socreds mad. They don't like people standing up to them, so they denigrate and abuse those who do. They take people's attention away from the puck at centre ice by creating verbal violence on the wings.

I'm as sick as you must be of reading statistics from the BCTF, the BCSTA and Statistics Canada that show the declining percentage of provincial revenues allocated to education and, from the other side, Socred figures blaming teacher salary increases for every ill in the province but the low value of BCRIC shares. But the reality of the game is that year after year this government has cut back on spending in education — except for private schools. But the Socreds dare not let their record stand up to cold analysis, so they howl about greedy teachers.

Even worse than their sorry record in finance, in my view, is their record in overhauling the system. They lack any philosophical direction whatsoever. Education policy is whatever the minister decides it will be on any given day.

For example, before he quit as minister of education, Dr. Pat McGeer appointed a committee to do a full-scale revision of the antiquated School Act. When Brian Smith came in, he shelved that. And after an exhaustive tour of B.C., we had to wait about eight months for the thoughts of "Chairman Brian" on consultation, and the emergence of the dogma that every student should take consumer education. Smith was about to release a white paper on the School Act when he was shuffled out.

Exit Smith, and you know who arrived with instant hotline-show policy-making that could, and did, in some cases, shift hourly. Bill Vander Zalm shelved the Smith white paper on the School Act, and he shelved consumer education as well. He promised a white paper of his own. Now that he's on the way out, he has shelved his white paper so that the next minister won't be handicapped by it.

Now, if you can keep your eye on the puck with that record of consistency, you're doing well. (You've probably noticed that I'm throwing the odd elbow in the corners myself.) This election is partly about education. But it is not about the BCTF leadership, or what the federation's Annual General Meeting does or does not do. That is just Premier Bennett trying to excite the crowd with a Pier 6 brawl at the bench.

The puck still has to be played, to get on with the real game, and the real game in education is about the future direction and support given to public education in this province at a time when we most need strong support and direction for the cultural and economic health of our society.

Jim Bowman
Director
BCTF Government Division



Chronology of Crisis

February 18

- School Board budgets: provincial government forces \$28.3 million cut from semi-final budgets by May 1;
- Programs eliminated or put on hold;

March 11

- Bill 27, Education (Interim) Finance Act announced;
- Unlimited authority given to cabinet to determine level of education spending and to control local budget-setting;
- Boards changed policies re staffing and/or pupil/teacher ratios;
- Supplies, materials not replaced;

July 29

- Compensation Stabilization Program regulations revised;
- Teachers' salary increases limited to 0 to 10 per cent;

July 30

- New 1982 budget cuts announced;
- Government decrees final May budgets to be reduced a further \$37.5 million by September 15;
- Ministry funding of special education programs cut;

September 7

- Schools open with staffs cut by about 1,000 teachers and approximately 700 non-teaching personnel;
- Increased class sizes result;
- Loss of counsellors/librarians;
- Reduced teacher preparation time;
- Reduced learning assistance time;

September

- Total of 278 teachers receive termination notices effective in October (65% female);
- Forced changes in teaching assignments;

September 28

- Bill 89 School Services (Interim) Act introduced:
 - Overrides teacher contracts;
 - Requires days off with no pay, but hours of work remain;
 - Eliminates paid non-instructional days;
 - Substitute teachers cut for professional development activities;
 - Substitutes not guaranteed for illness;
 - Teachers cover classes for colleagues;

October

- Teachers forced to take days off without pay;

November

- 62 locals go to arbitration;
- No professional development clauses gained in bargaining;

November 30

- Ministry informs each board of its "acceptable 1983 budget" at a

level about 7 per cent less than the February 1982 budget;

- Some teachers on leave not replaced;

December

- 61 teacher arbitration awards average 4 per cent;
- No professional development clauses gained — some clauses removed;

January

- Ministry strips transfer appeal rights from School Act;
- Provincial exams mandated for students;

February 15

- Boards submit preliminary budgets;
- Further program cuts and more termination of non-teaching personnel;
- Some 26 budgets did not comply with November 30 guidelines, all but a dozen have a 1982 surplus;
- Minister of Education interferes in district personnel issue;

March 4

- BCTF President Larry Kuehn sends letter to Premier Bennett offering to "enter into negotiations" on seven points aimed at resolving educational issues, protecting arbitrated awards and teacher and non-teaching staff jobs;

March 8

- Bennett accepts offer to negotiate on seven points;
- Supreme Court ruling on Fernie arbitration award allows boards to withhold arbitrated increases until approved by CSP Commissioner;

March 16-17

- Education Minister Bill Vander Zalm forces BCTF to break off negotiations by making public statements in violation of ground rules agreed on by both parties. His statements also contradicted the Bennett agreement by limiting talks to only two of the seven items;

- Teachers on temporary contracts identified for termination;
- Seniority lists circulated — identified teachers (continuing and temporary contracts) for termination;
- Future of staffing and programs for 1983 in question;
- Further school closure;

March 23

- Kuehn writes to Bennett suggesting that instead of Vander Zalm schemes announced through the press, the government: tell boards how much they will be receiving (an increase has been promised by Bennett and Vander Zalm); accept the arbitrated awards; and let teachers and boards get on with planning for next year;

April 7

- Premier Bennett calls provincial election for May 5;
- Sets off on campaign trail bashing teachers.

A year and two months of "restraint" have produced not only contradictory statements from the government, but a series of indications of what kind of an education system the government would like to see in the future. The program apparently includes:

- larger classes;
- more money for independent schools;
- centrally mandated examinations;
- principals as non-teaching managers;
- and the teaching of "creationism".

In introducing public sector controls on February 18, 1982, Premier Bill Bennett said:

"We sought the advice of experts and some have recommended that we freeze all public-service salaries to deal with these problems, and others that we limit all increases in the public sector to six per cent. I have rejected these proposals as unfair, unworkable and inequitable. Collective bargaining in the public sector will take place in a normal manner."

In a press conference on the same day the premier said: "We will honor all existing contracts, and the program has to, to be equitable and fair."

This was the same government that introduced Bill 89 in September which broke these promises when it said: "Where there is a conflict between this act and a provision of a contract, this act prevails."

On September 14, Minister of Education Bill Vander Zalm told school boards that "to close schools for a number of days is not a solution but an abdication of responsibility."

This is the same minister whose Bill 89 legislated school closures.

Despite the early announcements, the government did interfere in collective bargaining, did remove school boards' industrial and commercial tax base, did force school closures, did cut teachers' salaries and did demand no increase in salary scales.

Gary Begin, president of the B.C. School Trustees' Association, now a Socred candidate, was moved to say this on September 15:

"Public education in B.C. finds itself in a state of crisis because the provincial government insists on pursuing political objectives which hold the best interests of education in callous disregard."

"There are deep-rooted divisions between your government's political objectives and what common sense dictates would be in the best interests of education in this province."

Throughout the year there has been a well-orchestrated attack by government speakers on the public school system, a drive to increase the pupil-teacher ratio and heap praise on independent schools.

Finance Minister Curtis kicked off the attack on working conditions in his budget speech of April 5, 1982. "Grants to school districts will be limited to a 12 per cent increase. The average number of pupils per teacher has declined from 22 in 1971 to 17 in 1981 — a 23 per cent reduction."

On June 9, 1982, Premier Bennett told the legislature:

"Do you realize that for every drop of one student in the pupil-teacher ratio, which is now 16.5 to 1, it costs the taxpayer of this province \$42 million? Do you realize that the quality of education our children are getting in the public schools today is being questioned more than when we had a ratio of over 20 to 1? I defy that member to prove that our children are better equipped today under the ratios she targeted for and the formula ...

"I have heard the NDP talk about teacher-pupil ratio until they are red in the face. I want to say that we could fund education and get greater productivity from our educational institutions and those dedicated teachers who work in them. We could save \$42 million for every drop in the pupil-teacher ratio, as they do in the independent schools."

Bill Vander Zalm, before he was education minister, spoke on the same

theme in the legislature on the same day:

"In speaking to this particular vote, I would not only support it but also wish that perhaps it could be a whole lot more, as the premier stated, I'm looking to the day when a far greater portion of the total cost of education in independent schools might be provided through the tax collection mechanisms of the government."

"... I would wager anyone here that chances are, by and large, that the level and type of education they received would be far superior in those independent schools."

One of the more interesting contributions to learning theory and the class size debate came from Dr. Pat McGeer, former minister of education and tenured brain researcher at UBC, on the Rafe Mair talk show on August 30, 1982:

McGEER: "We keep hiring more and more teachers to teach fewer and fewer pupils. Every time you drop the pupil-teacher ratio by one, it costs the taxpayers \$40 million. So this decline in productivity in the classroom has been the greatest contributor to the escalating school costs."

MAIR: A short answer to my question, then, Pat: Do you think that there will be a substantial diminution in the learning experience of kids in this year of restraint, if Mr. Vander Zalm has his way?

McGEER: No, I've always felt that the learning in our schools would improve if we were to decrease the number of teachers relative to the students. Because if you get a slightly larger class, you have better attention and discipline in the classroom.

MAIR: How so?

McGEER: I've talked to many teachers who say that if the group gets to be too small, it's simply hard to get the group attention which is so essential to learning."

Vander Zalm also shared his thoughts with radio hotliners, as on August 30, 1982, with Gary Bannerman of CKNW: BANNERMAN: "Do you feel we're getting good value for the money that's being spent on education?"

VANDER ZALM: No I don't. I don't believe we're getting good value. I think generally the people out there are very frustrated with it all and much disappointed in the product we have at the end of Grade 12... I would hope we could get back to examinations provided provincially fairly soon... It would not only tell us what the student's capability or ability, it would not only allow us to perhaps style our programs in keeping with whatever the demands, and determine too for us where vocational opportunities should be provided, but it would give us a measure of how effective is the teacher and the school.

BANNERMAN: Is it not absurd that principals are members of the union, the B.C. Teachers' Federation? They're managerial employees.

VANDER ZALM: I think it's ridiculous. For that matter, I don't think a principal even needs to be a teacher. In a large school he could simply be a good manager."

And here is Mr. Vander Zalm with an interesting sidelight on curriculum development. He was responding on February 21, 1983 to a group of parents in Dawson Creek who want "creationism" taught in school.

"I believe in creation. I am one of the 95 per cent of people in Canada who believe this. When the curriculum will be revised in the not too distant future, this will be included in the curriculum."

The question you should ask yourself, as you go into the polling booth on May 5, is: is this the kind of education system I want for my children in British Columbia?

Social Credit rhetoric 1975

- ... end centralized control of education
- ... return authority to local boards
- ... grant more responsibility to teachers

Return authority to local school boards

In the past two years, this province has seen a massive build-up of the educational bureaucracy in Victoria. The Minister of Education seems determined to gain control of all educational facilities within our province... at the expense of local School Boards. This move to centralized control means confusion and frustration for local board members... and more important, it means that educational policies are being developed with no real consideration for the needs and wishes of local areas.

We in the British Columbia Social Credit Party believe that meaningful educational policies can only be developed in cooperation with local School Boards. After all, the local School Trustees have been elected by the people of their own area... they know the area and are responsive to the needs of their community. We would therefore return authority to local School Boards, while at the same time eliminating the bureaucracy in the Department of Education. We would also work to return dignity and responsibility to individual classroom teachers — trained professionals who deserve more authority in setting educational objectives for their pupils.

In line with making education more responsive to local needs, the British Columbia Social Credit Party would expand vocational and technical training facilities on a regional basis throughout B.C., and would make a continuing commitment to improve the quality of education in all post-secondary institutions.

As a related, specific commitment, we would preserve the University Endowment Lands for public recreational enjoyment.

BILL BENNETT
The above is the complete education policy text in the Social Credit 1975 campaign brochure. The current policy position was unavailable at press time.

The reality 1983:

- ... financial control: government 100%
- ... curriculum control: government 95%

Role of schools today is no longer simple

Schools today have an expanded mandate. Basics are still stressed; discipline and literacy are still essentials. The major differences occur because:

1. A higher percentage of students remain in school; in fact, the retention rate has climbed to approximately 90 per cent today.
2. The demands of employers and higher educational institutes have become more stringent, thus increasing the demands on the school system.
3. Educators have learned more about diagnosis, curriculum design, learning patterns, and methods of instruction.
4. The student population is much more diverse today. This diversity has resulted in many new programs such as

English-as-a-Second Language, French Immersion, Special Education for Physically and Mentally Handicapped, Career Preparation, Consumer Education, and Writing II.

5. Schools are often expected to step in to provide emotional support and guidance for children whose families are unable to provide such support.
6. Schools now play a larger role in social issues, involving staff and students in curriculum and community projects which focus on issues beyond classroom walls.
7. Fine arts and performing arts occupy a larger role in a child's education today.

Education budget cuts siphon \$120 million from B.C. economy

It is generally well known that budget cuts in the health and education fields, by eliminating jobs, are a direct source of unemployment in the economy. Hospital layoffs and job terminations in the public school and post-secondary education systems throughout the past year confirm this.

However, it is less widely acknowledged but no less true that cutbacks have an adverse economic impact that goes far beyond the original area of government expenditure.

Using the concept of the economic "multiplier," a study recently released by the BCTF entitled "The Economic Impact of Education Cutbacks" shows that budget cuts of \$60 million in 1982-83 actually removed a total of \$120 million from the provincial economy. Of this latter amount, about \$87 million represented lost wages and salaries.

Most of this lost income would otherwise have been spent in the trade and service sectors of the provincial economy. It is therefore in these sectors, the study shows, that the cuts have increased unemployment. According to the study's calculations, this employment loss amounts to 5,323 jobs.

Arguments as to the detrimental economic impact of cutbacks while common in labour circles are not con-

finied to these circles. The December 8th issue of the B.C. School Trustees Association publication *Point of View* advances a similar case, stating that "laying off people who are doing jobs that need to be done may not be the solution; it may be the problem."

Citing research undertaken by the Employers' Council of B.C., the *Point of View* article states that every dollar of lost education expenditure translates into two dollars of lost overall expenditure in surrounding communities. Further, as the article notes, this lost expenditure means that the government loses revenue from a variety of tax sources, thus worsening the existing crisis of public finance.

Information of this sort underscores the adverse economic impact of the provincial government's cutback strategy. As the BCTF study states, "the overall effect of the cuts is one of deepening the current economic recovery." And, as the BCSTA, argues in the article cited above, "let us not take a hatchet to services that our children may need in the mistaken belief that this will save significant amounts of money and help the economy."

On the practical level then, the need for political opposition to the government's cutbacks strategy is clear.



Budget cuts are curbing equality of student access to vital future-oriented programs such as microcomputers.

Independent teachers group decides NDP only alternative

An independent teachers committee has concluded that the only way to restore quality public education in B.C. is to elect an NDP government on May 5.

The Teachers Political Action Committee, a grouping of teachers of various political stripes separate from the BCTF, has entered the campaign to seek a political solution to the education crisis.

"TPAC was formed to elect a government that would put the needs of people first, particularly the needs of children," said former BCTF president Bill Broadley, co-chairperson of the committee and a Victoria teacher. "In pragmatic terms that means that the NDP is the only alternative. We have groups organized in virtually every school district who will work for candidates to defeat the Secreds."

An earlier version of TPAC was formed in 1972 and played an active part

in the provincial election of that year, which saw the defeat of the late Premier W. A. C. Bennett's government. The current ad hoc body is being styled TPAC II.

"We're not so much into the politicization of issues," said Al Blakey, the other co-chairperson and also a past BCTF president who now teaches in Vancouver. "TPAC is primarily a political volunteer and money structure that brings together funds and people working for the defeat of the government."

Blakey said TPAC II is currently ahead of TPAC I in the amount of money donated and the number of volunteers who have come forward to work in the campaign. He said the committee could still do with more of both. The address is: Teachers Political Action Committee, Box 509, 810 West Broadway, Vancouver, B.C.

• BUDGET CUTS
• TEACHER BASHING
• CENTRALIZATION

Get out the vote

British Columbia Teachers' Federation

Larry Kuehn to serve third term

Larry Kuehn is to be the first BCTF president to serve three terms.

Kuehn was re-elected for a third term at the Annual General Meeting, polling 385 votes to Doug Smart's 270 votes. Smart, currently first vice-president, declined to allow his name to stand for other positions on the BCTF Executive Committee.

Pat Clarke was successful on the first ballot in his bid to move up from member-at-large to first vice-president. He received 369 votes (39 more than needed to win) to beat out two other candidates from the current executive, Trevor Calkins and John Mackie, and a floor nomination, Walter Bergmann.

John Mackie then dropped down to challenge for second vice-president, the position he currently holds, but he was defeated by Elsie McMurphy, now member-at-large, who drew 414 votes.

It took three rounds of balloting for the delegates to elect the required four members-at-large. Elected were Al Crawford, VSTA; Kitty O'Callaghan, VESTA; Marion Runcie, Burnaby, and Christina Schut, Revelstoke, a re-elected incumbent. Unsuccessful were Henry Bugler, Bill Fite, Anthony Geoghegan, Dale Gregory, Bob Meredith and Calvert Moore.



First Vice-President Doug Smart (left) and President Larry Kuehn await delegates' verdict in executive elections.

Vander Zalm is leaving a legacy of chaos

Bill Vander Zalm may be going but the problems in education remain.

And teachers have Premier Bill Bennett to blame for that, BCTF President Larry Kuehn told the more than 600 delegates to the Annual General Meeting.

Kuehn was warning teachers not to become complacent and assume education was about to return to normal because Education Minister Vander Zalm had decided not to seek re-election and the government had announced some restoration of funding.

"Ultimately the problems in education during the last year are not just Bill Vander Zalm," said Kuehn. "He was carrying out government policy. It was the premier of this province who knowingly put him in that position and the premier must carry personal responsibility for the havoc wreaked by Mr. Vander Zalm."

He added that the announced infusion of funds was only a partial restoration that would not be enough to maintain the system next year at the September 1982 level — and definitely not enough to restore 1,000 teaching jobs and 700 non-teaching jobs lost because of the cut.

"When the newly-announced allowable budget increases for 1983 — less than 1 per cent over 1982 — are measured against the inflation rate of 6.7 per cent, the system will have a net real loss of \$89 million, most of that coming out of teachers' salaries and jobs," said Kuehn.

And contrary to Vander Zalm's recent radio hotline pronouncement that "nothing has suffered" in the school system,

Kuehn said there has indeed been real suffering — ranging from unemployment to reductions in services to children. He cited larger classes, cuts in special education, cuts in library service and a general weakening of the ideal of equality of educational opportunity.

"The policies and proposals of the past year have been backward steps, taking us in the direction of elitist schools and away from equality," he said.

He pointed out that budget cutbacks have meant that the "extras" depend increasingly on the wealth of a community — access to microcomputers, for example, now depend more on whether funds can be raised in the community than on the principle of general availability. In addition, he said, Vander Zalm's proposals for curriculum and program changes would reverse the long trend of more students continuing through Grade 12.

"Large increases in public funding to private schools at a time when public schools are being cut back further weaken confidence in the public schools while they add to inequality of opportunity," said Kuehn.

He went on to ridicule the government for creating chaos when it was taking money out of the system, suddenly switching and creating further confusion in trying to put money back into the system. He elaborated on the variations and contradictions in the five "final offers" the government had made to date to teachers and trustees in return for putting more money into the system, describing it

as "a wild combination of 'Let's make a Deal' and that ancient panel show 'To Tell the Truth.'"

Kuehn emphasized that all last fall trustees and the BCSTA had told teachers that there was no more money and that they should take more and more pay cuts.

"And while they were telling us they had no money to pay and that they had to cut teaching jobs and substitutes, boards were running up last year a record \$23 million surplus," he said. "In effect, they made millions of dollars of unnecessary cuts on top of those forced on them by government. And now that money, most of which came out of our jobs or our pockets, is part of the money the government is claiming credit for in restoring the system."

He said that one district which required teachers to take five days off without pay ended the year "not only with those five days' pay in surplus, but with \$100,000 more on top of that." And West Vancouver, claiming poverty, laid off 35 teacher aides last fall and ended the year with a \$473,000 surplus.

Kuehn counselled members to ignore the confusing "final offers" and keep their attention focussed on what has brought the federation the limited victories it can claim out of the past year.

"Our challenge over the next months will be to keep those elements of success working for us: belief in public education, clarity of objectives, flexibility in tactics and unity," he said. "If we can continue to make these work for us, things will continue to get better."

Fees to be based on actual salary

The BCTF annual membership fee for 1983-84 has been raised and the method of calculating fees has been changed.

Following a lengthy debate which focussed on equity in fee-setting and the federation's impending deficit, delegates to the AGM voted to make the two changes.

Henceforth, rather than being based on the estimated mean salary of members, the annual membership fee will be calculated as a percentage of the actual salary of members. For the 1983-84 year the fee has been set at 1.075 per cent of salary (up from .99 per cent last year), with \$14 of that fee going to the reserve fund.

The annual meeting also adopted a fee motion that could assist substitute and unemployed teachers in maintaining their involvement with the federation. It was that the annual fee for voluntary active members would be \$25 and that the fee for unemployed teachers would be waived and that the executive would be authorized to develop appropriate procedures for this waiving of the fee.

BCTF to pay costs of AGM delegates

All delegates to the Annual General Meeting will in future have the cost of their attendance at the meeting paid for out of general federation funds.

Delegates to the 1983 AGM agreed that such representatives should be assisted in the same way as are geographical representatives attending representative assemblies.

On another internal matter, the AGM defeated a recommendation calling for a change in the structure of RAs which would have the president of each local association and sub-local association automatically become GRs.

In other key decisions, the AGM:

- agreed that the BCTF should condemn the manufacture, distribution, sale and public display of pornographic material;

- called on the BCTF to urge federal and provincial governments to enforce and/or develop laws prohibiting the manufacture, distribution, sale and display of pornographic material;

- enunciated a BCTF belief that computer literacy should be part of the school curriculum and teachers should have access to in-service computer training;

- enunciated the belief that female students should be encouraged to pursue math and science studies as a way of achieving careers in technological fields;

- called on the BCTF to support *Security and Disarmament: A Minority Report*, April '82, House of Commons, which urges a nuclear weapons freeze and a ban on cruise missile tests in Canada;

- urges the Canadian government to protest the current invasion of Nicaragua and all other foreign intervention in Central America.

B.C. Teachers' Credit Union relocates two branch offices

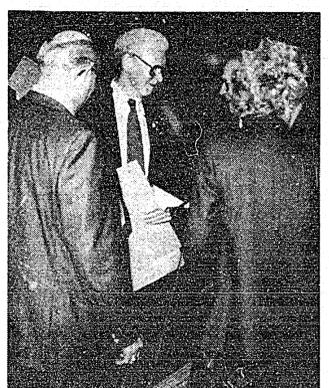
The B.C. Teachers' Credit Union is on the move: two branch offices have relocated.

The Vancouver (Oakridge) branch has moved from #200, 5740 Cambie Street to: 5594 Cambie Street, Vancouver, B.C. V5Z 3Y5 (telephone 324-6655). The Teachers Insurance Company has also relocated to the same building: #101 - 5594 Cambie Street, Vancouver, B.C. V5Z 3A2 (telephone 324-5900).

The toll-free telephone number in B.C. for both offices is: 112-800-663-3345.

The Surrey branch of the credit union has moved from 12823 - 96th Avenue to: 9648 - 128th Street, Surrey, B.C. V3T 2X9 (telephone 581-9828).

Norval Brown honoured with Fergusson Award



Norval Brown (centre) is congratulated by friends on receiving the Fergusson Award.

Norval Brown, a longtime Vancouver teacher and administrator, is this year's winner of the prestigious G. A. Fergusson Memorial Award.

Brown, now retired, who was particularly noted for his role as principal of Britannia Secondary School in the development of the Britannia community social service-recreation complex, received the award at the AGM.

In making the presentation, past president Al Blakey quoted from letters supporting the award. "He constantly strove to humanize education at the classroom level and to develop in each student a sense of personal worth and pride in his individual progress and accomplishment," wrote D. B. MacKenzie, who was principal of Gladstone Secondary School in 1950-54 when Brown was a teacher there. John Minichiello, Vice-Principal of Point Grey Secondary School, pointed to his work on behalf of the Britannia com-

plex: "His efforts to involve community, students and staff in school decision-making and his outstanding personal qualities make him a worthy recipient of the Fergusson Memorial Award."

Norval Brown began his teaching career in 1934 in a one-room school near Quesnel and rose to become principal of a six-room superior school in Pitt Meadows. In 1941 he resigned to join the RCAF and served overseas with bomber command, receiving the Distinguished Flying Cross for his contribution. Following the war he improved his academic credentials at UBC and then joined the Vancouver school system. He rose through the ranks to become vice-principal of Magee Secondary School, later becoming principal of King George Secondary School. In 1968 he became principal of Britannia, a position he held until retirement in 1976.

Source: BCSTA Report: The Facts, September 16, 1982

Operating cost per student

Here's how B.C.'s public school spending in 1982 compares on the basis of operating costs per student:

Alberta	\$3,851/student
Manitoba	3,845
Saskatchewan	3,303
Ontario	3,232
B.C.	3,190

Source: Statistics Canada

Letters

Vander Zalm ad falsely implies CCTA favours cuts

The Hon. William Vander Zalm has been at it again: making statements about education in this province without making careful note of detail. In the advertisement entitled, "An Open Letter on Education," which appeared in the Sunday, March 27 edition of *The Province*, Mr. Vander Zalm claims: "Some boards, and the Cariboo-Chilcotin School District is an example, have already been able to settle on this (a zero increase for zero layoffs) basis."

It is true that the Cariboo-Chilcotin Teachers' Association and School District #27 negotiated a contract for 1983 which contained a clause in which the board guaranteed that no teachers should be laid off in 1983. However, the minister has chosen to ignore the fact that additional clauses were agreed to which could not only increase teacher employment in School District #27 in September, 1983, but could also award teachers in the district an increase in their rate of pay.

It would appear that the minister of education is continuing to use taxpayers' money by advertising in the media what he feels is politically expedient for the Social Credit party, rather than telling school districts that his government has decided to rescind some of their heavy-handed and indiscriminate education budget slashes imposed last year.

The CCTA wishes to disassociate itself from any claim made by Mr. Vander Zalm which would indicate that teachers in this district are in favour of any of his ministry's budget cutting activities.

Quintin Robertson
President
Cariboo-Chilcotin Teachers'
Association

Cruise missile plan will force Soviets to strike first

Many of my colleagues spoke to Resolution 112A on the floor of the AGM, and they spoke against the cruise missile. But they missed some very important points which I would like brought out here.

The cruise missile has been in development since 1971. According to the October 16 article in the London-based



CTF President Greg O'Keefe (left) presents national Hilroy Award to Sooke elementary teacher Colleen Politano.

air industry magazine, *Flight International*, called, "Improving the Cruise", the "key to the success or failure of the cruise missile is a guidance system that allows the weapon to fly a circuitous route and to arrive at its destination with sufficient accuracy to achieve the maximum possible destruction effect with its small warhead." The "small warhead" is 200 kilotons, or 10 times the explosive and radiation power of the Hiroshima bomb. Current plans call for 168 B52G bombers to each carry 20 air-launched cruise missiles. The U.S. is producing 10,000 cruise missiles, and they will be aimed at 1,000 Russian cities and towns worth attacking. In fact 2,000 cruise missiles can easily wipe them all out. The rest are for Russian military sites.

Other points were not brought out on the floor of the AGM, maybe because of the fear and overwhelming anxiety caused by hearing oneself speak about it. The cruise missiles intended for European placement this year have already been tested in the U.S. The U.S. leaders want to test the cruise in Canada against the magnetic pole. In the event of an attack, since the cruise can be launched from the launcher on the back of a truck, these launchers will cross our thousands of miles of undefended border and be launched from our country. In retaliation, a massive launching of ICBMs will take place over the uncertain Arctic — and over us!

Although Breshnev vowed, in the UN, that Russia would not make the first strike, and although Andropov has underwritten that vow since, nevertheless, if those cruise missiles go into place in Europe this year — this year — Russia will be forced to strike first. From takeoff there will be a six and one half minute

warning, but only if the Russians know it has taken off and if the cruise is spotted while on its way. This leaves the USSR with no choice but to make the first strike.

We judge others by ourselves, and if you had a machine gun trained on my loved ones, and I had a gun, I would not hesitate to shoot you. Are the leaders of the USSR different from me?

May God help us all if those cruise missiles go into place this year! And even if they are not put into place, the Russians know the U.S. has them and may not wait until they are airborne. Would you?

Maud Vant
Britannia Secondary
Vancouver

Gregory thanks his campaign supporters

I would like to take this opportunity to thank all of those people who assisted me in my recent campaign for election to the BCTF executive. Although I was unsuccessful, it was a very rewarding experience. I met many delegates who supported my point of view and seemed to appreciate my approach to the campaign. Unfortunately, in the heat of the campaign, I did not keep track of who those people were. Because of that lack of foresight on my part, I would now appreciate hearing from any of the delegates who share my point of view and concerns regarding the BCTF. Correspondence from other BCTF members is also welcome. Mail can be sent to me c/o Centennial School, 570 Poirier Avenue, Coquitlam, B.C. V3J 6A8. Telephone: 936-7205 (Local 40).

Dale Gregory
Coquitlam Centennial Secondary

UTAC a success

The Unemployed Teachers' Action Centre has been open for only four weeks, but has already provided many services to over 500 unemployed and under-employed teachers. Some of these services include: employment and debt counselling; advocacy on UIC and GAIN; workshops and seminars; emotional support; and social contact with other teachers. Except for the coordinator who is funded by the BCTF, the centre is operated entirely by unemployed teachers who volunteer their time.

On any given day the centre is a beehive of activity as volunteers and drop-ins talk, type, read, joke, and generally help one another to survive. Unfortunately the UTAC has had to deal with an increasing number of financial and emotional problems which cast a sombre shadow over the upbeat volunteers. But the centre's importance was well summed up by one recent drop-in: "I came in thinking only about my problems, but after spending one hour at the centre I left infected with optimism thanks to the volunteers there."

The UTAC is open weekdays from 9 am to 5 pm. Teachers in the Vancouver area may phone 736-9267; the toll free number for those outside the lower mainland is 112-800-663-9163.

Resignation deadline

The School Services (Interim) Act changes the end of the school year in 1983 to June 23 or to some other authorized date not later than June 30. This has implications both for resignations and for UIC.

Since resignation requires 30 days' written notice, this year deadlines will vary from district to district.

For purposes of UIC the last day worked in June 1983 will be the last day that teachers are required to be in attendance at school. Again, this date will vary between June 23 and June 30.

Each employer is required, not later than five days following an interruption of earnings, to give employees a Record of Employment. This record forms the basis for a claim for UIC benefits. Records of Employment must be given to all teachers whose contracts terminate, to all substitutes, to teachers at the start of maternity leaves and to all teachers when they attain age 65.

Upon receipt of Records of Employment, teachers should check to ensure the last day worked is recorded correctly. Otherwise your benefits may be delayed.

Vacancies

BCTF Committee Vacancies

The following BCTF committees have vacancies. Application deadline is **May 25** unless otherwise indicated; most terms are for three years effective July 1. Appointments are scheduled on the agenda of the June 17-18 Executive Committee meeting.

B.C. Teacher Editorial Board (1 vacancy); BCTF Newsletter Editorial Board (2); Education Finance (1); Finance (2); Income Security (3); Investigation (2); Judicial (3 to be elected by June RA. Application deadline is **May 18**; applicants must be approved by a secret ballot of a local association general meeting or a local association delegate assembly); Labor Liaison (2); Pensions (4); Policies and Procedures (1); Professional Relations Advisers (3); Rights of Children (2); Status of Women (3); Teacher Education (2); Teacher Personnel (3); Working and Learning Conditions (1).

Please note that members may not serve on more than one of the BCTF Executive Committee, Judicial Committee or Investigation Committee at one time.

CTF Committees

Application deadline is **May 10** for the following Canadian Teachers' Federation committees. One BCTF member will be nominated to a **CTF Ad Hoc Committee on Collective Bargaining Under Restraints and Controls**. This group plans to hold 2 two-day meetings in Ottawa during the 1983-84 school year. Its terms of reference are: to monitor, study, report and make recommendations to the board on matters relating to collective bargaining under restraints and controls; to review existing policy and develop new policy and action resolutions dealing with collective bargaining under restraints and controls.

One BCTF member will be appointed to the **CTF French Language Commission**. This commission advises the CTF on matters concerning the education of Francophone students in French, and is studying the political, social and cultural impact on the Francophone minority of classes or schools where French is the language of instruction. The working language of the commission is French.

BCTF Representatives to Other Agencies

Application deadline is **May 25** for the following — **Teacher Qualification Service**: one BCTF representative is required. TQS is a joint operation of the BCTF and the B.C. School Trustees Association whose purpose is to define categories of teacher qualification and to evaluate the academic-professional preparation of teachers. Members are expected to attend eight to 10 meetings a year to represent the BCTF in administration of the service, and to serve on the TQS board which considers appeals against the decisions of the TQS director of evaluation. Knowledge of teacher preparation programs and/or salary administration plans would be desirable.

Arts in Education Council: one BCTF representative is required. The council's purpose is to get public acceptance for arts education throughout the educational spectrum and throughout the province. Applicants should be interested in promoting and preserving arts education, but need not be specialists, and should be familiar with BCTF policies and structures. Responsibilities are to attend meetings of the council,

submit reports to the BCTF, support actions of the committee which are consistent with BCTF policy, and make recommendations for BCTF policies or actions.

Committee to Improve the Teaching of English: three BCTF representatives are required. CITE was formed in 1981 to bring together representatives from the school system and the universities to improve the teaching of English. BCTF appointees should represent various levels of the school system.

Coalition on Children and Youth: one BCTF representative is required. The coalition is a subcommittee of SPARC (Social Planning and Review Council) and two of its aims are: to promote enabling legislation and programs relating to children's needs; to strengthen family and community networks in caring and advocating for children's rights and needs. The BCTF representative also sits on the Committee on the Rights of Children (BCTF committee).

Applications for any of the above positions should be submitted on BCTF curriculum vitae forms. For more information or vitae forms, please contact Jacquie Boyer at the BCTF office.