

BCTF Newsletter

VOLUME 22 NUMBER 9

BROADWAY PRINTERS LTD.

MARCH 14, 1983

Education crisis to dominate annual meeting

The education crisis will likely hold the spotlight — as it did last year — at the 1983 Annual General Meeting.

Front and centre at the meeting, to be held April 4-6, will be discussion of the Executive Committee's leadership recommendations.

Delegates will be urged to continue the BCTF's determined fight to protect teachers' jobs, income levels and bargaining rights in 1983-84. The executive recommends as priorities that the federation continue its efforts to maintain quality education, school staffing levels, teacher salaries and to expand the scope of bargaining. To achieve these goals, the executive calls for development of more public support and participation in education, cooperative work with other education-related organizations, restoration of professional development opportunities and support for working and learning conditions grievances, up to and including job action, to preserve quality education.

The annual fee level debate will also be related to the education crisis, as delegates will be asked to approve a \$35 increase for 1983-84, much of which is intended to offset a projected deficit caused by the BCTF's need to respond to the crisis.

Specifically, the executive is recommending that the active membership fee be 1.05 per cent of mean annual salary (up from .99), with \$14 of the fee to be allocated to the reserve fund. If approved, members' fees will rise from \$329 to \$364.

Delegates will also be presented with a Vancouver Elementary School Teachers' Association recommendation urging a change in the method of fee calculation, that the annual fee be calculated as a

See "AGM to debate" page 2



Winner of the top 1983 Hilroy award for a project teaching children outdoors survival skills, Sooke kindergarten teacher Colleen Politano was angry and near-despair under Vander Zalm's teacher-bashing this fall. Story page 3.

BCTF and gov't begin negotiations aimed at solving education crisis

Negotiations have begun between the BCTF and the provincial government aimed at finding a solution to the education crisis.

The talks began on March 9 between federation staff representatives and Deputy Education Minister Jim Carter after the government acceded to a BCTF request for negotiations on a wide range of problem areas.

In announcing that the federation had called on the government for talks, BCTF President Larry Kuehn told the news media on March 4 that teachers and the government "have a mutual interest" in resolving the crisis.

"The conflict in education in this province has gone on much too long and it simply must come to an end," said Kuehn. "We have to have a return to stability in the school system for the sake of the children in this province, for the sake of teachers and, we think, for the sake of society in the long-term."

Kuehn said the request for negotiations picked up on comments Premier Bill Bennett made during a recent trip through the Kootenays in which he indicated a willingness to personally intervene in the education crisis. The request also followed informal discussions with government officials initiated by the federation.

Kuehn told reporters that negotiations

had been called for on the following proposals:

1. A tripartite commission of representatives of the government, BCSTA, and BCTF be established to examine questions of: curriculum; graduation requirements; provincial examinations; any other appropriate matters.

Until the commission has completed its report and it has been considered by all parties, there will be a moratorium on all proposed changes relating to those matters.

2. The School Act will be amended in the spring of 1983 to include in the bargaining procedures set out in Sections 131 to 138, the right to bargain with school boards on a broad range of personnel practices.

3. The local association collective agreements with their school boards for 1983 will remain as agreed or arbitrated, under the School Act, subject to the review processes of the Compensation Stabilization Act.

4. The government and the BCTF will agree to a provincial financing framework for school districts based on a level of staffing somewhere between that of June 1982 and September 1982; within this financing framework local boards and teacher associations will negotiate actual pupil-teacher ratios and staffing formulas.

5. The government will provide funding to enable boards to restore immediately non-teaching positions lost since last summer.

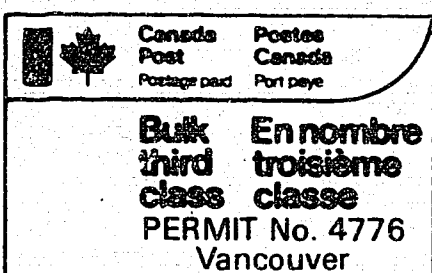
6. The government will stop attacking the public school system, and its teachers.

7. Negotiations for 1984 local association collective agreements will proceed without interference from the government.

In response to questions from reporters, Kuehn rejected education ministry policy coordinator Derek DeBiasio's earlier proposal that the crisis could be resolved by a wage freeze for teachers. This plan, which DeBiasio said was to be submitted to all school boards, called on boards to negotiate a zero salary increase for teachers this year in return for which boards would guarantee that there would be no layoffs and that the government, on its part, would raise budget limits and make money available to ensure jobs are retained.

Kuehn said this proposal was rejected because: it did not contain any guarantees of staffing levels and up to 3,000 teachers could be lost to the system by attrition this summer; teachers' salary increases in 1983 will already be effectively close to zero with the impact of Bill 89 and the Compensation Stabilization Act; and there is no clear indication of how much

See "BCTF agenda" page 2



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

AGM to debate teacher coverage under Labour Code

From page 1
percentage of the actual salary of each member.

Another motion which has its origin in the education crisis, where teachers have been singled out for special attack by the government, is one which calls on the BCTF to seek a change in legislation to allow teachers to be covered by the B.C. Labour Code. It is being presented by the Vancouver Secondary Teachers' Association, Vancouver Island North Teachers' Association, Surrey Teachers' Association, Prince Rupert District Teachers' Association and the Hope Teachers' Association.

Among other motions, the executive is recommending a by-law amendment to change the structure of the Representative Assembly. The amendment calls for the president of each local association and of each sub-local association to be a geographical representative.

There will also be no shortage of debate on these recommendations urging that:

- the Status of Women, Racism and Rights of Children committees be incorporated into the responsibilities of the Working and Learning Conditions Committee;
- qualified BCTF members be given the first priority for filling B.C. teaching vacancies;
- the BCTF condemn the manufacture, distribution, sale and public display of all pornographic material;
- the BCTF urge the federal and provincial governments to enforce and/or draft laws that prohibit the manufacture, distribution, sale and public display of pornographic material.

A resolution from the Burnaby Teachers' Association calling for a postponement of further study of BCTF building needs until the education crisis is resolved has been withdrawn.

And finally, Education Minister Bill Vander Zalm will not be the feature speaker at the 1983 AGM. Invited instead to be the main speaker is WCOTF President Jim Killeen.

BCTF agenda spans jobs to curriculum

From page 1
more money the government is willing to put into education or how it would be distributed. Furthermore, he said, DeBiasio's proposal does not deal with the "very disruptive" curriculum changes put forward recently by Education Minister Bill Vander Zalm for supposed implementation in September — and which BCTF staff estimate would cost \$50 million.

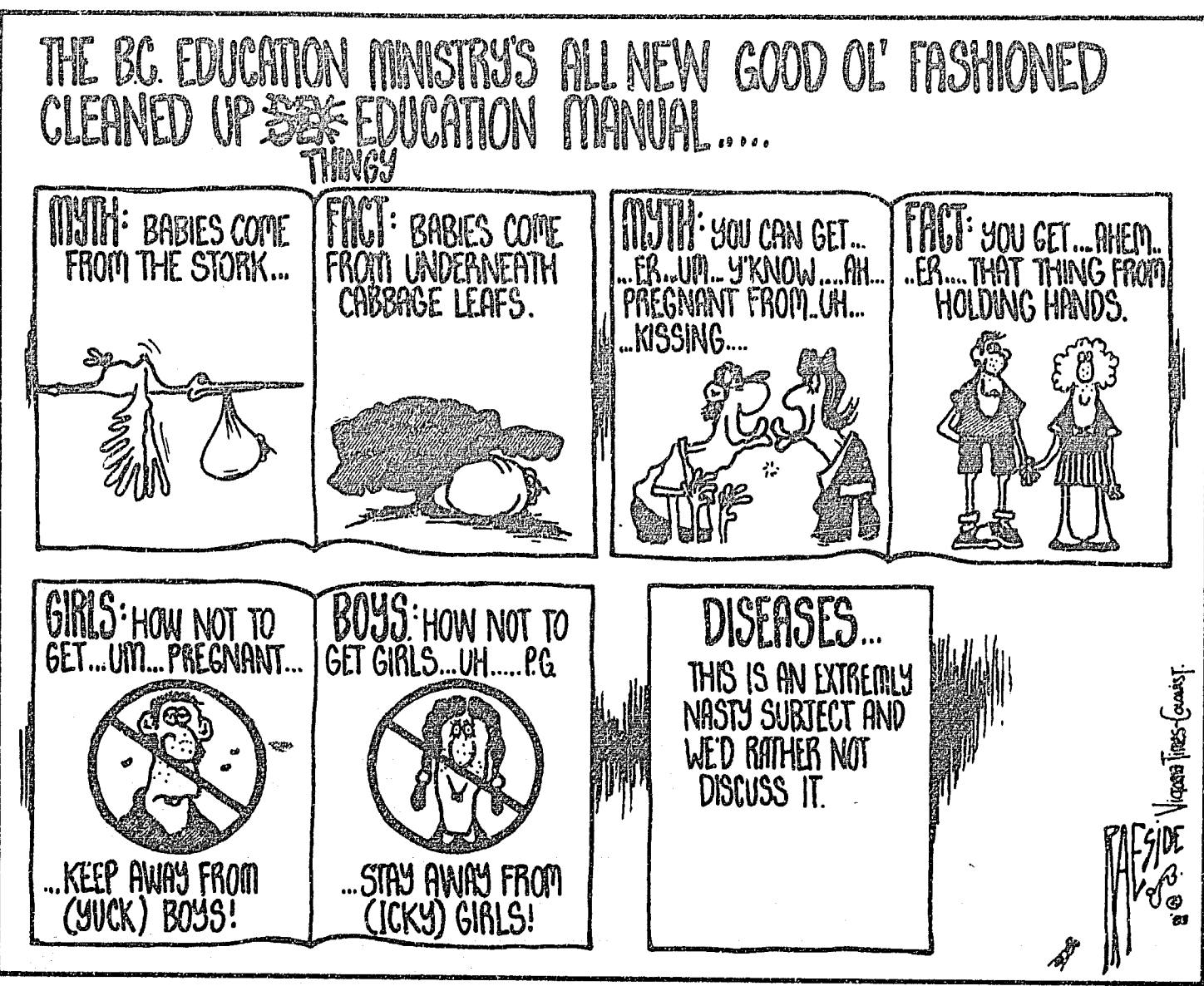
He said DeBiasio's plan really "isn't any proposal at all" and it certainly would not bring stability to the system. "We're being asked to give up something with nothing in return."

Questioned about the broad agenda put forward for discussion, Kuehn said the crisis in education goes beyond budget problems and that just putting more money into the system is not an adequate solution. "We've tried to identify the problems in the system that are creating the instability and the chaos," he said. "And we think that all those things have to be discussed and we think that there has to be a resolution to all those or we aren't going to have stability."

Pension queries delayed

The Superannuation Commission is also being hit by restraint with the result that it is now taking eight to 10 weeks for the commission to reply to pension inquiries. Members are advised that if their request is urgent they should mark their letter envelope accordingly.

2/MARCH 14, 1983



Education budget cutbacks damaging B.C.'s economy

John Malcomson
Research analyst
Bargaining Division
Recent education cutbacks, aside from damaging the province's public school system, are having a detrimental impact upon B.C.'s economy in the form of lost income and lost employment.

Such is the central conclusion of a study recently completed by the BCTF's Bargaining Division entitled, "The Economic Impact of Education Cutbacks".

Using the economic concept of the "multiplier", the study shows that provincial grant cutbacks of \$60 million between August, 1982 and March, 1983 cost the provincial economy a total of \$120 million in overall lost income, of which \$87 million was lost wage and salary income.

Lost income translates directly into lost purchasing power in the economy and lost purchasing power invariably means lost employment. Most of the lost income would otherwise have been spent in the trade and service sectors of the provincial economy, the study contends. It is, therefore, in these sectors that the loss of employment is concentrated.

The study calculates the extent of lost employment by taking the lost

wage and salary income figure of \$87 million and dividing it by the average wage found in the trade and service sectors. The resulting figure expresses the number of jobs that would have existed had the provincial government not implemented its grant cutbacks. For the August, 1982 to March, 1983 period this lost employment totalled some 5,323 jobs.

The findings of this study underscore the adverse economic implications of the government's cutback policy for a provincial economy still in the throes of its worst recessionary downturn since the 1930s. They also show how cutbacks, by reducing income, depress consumer spending, spending which a variety of sources, from the Conference Board of Canada to Statistics Canada, say will be central to any sustained economic recovery. Even federal Finance Minister Marc Lalonde, speaking in Vancouver last December, was quoted as saying, "It has to be a consumption-led recovery, and the general increase in consumption is taking time to materialize."

In overall terms, the study concludes, education cutbacks not only undermine the public school system, they also deepen the current recession and erode those conditions necessary for an early economic recovery.

Letter
EPT authors again fail their test

It's happening again! The authors of the English Placement Test have once more proved themselves slipshod, confusing and grammatically inept.

In the 1983 test candidates are asked to find the single error, if any, in these sentences:

1. The energy can be used to heat our personal homes.
Are we and our students intended to prefer private homes or personal accommodations?
2. You need to have excellent weather if you are going to fulfil a perfect vacation.
Are we meant to fulfil a dream or spend a vacation?
3. There is nothing more pleasant than a gentle rain on a summer evening.
Do we approve of a rain because we are in quaintly poetic mood or does our common sense insist upon plain rain?
4. Because of its centralness, it can be said that all roads in Canada lead to Ontario.

Here we are expected, no doubt, to overlook the dislocated *its* and pounce on *centralness*. However, the *Oxford Dictionary* does record *centralness*.

5. After being in Mr. Webster's class for only two weeks, my attitude towards biology changed from indifference to enjoy.

Enjoy should read *enjoyment*, of course, but the sentence was apparently written by Mr. Webster himself, a biologist indifferent to grammar, for surely no English teacher could be guilty of that grotesque dangling phrase that starts the sentence.

It is a sad irony that the examiners themselves should so consistently fail this test. It is even sadder that students should be demoralized by their bumbling.

Geoff Hargreaves Julia O'Neill
Herb Hlady Judie Turner
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BCTF Newsletter
BRITISH COLUMBIA TEACHERS' FEDERATION
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MEMBER: EDPRESS ISSN 0709-9800
CLIVE COCKING Editor

Unemployed teachers' action centre opens

An unemployed teachers action centre will open in the BCTF on March 21 to give practical assistance and moral support to unemployed teachers.

Following unanimous approval by the Executive Committee, the centre is being quickly developed in the back half of the auditorium, with the entrance off Sixth Avenue. With an initial mandate to operate until June 30, 1983, the centre will be open Monday to Friday, 9 to 4:30 p.m. Mel Lehan, an unemployed Vancouver teacher, will serve as coordinator and a number of other unemployed teachers and resource people will be available for assistance. As well as offering social contact and emotional support, the centre will also offer advice and advocacy on UIC and GAIN, employment counselling and workshops and seminars on various topics.

Unemployed teachers are encouraged to drop in for assistance or just to socialize — coffee will be available, a play area with toys for children and a ping pong table for adults.

For telephone inquiries, the numbers are, metro: 736-9267 and outside metro, toll free 112-663-9163.

BCTF sends \$43,000 to help Quebec's anti-Bill 111 fight

B.C. teachers have so far contributed \$43,720 to the Quebec Teachers' Support Fund.

The initial contribution is made up of a \$28,000 BCTF donation from the W. R. Long Memorial Solidarity Fund with the balance comprised of donations from locals and individual members. To date, contributions from teacher organizations across Canada to the fund, set up by the Canadian Teachers' Federation, amounts to about \$250,000.

The fund has been established to help pay Quebec teachers' legal costs and fines in fighting their provincial government's Bill 111, which deprives them of collective bargaining rights.

FDTA loses court case on arbitration award

The B.C. Supreme Court has rejected the Fernie District Teachers' Association's petition that the school board be required to immediately implement the 1983 salary arbitration award.

In a decision delivered on March 8, Mr. Justice Hugh Legg dismissed the FDTA petition with costs payable by the petitioner. In his reasons for judgment, Justice Legg said "the award is unenforceable until the compensation under it is determined by the Commissioner to be within the guidelines or not of the Compensation Stabilization Act."

BCTF lawyers are studying the decision to determine whether or not to appeal.

Central American teachers given \$11,000 support

The BCTF's major international assistance project for 1983 will be financial support for the Federation of Central American Teachers' Organizations. The Executive Committee, at its March 4-5 meeting, agreed to a motion to have the BCTF contribute \$11,000 toward the cost of establishing the Central American organization.

Hilroy winner saw need and responded

Clive Cocking
Editor

Over the excited chatter, giggles and scraping of chairs as her kindergarten class settled down, Colleen Politano explained that, yes, she was very pleased to have won this year's Hilroy Fellowship Award for Outstanding Merit, it gave her "an awful shot of energy", but that, really, she had won it for doing what teachers do every day.

She wanted to emphasize that point — as she had in previous news media interviews — because it was important, particularly in these times.

"The 'Lost in the Woods' survival thing is in the limelight now because it's won an award but the process is what teachers do all the time," said Politano. "When there's a child who has a need, or a group of students who have a need, teachers adapt and design materials. And that's very much what I felt about the 'Lost in the Woods' materials: I saw a need — it was really personal, I must do this thing — and I did what I have always done and what other teachers always do."

Colleen Politano, who teaches kindergarten at Sangster Elementary School in Sooke, won the top national Hilroy award, which carries a cash prize of \$5,500, for developing a curriculum unit for teaching primary children basic skills for survival if they are ever lost in the woods. The unit is comprised of a story she wrote, "Lost in the Woods," about a little boy who gets lost but is able to help himself because he remembers and follows safety procedures he learned at school, and a series of 12 demonstrations and activities designed to reinforce the concepts of the story.

Her class has settled around a round table on which are two dolls and some fir boughs, used for teaching about the importance of making a "survival bed." Politano picks up the lesson from the day before.

"You remember I said that if you got lost it would be a good thing to find a nice little cosy spot to sit and keep calm — a good old log. Why is this important?"

"I know," says one little boy, "because you have to keep yourself warm."

"Because if you lay down right on the ground what would happen to your body — Chantelle?"

"It would get wet."

Politano demonstrates with the dolls. "She stayed in the same area and what did she do, Erin?"

"Sat on the log."

"And what did she do with the branches?"

"She put them all over herself."

Politano instructs the children to put the branches on one of the dolls. "If they point down, it helps the water run off. Remember what happened — it rained. Karina, will you give her five squirts, please?"

Karina squirts water from a plant sprayer onto the branch-covered doll. A little boy does the same with the other, uncovered, doll. The children are then told to feel them, discovering the uncovered doll is wet and that the other, beneath the wet boughs, is dry.

"What does that teach you?"

"Stay warm."

"What can you use?"

"Branches."

"What other things could you use?"

"I used moss."

"What could you use to get your back up against to keep yourself protected against the wind?"

"A log."

"A tree."

"If you start feeling scared, what do you do, Todd?"

"Call out your name?"

"Sing yourself a song."

"If you didn't have a sore throat, you could say, 'Here'."

"Sure, you could tell them where you were. Anything else you could do?"

"You could put your hood up."



Sooke kindergarten teacher Colleen Politano demonstrates to her class the importance of making a "survival bed" when lost in the woods.

"Good, very good."

Colleen Politano then goes on to another demonstration, using two onion soup bowls filled with hot water. A lid is placed on one and the other is left uncovered, then after 10 minutes the children test the temperature of the water in the two bowls, discovering the water in the covered one is still warm, while that in the uncovered bowl is cool. The activity, she explains, is designed to "teach you to keep your hat on." And so the lesson goes.

The basic aim of the whole program, she said, is to teach young children to be thinkers and problem-solvers and to impress upon them that they can act on their own behalf. The message, she said, is that: "Just because you're five years old, you don't have to sit and die. There are things you can do that may help you."

The initial stimulus for developing the program occurred in 1978 when she read in the newspaper about how two little boys in Houston had gone out to play after kindergarten and got lost in the bush. The community mobilized a search, ultimately finding the two, but one of the children had died of exposure.

"A lot of the news," said Politano, "washes over you, you might shed a tear or feel sick for a while, but mostly you get on with your lesson plans or taking the car to the garage, or whatever you have to do. But this one really caught me. I just



Colleen Politano questions a student during a demonstration of body heat loss (left), while later (right) the same little girl snuggles down in a simulated warm, cosy spot to await rescue.

couldn't let go of it. And more than anything else I felt this real sense of responsibility."

Another motivation to action was the fact that she grew up in northern Ontario hearing of the pleasures and perils of the outdoors from her father and brother, who were both avid outdoorsmen — and also with the memory of an older brother she never knew who died of hypothermia after crashing through the ice while skating on a lake.

She began by writing the story, "Lost in the Woods" — naming the little boy, Calvin, after her late brother — for use in class and gradually expanded and refined the material. With the assistance of a retired California film-maker, Jarvis Coulliard, who used to teach screenwriting at UCLA, Politano has also turned the material into a film script. Together with the father of one of her students, Barry Casson, a film producer and cameraman with CHEK-TV, they've formed a little production unit and hope to begin filming on a \$1,000 shoestring this spring.

Last year, Politano took the basic idea and applied it to teaching broader aspects of safety, to teach children that they can use their own resources to help them in cases of home fires, or accidents involving their parents. And she was delighted to discover, a week after giving the section on fire safety, how effective and useful the program was. "After my class had spent

an afternoon crawling around in the classroom simulating what they would do in case of fire, one of my little girls was in a room alone when the toaster caught fire and she crawled downstairs to tell her mother."

Recognizing that she is not alone and that other teachers are also working long hours on their own time developing instructional materials, Politano admitted that she has often been angry and near-despair after reading Education Minister Bill Vander Zalm's attacks on teachers throughout the fall and winter.

"I felt it was everything I could do to do my best here and keep going," she said. "What kept me going was the parents and the kids. I feel that when one teacher is unfairly attacked, all teachers are unfairly attacked."

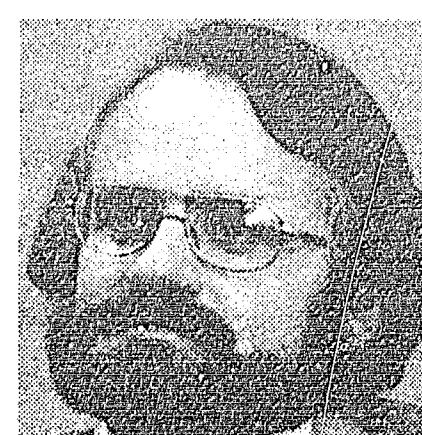
In keeping with her commitment, Politano would like to work with other teachers in workshops on outdoor survival education and would like eventually to use her award to obtain a masters degree in early childhood education.

Two Vancouver teachers also received 1983 Hilroy awards, which are designed to reward classroom teachers for innovation. Lee Dobson and Marietta Hurst, both teachers at Queen Victoria Elementary School, received a \$1,500 team award for a program in teaching beginning reading.

MARCH 14, 1983/3

Candidates' statements

For President



Larry Kuehn

Our problems are obvious — and unprecedented in dimension. Teachers are scapegoated.

The solutions are not easy. An apocalyptic confrontation might satisfy the emotional need many of us feel to not sit by and watch the destruction of the public school system and the conditions and meaning of our work. But the circumstances have conspired against such a confrontation. As an organization we have little tradition of united collective action on a provincial basis. And within our membership we have divergent views on what tactics are appropriate to use to respond to what we commonly see as problems. And, perhaps, most significantly, many of the destructive effects have hit us in different ways at different times in different areas. Our outrage and anger has not exploded in concert.

Our approach, then, has had to be one of fighting a long-term struggle; of taking on some battles with some success, and at other times taking a buffeting. This approach must make it increasingly clear to the public that the initiation of confrontation and destruction has not been with us. In this struggle, we must remind ourselves of the success we have had and maintain our faith that our society really does value the public school system and, thus, that we will have more success.

Certainly we have lost income, colleagues and working conditions, but the losses have been less than the massive destruction sought by the government. We have maintained a base from which restoration is quite possible. However, any restoration, or even maintaining the base into next year will require more action.

Our approaches must be flexible and our methods varied. We must be prepared to use political action or job action or both when circumstances are right for success. And we must have the patience and judgment to choose the right moment.

The coming months are not likely to be easier than those past. It is in this context that I put forward my name as a candidate for president. If you wish to have continuity in the office, I am prepared to again offer whatever skills I have learned from the experience of these past two years.

Doug Smart

The public education system has experienced unprecedented challenge in the last 12 months. Not only have the resources for the system been under attack but also the very nature of the public school system.

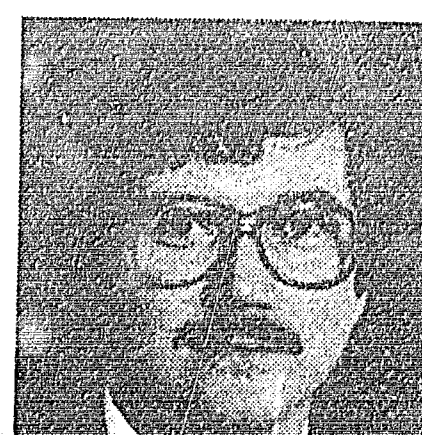
The BCTF must be able to respond to attacks on both of these fronts in a vigorous way. We are a complex organization with a commitment on one hand to the income and job security of our members and on the other to the quality of public education. The federation must continue to address both of these goals.

There will be no easy solutions to the challenges facing us. What it will require is a committed membership, aggressive negotiations, a willingness to address the individual issues, and an ability to consider the different points of view among our members.

The continued attacks on the public school system and its teachers from the Minister of Education and others must stop. The reduced morale and the continued uncertainty can not continue. Stability must be returned to the system.

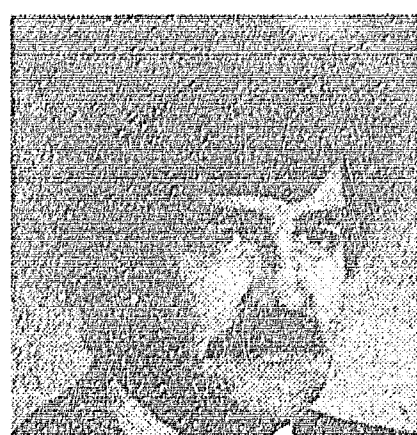
The federation has over 30,000 members who are, I believe, committed to giving their students a quality education. We must be prepared to call on this total resource of the BCTF.

I have demonstrated that I look at the individual issues keeping in mind the concerns of the majority of teachers in this province. I feel I have been able to work well with all within the federation. I'm not running *against* Larry Kuehn. I am running *for* the position of president. I offer the membership a choice.



Born in Dunedin, New Zealand. Educated: Roman Catholic parochial schools, Christian Brothers High School, University of Otago, B.A. (history, political science), M.A. (history). Teacher training: Auckland Secondary Teachers College. Teaching experience: 3 years Auckland, N.Z.; 3 years Charleston Secondary, Ocean Falls; 4 years Houston Secondary; 6 years (currently) Silverthorne Elementary, Houston. BCTF experience: local executive member 10 years; LC chairperson; local president, Ocean Falls; Smithers executive member and staff rep, 8 years; member agreements committee 9 years, chairperson 3 years; local vice-president; AGM delegate 5 years; GR 2 years; North Central Agreements Coordinator; member, provincial agreements committee, 1978-82; BCTF Second Vice-President, 1982-83.

For First Vice-President



John Mackie

Less than a year ago, when we spoke of the "challenge of the 80s", we hardly envisaged the threat that our profession would face as a result of the new policy directions of the provincial government. This virulent, unremitting, public attack, as articulated by the present Minister of Education, on our education system, on teachers, and upon this federation has provided the main focus of our attention.

We have tended to devote less time to those activities which we have traditionally classified as professional. There is less time available for professional development in its many forms. There are fewer resources available to allow curriculum and instructional development which would improve the quality of teaching and education. I believe that we must make a determined effort, both individually and as an organization, to re-establish this "professionalism" as a priority.

The strident criticisms of education and of this federation and the ill-considered proposals for change are driving teachers into more militant positions which may make any resolution of the current crisis more difficult. The climate of confusion and uncertainty may cause teachers to seek the apparent protection offered by other legislation. We must learn from the horrors of Bill 111 in Quebec that the legislated right to full bargaining may be no solution.

We have spent a great deal of time and energy reacting to the latest ministerial "outbursts". Now, we must try to move from this reactive posture to one which is more positive. I think we have made a beginning with our decision to promote a public examination of the nature and purposes of the public education system. All teachers must recognize their responsibility to promote and participate in this process, so that there can be a renewal of public understanding of and confidence in our schools.

We must resist arbitrary funding reductions, mandated testing procedures, and whimsical program changes.

We must seek the necessary personnel and material resources to enable every student to have access to quality education.

We must remember that the only real protection for our members and our students lies in the support of an informed, involved, and appreciative public.

For Second Vice-President

Elsie McMurphy



The BCTF has to defend, protect, and promote public education, and in so doing, there are three facets of that objective that deserve the time, energy, and financial resources of the federation: (1) teachers need jobs and salary security; (2) children need "no limits to learning"; (3) parents and the general public need assurances that government funding policies will not transform public education into a second-class service available to those who cannot afford a private education.

The unity and strength of purpose demonstrated by the BCTF during the current education crisis must continue and be extended. We must work for the security and status of teachers, so that each of us feels confident, protected, and proud.

"No Limits to Learning" is the title of a report concerning the demands of the future on education. "No Limits to Learning" also describes the position the BCTF must take in helping the public to become aware of the inequalities of opportunity, and the possibilities of a dynamic, publicly-responsive education system.

The government must not be allowed to renege on the public expectation that in educating society's children we are preparing for society's future. It is grossly unfair that equality of aspiration is shamefully ignored by a government intent on shirking its financial responsibility. The deliberate privatization of the school system must be exposed for what it is.

But how can we achieve these objectives?

Recent developments have given me great encouragement. *In Search of Public Education for the 80s* (Church) outlines a participative approach to education. It demonstrates a method for beginning the dialogue among ourselves, and a model for involving the public in assessing, discussing, and resolving educational issues. Secondly, the current changes in the political climate and the positive results of the poll commissioned by the BCTF make me confident of our potential for success. Thirdly, I believe that the government's attacks on education, individual teachers, and the BCTF have awakened in each of us an increased awareness that we must engage, directly and carefully, in political action to secure a government that sets a higher priority on public education.

For First Vice-President



Trevor Calkins

The past year has been a difficult one for teachers. Morale is at an all-time low and next year promises to be full of crises. Something creative must be done.

Bargaining conducted under a continuing economic and legislative cloud will require improved communications and some divisional reorganization. The negotiation of working conditions and professional rights at the local level is a top priority but will be difficult with a minister obsessed with centralization. A new School Act and a provincial election will exacerbate the situation.

Our current policy regarding the implementation of a teaching profession act, while adequate in terms of the direction it gives the executive, is not apparently taken seriously by government. We may expect to be offered inclusion under the Labour Code given our demands to expand the scope of bargaining. Such an offer has the potential to be divisive and if it arises should be taken to the membership at the local level.

While the financial and security needs of our members are paramount at this time it is the Professional Development Division that has the greatest potential to liberate us from the present crisis and provide substantial improvements in public and government support. This division ought to be given this mandate.

The coming year will be remembered as a year of crises. Bargaining will be difficult. An election will be called and the federation leaders will have to walk a fine line while conducting a non-partisan campaign. Threats to individual and group security will persist as the promised economic recovery stays just around the corner. Teachers will spend another year running hard just to stay in place. The members you elect will have to be experienced and committed — tact and diplomacy will be required.

I believe my experience teaching at all levels (elementary, secondary, central office) in differing geographical areas, combined with my experience as a full-time local president and BCTF executive member, has provided me with the perspective, knowledge and understanding to serve the profession as First Vice-President.

Pat Clarke

I am writing this on February 22. Today, Premier Bill Bennett declared that he would personally intervene in the education crisis to "negotiate" with teachers over job sharing and salary cuts to maintain educational services. He was not, of course, really speaking of "negotiation" in any traditional sense — he was only stating the now-familiar position that teachers can save jobs by taking less money in salaries. In other words: teachers, you subsidize the system.

This is not simply a "bargaining position", it is a part of a deliberate effort to make teachers, in the eyes of the public, the problem in the education system. For the premier we are the reason for the crisis. In casting us in that role the premier has adopted a political strategy steeped in infamy — scapegoating.

The way in which the BCTF responds to this attack can only be described as epochal in the evolution of the organization. Certainly the effectiveness of the organization is being tested in a way it rarely has before. To date the BCTF has been a frustratingly resilient punching bag for the bully boys in Victoria. That resiliency has to continue and it will if we maintain an organization which by its actions defends public education in the interests of social equality.

Rather than be weakened by the attacks upon it, the BCTF has been and must continue to be strengthened by the crisis. We have sought alliances with other public sector workers, we must continue to build these. We have begun to streamline communications within the organization. We must continue to develop field service divisions which are versatile and supportive in responding to provincial and local situations. Above all, the organization must strive to become one which is energized and motivated by its constituents — individual teachers. The BCTF must emphasize the development and maintenance of democratic decision-making within its structure. This organization's greatest strength is in the commitment of its members. It is they who ultimately have been the "resilient punching bags" and it is they who will eventually frustrate the nefarious designs of those politicians in British Columbia who have become the enemies of public education. A dynamic teachers' organization is the greatest challenge and obstacle to those politicians.



Born and educated in Vancouver. BA, MA — UBC. Ten years teaching experience all in the Central Okanagan. Two years as full-time president of the Central Okanagan Teachers' Association. Two years a member-at-large on the BCTF Executive Committee. Also served on the federation's Teacher Personnel Committee and three years as a geographical representative. Have had local experience as professional development chairperson and newsletter editor.

For Member-at-Large (four to be elected)



Henry Bugler

Change is rarely easy. But in 1983, change is more necessary to the survival of our professional organization than it was in any previous year of our existence. We must redirect our energies to change the course of federation objectives from labor-centered goals to professionally-centred criteria. In short, it is time for the politicians to go and for the professionals to resume leadership roles in the federation.

An executive of any organization should be a valid reflection of the membership it serves. In our federation, this will mean change. We must strike a balance between idealism and realism. The executive over the past few years has recommended actions that the majority of the federation did not approve. Thousands of dollars were wasted on an ill-advised and ill-conceived pensions issue that the majority of our teachers knew was unwise and they wisely aborted it in 1981. Last year an executive-recommended job action strategy was defeated by referendum. The results of the voting on work action strategies by locals this year have clearly shown a divided membership. The policies of confrontation by some well-meaning members in leadership positions are evidently not working. It is manifestly a time when we must have an executive that will regain the initiative and use new strategies that will both unite our membership and demonstrate to one and all that we have strong professional leadership rather than strong political leadership.

Last year I allowed my name to stand in nomination for president. I said then, as I say now, that it is time we remember that we are teachers. I also said we needed to change our direction. Evidently my message for change found a responsive chord at the AGM when 37 per cent of that body voted for me, an unknown teacher in federation politics, to be your president. I said I would be back and I am keeping my promise. If elected, I shall do all in my power to employ strategies that will transcend petty politics and that instead will reflect professional decorum and expertise.

The people of B.C. must perceive us as we are, committed teachers in both classrooms and administration offices. Our solidarity is found in the trust our students have in all of us to be wise. Our strength is found in our commitment to change and the wisdom to know that now is the time for a much needed directional change.

Al Crawford

Since last summer, the provincial government through the arrogance of its minister of education has turned back a short-lived progressive trend in education. The current problems in education are not caused by the economic crisis but by misguided Social Credit government policies. The attack on education must be seen for what it is — an ill-conceived assault on public sector employees which is designed to obscure the government's failure to solve the serious economic problems facing this province.

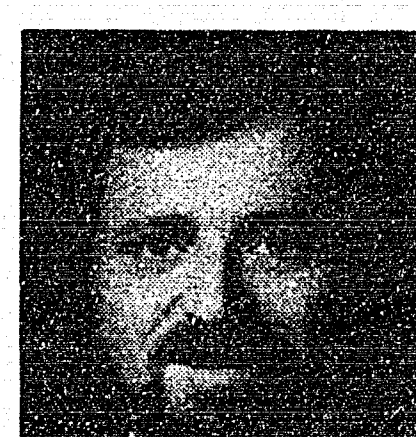
How do we reverse this attack? Indicate understanding of the problems facing our economy; propose assertive solutions which improve already inadequate social, health and educational services; and adopt a "bottom line" position for provision of educational services.

What we must do? Continue to insist on an adequately funded education system. Demand satisfactory working conditions for teachers. Improve hours of work, control over our work environment, class sizes and teacher evaluation procedures. These are just some of the issues that require resolution and inclusion in written agreements with our employers.

How do we maintain our position? Continue to seek public, especially parent, support through advertising and school and district-based meetings. Cooperate with other organizations working toward similar goals. Lobby MLAs, so they not only know our position but also the strength behind it. Finally, elect a different political party to govern this province.

What is our bottom line? No erosion of present teaching and learning conditions. If any non-teaching employees in our school system are fired, or have their hours of work reduced, we must refuse to take on their responsibilities. We are already overworked. Our bottom line is that if any teaching positions are terminated, we must withdraw our services until guarantees are received that the firings will be reversed. Without question, we must remain united.

Who can best lead our federation in such trying times? Our leaders must be experienced. They must hold progressive, assertive, but at all times thoughtful positions. They should be able to work constructively with others. Both my experience and positive attitude will be an asset to the executive committee of our federation.



Teaching: Grades 3-12, Sunshine Coast and Vancouver, 14 years including one year faculty associate SFU, three years full-time president (VESTA). Local: Chair constitution, finance and learning conditions committees, representative to four joint committees with board. Salary and learning and working conditions negotiations six years, including negotiator, advocate to arbitration board, executive 11 years. BCTF: AGM delegate 14 years. Geographical representative five years. Learning Conditions Committee five years, chairperson one year. Federation Appeals Board three years, chairperson. Representative Assembly agenda committee two years, chairperson. one year. Teachers' Political Action Committee, 1972 and TPAC II 1983. 1982-83: local: past-president, geographical representative, negotiating team and arbitration advocate. BCTF: chairperson, Representative Assembly Agenda Committee, chairperson, Federation Appeals Board.

For Member-at-Large (continued)



Bill Fite

It is no longer enough to be a good practitioner. Teachers must now become more actively involved to ensure that our profession remains strong and meets the needs of the communities we serve.

As professionals we must be prepared to put forth constructive alternatives that are in the best interests of both education and teachers. Hospital boards don't perform brain surgery nor should we allow school board and ministry officials to cut away at education. Action by each and every one of us is needed. If other methods fail, and withdrawal of services is all the government understands, then so be it.

I see a number of issues facing the federation. The first is public image. The strength that we have to deal with the government is directly connected to the public's perception of our federation. Therefore, I believe that our executive must be highly visible, articulate and politically skillful in dealing with the public — and capable of maintaining a unified membership to oppose the threat that currently confronts us.

Another issue is federation involvement in ministry programs. I believe that if we disagree with the ministry the answer is not a withdrawal from committees. If you are going to stir the pot, so to speak, then you have to be in the kitchen.

The question of funding the federation and the services provided, needs to be addressed. In this time of crisis, it is necessary to narrow the scope of services and strengthen the essential programs to keep the federation strong. I see the essential services as Bargaining and Professional Development. This is not to say that other areas are not important and as times improve we can begin to expand our programs once again.

However, we now face a fight for our very existence as a strong and viable body representing both the interests of teachers and education. To be successful we will need to use our resources to their best potential. While it may be necessary to increase fees due to fewer members, every effort needs to be made to concentrate the efforts of the federation on the serious problems which now confront us.

Dale Gregory

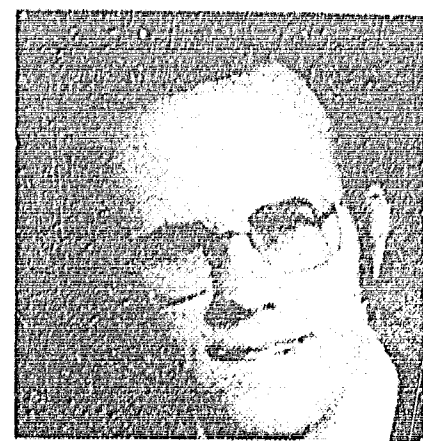
The decision to stand as candidate for the position of member-at-large is not one taken lightly. The commitment that must be made in time and effort to fight the present government and the crisis it has created in the education system is a major one.

I strongly believe that voting for a candidate should be based on the candidates' philosophy and position on key issues. For that reason I wish to state my position on some of what I consider to be the key issues.

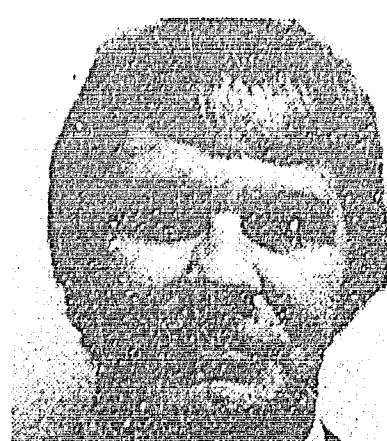
Professional model vs. union model. It is my opinion that the BCTF can fulfill as many or more of its goals through a teaching profession act as it can under the jurisdiction of the Labor Relations Act. We have struggled and fought over this issue for many years, not sure as an organization which way to go. We have had a policy regarding a teaching profession act since 1973. We reaffirmed our desire to have such an act as recently as 1979 at an AGM and in 1980 at a representative assembly. This year a number of local associations have put forward a resolution to the effect that the BCTF seek a change in legislation that would enable teachers to be included under the provisions of the Labor Code. I see this resolution as opposed to present policy. What does the BCTF executive do if it has both policies on the books? We must negotiate with the provincial government to make either of these changes and the make-up of the executive could determine which approach we make to the government.

Administrators in the BCTF. The BCTF should continue to work to keep administrators in the BCTF. There are a number of considerations including the leadership qualities of the group and the element of control that the BCTF has over the group as long as they are members. The level of their pay, as long as it remains reasonable, will tend to keep teachers' upper pay scales fairly high as well, thus protecting career earnings for teachers.

Professional Development. Although protection of jobs and salaries are of key importance, professional development in its widest sense is of equal importance and should be one of the BCTF's priorities.



Born and raised in Kelowna, B.C. Post-secondary training: UBC — BA (geography, history, and physical education) and teacher training; SFU — administrative leadership courses. Teaching experience: three years — Langley Jr. - Sr. Secondary; 12 years — Winslow Jr. Secondary, Coquitlam, (department head and counselor); four years—Centennial Sr. Sec., Coquitlam, BCTF and CTA experience—local association president—half time (1971-72), full-time (1972-73), GR 1973-1975, 1981-83, AGM delegate, 1972-75, 1982, chief delegate staff rep. 1975-81.



Calvert Moore

Change is the essence of education and learning. We have experienced considerable change in the last year. Every facet of our profession is being examined. Not always by rational minds desiring improvement, but often by those who would use yesterday's standards to educate tomorrow's students.

Just as we examine the populist pronouncements of the ministry we must also examine our own strengths and weaknesses. For example, we cannot hope for success in any of our campaigns if there is difficulty in implementing policy decisions at the local level. I believe my two years as president of a large metro local allow me to speak with some authority on policy implementation.

During the last two years I have observed greater membership involvement at the local and provincial level. The personal commitments of all our colleagues is our greatest strength. If I am elected I will do all I can to develop the growing membership awareness and participation.

I have been teaching in the system for the last nine years. Before that I worked in the engineering industry as an hourly-paid employee and in management, but never in all my experience have I witnessed the dedication and professionalism so evident in our profession. I am proud to be a teacher. I ask for your support. Hopefully I can also add a touch of pragmatism.

Marion Runcie

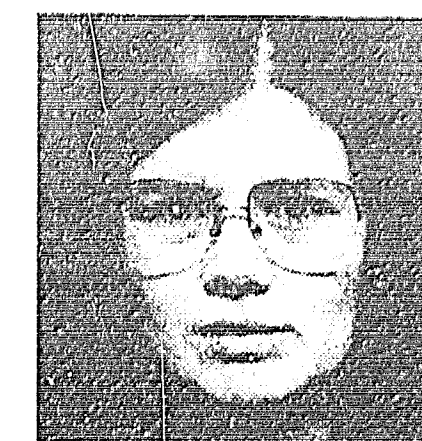
We have maintained an amazing unity in the face of incredible attacks. It has been a year of fear and uncertainty but we have refused to allow that fear to lessen our commitment. We have been outspoken about maintaining a high quality of educational service and we are beginning to gain public respect. It is essential that we maintain our unity in fighting against further deterioration of services whether that deterioration is through obvious and direct cuts or quiet and gradual erosions.

Our professional rights as teachers are also under attack and we must devise strategies to maintain and expand these rights. During the crisis, professional development staff and associates have used their expertise to help teachers organise more effectively and to plan strategies for working with parent groups and with trustees. This whole area of skills for committees and strengthening local committees should be a PD priority.

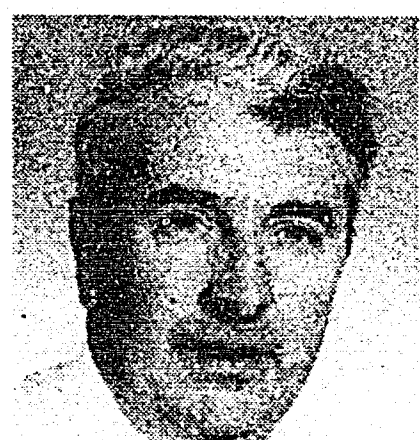
Fear and uncertainty caused by the current economic climate have brought about an increase in discriminatory remarks and actions. It is essential that we support and strengthen both the Status of Women and Racism programs.

We must continue to improve our service to locals. During the crisis one staff person was assigned to be the main contact person for each zone. This concept deserves consideration as a continuing system. The staff person would get a better opportunity to understand local conditions and could arrange for BCTF services to be provided on the basis of local needs. We must maintain our support for the return of local autonomy but we must not allow that commitment to blind us to the need for strong united actions when we are under government attack.

We need to make it clear to the government that teachers are not prepared to tolerate a systematic undermining of the quality of education we are able to offer our students. We need to be unified in our support for our colleagues whose careers could be ended by terminations. We cannot afford to allow our members to be eliminated one by one nor can education afford to lose the programs they represent. We need a strong, united and experienced executive that will be prepared to lead the fight to save jobs, programs and working conditions.



Teaching Experience: 13 years in Burnaby, grades one to four. Local association experience: 10 years on executive committee as full-time president (two years), vice-president, member-at-large and geographical representative. BTA committees — status of women, resolutions, board budget, finance, policies and procedures, negotiating teams and grievance committees for learning conditions and agreements. BTA board committees — staffing and declining enrollment, leave of absence, student retention, elementary learning assistance, administrative screening. BCTF experience: executive committee as member-at-large (1980-82), geographical representative (1977-79, 1982-83), status of women contact, policies and procedures and resolutions committee, representative assembly agenda committee, attended AGMs since 1973.



Anthony Geoghegan

The federation is confronted with severe problems that are unlikely to fade but challenge us for several more years. The major concerns are:

- providing job security for members;
- ensuring due procedure for members;
- and reviewing curriculum needs and assessment procedures to cope with changing times.

These tasks cannot be addressed without adequate financing of the organization, and better use of its human and financial resources. This could mean that more financing should be raised. It certainly means that the most effective use of resources must be achieved.

I have had wide ranging experience in bargaining, learning conditions, and other areas of concern to teachers. These have included appointments as bargaining chairperson, LC co-chairperson, GR, and president at the local level. Additionally, I was a member of the provincial bargaining committee while teaching in Manitoba. My pre-experience prior to teaching included several years at local and central government levels on tasks as various as economist, statistician, accountant, auditor and personnel manager.

On the basis of my qualifications, experience and capabilities, I seek your support for my candidature. Those who know me are aware that I always try to bring the utmost objectivity to any task that I pursue and I'm prepared to work tirelessly at it, to achieve success.

Bob Meredith

I offer my services as a member-at-large. I have been active in BCTF affairs both locally and provincially throughout my 26 years of teaching. I am willing to work diligently, not only during the present crisis, but in all aspects of BCTF affairs.

I am angry that the government is attempting to destroy much of what I hold sacred. We must resist them. We must not allow increases in class size, provincial government exams or the removal of programs. A massive program to educate the electorate in the long-term implications of the government's policies must be instituted. All teachers of the federation must remain unified throughout this crisis.

We must not, however, allow the government to divert our attention from other important programs and priorities such as pension improvements, in-service and Pro D. — which I consider essential, particularly during the present crisis. Many of our programs should be carefully examined for cost-effectiveness and perhaps a re-allocation of resources could be studied without hindering our ability to deliver services to our members.

I very strongly believe that principals and vice-principals should remain within the BCTF. I have been a teaching principal for 18 years and know from first-hand experience just how important it is.

I oppose the RA becoming a council of presidents. In the interior this would be unworkable. The first year as a GR is a learning experience and most GRs commit themselves to two or more years and become really effective only after gaining experience. Most presidents are in office for one year and are committed to running the local. I think we would weaken the RA immensely if we changed its format.

I believe in the BCTF. During my years as a teacher I have seen many changes brought about by discussion, by acting instead of reacting and by good positive leadership. I hope to be a part of that leadership team and I promise you I will put my experience and my energies to good use.



Born in Vancouver, educated in Cranbrook, Victoria College and UBC. Married with 5 children. Elementary teacher — Cranbrook 1957-64. Teaching Principal Creston District 1964-1983. Treasurer, Cranbrook. President, Kootenay Lake (2 yrs.), Creston (1 yr.). Agreements — 4 yrs. LC — 4 yrs. East Kootenay District Council — 19 yrs. Zone Rep. BCPVPA — 2 yrs. Count-down Chairperson 1974, GR — 6 yrs. AGM delegate and GR — 20 yrs.



Born: County Tipperary, Ireland. Education — elementary; Ireland; secondary: Vancouver, B.C.; university: UBC — two years, SFU — three yrs. (BA, BEd). Teaching: K-7 substitute teaching, one yr.; Grades 3-7 Vancouver, nine yrs. School level committees. Staff Committee chairperson, two yrs.; Status of Women; developed school policy book; various ad hoc committees. Local association committees: Student Assessment, Policy Review, Finance, various ad hoc committees, liaison with unions, negotiating team (two yrs.). Executive committee: Area Representative, Secretary/Treasurer, 1st Vice-President, President, two yrs. BCTF: geographical representative, three yrs., AGM delegate, six yrs. AGM Nominating Chairperson, (two yrs.), CTF delegate (1983), Federation Appeal Board (three yrs.), BCTF Assistance Society director (two yrs.).

Kitty O'Callaghan

For over a year now education has been the main target of B.C. government budget cuts. Instead of consulting with trustees and teachers to analyse the system's needs in an honest attempt to restrain costs, this government chooses to hack at the system. Is the real objective to cut salaries, increase class sizes, remove the "frills" — and return to "the good old days"?

The education minister has said there is no money, but there is money for those projects which the government considers to have a higher political profile. He has said that education in B.C. costs more than in other provinces. Statistics prove him wrong. In this province children and teachers are being scapegoated in the name of restraint. A recent poll shows that the majority of British Columbians view education positively, think teacher salaries about right and see education as a major political issue. If we cannot convince this government of its responsibility to adequately fund educational needs, then we must change the government.

Teachers must document students' social, emotional and academic needs so that school boards can make a case for adequate funding. We must also work with boards to create a non-sexist, non-racist educational climate. Parents must be involved in planning and decision-making. We must work with other school board employees with a view to engendering mutual understanding and support.

Boards must be convinced that acceptable personnel practices for continuing temporary and substitute teachers belong in contracts. Government must be pressured to enact legislation that gives teachers the same rights as other workers.

We must: enhance members' political awareness and encourage involvement; strive for a high standard of education; take control of professional and curriculum development; seek to have more influence on teacher training; work to maintain members' jobs and earning power; attain adequate working conditions; make a case for adequate education financing; and support the autonomy of school boards.

We are, *all of us*, the BCTF. We will remain strong as long as we stay united in our objectives and strategies to achieve them. We need a strong, thoughtful and experienced executive in the BCTF. I would feel privileged to be a member of that executive.

Christian Schut

In classrooms throughout the province, teachers are being faced with threats of terminations, larger class sizes, cuts in learning materials and teaching aids, cuts in special services, demands for greater "accountability" through province-wide achievement testing, salary cuts through temporary "lay-offs" and loss of time for in-service activities. Our work is being further devalued by the Minister of Education through constant attacks on the education system and teachers in the media. The present government is pushing towards a cheap, centralized system of public education which will narrow and restrict educational opportunities and reduce the quality of education B.C. students now enjoy.

The BCTF must be strong in its opposition to the government's attack on its young. We must take a position of advocacy for a system of public education that provides quality and equality for all students and continues to expand and improve educational opportunities.

The BCTF must continue to protect incomes and extend professional rights for teachers. We must carry on with our efforts to gain greater bargaining rights which will ensure working and learning conditions that will allow us to provide quality service to all students. We must regain the time we have lost for in-service activities and establish professional rights so that we can influence and develop educational policies and practices which will meet future educational needs.

We have done well this year in building public understanding and support for education. We must continue to do this. Through parent involvement in the schools we can generate awareness of the educational needs of our society now and in the future.

To effectively fight the government's attacks the BCTF must be strong and unified. In spite of diverse ideas and opinions we must be unfailing in our support for each other. Local associations must maintain close communication with each other and with the federation. We must be prepared to support the democratically-determined policies of the federation. If we are strong and united we can win.



Born: Rotterdam, The Netherlands. Education: Saskatoon public schools, University of Saskatchewan, University of British Columbia. Teaching experience: elementary grades 2-5, Saskatoon, Saskatchewan 3 yrs., Revelstoke, B.C., 10 yrs. Local association involvement: Pro-D committee; S/W contactperson; President 2 yrs. BCTF involvement: geographical rep., Labour Liaison Committee, Executive Committee.

1983 Annual General Meeting

Official notices

As required by the Society Act, the following formal notice of the 1983 Annual General Meeting is being made to all BCTF members, pursuant to by-law 8.1, by publication in this issue of the *Newsletter*.

The Society Act and by-law 8.1 require that the notice of meeting include: (1) notification of the time and place of the meeting, (2) notification of any special resolutions, and (3) the audited financial statements for 1981-82.

Notice of Meeting

The 67th Annual General Meeting of the British Columbia Teachers' Federation will be held at the Hotel Vancouver beginning on Monday, April 4, 1983 at 09:00, and continuing to Wednesday, April 6, 1983 at 22:00.

Notice of Special Resolutions

The Annual General Meeting will be asked to consider three special resolutions, with or without amendment, in the form of three recommendations from the Executive Committee for amendments to the by-laws.

The recommendations (numbers in parenthesis refer to the pages in the *Members' Guide to the BCTF*) are:

Recommendation 1: That by-law 5.10 (p. 6) be amended by deleting the final sentence thereof and substituting a paragraph as follows: "The decision of the Executive Committee as to guilt or sentence may be appealed by the member if written notice of a request for an appeal is filed with the executive director within sixty (60) days of its receipt by the member of the decision of the Executive Committee. The decision of the Federation Appeals Board shall be final."

Recommendation 2: That by-law 6.1 (p. 6) be amended by adding the following sentence after the first sentence: "The president of each local association and of each sub-local association shall be a geographical representative."

Agenda

The following is the agenda of the 1983 AGM as it stood at press time. Some changes may be made to it at the Executive Committee meeting on March 25. The page numbers in brackets refer to *Reports and Resolutions*.

Monday, April 4

- 9:00 • Preliminary business
a. Recommendation re chairpersons
b. Adoption of the agenda
c. Recommendation re scrutineers
d. Recommendation re Resolutions Committee
e. Recommendation re election tellers
f. Adoption of the minutes of the 66th Annual General Meeting
• Report of the president
• Leadership report of the Executive Committee
a. Recommendations 11-12 (p. 4 or 16)
b. Resolution 109 (p. 19)
• Pensions
Recommendation 14 (p. 22)
11:50 • Recommendations re Honorary Life Membership (if any)
12:00 • Election statements (four minutes each) from candidates for table office positions
14:00 • Jim Killeen, president, World Confederation of Organizations of the Teaching Profession
• Leadership report of the Executive Committee, continued
a. Recommendations 11-12 (p. 4 or 16)
b. Resolution 109 (p. 19)
• Bargaining
Resolutions 101 (p. 8)
• Unemployed teachers
Resolutions 114 (p. 29), 113 (p. 29)
• Constitution and by-laws
Recommendations 1-3 (p. 9)
• Organization of the BCTF
Resolution 111 (p. 21)
• BCTF building
Resolution 103 (p. 9)
16:45 • Election statements (three minutes each) from candidates for member-at-large positions

Tuesday, April 5

- 09:00 • Greg O'Keefe, president, Canadian Teachers' Federation
• Presentation of the national Hilroy Fellowship
• Public education (format to come)

Recommendation 3: That by-law 14 (p. 8) be amended by deleting the final sentence and substituting the following sentences therefor: "The Representative Assembly shall determine the referendum voting procedures. No action shall be taken by the Executive Committee or Representative Assembly except as authorized by a majority of those voting."

Notice is also hereby given that the following amendment to the by-laws will be considered by the Executive Committee prior to the AGM and may be recommended to the AGM:

Recommendation: That by-law 5.12 (p. 6) be deleted and replaced by: "The treasurer, or, in his/her absence, a person designated by the Executive Committee and at least one of the president and vice-presidents jointly be and are hereby authorized and empowered on behalf of the federation to invest and re-invest any monies of the federation. The Executive Committee may appoint external investment managers to invest and re-invest the balance of the Salary Indemnity Fund. All federation investments shall be in securities as defined by the B.C. Trustee Act and/or Teachers' Investment and Housing Co-operative certificates of loan."

The executive Committee has approved the adoption of a system of external investment management for SIF funds. As a consequence, a by-law amendment to permit the practice is required.

Corrections

Resolution 112 on page 24 of *Reports and Resolutions* should be 112A.

Gremlins were at work on one of the contents pages (page 3) of *Reports and Resolutions*. The page numbers shown for the various reports and resolutions are the numbers in last year's booklet. (The numbers were stored in the computer's memory.)

- Professional development
- Recommendations 15-16 (p. 23)
• Evaluation of students
Recommendations to come (information kit)
• Education policy
Resolution 104 (p. 11)
• Public affairs
Resolution 112A (p. 24)
12:15 • Report of the executive director
• Business not completed at earlier sessions
14:00 • BCSTA representative
• Status of women
Recommendations 17-21 (p. 25)
• Working and learning conditions
a. Recommendations 22-23 (p. 30)
b. Resolution 115 (p. 31)
• Income security
Resolution 110 (p. 20)
• International assistance
Recommendation 13 (p. 20)
• Part-time teaching
Resolution 112 (p. 21)
17:10 • Presentation of the G.A. Fergusson Memorial Award
• Business not completed at earlier sessions
20:00 • Meet executive committee candidates, Vancouver Island room. All candidates for office will gather informally for two hours to enable delegates to meet them and question them individually. No-host bar, tea and coffee available.

Wednesday, April 6

- 09:00 • Home and School Federation representative
• Report of the Nominating Committee (p. 55) and election of table officers and members-at-large of the Executive Committee, to continue throughout the day, as required
• Finance
a. Resolution 105 (p. 13)
b. Recommendations 4-10 (p. 11)
c. Resolution 106 (p. 15), 107 (p. 15), 108 (p. 15)
• Business not completed at earlier sessions
• "Late" resolutions
• "New" resolutions
• Business not completed at earlier sessions
14:00 • Business not completed at earlier sessions
• "Late" resolutions
• "New" resolutions
• Adjournment of the meeting.

1981-82 financial statements

Auditor's Report

The Members,
British Columbia Teachers' Federation

We have examined the consolidated balance sheet of the British Columbia Teachers' Federation as at June 30, 1982, the balance sheets of the general fund, the salary indemnity fund and the reserve fund as at June 30, 1982, the statements of revenue, expenditure and fund balance and changes in financial position of these funds and the statement of revenue, expenditure and fund balance of the William R. Long Memorial International Assistance Fund for the year ended June 30, 1982. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Federation as at June 30, 1982 and the results of its operations and the changes in its financial position for the year then ended, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Vancouver, B.C. TOUCHE ROSS & CO.
September 15, 1982. Chartered Accountants

STATEMENT I

CONSOLIDATED BALANCE SHEET AS AT JUNE 30, 1982

	1982	1981
ASSETS		
CURRENT		
Cash and term deposits	\$3,597,396	\$2,851,172
Marketable securities (<i>Note 3</i>)	2,376,883	2,617,331
Accounts receivable	1,892,880	1,436,117
Inventories	103,349	95,911
Prepaid expenses	122,252	16,737
	<u>8,092,760</u>	<u>7,017,268</u>

INVESTMENT PROPERTIES
(*Note 4*) 415,962 438,563

**FIXED ASSETS, NET OF
ACCUMULATED
DEPRECIATION (*Note 5*)**
1,343,281 1,317,888
\$9,852,003 \$8,773,719

LIABILITIES, SPECIAL FUNDS AND SURPLUS

CURRENT		
Accrued liability for salary indemnity claims	\$1,470,000	\$ 941,700
Accounts payable	625,100	514,687
Due to Provincial Specialist Associations	<u>110,413</u>	<u>104,531</u>
	<u>2,205,513</u>	<u>1,560,918</u>

SALARY INDEMNITY FUND 3,481,695 3,425,744
RESERVE FUND 1,539,855 1,287,605

**W. R. LONG MEMORIAL
INTERNATIONAL
ASSISTANCE FUND** 1,480 3,487
OTHER FUNDS 2,225 2,624
5,025,255 4,719,460

SURPLUS — Statement III
2,621,235 2,493,341
\$9,852,003 \$8,773,719

Approved by the Executive Committee

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See accompanying notes to financial statements.

STATEMENT III

GENERAL FUND STATEMENT OF REVENUE, EXPENDITURE AND SURPLUS FOR THE YEAR ENDED JUNE 30, 1982

	Budget 1983 (Note 9) (Unaudited)	Budget 1982 (Note 9) (Unaudited)	1982 (Audited)	1981 (Audited)
REVENUE				
Membership fees (<i>Note 1</i>)	\$9,110,000	\$7,634,485	\$7,860,662	\$6,168,765
Rent, net of expenses	—	—	2,726	16,653
	<u>9,110,000</u>	<u>7,634,485</u>	<u>7,863,388</u>	<u>6,185,418</u>

**PROGRAM EXPENDITURE, NET OF
PROGRAM REVENUE OF \$255,281
(1981 — \$342,559) (*Notes 10 and 11*)**

Government Management (<i>Note 6</i>)	2,284,216	1,922,100	2,106,224	1,859,578
Finance and administrative services	615,591	428,114	791,114	363,475
Professional development	2,041,893	1,828,419	1,810,831	1,551,056
Economic welfare	1,605,246	1,253,126	1,156,487	1,083,224
Learning conditions	963,132	794,076	832,635	615,484
Teacher personnel services	799,636	718,031	653,303	635,391
	<u>415,143</u>	<u>365,788</u>	<u>376,814</u>	<u>348,188</u>
	<u>8,724,857</u>	<u>7,309,654</u>	<u>7,727,408</u>	<u>6,456,396</u>
NET INTEREST EXPENSE	25,000	70,000	8,086	12,245

**WRITE-DOWN OF MARKETABLE SECURITIES
TO MARKET VALUE**

	—	—	—	1,050
	<u>8,749,857</u>	<u>7,379,654</u>	<u>7,735,494</u>	<u>6,469,691</u>

NET REVENUE (EXPENDITURE) 360,143 254,831 127,894 (284,273)

TRANSFER FROM RESERVE FUND — — — 222,993

SURPLUS AT BEGINNING OF YEAR 2,621,235 2,493,341 2,493,341 2,554,621

SURPLUS AT END OF YEAR \$2,981,378 \$2,748,172 \$2,621,235 \$2,493,341

See accompanying notes to financial statements.

STATEMENT IV

GENERAL FUND STATEMENT OF CHANGES IN FINANCIAL POSITION FOR THE YEAR ENDED JUNE 30, 1982

	Budget 1983 (Note 9) (Unaudited)	Budget 1982 (Note 9) (Unaudited)	1982 (Audited)	1981 (Audited)
SOURCE OF FUNDS				
Net revenue	\$360,143	\$254,831	\$127,894	(\$284,273)
Items not requiring an outlay of funds				
Depreciation	124,055	114,517	108,918	102,874
Loss on sale of fixed assets	—	—	19,630	2,707
Transfer from reserve fund	—	—	—	222,993
Receipt of forgivable loan	—	—	25,000	—
Increase in current liabilities	—	—	42,150	65,368
Increase in amount due to other funds	—	—	66,917	27,683
	<u>484,198</u>	<u>369,348</u>	<u>390,509</u>	<u>137,352</u>

APPLICATION OF FUNDS
Additions to fixed assets 250,000 203,264 141,533 145,549
Additions to investment properties — — 14,807 38,538
Increase in accounts receivable, inventories and prepaid expenses 123,000 55,915 314,758 87,504
373,000 259,179 471,098 271,591

**INCREASE (DECREASE) IN CASH, TERM DEPOSITS
AND MARKETABLE SECURITIES** 111,198 110,169 (80,589) (134,239)

**CASH, TERM DEPOSITS AND MARKETABLE
SECURITIES at beginning of year** 260,345 340,934 340,934 475,173

**CASH, TERM DEPOSITS AND MARKETABLE
SECURITIES at end of year** \$371,543 \$451,103 \$260,345 \$340,934

See accompanying notes to financial statements.

STATEMENT II

GENERAL FUND
BALANCE SHEET AS AT JUNE 30, 1982

ASSETS		
	1982	1981
CURRENT		
Cash and term deposits	\$ 255,833	\$ 331,984
Marketable securities (Note 3)	4,512	8,950
Accounts receivable	928,984	727,179
Inventories	103,349	95,911
Prepaid expenses	122,252	16,737
	<u>1,414,930</u>	<u>1,180,761</u>
INVESTMENT PROPERTIES (Note 4)		
	415,962	438,563
FIXED ASSETS, NET OF ACCUMULATED DEPRECIATION (Note 5)		
	<u>1,343,281</u>	<u>1,317,888</u>
	<u>\$3,174,173</u>	<u>\$2,937,212</u>
LIABILITIES AND SURPLUS		
CURRENT		
Accounts payable	\$ 369,710	\$ 333,442
Due to Provincial Specialist Associations	110,413	104,531
	<u>480,123</u>	<u>437,973</u>
DUE TO (FROM) RESERVE FUND		
	69,110	(213)
DUE TO W. R. LONG MEMORIAL INTERNATIONAL ASSISTANCE FUND		
	1,480	3,487
DUE TO OTHER FUNDS — NET SURPLUS	<u>2,225</u>	<u>2,624</u>
	<u>\$3,174,173</u>	<u>\$2,937,212</u>

See accompanying notes to financial statements.

STATEMENT V

SALARY INDEMNITY FUND
BALANCE SHEET AS AT JUNE 30, 1982

ASSETS		
	1982	1981
CURRENT		
Cash and term deposits	\$1,941,563	\$1,669,188
Marketable securities (Note 3)	2,372,371	2,196,871
Accounts receivable	893,151	682,630
	<u>\$5,207,085</u>	<u>\$4,548,689</u>
LIABILITIES AND FUND BALANCE		
CURRENT		
Accrued liabilities for outstanding claims	\$1,470,000	\$ 941,700
Accounts payable	255,390	181,245
	<u>1,725,390</u>	<u>1,122,945</u>
FUND BALANCE — Statement VI		
	<u>3,481,695</u>	<u>3,425,744</u>
	<u>\$5,207,085</u>	<u>\$4,548,689</u>

See accompanying notes to financial statements.

STATEMENT VI

SALARY INDEMNITY FUND
STATEMENT OF REVENUE, EXPENDITURE
AND FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 1982

	1982	1981
REVENUE		
Fees (Note 1)	\$1,815,925	\$1,548,408
Teachers' share of unemployment insurance premium reductions	838,831	728,066
Investment income	641,309	504,505
	<u>3,296,065</u>	<u>2,780,979</u>
EXPENDITURE		
Attributable to current year		
Claims	2,600,442	1,902,027
Pension contributions	357,814	265,142
Administrative charges	118,764	121,570
Stop-loss insurance	25,036	21,123
Miscellaneous	2,767	2,828
	<u>3,104,823</u>	<u>2,312,690</u>
ADDITIONAL PROVISION ON PRIOR YEARS' ESTIMATES (Note 7)		
Claims	124,169	32,836
Pension contributions	11,122	60,180
	<u>135,291</u>	<u>93,016</u>
WRITE-DOWN OF MARKETABLE SECURITIES TO MARKET VALUE		
	—	196,156
	<u>3,240,114</u>	<u>2,601,862</u>
NET REVENUE	55,951	179,117
FUND BALANCE		
at beginning of year	3,425,744	3,246,627
FUND BALANCE	<u>3,481,695</u>	<u>3,425,744</u>

See accompanying notes to financial statements.

10/MARCH 14, 1983

1981-82 financial statements

STATEMENT VII

SALARY INDEMNITY FUND
STATEMENT OF CHANGES IN
FINANCIAL POSITION
FOR THE YEAR ENDED JUNE 30, 1982

	1982	1981
SOURCE OF FUNDS		
From operations		
Net revenue	\$ 55,951	\$ 179,117
Increase in current liabilities	602,445	104,896
	<u>658,396</u>	<u>284,013</u>
APPLICATION OF FUNDS		
Increase in accounts receivable	210,521	92,109
Decrease in amount due to general fund	—	1,596
	<u>210,521</u>	<u>93,705</u>
INCREASE IN CASH, TERM DEPOSITS AND MARKETABLE SECURITIES		
	447,875	190,308
CASH, TERM DEPOSITS AND MARKETABLE SECURITIES		
at beginning of year	3,866,059	3,675,751
CASH, TERM DEPOSITS AND MARKETABLE SECURITIES at end of year		
	<u>\$4,313,934</u>	<u>\$3,866,059</u>

See accompanying notes to financial statements.

STATEMENT VIII

RESERVE FUND
BALANCE SHEET AS AT JUNE 30, 1982

ASSETS		
	1982	1981
CURRENT		
Cash and term deposits	\$1,400,000	\$ 850,000
Marketable securities (Note 3)	—	411,510
Accounts receivable	70,745	26,308
	<u>1,470,745</u>	<u>1,287,818</u>
DUE FROM GENERAL FUND		
	69,110	—
	<u>\$1,539,855</u>	<u>\$1,287,818</u>
FUND BALANCE		
DUE TO GENERAL FUND	\$ —	\$ 213
FUND BALANCE — Statement IX		
	<u>1,539,855</u>	<u>1,287,605</u>
	<u>\$1,539,855</u>	<u>\$1,287,818</u>

See accompanying notes to financial statements.

STATEMENT IX

RESERVE FUND
STATEMENT OF REVENUE, EXPENDITURE
AND FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 1982

	1982	1981
REVENUE		
Allocation of membership fees (Note 1)	\$ 235,640	\$ —
Investment income	228,293	198,810
	<u>463,933</u>	<u>198,810</u>
EXPENDITURE		
Job defense program	211,683	—
Scope of Bargaining campaign (Note 6)	—	424,380
Cost of Terrace District Teachers' Association dispute	—	40,000
Bill 29 pension delegations	—	138
	<u>211,683</u>	<u>464,518</u>
WRITE-DOWN OF MARKETABLE SECURITIES TO MARKET VALUE		
	—	18,445
	<u>211,683</u>	<u>482,963</u>
NET REVENUE (EXPENDITURE)		
	252,250	(284,153)
TRANSFER TO GENERAL FUND		
	—	(222,993)
FUND BALANCE		
at beginning of year	1,287,605	1,794,751
FUND BALANCE at end of year	<u>\$1,539,855</u>	<u>\$1,287,605</u>

See accompanying notes to financial statements.

STATEMENT X

RESERVE FUND
STATEMENT OF CHANGES IN
FINANCIAL POSITION
FOR THE YEAR ENDED JUNE 30, 1982

	1982	1981
SOURCE OF FUNDS		
From operations		
Net revenue	\$ 252,250	\$ —
Decrease in accounts receivable	—	12,924
Decrease in amount due from general fund	—	25,777
	<u>252,250</u>	<u>38,701</u>
APPLICATION OF FUNDS		
To operations		
Net expenditure	—	284,153
Increase in accounts receivable	44,437	—
Transfer to general fund	—	222,993
Increase in amount due from general fund	69,323	—
	<u>113,760</u>	<u>507,146</u>
INCREASE (DECREASE) IN CASH, TERM DEPOSITS AND MARKETABLE SECURITIES		
	138,490	(468,445)
CASH, TERM DEPOSITS AND MARKETABLE SECURITIES		
at beginning of year	1,261,510	1,729,955
CASH, TERM DEPOSITS AND MARKETABLE SECURITIES at end of year		
	<u>\$1,400,000</u>	<u>\$1,261,510</u>

See accompanying notes to financial statements.

STATEMENT XI

WILLIAM R. LONG MEMORIAL
INTERNATIONAL ASSISTANCE FUND
STATEMENT OF REVENUE, EXPENDITURE
AND FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 1982

	1982	1981
REVENUE		
Allocation of membership fees (Note 1)	\$100,100	\$ 84,000
EXPENDITURE		
Canadian Teachers' Federation		
Project Overseas	52,500	52,700
International Aid Fund	1,000	1,000
El Salvador Teachers' Assistance Fund	37,599	19,815
Overseas book centre	6,000	6,000
Others	5,008	2,745
	<u>102,107</u>	<u>82,260</u>
NET (EXPENDITURE) REVENUE		
	(2,007)	1,740
FUND BALANCE		
at beginning of year	3,487	1,747
FUND BALANCE at end of year	<u>\$ 1,480</u>	<u>\$ 3,487</u>
FUND BALANCE REPRESENTED BY DUE FROM GENERAL FUND		
	<u>\$ 1,480</u>	<u>\$ 3,487</u>

See accompanying notes to financial statements.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

JUNE 30, 1982

1. GENERAL

a. Fees

The 1981-1982 annual membership fee of \$274 (1981 — \$214) is allocated to the various funds as follows:

- i) General Fund — \$266 (1981 — \$214)
- ii) Reserve Fund — \$8 (1981 — \$Nil)

The General Fund allocates \$3.50 (1981 — \$3.00) per annum per member to the William R. Long Memorial International Assistance Fund. This allocation is included within Government of the Federation expenditure.

The fee for the Salary Indemnity Fund is in addition to the annual fee and represents 0.2% (1981 — 0.2%) of salary received per member from the employing school district up to a maximum of \$40,000 (1981 — \$40,000).

b. Purpose of funds

The General Fund includes all general operating expenses of the Federation.

The Salary Indemnity Fund purpose is to protect the income of members at the time of illness, disability or accident.

The Reserve Fund purpose is to have funds available so that the Federation can meet, without delay, any extraordinary expenses which are not typical of the normal activities of the Federation. Further detailed explanation of the Fund can be found in the B.C.T.F. Members' Guide.

The William R. Long Memorial International Assistance Fund purpose is to assist in improving education in developing countries.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a. Marketable securities are carried at the lower of cost and carrying value.

When the market value of the portfolio has declined below carrying value an adjustment is made to reflect the decline in market value and increases in market values in later years are not recognized in the accounts until the time of realization.

b. Inventories are valued at the lower of cost and net realizable value.

c. Investment properties are recorded at cost. The costs of investment properties are attributed to land with the exception of building improvements. Depreciation is calculated at 10% per annum on the straight-line basis. Fully depreciated buildings are written-off.

d. Fixed assets are recorded at cost. Depreciation is calculated on the declining balance method at the following rates:

Office building	2½% per annum
Furniture and equipment	20% per annum
Parking lot improvements	4% per annum

3. MARKETABLE SECURITIES

The market values and cost of marketable securities are as follows:

	1982		1981	
	Market value	Carrying value	Market value	Cost
General fund	\$ 4,512	\$ 4,512	\$ 8,950	\$ 10,000
Salary indemnity fund	2,440,975	2,372,371	2,196,871	2,393,027
Reserve fund	—	—	411,510	429,955
	<u>\$2,445,487</u>	<u>\$2,376,883</u>	<u>\$2,617,331</u>	<u>\$2,832,982</u>

Marketable securities are shown at 1981 year end carrying values with additions at cost.

4. INVESTMENT PROPERTIES

	1982		1981	
	Cost	Accumulated depreciation	Net book value	Net book value
1601 West Broadway Land	\$ 56,528	\$ —	\$ 56,528	\$ 56,528
2204 Cypress Land	100,473	—	100,473	100,473
Buildings improvements	134,265	26,853	107,412	130,013
Sixth Avenue Land	151,549	—	151,549	151,549
	<u>\$ 442,815</u>	<u>\$ 26,853</u>	<u>\$ 415,962</u>	<u>\$ 438,563</u>

During the year, a \$25,000 forgivable loan was received from the Canada Mortgage and Housing Corporation and credited against building improvements to the Cypress property. The amount is forgivable at \$2,500 per annum for the next ten years. If the Federation defaults under the terms of the loan it may become due on demand bearing interest at 13¼% per annum from the date of default.

5. FIXED ASSETS

	1982		1981	
	Cost	Accumulated depreciation	Net book value	Net book value
Land	\$ 263,496	\$ —	\$ 263,496	\$ 263,496
Buildings	1,171,319	397,983	773,336	780,930
Furniture and equipment	706,457	400,008	306,449	273,462
	<u>\$2,141,272</u>	<u>\$ 797,991</u>	<u>\$1,343,281</u>	<u>\$1,317,888</u>

6. MANAGEMENT EXPENDITURE

Management division expenditures include \$343,739 relating to the Scope of Bargaining campaign. In 1981, expenditure of \$424,380 on this program was funded from the Reserve Fund.

7. SALARY INDEMNITY FUND — ADDITIONAL PROVISION ON PRIOR YEARS' ESTIMATES OF CLAIMS AND PENSION CONTRIBUTIONS

The amounts of \$124,169 and \$11,122 represent additional provisions required to cover the difference between the estimated and actual claims and pension contributions attributable to prior years. The Fund's actuary believes that given the nature of the Fund, differences of this magnitude between estimated and actual claims and pension contributions are to be expected.

8. THE BRITISH COLUMBIA TEACHERS' FEDERATION STAFF RETIREMENT PLAN

Actuarial evaluations of the plan are performed every three years. As at January 1, 1980, the date of the most recent actuarial evaluation, the unfunded liability was estimated at \$239,000. This deficit of \$239,000, compares with a previously calculated deficit of \$251,815, is being funded at \$32,800 annually over a fifteen year period.

As of July 1, 1981 significant amendments have been made to the staff retirement plan which will be fully reviewed on the next actuarial evaluation on January 1, 1983.

9. 1982 AND 1983 BUDGET FIGURES

The 1982 and 1983 budgets presented in Statements III and IV are the budgets as approved by the Representative Assembly except that the Management and Finance and administrative services division figures have been restated to conform with the current year's presentation.

Teachers should be covered
by B.C. Labour Code,
says bargaining committee

Neil Worboys

Chairperson

BCTF Bargaining Committee

The BCTF Bargaining Committee has voted to support AGM resolution 101 calling on the B.C. Teachers' Federation to "seek a change in legislation that would enable teachers to be included under the provisions of the Labour Code." The resolution combines separate resolutions submitted by five local associations — Vancouver Secondary, Hope, Prince Rupert, Surrey and Vancouver Island North.

The only major group of employees excluded from coverage under the Labour Code are "teachers as defined under the School Act."

What would it mean if teachers were covered under the Labour Code?

First, under section I, "collective bargaining", the code defines scope of bargaining as "rates of pay, hours of work or other conditions of employment ..." On the other hand, the School Act specifies "salaries and bonuses" as the areas to which bargaining is restricted. Arbitration boards and most school boards have traditionally hewed to a narrow interpretation of these terms as defined in section 131 of the act. Coverage under the code would thus give teachers the full scope of bargaining.

The Labour Code provides procedures for resolving disputes predicated on the parties bargaining collectively "in good faith" and making "every reasonable effort to conclude a collective agreement" or renewal of an existing contract. Failure to reach an agreement may result in the appointment of a mediation officer at the request of either party who confers with request of either party who confers with the parties to help arrive at a settlement. Another possibility, rarely used and then only in major situations, is the appointment of an industrial inquiry commission. Always available is the arbitration option but it requires mutual agreement by employer and employer organizations.

Employees may withdraw services or employers may lock them out after meeting a number of conditions following a contract's expiry date. These include collective bargaining, the appointment and reporting out of a mediation officer, a secret ballot vote and 72 hours' notice.

Another possible action includes a 40-day cooling off period ordered by the cabinet when it considers offers "immediate and serious danger to life or health."

There is a further factor that would apply to teachers. They would be covered by terms of the Essential Services Disputes Act which provides that the cabinet may order essential educational services to be maintained and in addition, a 90-day cooling off period may be invoked during which strikes and lockouts are forbidden. If the cabinet were to take either of these actions, teachers would have the right to invoke arbitration to resolve the dispute.

Under the Labour Code, all agreements must include an arbitration procedure for resolving disputes

Letters

Where does PSA independence end?

The Professional Development Committee of School District 56 (Nechako) wish to make BCTF members aware of a problem that developed for us when Science Spectrum '82 was cancelled last fall.

The conference was well advertised by the PSA and BCTF. Three science teachers from our district received board approval to attend the Science Spectrum. Yet, when they arrived at UBC to attend the conference, they discovered, after considerable inconvenience, that Spectrum '82 had been cancelled. Because of delays in receiving board approval, the teachers did not pre register — but our teachers often leave the district and register for their conferences on site. As well, the loss of teaching time for the three delegates is a matter of real professional concern. The total cost to our committee was \$1,036.

BCTF responded to our inquiry and request for reimbursement by stating that "there is no way that the BCTF can be held responsible for informing teachers of the cancellation of this conference". BC Science Teachers' Association informed us that information on the cancellation was distributed by: a letter to every school superintendent; all BCScTA chapter contacts were informed by phone; district science co-ordinators were contacted by phone; all pre-registrants were personally informed; some heads of science departments were contacted.

Somehow, our teachers here didn't get the notice. Because we do not have a BCScTA chapter, science co-ordinator, etc., our only contact would have been through our superintendent. The superintendent's office has no record of this letter.

Our problem could have been avoided if the BCScTA had given the information to B.C. teachers — not superintendents. We have a local president and Pro D Chairman who were *not informed* of the cancellation! If they had been contacted, they could have prevented a loss of teacher time and local Pro D funds. As well, the committee wonders why the BCTF takes no responsibility for the actions of PSAs in cancelling conferences? Is it that the PSAs act independently of the BCTF except when writing to the ministry? Perhaps the BCTF should improve the channels of communications being used by PSAs.

Christina Bell

Secretary, Pro D Committee
Nechako District Teachers' Association
Vanderhoof



Opposition Leader Dave Barrett (centre) and his constituency executive assistant Jerry Scott (right) met with BCTF President Larry Kuehn (centre, right) and First Vice-President: Doug Smart (left) for a wide-ranging exchange of views on education issues.

Hiring policies need scrutiny now that jobs are so scarce

Maxine Boag

Chairperson, Unemployed Teachers' Task Force

Mary S. is a home economics teacher who taught for two years at one school until her temporary contract was terminated in June last year. A five-month maternity leave job for a home economics teacher came up in January in her district, but the job was not advertised, and Mary was not one of the candidates interviewed. The contract was given to a PE teacher, who had no home economics training, less teaching experience in the district, but was known well by the principal.

Hiring policies and practices deserve careful scrutiny now that jobs are so scarce and fiercely contested. The budget cuts have laid off hundreds of temporary-contract teachers, and left thousands of substitute teachers and recent university graduates without any means of making a living in their profession.

Many districts have developed hiring policies which give first preference to teachers who were laid off, and consider local substitute teachers before applicants from other places. But board policies are meaningful only if they are followed. School board personnel administrators often have sole jurisdiction over advertising jobs, and shortlisting applicants for interviews. Principals usually have the final say, and their personal opinions may override their respect for the district's hiring policies. Both have a responsibility to adhere to board policy, and the local teachers' association has a responsibility to closely monitor the hiring process used by the administration.

The local teachers' association needs to

maintain an updated file on the teachers whose contracts were terminated last year, especially those who are actively seeking work in the district.

As well, the teachers' association could ask the school board to provide them with a list of teachers hired this year, their salary placements, their previous experience in the district, where they last worked, and the positions they filled. From this information, the teachers' association can determine how well their district's hiring policies are being followed and remind administrators that they are accountable for their hiring decisions.

The best way of ensuring fair hiring practices is by negotiating personnel clauses into the contract. Terrace enjoys one of the most comprehensive and inclusive packages of personnel practices in their contract, which includes under "Recruitment of Teaching Staff" these clauses:

1. All known vacancies should be advertised in all the schools within the school district, and if necessary, outside of the school district.
2. The priority for filling any vacancy, assuming qualifications are equal, shall be:
 - (a) school board-initiated transfers;
 - (b) teachers requesting transfers;
 - (c) teachers returning from leaves of absence;
 - (d) teachers on temporary appointment;
 - (e) substitute teachers seeking appointment;
 - (f) other teachers.

Having hiring processes defined by policy rather than specified in contract allows for arbitrary, discriminatory decisions to be made. For the sake of members who are on temporary contracts, who are unemployed, or substitute teaching, local teachers' associations should monitor hiring practices, keep a list of local teachers seeking employment, and try to bargain hiring policies into contract.

Bennett and Trudeau rubbing elbows?

The refusal of the Honorable Minister of Education to exclude Delta School Board from his restrictive cuts when the DSB had already pared their expenses to the bone will have a negative effect. In future, school boards will be tempted, and many will succumb, to exercising less restraint since honesty has been proven to be unrewarded by the government.

The Bill Bennett government seems to be on a self-destruct mission, doing their utmost to alienate people. They must have been rubbing elbows with Trudeau.

A.C.L. Hughes
Retired Teacher
Vancouver

TQS guidelines approval praised

I would like to thank the Teacher Education Committee and the BCTF Representative Assembly for the time and effort spent reviewing TQS guidelines. It was heartening to have the recommendations endorsed on Saturday, February 6. The recommendations were as follows:

1. That the current Teacher Qualification Service position on baccalaureate degree status as expressed in articles 4.1(d), 4.4(a) and 4.8 be supported.
2. That the current Teacher Qualification Service position on masters degree status as stated in articles 4.10 and 4.11 be supported.
3. That the principle expressed in article 4.5 be endorsed.

Teachers who have studied outside the Province of British Columbia shall have their qualifications assessed on a basis no less favorable, but no more favorable, than that applied to teachers prepared within the Province of British Columbia.

4. That TQS be asked to examine baccalaureate degree status based on

four years beyond matriculation, whatever the number of years required to reach matriculation.

5. That the Federation immediately instigate proceedings to establish the following:
 - a) That the TQS Appeal Board be given greater latitude in the examination of and admission of evidence in an appeal.
 - b) That the TQS Appeal Board assume a role similar to a Board of Variance with the power to make individual decisions in unique circumstances.

I also wish to thank those people who took the time to fill in the forms giving information which helped formulate the above recommendations. Personal letters will be sent to those colleagues once the recommendations have been presented to the BCSTA and further action is determined.

Mavis Lloyd
Chairperson, TQS Committee
Surrey Teachers' Association

Vacancies

Professional Development Advisory Committee

Professional development co-ordinators are sought for the Vancouver Island North and South Coast zones. Application deadline is **April 29**; appointments are scheduled on the agenda of the June executive committee meeting. Applicants must be nominated by a local association within their zone or by the district council. For more information or curriculum vitae forms, contact Jacquie Boyer at the BCTF office.

Boards of Reference

Teachers are required as appointees of the BCTF Executive Committee to serve as members of tribunals established to consider cases of teachers who have been dismissed because of alleged "misconduct, neglect of duty or refusal or neglect to obey a lawful order of the board; or where the teacher has been charged with a criminal offence and the board believes the circumstances created by it render it inadvisable for him to continue his duties." (See Sections 122 and 129 of the School Act.)

The Executive Committee will send a list of names of teachers chosen to the Ministry of Education. As appeals occur, one of the teachers listed will be asked to serve on a tribunal. Other members in each situation are taken from lists supplied by the Chief Justice of B.C., i.e., a lawyer who serves as chairperson, and by the executive of the B.C. School Trustees' Association.

Review Commissions

Teachers are required as appointees of the BCTF Executive Committee to serve as members of tribunals established to consider cases of teachers who have their contracts terminated because of alleged incompetence. (See Sections 123 and 130 of the School Act and Regulation 62.)

The Executive Committee will send a list of names of teachers chosen to the Ministry of Education. For each appeal, a tribunal is established; members are the chairperson appointed by the minister of education, a nominee of the B.C. School Trustees' Association, and a BCTF nominee.

Transfer Review Committees

Even though these committees are not being called on presently, we would like to have teachers' names to forward to the Ministry of Education. Pursuant to Section 120 of the School Act, teachers transferred from one school to another, and persons in supervisory positions transferred to different assignments, may appeal to the minister of education. Some of these transfers are ordinarily referred to Transfer Review Committees.

Members of tribunals in each case are the chairperson named by the Ministry of Education, a nominee of the BCSTA and a BCTF nominee.

Application deadline for each of the three ministry committees is **April 18**. The Executive Committee will review nominations submitted at their April 22-23 meeting. For more information or curriculum vitae forms, contact Jacquie Boyer at the BCTF office.