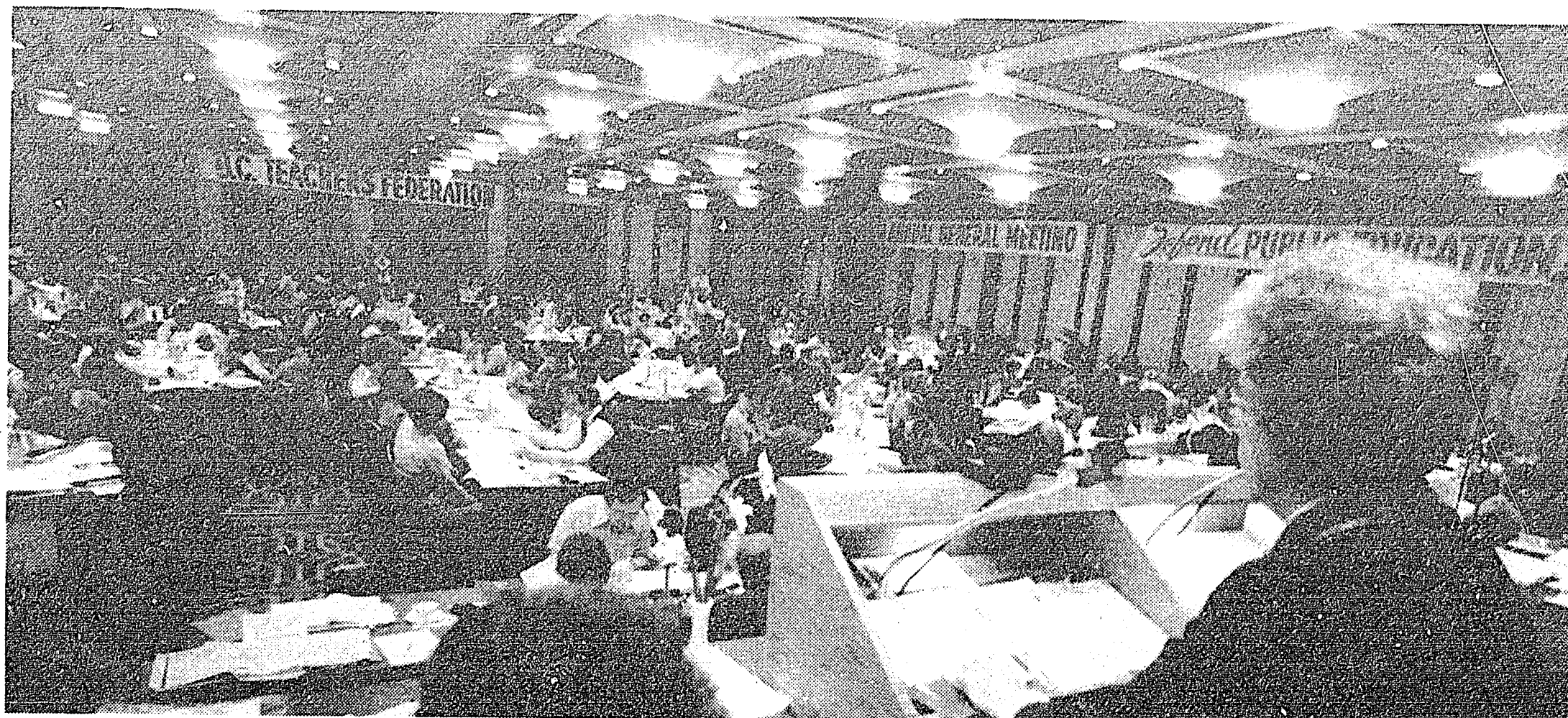


'84 AGM highlights

Key AGM decisions commit the BCTF to:

- build up an education defence fund;
- promote parent-teacher programs defending education;
- press for a public commission on education;
- boost member fees to continue defence of jobs and education;
- launch a legal challenge of government denial of bargaining rights.



BCTF Newsletter

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Clarke elected BCTF president

Pat Clarke is the new president of the B.C. Teachers' Federation.

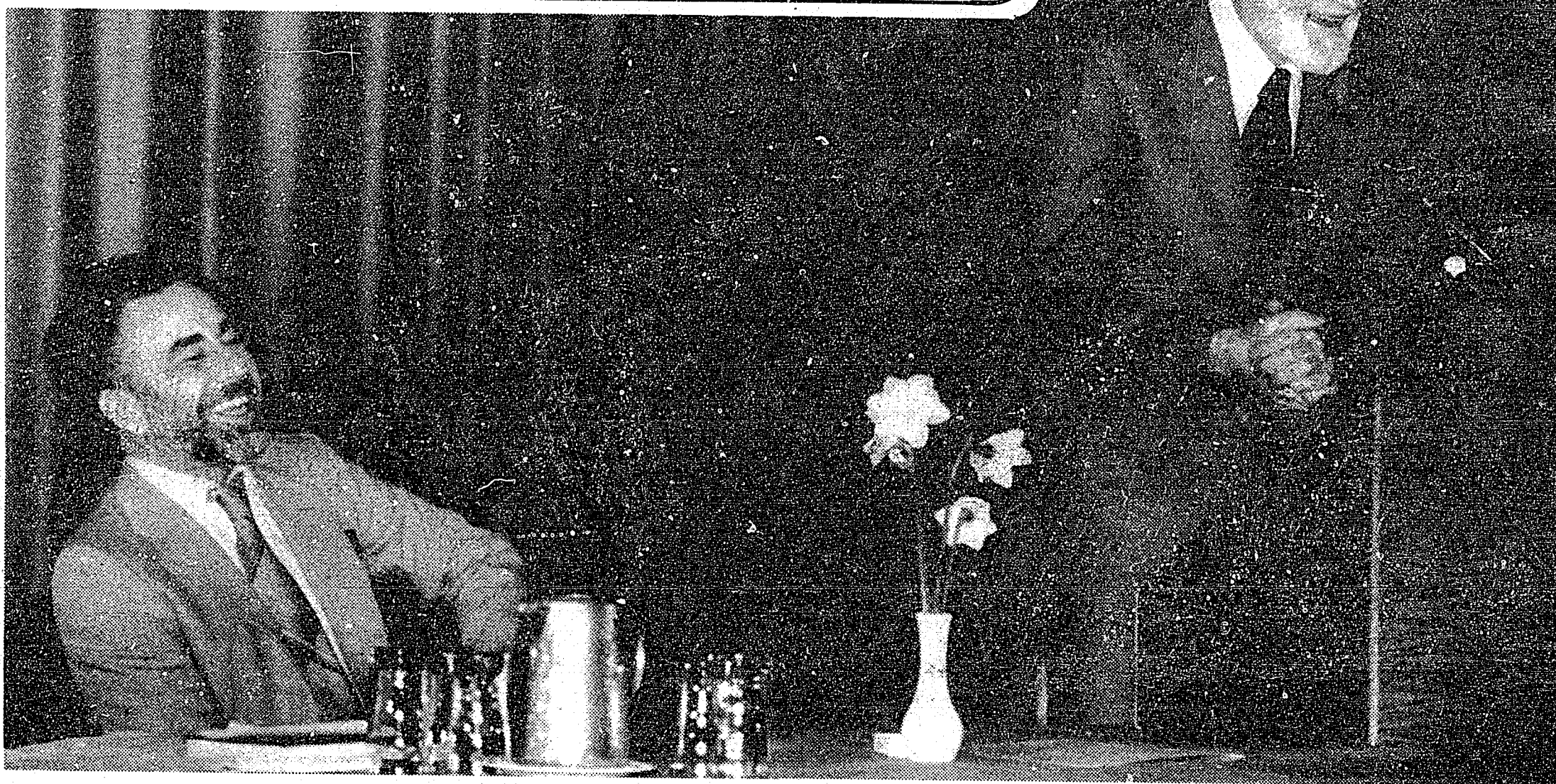
Elected at the AGM for the 1984-85 term, Clarke succeeds Larry Kuehn who has held the position for a record three terms and who will now serve as past president.

At 35, Clarke is one of the youngest presidents the BCTF has had. A Kelowna secondary social studies teacher, Clarke joined the Executive Committee in 1981 as member-at-large and served as first vice-president in 1983-84.

Pat Clarke won the presidency over challenger Doug Smart by a margin of 339 to 321 votes. Smart, a Prince George elementary teacher who had previously served on the executive as member-at-large, second vice-president and first vice-president, declined to let his name stand for other positions.

In his campaign speech, Clarke told delegates that teachers could be proud that

See "Members" page 4



In a light moment during a serious AGM, Past President Al Blakey (left) enjoys joke of Fergusson Award winner Phil Thomas (right) of Vancouver. Josh Berson photo.

To defend education

Teachers prepare for long fight

Clive Cocking
Editor

If the provincial government thinks its massive cutbacks have beaten teachers into submission the 1984 BCTF Annual General Meeting has shown this to be utter fantasy.

The 665 delegates to the meeting clearly demonstrated, in debate and decisions, that B.C.'s teachers have a lot of fight left in them and are, if anything, more determined than ever to defend the profession and the public education system against the government's destructive attacks.

The AGM took decisive steps both to strengthen the federation's defence of education, principally through beefing up the reserve fund into a defence fund, and to broaden its base of support, mainly through new measures for parent liaison and a public commission on education.

First Vice-President Pat Clarke, who was elected president for 1984-85, summed it up: "The meeting made a fairly clear statement that the organization was not about to take a new low profile and to allow the government to do as it wishes with the education system without opposition. The motions on the parent liaison

program and on the commission on education show that members are willing to consider new ideas and approaches to defending public education. At the same time, by approving the defence fund they demonstrated a commitment to providing more resources to more traditional defences."

The AGM, held in the Hotel Vancouver from March 18-20, had a full agenda with much of the decision-making growing out of the struggles of last fall and the anticipated struggles to come.

The BCTF Executive Committee leadership report was the focus of considerable debate, with some delegates urging more moderate proposals and others seeking stronger action. A number of delegates were particularly critical of the recommendation for the BCTF to continue as a member of Operation Solidarity and the Solidarity Coalition, arguing that the federation had not gained from this.

BCTF President Larry Kuehn countered that Solidarity was still needed, pointing out that the government had made public sector wage controls permanent and that the compensation stabil-

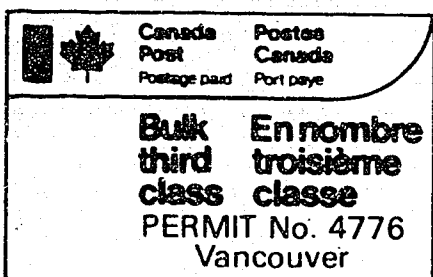
ization program commissioner had recently over-turned the arbitration system in the BCIT case, making employer "ability to pay" the rule.

"We're in a situation where that arbitration system can be over-ruled at government direction," Kuehn told delegates. "We are not going to be able to fight that alone."

The upshot was that the meeting approved, with only some minor amendments, the executive leadership recommendations. They call on the BCTF to:

- establish the reserve fund as an effective defence fund through long-term commitment to substantial funding;
- establish a program to assist locally-based parents' groups in resisting cutbacks in education services;
- sponsor, in cooperation with parent organizations, a parent-teacher conference on public education;
- continue as a member of Operation Solidarity and the Solidarity Coalition;
- conduct a campaign on class size and support services to inform the public and improve working conditions for teachers and education quality for students;

See "Teachers" page 3



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

Alta. gov't launches education inquiry

Alberta Education Minister David King has launched a major review of secondary education and a revision of the School Act in that province.

But to the frustration of the Alberta Teachers' Association he is forging ahead without including teachers on the policy advisory committees which will recommend significant changes in the education system they serve.

"Surely teachers should have a significant voice in the design of any new legislation," protested ATA President Arthur Cowley. "Those most directly affected must not only have a larger share in the process, but they must also have the opportunity to hear all of the deliberations leading up to the new act."

Cowley said that the association was equally incensed that trustees and parents will also not be represented at the committee levels.

In announcing the review of Alberta's junior and secondary programs, the education minister said the review was necessary because of the "many changes" that had taken place since the programs were developed in the 1970s.

ATA President Cowley welcomed the review but cautioned that major changes will carry a price. "Improvements to secondary education programs will likely require additional funds," he said. "Quality has a price but, unfortunately, the government does not appear prepared to make any financial commitment at this time."

In-dispute lifted in Smithers case

The BCTF has removed its in-dispute designation on the counselling position formerly held by Madeleine Sauve at Chandler Park School in Smithers.

In the fall of 1983, an external review commission exonerated Sauve of blame in the distribution of certain sex education materials. The commission, made up of SFU Professor Norman Robinson and Maple Ridge Assistant School Superintendent Michael Suddaby, had set two conditions for the removal of the in-dispute designation. First, the board was to provide Sauve a letter of attestation on her work in the district and second, a board-teacher liaison committee was to be established to deal with a number of unresolved issues.

In spite of the commission finding that Sauve had "a truly enviable record as an educator" and that she was "an innocent victim" in the controversy, the school board was cautious about providing an adequate letter of attestation. Eventually both conditions for the lifting of the in-dispute were fulfilled. A joint committee of the board and association has been meeting for some time on issues arising from the commission report. More recently a complimentary letter of attestation over the signature of Superintendent A. V. MacMillen was sent to Ms. Sauve.

Still unresolved is the question of Ms. Sauve's re-employment. The commission supported the school board's decision not to reinstate Sauve in her former position but recommended that she be offered another suitable job. Several openings offered last June were unsuitable and Ms. Sauve is presently unemployed.

Volunteers sought for BCTF committees

Most BCTF committees will have vacancies to be filled by appointment in June. A complete list of the committee vacancies will appear in the next BCTF Newsletter. In the meantime, information may be obtained by phoning Jacquie Boyer at the BCTF office.

Opinion

Exams a political sham

By Bob Simpson

If anything is to be learned from the January exam results, it is that we should observe the performance of our education minister in much the same way we would watch a magician if we were trying to learn where the rabbit was coming from — we should not watch the hand he is waving around, we should watch the other one. All the fast chatter about raising standards was exposed as the sham it was as soon as scaling entered the picture. Examinations that are prepared with the care necessary to be regarded as measuring standards do not require scaling or wholesale dumping of questions. We are now witnessing an undignified scramble to make them seem to be something they are not.

Anyone who knows anything about the developing of respectable testing instruments was aware before January that the exams could not do what they were supposed to do since there was simply not enough time between the announcement of the exams and their implementation to develop nine exams of the quality necessary to stand close scrutiny. When they were finally exposed to eyes prepared to examine them critically, they, for the most part, proved to be of a standard that only a committee could love. But, apart from the quality question, the minister's choice of words in making his announcement of the results confirmed that the public image of teachers that he and his colleagues have sought to create weighed far more heavily on his mind than any real concerns for education standards.

It is fortunate that the bumbling of the ministry and the eagerness of the minister to be in the media spotlight have combined to raise real doubts about what they are doing. It is also probably fortunate that the inadequacy of some of the outdated prescribed texts has been exposed to public view. The unfortunate aspect to all this is that students are the innocent vic-

tims of politicians so tipsy on power and their own egos that they have no conception of the havoc they are wreaking on the lives of our young people.

The exams are only one brick in the wall of ignorance being erected around the educational system in B.C. The recently-announced changes in graduation requirements along with the myriad of other mad modifications to the secondary system represent a whole truckload of bricks for that wall.

There are few who would contend that some improvements are not desirable in the structure of education in B.C., but educated people ought to have enough common sense to know that you don't change things without first studying what you have. Then you can draw up intelligent plans to correct the inadequacies. No one has even bothered with the essential first step so there are no plans.

What it means is that we must recognize that we are not dealing with reasonable men. We are engaged in a struggle to protect the integrity of education against the ill-considered depredations of reactionary people who do not understand the significance of the age in which they live. We must accept the minister's invitation to create a discussion about education in this province and rouse parents into an awareness that B.C. is being turned into an educational backwater and their children are going to be left behind. If we don't speak out we will get the blame later on. We must bring about a pause in the wall-building of these unskilled bricklayers.

If parents can be roused — and there are growing signs that a counter-reaction is starting — the public will pick up the vibrations of concern and maybe Bill Bennett will listen, for it is his hostility to teachers that is the root cause of the insanity that has passed for education policy in this province for several years now.

Bob Simpson is principal of Matthew McNair Secondary School, Richmond.

Ontario rejects uniform exams, relies on teachers' judgement

Ontario Education Minister Bette Stephenson has announced that the province will not follow B.C. and Alberta and impose uniform province-wide tests on all students.

Instead, she said, Ontario will continue to rely on "the professionalism of teachers" to set and grade tests.

Dr. Stephenson was elaborating on the recent throne speech announcement of a province-wide testing program.

"We are not proposing to follow the Chinese routine," she said, "where they sit 60 million kids down every year who are graduating from secondary school and they all write the same examination."

The education minister explained that children in every grade and every school in the province will be tested, but neither the dates the tests are to be written nor the selection of questions will be standardized.

"It is not possible to devise an exam that clearly demonstrates to the examiner on the basis of one test whether a child is developing the capacity to reason appropriately," she said. "The only way is to rely on the professionalism of teachers."

Dr. Stephenson said that over the past five years the Ontario government has had the Ontario Institute for Studies in Education develop and test a flexible, computerized testing program that allows teachers to evaluate their students by using tests pieced together from questions in a provincial computer bank. This test-

ing program, she said, differs from standardized testing in that a student's mark is used only to determine whether remedial work is needed, not to determine pass or failure, and that a teacher or board of education, not the provincial government, will choose the questions for a test from a pool of thousands.

Malcolm Buchanan, president of the Ontario Secondary School Teachers' Federation, said teachers support the use of the assessment-pool tests to determine what a child knows and what could be done to help him/her learn more, but they do not want the tests to be used for grading.

Alta. exams show classroom teachers best student judges

Alberta provincial Grade 12 examination results have vindicated teachers' opposition to standardized provincial testing, according to the president of the Alberta Teachers' Association.

"The results of the Grade 12 diploma examinations prove what teachers have maintained all along, said Arthur Cowley. "We now have verification that student evaluation by classroom teachers is the most reasonable and appropriate means of assessing student progress."

Cowley was referring to an Alberta Education news release comparing school-awarded marks with the diploma examination marks. He noted that the average school-awarded mark in Social Studies 30 was only 2.1 per cent higher than the average diploma examination mark and only 2.6 per cent higher in English 30. The average school-awarded mark in English 33 was 4.5 per cent lower than the average diploma examination mark. "The allegation that Alberta teachers have been guilty of inflating students' grades in the years since standardized examinations have been abolished is obviously not supported by the diploma examination results," Cowley noted.

He acknowledged that the results of the Math 30, Biology 30 and Physics 30 examinations were somewhat disappointing. The fact that the Examinations Branch had to adjust the marks in order to, in the words of the Alberta Education news release, "avoid an unacceptably high failure rate" indicates that the examination was too difficult, suggested Cowley. "Even the top students did less well than expected," he continued. "We hope this acknowledged deficiency in the examinations will be overcome by asking students questions of a more appropriate level of difficulty."

Project Overseas '84 selects B.C. team

Sixteen B.C. teachers will spend this summer giving professional assistance to their colleagues in various countries around the world under CTF's Project Overseas.

Named to serve in the following countries are: Thora Bajard (North Vancouver), Mali; Laurie Clark (North Vancouver), Anguilla; Beverly Cowie (North Vancouver), Belize; Morag Cuthbertson, (Vancouver), British Virgin Islands; Brian Daniels (Vancouver), India; Beverly Davis (Saanich), Uganda; Kenneth Dennis (Kamloops), The Gambia; Leo Gervais (Cowichan), Haiti; Muriel Gustavson (Prince George), Uganda; Shelagh Lytle (Shuswap), St. Lucia; Robert McLean (Richmond), Fiji; Yvonne Paille (Surrey), Thailand; John Parry (Maple Ridge), Uganda; Debbie Reed (Cranbrook), Thailand; Geoffrey Stubbs (Alberni), Cameroon; Mary Varga (Vancouver), Cameroon; Lloyd Wishart (Maple Ridge), Cameroon.

This year 22 Project Overseas teams, involving 76 participants, from Canada will assist their colleagues in 20 countries.

BCTF Newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION
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CLIVE COCKING Editor

The BCTF Newsletter is published by the B.C. Teachers' Federation pursuant to policy statement 36.26 in the *Members' Guide to the BCTF*. The BCTF Newsletter Editorial Advisory Board, which reports to the Executive Committee, serves in an advisory capacity, assisting the editor in interpreting and implementing newsletter policy.

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

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Phil Thomas named Fergusson winner

Phil Thomas, a long-time Vancouver elementary teacher renowned for his dedication to children's art education and to preserving B.C. folk songs, has been awarded the G. A. Fergusson Memorial Award for 1984.

The presentation was made to Thomas, now retired, at the Annual General Meeting. In conferring the honour, BCTF Past President Al Blakey described Phil Thomas as "a worthy addition to the long and distinguished list of winners of the Fergusson Award."

The nomination of Thomas attracted a considerable outpouring of letters of recommendation to the award trustees, citing him as a dedicated, outstanding teacher with a warm love of children. Vancouver Deputy Superintendent of Schools John Wormsbecker captured much of the feeling in his letter: "Through his work in our schools, in art particularly, he has brought an understanding of form and beauty that has enriched his students' lives. His love of music has also served to enhance the lives of his students over the years ... We in Vancouver are certainly grateful to him for his service and we wish him well in the future."

The Fergusson Memorial Award, the federation's top honour, was established in memory of G. A. Fergusson who, at the time of his death in 1928, had long been looked upon as one of the most outstanding teachers in British Columbia. The award is made by the trustees annually to the BCTF member (or ex-member who is



Fergusson winner Phil Thomas regaled AGM delegates with some amusing experiences.

no longer eligible for membership), or to a member-association, who (or which) has made an outstanding contribution to education.

Phil Thomas was born in Victoria 63 years ago. Following service with the RCAF in the Second World War, he obtained his bachelor of arts degree and professional teaching certificate at UBC. After three initial years teaching in Ladner and at Pender Harbour, Thomas joined the Vancouver School District as an elementary teacher in 1952, retiring in 1981.

He quickly assumed a vital role in Vancouver art education. Sam Black, UBC professor emeritus of art and art

education, recalled his enthusiastic participation in the Vancouver Art Gallery's Saturday morning art classes for children. "In all my years of working in schools, colleges and universities," Black wrote, "I can name a few truly outstanding teachers and Phil Thomas ranks with the best."

Acknowledged as one of the founders of the provincial art teachers' association, Thomas has won colleagues' praise for his philosophy of teaching art to children. Supporting his Fergusson nomination on behalf of the B.C. Art Teachers' Association, BCATA President Ulla Martin described him as being "the instrumental

Teachers can be proud of principled fight



Pat Clarke...1984-85 president

From page 1

they had not sought "the easy route of acquiescence or appeasement" in the conflict with the government over education, but had consistently held to a principled position of defending the right of children to quality education and the right of teachers to fair treatment.

"We cannot, however, in spite of the awesome forces gathered against us be intimidated into a position where we become appeasers, where we compromise the principle that this organization has defended since it was formed in 1919: that the children of this province have an inalienable right to a free, open and equal public education and teachers must have the same rights as other organized working people and the same control of our profession as other professionals."

Clarke also stressed the importance, in responding to the government, of avoiding centralization and maintaining a democratic structure and of preserving a unified

membership. "We are all teachers," he declared. "We will defend ourselves as teachers, we will hang together or we will hang separately."

Following his election, Clarke expressed gratitude for Larry Kuehn's strong leadership which, often in face of personal abuse, had made the BCTF a more important organization than it had ever been. Delegates joined in, expressing their gratitude with strong, sustained applause.

In balloting for other executive positions, Elsie McMurphy was elected first vice-president by acclamation. McMurphy a Saanich elementary teacher, has been on the executive for three years and served as second vice-president in 1983-84.

Margaret Woodlands was elected second vice-president, defeating Christina Schut by 335 votes to 319. Woodlands, a Richmond elementary vice-principal, had previously been a member-at-large.

It only took two ballots to elect four members-at-large for two-year terms. Elected were: Karen Harper, (Kamloops), Moira Mackenzie (Surrey), Harry Janzen (Shuswap) and Bill Friesen (North Vancouver). Unsuccessful were: Don Bennett (Langley), John Bergbusch (Sooke), Bill Fite (Sparwood), Allan Garneau (Vancouver), Bruce Gladwin (Mission), Dale Gregory (Coquitlam), Maureen L. MacDonald (Vancouver), Bob Meredith (Creston), Calvert Moore (Delta) and, nominated from the floor, Anthony Geoghegan (Keremeos).

Retribution is gov't policy

Retribution is the keystone of the provincial government's education policy, president Larry Kuehn told delegates at the opening session of the BCTF Annual General Meeting March 18.

The policy of retribution is aimed at teachers because they dared to stand up to the government during last November's Solidarity strike, he said.

"Teachers challenged [Premier Bennett's] election promise that they would never withdraw services in this province," Kuehn said. "Teachers ignored the heavy threats thrown at them in the days leading up to the withdrawal. Teachers, above all others, could not be seen to defy the government and win."

The vengeful government has turned its guns on the teachers in what Kuehn called a "policy of mutual retribution."

"If forest workers are replaced by machines requiring fewer workers with fewer skills, the government reasons that teachers, university professors and government workers who deliver social services and health-care must be thrown out of work too. Retribution.

"Instead of dealing with the problem of those displaced, our government chooses to believe in the 'invisible hand' of Adam Smith, as preached by Michael Walker, as

person responsible for the recently adopted 'Criteria'. This document advocates the removal of competition from publicly-sponsored art activities involving children."

An equally important aspect of Phil Thomas' contribution has been his role as a preserver and promoter of B.C.'s folk music heritage. Jon Bartlett, past president of the Vancouver Folk Music Society, pointed out that Thomas was "very largely the founder of western Canadian folk music studies and has played a critical role in the collection, publication and dissemination of the music of western Canada." As a teacher in the Fifties, Thomas was dissatisfied with the plethora of U.S. folk songs and the absence of genuine B.C. songs, so he set about collecting them: his collection of 500 songs is now in the Aural History Division of the B.C. Public Archives. He took a year out to produce a book of songs, *Songs of the Pacific Northwest*, in 1979 and a year later turned out an album, *Where the Fraser River Flows*. One of the founders of the Vancouver Folk Song Society in 1959, he has continued to be involved in folk music through the years.

James Gray, UBC professor of art education, summed up the views of his colleagues: "To know Phil Thomas as a teacher is to know some of the rare but desirable qualities of teaching. His enthusiasm, dedication, unselfishness and altruism cannot help but have influenced the many pupils and peers he has worked with over the past 30 years."

the magic solution. The market system and private enterprise will solve all problems in the long run, they claim.

"But as the run gets longer and longer, it becomes clear that retribution and inaction produce nothing but desperation," Kuehn said.

It was desperation, he said, that produced last year's Solidarity action, and it is desperation that is driving building-trades unionists in their confrontation with a non-union contractor at the Pennyfarthing building site in Vancouver.

Kuehn outlined some of the losses to society, the unions and teachers that have resulted from recent government actions. And he listed some of the "wins" brought about by the Solidarity strike. These wins, he said, have to be seen "not in the context of the ideal world we would like to see ... Rather, they are measured in how much we have been able to preserve of what they [the government] want to take away."

Desperation should not drive teachers back to try to re-enact the events of last November, he said. Few would believe this desirable or even possible.

Nor does it mean that "we should withdraw into the organizational isolation that teachers in this province chose from the mid-1950s [when they withdrew from the Trades and Labour Congress of Canada] until the early 1980s," Kuehn said.

The BCTF should maintain its newly-forged links with the labor movement and with other educational, professional and community groups in the Solidarity movement, he said.

"The gains we have not made, the desperation of many in our society, including many of the young, and a commitment to social justice all lead me to feel that we have to put aside our disappointments and continue on in a collective search for something better.

"We did not start the confrontation in this province. But we cannot allow the twin policies of retribution and indifference to rule without challenge."

MARCH 29, 1984/3

Members expected to follow majority rule in future job actions

From page 1

- request the provincial government to join with the BCTF and other interested parties in launching a public commission on education and that, failing government agreement, the BCTF organize its own commission;
- undertake a legal challenge of the School Act on the basis that it denies fundamental rights to collective bargaining and equality before the law under the Charter of Rights and Freedoms;
- seek to restore time and funding for professional development;
- focus 1984-85 BCTF professional development programs on improving teachers' rights and the quality of teaching practices and on assisting teachers and the public in understanding socio-economic factors underlying the education crisis and how they might be changed;
- and conduct a study of changes in BCTF structure and policies necessary to influence education policies, teachers' salaries and working conditions as a result of government centralized decision-making.

Roy Gautier, president of the B.C. and Yukon Building Trades Council, spoke to the meeting about the council's struggle against the use of non-union labour at Pennyfarthing Development Corporation's luxury condominium site on False Creek. This produced a new motion from the floor and a lively round of debate. The new resolution called on the AGM to "support the B.C. and Yukon Building Trades Unions and the B.C. Federation of Labour in their struggle for basic trade union rights and, in particular, for the right of organized labour to work at the Pennyfarthing construction site."

It was attacked by some delegates as pushing the federation away from the professional model and in the direction of becoming a union.

Other delegates, speaking in favour, argued that there is a possibility that teachers could be faced in future with the same threat as is happening in construction where trained, unionized workers are being displaced by non-union workers.

In the vote, the building trades resolution was approved by an overwhelming majority.

Among other key measures considered, the AGM dealt with a series of recommendations on job action policy that clearly stemmed from the experience of last November's walkout where some members crossed their colleagues' picket lines.

The meeting approved a recommendation from the executive urging that "in regard to job action, all BCTF members are expected to abide by majority decision of the local association with respect to local actions and the BCTF with respect to provincial actions and to participate in job actions on that basis."

Some delegates objected to the motion as "divisive" while on the other side of the question others urged a strengthening (changing "are expected" to "must") of the wording, but without success. The clinching argument seemed to be expressed by Pat Clarke who declared:

4/MARCH 29, 1984

ANNUAL GENERAL MEETING



"We're all out 100 per cent or you can forget about any kind of effective job action."

The annual meeting, however, was not ready to adopt a resolution proposed by the Burnaby and Surrey locals urging that members who cross BCTF or local picket lines be fined 150 per cent of a day's pay for each day they cross the picket lines. While some delegates protested that the policy would be divisive, others objected that the proposed penalty was too great, suggesting instead that it be 100 per cent of a day's pay, the amount members walking the picket lines would lose.

After considerable discussion, the AGM decided to refer the Burnaby-Surrey resolution to the Teacher Personnel Advisory Committee and the Labour Affairs Advisory Committee for review and recommendation to the 1985 AGM. Also referred to the same bodies was a resolution calling for policies and guidelines to be prepared governing BCTF province-wide job action.

In a related decision, delegates adopted a resolution calling on the BCTF to adopt as a 1984-85 priority assistance to locals in negotiating clauses to protect members from punitive board action when they respect the picket lines of colleagues or those of other workers.

Finally, the experience of last November was also behind the annual meeting's decision to approve a motion having the "BCTF investigate joining or affiliating with the Canadian Labour Congress or other labour bodies."

New indemnity plan approved by AGM

The AGM adopted a new Salary Indemnity Plan that will provide both short and long-term benefits to members who are disabled from work.

The very successful short-term SIF program, which has been in effect since 1975, will be expanded to include a long-term component. The new plan will replace the disability coverage currently provided to most members by insurance companies.

The plan, if approved by the Superintendent of Insurance, will come into effect September 1, 1984. Members disabled after that date will be eligible for



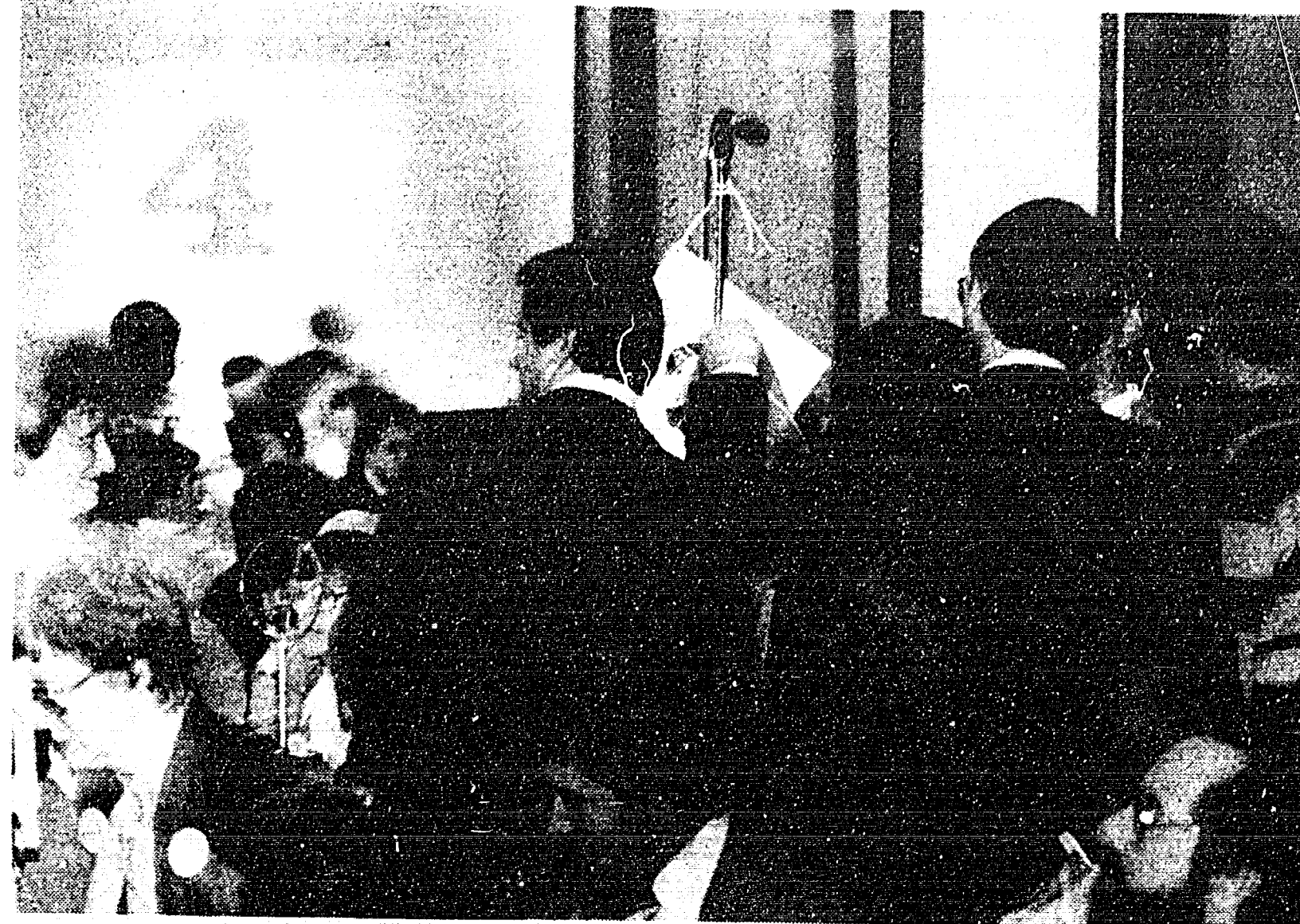
benefits from the new plan. All members will be enrolled automatically in the plan. However, there is a voluntary drop out provision for those who are 64 years old or have 35 years of service in the B.C. Teacher Pension Plan.

The plan will be financed by a special fee of 0.55 per cent of annual salary (to a maximum of \$50,000) from each member. The premium most members paid in 1983/84 for similar coverage was 0.62 per cent of salary — made up of 0.2 per cent to SIF and 0.42 per cent to an insurance company.

Benefits from the long-term section of the plan will be the sum of 65 per cent of the first \$25,000 of annual salary and 50 per cent of the next \$25,000 of annual salary, or portion thereof. The benefit will be non-taxable.

Benefits will be indexed in relation to the Canadian Consumer Price Index, to a guaranteed maximum of 5 per cent annually with further indexing, if required, dependent upon the financial resources of the fund.

Delegates raised questions on three substantive issues: definition of disability; indexing; and integration of the local plans in Burnaby and Coquitlam with the new plan. However no major changes were proposed to the plan recommendations and delegates voted overwhelmingly in favor of the program.



"Outsmart, not outmuscle, the opposition"

Brian Shortall, president of the Canadian Teachers' Federation speaking before the 1984 AGM, emphasized several times that quality education has a cost.

Shortall said, "It is both naive and simplistic for economic planners and politicians to be cutting labor cost, reducing expenditures and seeking dollar effectiveness in a holus bolus manner" and continue to expect "quality education, effective teachers and effective organizations."

There are two themes fundamental to economically successful nations, continued Shortall, "and they are, first, a conscious, deliberate generous commitment of resources to intellectual achievement and, secondly, a commitment to developing a sense of national teamwork from the workplace to the nation." He

emphasized that panic cuts in education must be resisted if we are to equip children to live in an age of information explosion.

But Shortall said that with the widespread trend to education cutbacks in Canada there is growing concern about the ability of the school system to deliver quality education — and to recruit and retain highly-qualified teachers. He urged teacher organizations to become politically active, communicating with politicians in language which they will heed and to build "coalitions of support" with the rest of society.

"To reiterate a theme from the American politician, Gary Hart, it's time now to outsmart, not outmuscle, the opposition," Shortall concluded.



lence can be legislated, or that withdrawal of reasonable funding levels will improve an education system, either public or private."

Leach went on to express the hope that the natural alliance between teachers and trustees on behalf of the education of children could be forged in a more positive way in the coming year.

"Polarization is something that we don't need," she said. "I think we have to say that we're not going to play that game any longer and I think it is time for us to absolutely demand a proper and fair discussion on public education. I think that is our challenge."

Members' reactions on white paper sought for brief

BCTF President Larry Kuehn has urged local associations and secondary school staffs to respond to the provincial government's new white paper on secondary school graduation.

He made the comment in outlining at the AGM a process for responding to the *Secondary School Graduation Requirements* paper, the education ministry's deadline for which is May 31, 1984. He said the BCTF will submit a formal brief and will hold forums in selected locals to obtain contributions from parents, students and teachers to the brief.

Individual members, school staffs, local associations and specialist associations may respond directly to the ministry. Kuehn requested that they send a copy of their submissions to the BCTF in order that the formal BCTF brief reflect as wide a sampling of teacher views as possible.

In reviewing highlights of the paper, Mike Zlotnik, director of the BCTF professional development division, said the paper raises concerns about streaming, curriculum change and the gaps in the paper.

With the streaming requirement, Zlotnik said the white paper is not so much a curriculum document as a social policy document. Students will have to choose at Grade 10 from three programs: arts and science, applied arts and science and career preparation. Students will have very limited opportunities to transfer from one course or program to another.

In curriculum changes, he noted that students in any stream will be required to pass 13 of 14 courses to graduate. Science and mathematics will be required in all streams and physical education will no longer be a required course at the senior secondary level. Students in the arts and science program will have limited opportunity to take electives such as visual and performing arts.

Zlotnik said there are also serious questions about the general framework of the paper and the many aspects that it neglects to cover. Has there been an adequate analysis of social trends and future needs pointing up the direction of needed changes? he asked. What educational aims are the basis for the curriculum and streaming proposals?

In this line, the BCTF is distributing a paper which suggestions questions that teachers and locals may wish to consider in responding to the white paper.

MARCH 29, 1984/5

An earlier motion calling for a return to the previous method of calculating fees as a percentage of mean salary was soundly defeated. Similarly, a resolution calling for deletion of policy statement 2.F.22 (favouring reduction in differential in salaries between administrators and classroom teachers) was also rejected.

Joy Leach demands full, fair debate on public education

It is time for trustees and teachers to join together in demanding the government engage in a full, fair discussion of public education, says Joy Leach, president of the B.C. School Trustees Association.

She made the comment in a speech to the AGM in which she condemned the government's so-called "discussion paper" on secondary school graduation requirements as in fact a "fait accompli" amounting to a massive leap backward.

Leach told delegates the challenge of the future is not reaction to what has been done in the past or short-term low vision proposals of a temporary or reactive nature.

"What we need is a policy of vision that is forged by the cooperators and the partners in education and those partners are teachers, parents, school trustees and representatives of properly-elected governments," she said.

"And in order for us to enter into that dialogue in a useful way what we must do now is ask for the evidence that says that we as school trustees and you as professionals have failed to deliver proper and excellent education in the past. What we need is evidence that we have failed the children of British Columbia. I see no such evidence. I am not prepared to discuss or debate the white paper which has been tabled by the minister of education, what I want to know is where the evidence is that suggests that structured streaming is called for in defence, in protection of the children who are going to enter the 21st century, and further I want to know what evidence there is that excel-



AGM '84: they debated, they voted, they thought deeply about the issues (no, he denied he was sleeping), but there was still time for play (and anyway this young lady in the daycare didn't have a vote). Josh Berson photos.

AGM boosts fees to continue fight for education, jobs

The AGM opted for an increase in active member fees to support continued defence of teachers' jobs and quality education.

The average full-time member will pay \$37.80 more under the new rate for 1984-85.

The new fee is 1.05 per cent of actual salary plus a 0.2 per cent allocation to the reserve fund. This compared to the previous year's rate of 1.075 per cent of salary which included \$14 for the reserve fund.

The increase was approved in a close 322-317 vote after delegates reviewed the political and financial challenges facing the federation. Opponents of the increase argued that the BCTF could not realistically continue imposing higher fees on a declining membership. Proponents of the increase maintained that fees would have to go up if the federation was to continue to fight for jobs and quality education.

"Restraint" delaying recovery

There is no economic justification for the provincial government's slashing cuts in staff and services, research papers by the newly-formed B.C. Economic Policy Institute have shown.

The institute, composed of economists at the University of B.C., demonstrates that:

- the government has grossly exaggerated the size of its deficit to try to prove the need for cuts;
- the cuts in elementary-secondary and post-secondary education are particularly unwarranted as education is chronically under-financed in B.C.;
- the government's cutbacks policy is contributing to continuing high unemployment and to delaying economic recovery.

The B.C. Economic Policy Institute was formed to offer well-researched people-orientated social and economic policy alternatives in opposition to the economic viewpoint of the Fraser Institute, which has inspired government cutbacks policy and has come to dominate much of the public debate on government spending.

In a paper entitled, "Does British Columbia need fiscal restraint?", UBC economics professors Gideon Rosenbluth and William Schworm give a strong negative answer, producing authoritative data to show that the province is not in as dire economic straits as the government publicly maintains.

The professors reject the government's argument that the province faces declining revenues in the coming years, using government figures to show that revenues have increased every year but one (1982-83) in the recession period of 1979-84. While noting that natural resource and corporate income tax revenues are down, they point out that the main sources of provincial revenues — personal income tax, sales tax and federal government contributions — are projected to continue increasing. Overall government revenues are forecast to be up five per cent in 1983-84 — and to be 18 per cent above the 1980-81 level.

In reviewing the government's deficit projections, Rosenbluth and Schworm have used the accounting system developed by Statistics Canada to make government expenditure and revenue comparable among the provinces. The difference is that Statistics Canada includes all special accounts that fund ordinary government operations, while the B.C. budget excludes many of these (for example, the Workers' Compensation Board and the Medical Services Plan).

Rosenbluth and Schworm show that the accounts omitted by the B.C. budget but included by StatCan generate more revenues than expenditures, so that their omission exaggerates the deficit. StatCan, they point out, has the 1983-84 deficit at only \$1.2 billion, not the \$1.6 billion shown in the budget. They also note that the government has run surpluses in every year since 1979 despite the fall in natural resource and corporate tax revenues.

"In fact, the accumulated surpluses from 1979-80 through 1982-83 amount to \$1.5 billion, more than enough to fund the projected 1983-84 deficit," the UBC economists suggest.

They also refer to analysis by the B.C. Central Credit Union showing that the provincial budget overestimates expenditure and underestimates revenues for 1983-84. "In total, revenues are estimated to be understated by between \$300 million and \$400 million," Rosenbluth and Schworm state. "Thus, according to the B.C. Central Credit Union's calculation, correction for forecasting bias reduces the deficit from \$1.6 billion to about \$1.1 billion."

There is even less justification for cutbacks, the two economists argue, when it is considered that B.C. has accumulated net assets that easily cover the 1983-84 deficit even as forecast by the budget — an excess of assets over liabilities of about \$1.7 billion if the StatCan deficit projection is used. "B.C.," they said, "is one of only three provinces that have positive net assets."

Rosenbluth and Schworm state that despite the recession B.C. is in "extremely sound financial position." They conclude that to truly estimate the current deficit revenues and expenditures of extra-budgetary funds must be included according to the Statistics Canada approach and corrections made for biases in the forecasts on which the budget is based.

"When these corrections are made the probable deficit is seen to be between \$500 million and \$600 million instead of the \$1.6 billion stated in the budget," the two economists declare.

Summing up, they state that "the deficit is therefore not too large" and that, considering the continuing



British Columbia is in better economic shape than the government is letting on, according to the research findings of UBC economics professors, Dr. Gideon Rosenbluth (left), Dr. William Schworm (centre) and Dr. Robert Allen (right).

high unemployment, the province could stand to run a higher deficit to ensure that more people were employed.

In another paper, UBC economics professor Robert Allen attacks the basic rationale for the government's cutbacks program, as outlined in its booklet, *Restraint and Recovery*. The government's view, as outlined there, is that the only way to economic recovery is by cutting the size of government which will keep taxes down and will, in turn, attract private investment thereby boosting economic growth.

"The [provincial government's 1983] budget presumes that there is insufficient investment in B.C.," professor Allen writes. "The facts suggest the reverse: B.C. already has one of the highest investment rates in the world. The budget presumes that there are too many resources in the education sector. The facts suggest the reverse: B.C. already has one of the smallest education systems in Canada. When a government undertakes radical changes in policy to solve 'problems', there ought to be evidence that the 'problems' exist. There is no evidence for the existence of the problems that so vex the provincial government. The problems are ideological fantasies, not actual difficulties."

"The government's 'problems' are ideological fantasies, not actual difficulties."

Reviewing the latest figures (1979-81) for investment rates for Canadian provinces and other countries, Prof. Allen shows that B.C.'s investment rate is fourth highest in Canada (ahead even of Ontario and Quebec), is beaten by only four of 25 OECD countries and is almost equal to Japan's. While noting that these rates would all be distorted by the world-wide recession, he said the same favourable pattern for B.C. had existed for the past 15 years.

"The conclusion to be drawn from these numbers is that B.C. already has one of the highest investment rates of any jurisdiction in the world," Allen said. "Contrary to the fears of the government there is no investment shortage in British Columbia."

Turning to education, he said the government's concern over education costs is excessive when considered in the light of needs and the province's wealth. When provincial education expenditures are divided by total personal income, he said it shows that "B.C. spends less on education than any other province." This is true of the entire system.

"In universities we tie for lowest spender with Prince Edward Island," Prof. Allen declared. "In post-secondary education as a whole we tie for lowest spender with Manitoba."

Similarly, he said, the government's rhetoric about the need to raise the pupil-teacher ratio would lead people to believe B.C.'s overall ratio is extremely low, when this is not true. "In fact, B.C.'s ratio (18.69) is already above average (18.32) and is exceeded only by Prince Edward Island's. New Brunswick's and

Ontario's," he said. "There is no evidence of a serious problem."

Prof. Allen went on to condemn the government's intention to reduce the size of the colleges and universities as an absurd backward step. He pointed out that the major demand for labour comes from the Vancouver-Victoria region and that demand is for educated, skilled labour, but "B.C. is not educating its students to fill these jobs."

Reviewing the available data, he showed that with the exception of Newfoundland (and Alberta for 21-year-olds) B.C. has the lowest rate of participation in post-secondary education in the country. Among 19-year-olds, for example, Ontario and Quebec have the highest post-secondary education participation rates at 30.1 per cent and 26.3 per cent respectively. With the Canadian average at 24.4, per cent, B.C. trails far behind with only 15.8 per cent of that age group being enrolled in post-secondary education.

"B.C.'s economy generates an unusually high demand for highly-educated workers, but B.C.'s educational system produces a disproportionately small number of suitable graduates," said Prof. Allen. "As a result, B.C. firms hire many professionals and managers from out of the province. Many students in B.C. who would have qualified for those jobs had they the benefit of an Ontario or Quebec education, are denied those lucrative opportunities. The conclusion is clear: the interests of children in B.C. will be best served by increasing the size of colleges and universities, not by reducing it."

Professor Allen summed up with a final blunt condemnation: "There is, thus, no reason to expect that the Social Credit policies will increase the welfare of B.C. residents."

In another paper, professors Rosenbluth and Schworm address themselves to the new priorities of the provincial government. They maintain that the government's 1983 budget and associated legislation used the need to avoid an excessive deficit as justification for a radical change in the aims and priorities of the government.

They point to the determined shift of government facilities and services to the private sector, a drive to reduce real wages and the power of unions, a down-grading of services to low-income and handicapped groups and increased centralization of government control. The authors attack the irrationality of "downsizing" of government as amounting to "a large reduction in the province's provision of government services with a resulting increase in privately produced goods and services." They particularly condemn the government for putting a low value on higher education, as meaning that "as the 'knowledge-based' industries become increasingly important in Canada and the world, British Columbians will be in a poor position to participate in their growth."

Rosenbluth and Schworm conclude flatly: "The 1983 budget, rather than increasing economic growth, has made it more difficult for B.C. to recover from the current recession."

By Jurd Kirby

Those who knew Mike well found him to be a complex and very private person. One could only come to grips with the true Mike Midzain by tracing the marks he made on people he worked with.

Those two words, "work" and "with" almost give the key to his style and personality. Throughout his life, Mike knew the value of work in solving human problems. He also knew that the work must involve all those associated with the problem in order to bring about a better condition. Mike was always ready to bring knowledge, clear thinking and compromise to the problem. He was very skilled at agreement-making.

Mike Midzain had a typical Canadian background. He was born to a Ukrainian immigrant family, Pearl and Tom, who home-steaded at Merridale near Roblin, Manitoba. He was the youngest of seven children. His three brothers and three sisters provided him with a nicely balanced group of advisors and mentors.

It was perhaps this background which accounted for his balance and control in the face of adversity and turmoil, and his association with the land that accounted for his expression of a relatively unknown artistic ability and great skill with his hands through the medium of photography.

Mike turned out to be the gifted scholar in the family. During his senior matriculation year at Goose Lake Collegiate Institute he was awarded the Governor-General's Medal and a three-year scholarship at the University of Manitoba.

Subsequently, he started to work his way toward his career as a teacher and in the process migrated to British

A tribute to Mike Midzain



Mike Midzain

Columbia. Times were tough in those days, even compared to our current recession, and one had to work between stints at university in order to manage the finances. Before Mike obtained his BA in 1950, majoring in English, history, psychology, philosophy and economics, he worked in the mine in Flin Flon and taught in a rural Manitoba school. The latter was after a six-week crash course of teacher training. Along the line he was a salesman for encyclopedias, a long-shoreman in Vancouver and a miner in Zincton, B.C.

After finishing teacher training at UBC, Mike did his first long stint of teaching at Oliver, B.C. and this lasted 5 years. In this South Okanagan farming district, he made his presence felt as a superb teacher and an activist in teachers' organizational affairs. He was bulletin editor, public relations chairman, member and chairman of

the agreements committee and vice-president of the association. He is well remembered by the students he had there.

From Oliver he went to Lake Cowichan for one year, where I first met him. The next year he was back teaching at the farming community of Chilliwack where he stayed for 13 years. At that time the agreement situation in the Fraser Valley zone was riddled with dissension. Teachers fought with trustees and with their colleagues in adjoining districts. Mike, with his calm, clear-thinking approach to people problems, brought a period of peace and advancement to the scene as provincial agreements committee representative and zone co-ordinator.

Mike brought a wealth of talents to the BCTF when he became an economic welfare division staff member in 1970. He helped round out a resource team with a package of services highly prized by teachers at that time. Salaries, medical plans, dental plans, group insurance, paid leaves and pensions were the top priorities of the day. Mike labored for long days and long weeks in many a critical campaign helping teachers achieve the objectives of the day. Those of us who knew his federation work agreed that Mike Midzain put service to public education before himself and he did it with great skill and considerable humility.

In going over all the things that Mike did in a professional way, one should not overlook the raising of his family. Mike and his wife, Ruth, raised six children. Randy, Linda, Anne, Kathy, Tom and Lesley. Ruth, a very accomplished teacher and local association activist in her own right, can through her sorrow see with great

pride, the real significance of that joint accomplishment. There is no question in my mind that the backing of Ruth and the children made much of the devotion to duty possible that Mike exhibited.

Among Mike's more adventurous services to others were his three expeditions for CTF's Project Overseas. While his trip to Ghana was important to him and those he served, his involvement in Indonesia in 1970 and in 1974 was one he most cherished. He had an empathy for that country's teachers and their problems that rivalled his concern for teachers in his home territory. He, in his own quiet way, I am sure, will be long remembered by many teachers in Indonesia. It is therefore fitting that the BCTF Professional Staff Association, comprised of those who knew him so well, has contributed \$1,000 to set up a Mike Midzain Memorial Fund. The purpose is to carry on Mike's desire to help the Indonesian Teachers' Federation. I can think of no better way to carry on the service of one who served so many so well.

On behalf of many of his friends and colleagues, I say goodbye to the physical presence of Mike Midzain with sorrow but rejoice in having known and received both knowledge and friendship from a superb teacher and a fine, sensitive person. I, like many others who associated with him, have been enriched by the experience.

Contributions may be sent to the Mike Midzain Memorial Fund, c/o Tom Hutchison, Government Division, BCTF, 2235 Burrard Street, Vancouver, B.C. V6J3H9.

Jurd Kirby retired last year after 17 years on BCTF administrative staff.

Teacher Personnel Committee seeks comments on teacher evaluation paper

The Teacher Personnel Committee is urging members to provide input on its paper "Evaluation of Teaching." Bolstered by a representative of the B.C. Principals' and Vice-Principals' Association sitting in a liaison capacity, TPC has examined current evaluation practices and explored other alternatives.

In looking at alternatives the committee was guided by a 1980 AGM policy (I.B.07) which states "that the evaluation of teachers should be based on the assumption of professional competence and, hence, formal evaluation should not occur unless the assumption is questioned or a formal evaluation is requested

by the teacher." Currently the common practice has teaching reports being filed on a semi-regular basis at the discretion of the superintendent. Often this results in a report in the first year in a given teaching position and every three to five years thereafter.

The first alternative set forth in the TPC paper describes a means of implementing statement I.B.07. The basis upon which the competence of a teacher's performance can be questioned is set out and

if such basis exists there is a process for conducting a review of the teacher's performance. On the basis of a review an administrator may decide to formally question the competence of a teacher's performance and undertake a full formal assessment of the teacher's work. A formal assessment would include two observation phases, a remediation phase and a draft report phase. Included in the draft report phase is a process for resolving disagreement over procedures and content of the teaching report. Ultimately both process and judgment of performance could be referred to a third party under the TPC proposal.

The second alternative in the TPC paper is a variation on the regularly scheduled reporting process presently in effect. Explicit procedures are set forth for conducting the assessment and preparing the report on the teacher's work. Here too, there is a process for resolving disagreements over content or process.

On the basis of these widely solicited responses the Teacher Personnel Committee plans to draft formal policy proposals for submission to the Executive Committee. Ultimately it is hoped that these policy proposals will be dealt with at the 1985 Annual General Meeting.

Opinion

"Mindless" ministry causing controversy

In the February 3 *BCTF Newsletter*, Gordy Gore, writing about the recently-introduced Physics 12 course, raised a number of issues — provincial examinations, time-allocated, textbook and materials. As a physics teacher since 1964 and a member of the revision committee (1979-1981) I offer these comments purely from an individual stance.

Provincial examinations have an effect on the way a course is structured. And it should be noted that provincial examinations were not a factor at the time the Physics 11 and 12 programs were being developed. Coupled with the fact that some semesters schools do not have the minimum suggested time: 75 hours core, 25 hours optional section(s), teachers will not be able to cover the content specified.

The textbook covers a lot of material but this extra material is handy for the optional sections and for student exploration. Students and teachers are expected to generate materials and work through an option of "local" interest. However this can be demand-

ing in terms of time and energy given the constraints under which teachers work.

Seemingly the above issues are of secondary importance, the central thrust of Mr. Gore's statement may be seen from his acknowledged affection and attachment to the previous course, PSSC. He recalls, "a tough course to teach . . . it was hard work . . . the struggle . . . seemed worthwhile." Referring to the present course he writes, "not too different from the old course . . . looks great! . . . sounds great!"

What then is the major problem? Why did teachers feel a sense of ownership and that the struggle was worthwhile with the PSSC Physics yet react differently to the present course? I would like to suggest the implementation process that was central to the PSSC Physics and that bordered on neglect with the present course (three video-tapes and booklet) is the big difference.

The Education 565 (physics) course at UBC, the National Science Foundation Summer Fellowships awarded some B.C. teachers, the travelling "road show" around the province by Messrs.

Derek Livesey, Harry Cannon and Ted Ryniak acted as catalysts for district programs resulting in teachers believing, accepting and being committed to the PSSC Physics. These widely based, carefully planned implementation activities allowed teachers to clarify, discuss, compare and make sense of the materials, teaching strategies and assumptions underlying the program. Communication was maintained through formal and informal networks. This ongoing conversation enabled teachers to modify, shape and interpret their experiences.

In the absence of the preceding type of support for curriculum innovation it is not surprising to find a sense of emptiness, of neglect, of frustration. When educators of Gordy Gore's stature and competence are seeking finely tuned, closely matched curriculum packages, the problem is not a single course or program but symptomatic of the "mindlessness" which pervades education today.

Karam Gopalsingh
On leave
Burnaby

Walk for Peace

**Saturday, April 28
Assemble 11 a.m.
at Kitsilano Park
Rally 2 p.m.
at Sunset Beach
Sponsored by the
End the Arms Race Committee**

Reunions

Queen Alexandra

Queen Alexandra Elementary School in Vancouver is celebrating its 75th anniversary on **May 4, 1984**. Former students and staff are invited to attend the reunion festivities that evening. Information: 874-9337.

Windermere

Windermere Secondary School in Vancouver is holding a reunion of 1964-69 graduates on **May 12, 1984**. Interested former students and teachers should phone 434-0231, or write to Windermere Reunion Committee, P.O. Box 495, Surrey, B.C. V3T 5B7, for more information.

Maple Grove

Maple Grove Elementary School in Vancouver is planning a gala 60th anniversary reunion on **May 25, 1984**. All former staff members and students are urged to attend the festivities on that evening. Information: Betty Jarvis at 263-2355.

Gladstone

The 1954 graduating class of Gladstone Secondary School in Vancouver is holding a 30-year reunion on **June 23, 1984**. A special invitation is being extended to former teachers to join their former students in this celebration at the Best Western Hotel, Coquitlam. Information: Dave Cummings at 736-2661.

John Oliver

The 1943 graduating class of John Oliver Secondary School in Vancouver is holding its first reunion in 41 years on **June 23, 1984**. Interested class members and former teachers are urged to contact Mrs. Abrahamson at 325-3147 for more information.

Lord Byng

Vancouver's Lord Byng Secondary School class of 1964 is holding its 20-year reunion **June 8-9, 1984**. The Friday night wine and cheese party is for grads only, the Saturday dinner is for grads and guests. Information: Maureen L. MacDonald, 736-5151; Marilyn Hunt Atchison, 736-2792.

Vancouver Normal School

A group of retired teachers in Langley are organizing a reunion of the 1939-40 Vancouver Normal School class. No date has yet been set. Interested grads are urged to write to: Leo Murray, 5585-238 Street, R.R. 13, Langley, B.C. V3A 7N6.



STA President Moira Mackenzie (above, left) speaks to parent-teacher protest outside board office, while irate layoff protester (above, right) is interviewed by reporter. David Handelman photos.



Surrey teachers win round one on layoffs

Surrey Teachers' Association has won round one in its fight with the school board against mid-term layoffs of temporary teachers.

STA President Moira Mackenzie reports that use of the appeal procedure has been successful in blocking all but a handful of the board's initial layoffs, as the board did not strictly follow seniority provisions in the agreement.

"We've been able, through appeals, to reduce the net loss of temporary appointments from 32 to seven," she said.

But the Surrey board continues to display incompetence in the whole affair, Mackenzie said, pointing out that the board is now recalling teachers previously laid off. She cited the case of an industrial education teacher who had lost his appeal against a March 16 layoff due to having only a letter of permission temporary appointment.

"The board couldn't find anyone from the district to replace him," Mackenzie said, "so they recalled him to his own job before he had actually been laid off."

Recalls have so far been given to six laid-off teachers, she said, because in most cases the board could not find replacements among district staff.

Mackenzie said the local is pursuing legal protests against one of the remaining seven layoffs as it involves a teacher with 12 years experience and the issue may end up in court.

The board has recently switched layoffs to six other temporary teachers, due April 6, but most of these are also being fought in appeals, she said.

Mackenzie acknowledged that the local will face another crunch in May when the board issues layoffs for the end of June.

But in the meantime, she said the local has a well-organized campaign underway to put public pressure on the school board and the local MLAs to reverse the "ludicrous" situation whereby Surrey, one of the fastest-growing districts in B.C., is being forced to cut \$3.7 million from its budget and lay off teachers to conform to the government's fiscal framework.

On March 5, a crowd of 500 parents and teachers demonstrated outside the school board meeting. The following day a delegation of 11 parents, teachers and CUPE members pressed their case in Victoria in a meeting with Education Minister Jack Heinrich and Surrey Social Credit MLAs Rita Johnson and Bill Reid. On March 15, the heat was turned up as the STA staged a public letter drop-off campaign outside Surrey MLAs constituency offices, attracting 360 protest letters.

Mackenzie said the local now plans to develop a research paper demonstrating the economic loss to community businesses from the planned layoffs and to publicly press this home to local businessmen. In addition, the STA will hold "teach-ins" on the future of public education, relating this to the responsibility of trustees and MLAs, in community halls and shopping malls.

"The board and the government have definitely lost public support on this issue," she said. "It definitely feels like a win for round one; now we have to gear up for the next round."

Private sector gains, inflation outstrip teachers' increases

Labour Canada analysis has proved what BCTF members have long known: that their incomes are not keeping pace with inflation or with increases awarded in the private sector.

A recent CTF Economic Service Bulletin reports that Labour Canada analysis of trends in contract settlements show that for the period 1976-82:

- the total percentage increase in private sector base rate wages exceeded the total percentage increase in public sector aggregate base rate wages in every province;

- the total percentage increase in public sector aggregate base rate wages exceeded the total percentage in teacher base rate wages in every province;

- the total percentage increase in teacher base rate wages lagged behind the total percentage increase in the consumer price indexes of the regional city or cities in all jurisdictions, except Winnipeg.

What it came down to in B.C. is that for the 1976-82 period the average annual increases for the private sector were 10.1 per cent compared to 9.3 per cent for teachers. But the more recent picture is even worse: in 1982 average gains in the private sector were **10.4 per cent**, compared to a mere **3.9 per cent** for teachers.

ATA survey attacks school fund-raising as hidden subsidy

School raised revenue could be topping \$20 million per year in Alberta, according to Alberta Teachers' Association President Arthur Cowley.

"Over \$10 million was raised by less than half of the schools in the province in 1982-83," he told a news conference, reporting on an ATA provincial survey. "We believe that if 100 per cent of the schools had reported, then the gross dollar figure would be at least double."

The ATA surveyed all schools to determine to what extent curricular programs and extracurricular activities were being supported by school fund-raising projects. The results, from 49 per cent of the schools reporting, showed that \$10,093,883 was collected through various fees (for example, textbooks, music), fund-raising programs, donations and other sources.

Cowley said they were surprised to find that schools used the fund-raising to finance mostly curricular functions. He added that the ATA is concerned about the extent of such fund-raising and believes public education should be funded by governments at all levels.

"By and large, I don't think that students or teachers should have to be subsidizing school systems," he said. "If you work for Esso Resources, you don't have to go out and collect bottles or sell chocolate bars to raise money."

Letters

Teachers on strike four days in 35 years is hardly militancy

If George McKenzie (*BCTF Newsletter* February 3, 1984) was really interested in the children, where was he when the government shortened the school year last year?

Every year numerous parents take their children out of school because their holidays do not coincide with the school holiday. Do they think about the educational harm they do their children? No damn way.

I was not a teacher during the 30s but I was a pupil. I would feel a lot prouder of my teachers had they shown some courage and stood up against the injustices they faced. We still have far too many teachers like George McKenzie who hide behind the children instead of standing up and slugging it out.

A profession that has spent four days on the picket line in 35 years can hardly be called militant. If anything it is sissified. To hide behind the children like McKen-

zie will only postpone our maturation for another 35 years.

J. Exner
Canalt Elementary
Dawson Creek

More clarification on motions clarifying role of administrators

Your article, "Role of administrators clarified by RA motions", in the February 3, 1984 *Newsletter* presented an incorrect implication with respect to ownership of recommendations. Although there was a report to the RA by the Joint Committee to Examine the Role of Principals and Vice-Principals in the BCTF, the recommendations presented to the RA were recommendations proposed by the BCTF Executive Committee. The last recommendation was not endorsed by the B.C. Principals' and Vice-Principals' Association representatives to the joint committee.

The BCPVPA representatives proposed that, instead of abiding by majority decisions of local associations, the BCTF strike policy be amended by deleting the phrase "on the first day..." This would

enable principals and vice-principals to carry out their responsibilities of ensuring the safety of children and security of school buildings.

Ken McAtter
President
B.C. Principals' and
Vice-Principals' Association

Mike Midzain tributes appreciated by family

I'd like to thank the many teachers in B.C. who, independently, or through their local organizations, committees, and school staffs have recently sent messages of comfort and support to our family.

The overwhelming number of floral and written tributes we received makes it impossible to respond to each one individually, but please know that your expressions of love and respect for Mike were greatly appreciated.

It has been easier for us knowing that the great loss we are feeling is shared by so many of Mike's professional friends and colleagues.

Ruth Midzain
and family
North Vancouver