

Prince George study session shows solidarity

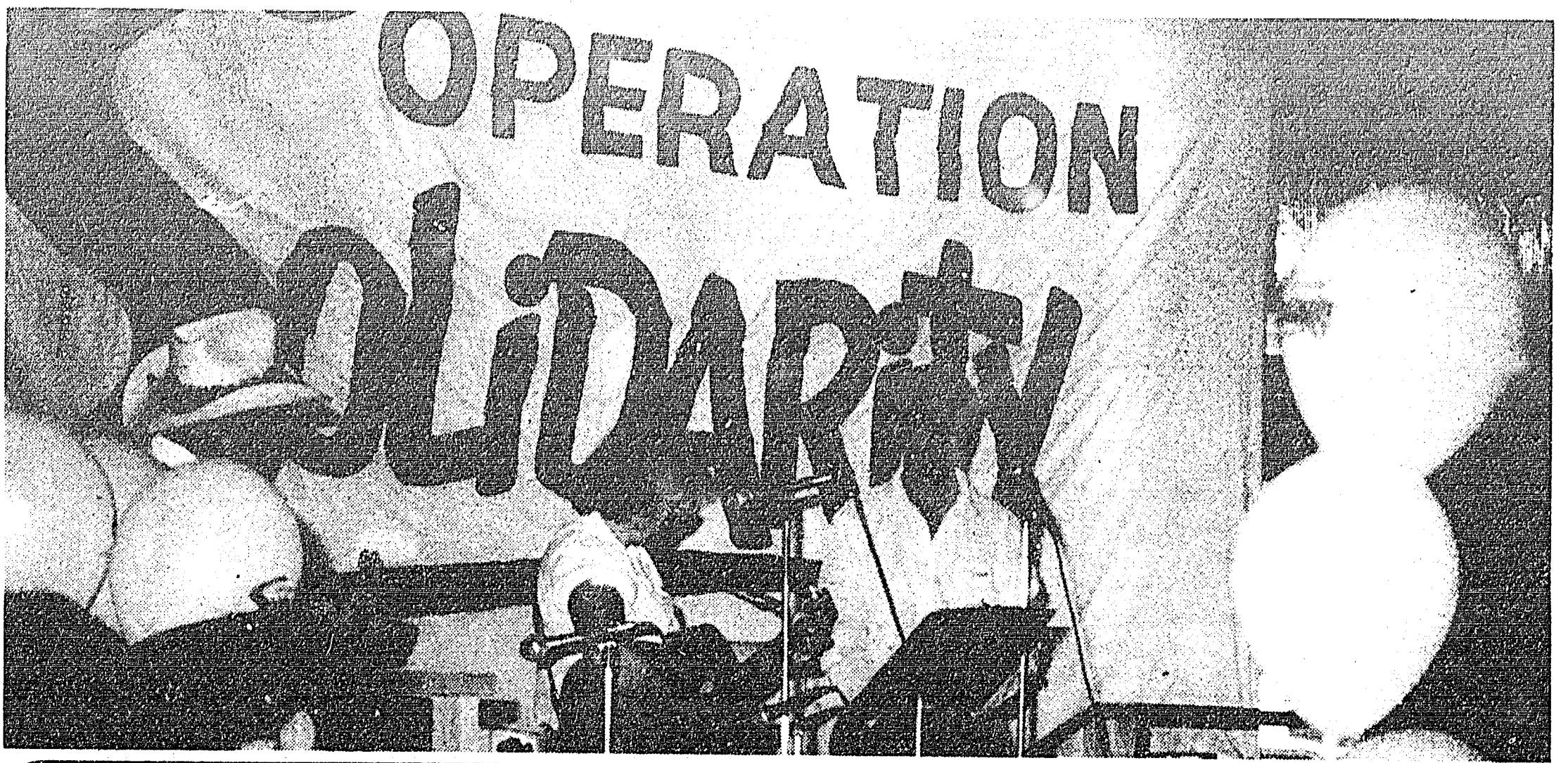
Teachers led the way in a September 21 Operation Solidarity information blitz that made Prince George sit up and take notice of the harsh impact of the provincial government's new anti-public sector legislation.

About 800 members of the Prince George Teachers' Association left their classrooms at 2 o'clock that day to attend a study session at Vanier Hall, adjacent to Prince George Secondary School.

They formed a key element in a day-long city-wide drive by thousands of Operation Solidarity members to draw attention to the damage the provincial government's proposed new legislation will do to public education, social services, health care, collective bargaining and human rights.

The life of the city was slowed to a crawl as public and private sector employees walked off the job for half a day or for short periods to hit the streets with Solidarity leaflets and petitions, or to join in a march and downtown rally. B.C. Government Employees Union members shut down all provincial facilities from noon on with Canadian Union of Public Employees following suit at city hall, while Hospital Employees Union members reduced services at the hospital and the Pulp and Paper Workers of Canada, Canadian Paperworkers Union and the Energy and Chemical Workers staged partial shut-downs of their operations. Off-duty nurses handed out leaflets on street corners and the firemen's band led the march, in a total effort that

See "Legislation" page 3

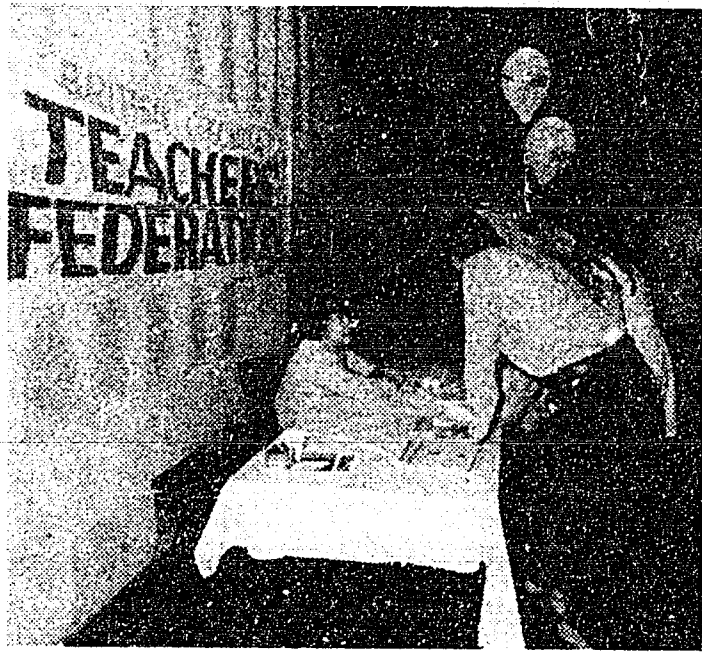
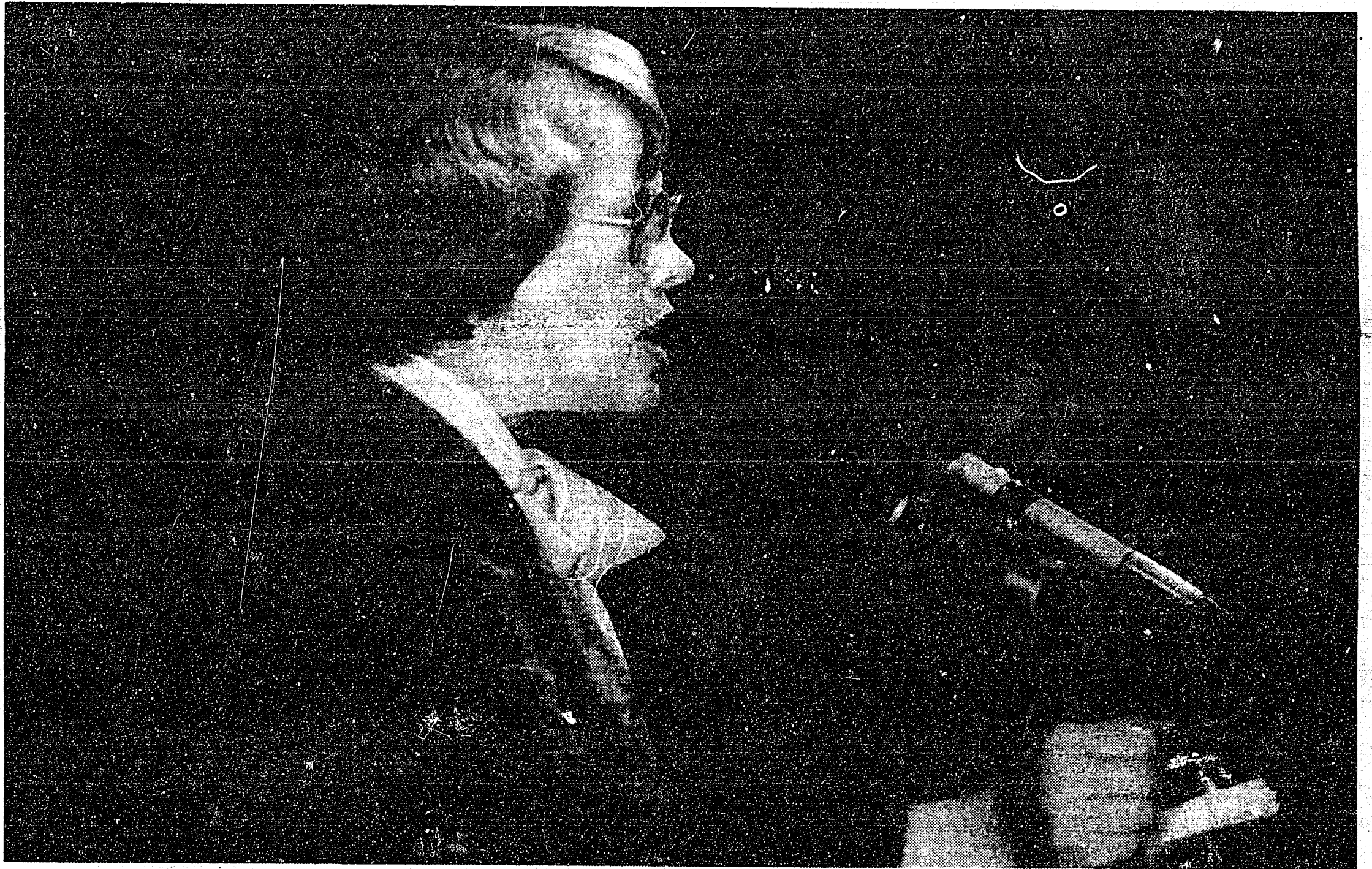


BCTF Newsletter

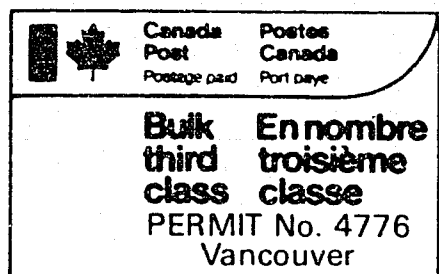
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Solidarity Day saw PGTA President Joan MacLatchy (right) at the 800-teacher study session demand government end its destructive education policies, while downtown Elaine Jacobson, BCTF bargaining division, (above) obtained petition signatures and a band entertained at the Solidarity Fair.



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

Strike vote called

Teachers will be asked this month to give the BCTF Executive Committee the authority to call a province-wide strike in response to the provincial government's repressive budget and legislative program.

Following lengthy discussion and with an overwhelming vote of 523 to 5, the special Representative Assembly in Vancouver on October 1 agreed to have the federation conduct a total membership vote on the question by October 21.

The vote will be conducted by local associations by secret ballot with the result being determined on the basis of the total number of member votes cast throughout the province.

The special RA, attended by geographical representatives and local presidents, was opened by keynote addresses by Canadian Teachers' Federation President Brian Shortall and BCTF President Larry Kuehn.

Shortall warned the meeting that "Canadian teachers cannot afford to be apathetic or submissive" faced with growing government threats to survival of their professional organizations and he gave the assurance that if the time comes for B.C. teachers "to stand up and be counted" they will have the backing of colleagues throughout Canada and the world. (See story page 2).

On his part, Kuehn pointed out that the provincial government, through its new budget and legislative program, was effectively breaking the social contract between citizens and government. In that program, he said, the government was rejecting the fundamental responsibilities of government to: protect the rights and interests of weaker members of society; maintain mediating and consultative institutions which bring stability to society; and to maintain social programs, including education, which contribute to equality and stability.

"If government will not play its proper role in protecting the interests of its citizens, then those citizens must band together to take collective action to protect those interests," he said. "Government backing out of its protective role thus requires new behaviours from teachers and from others in the society."

In the RA discussion that followed, the consensus that emerged was that the BCTF needed a "big stick" — the strike mandate — to encourage the Bennett government to change its destructive policies. There was also general agreement that any job action would not be conducted in isolation but in conjunction with Solidarity and that the door would remain open for serious discussion with the government.

The strike vote motion, as adopted by the RA, called on the members to vote on the following:

See "BCTF" page 2

BCTF will fight Bill 3 firings with job action

From page 1

"That the BCTF Executive Committee be authorized to initiate province-wide withdrawal of service by teachers as a part of action against the legislation and budget."

As for the process of conducting the vote, the main points agreed on by the meeting were that:

- local associations would conduct the vote by secret ballot at membership meetings or at the school staff level by October 21;

- the local president or his/her designate and the BCTF staff person assigned to the local would be jointly responsible for ensuring a process for a fair and accurate vote;

- the result "shall be determined on the basis of a summary of the votes of members voting, not on the basis of local associations;"

- locals would take the responsibility for counting the ballots and forwarding the count to the BCTF, with the BCTF Executive Committee releasing the count.

The RA also approved actions aimed at defending teacher jobs and Solidarity goals. The motions called for BCTF to:

- "immediately commence a program of escalating job action at the local and/or provincial level if the job of one of our members is terminated under the provisions of the Public Sector Restraint Act;"

- "engage in escalating support job action in cooperation with any other public sector union adopting and implementing a similar program in defense of its own members;"

- seek agreement with Operation Solidarity as to what conditions will demand job action to defend educational and social services in the event key legislation receives third reading;

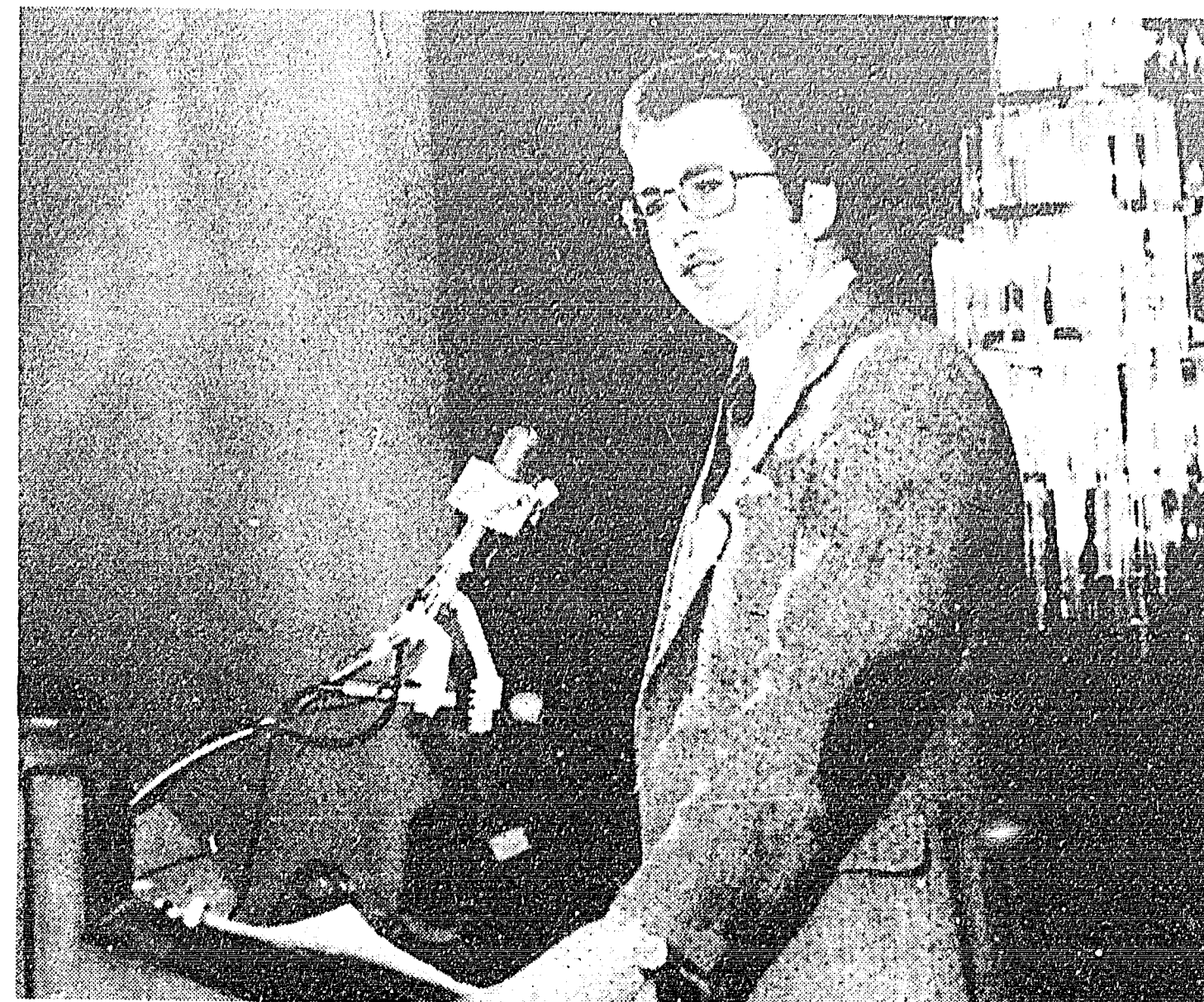
- approach the Solidarity Coalition and its members to generate support actions to defend services to children.

South Cariboo teachers agree to honour CUPE picket lines

As of October 2 all but six local associations have voted on the recommendations of the Summer Conference for dealing with the legislation proposed by the provincial government. With very few exceptions the most significant recommendations, those on joining Operation Solidarity and undertaking co-ordinated job action through Solidarity, have passed overwhelmingly and without major amendment.

Local meetings have generally been well attended. Teachers have considered the issues and appear to have developed an attitude of "quiet resolution," a determination to meet the challenge before them by doing whatever is necessary to preserve quality public education.

This commitment to taking a stand has been demonstrated beyond decisions on the recommendations in two locals in



CTF President Brian Shortall...B.C. teachers will have the backing of all their co-leagues if and when they stand to be counted.

Teachers cannot afford to be "apathetic, submissive"

Canadian teachers cannot afford to be apathetic or submissive in the face of growing government threats to the survival of their professional organizations, says Canadian Teachers' Federation President Brian Shortall.

Delivering a "message of solidarity" to the special RA, Shortall reminded the more than 500 GRs and local presidents that events in one province have an impact on another and that the battle of one teacher organization is the battle of all. Noting that B.C. is in the spotlight now due to Bennett's sweeping repressive legislation, he pointed out that over the past two years other jurisdictions had also enacted legislation destructive of collec-

tive bargaining (Ottawa's "infamous" 6 and 5 legislation in Bill C-124, Ontario's Bills 127 and 129, Quebec's Bills 111 and 105, Prince Edward Island's Bill 39, Yukon's Bill 17) and that if the B.C. government succeeds other provincial governments will likely follow suit.

"All of these various pieces of legislation aimed at repression of rights and due procedures and cutbacks by legislative demand in the name of economic restraint," said Shortall, "are designed to weaken the legitimate rights of teachers to participate as equals in their profession ... All of these pieces of legislation militate against the required partnership among the various agents at the local, provincial and national level in Canada."

Canadian democratic society, Shortall said, is built upon a balance of tension between the rights of the individual and the needs of the common good, but the B.C. government's new legislation destroys that balance — "it subverts the rights of the individual." What is happening, he continued, is that the demands of economic necessity are being given primacy.

The issues before B.C. teachers "are larger than the stubs of your paycheques," said Shortall, and have vital implications for colleagues in all other jurisdictions.

"Canadian teachers cannot afford to be apathetic or submissive," he said. "What is at stake is the quality of our Canadian society ... What is at stake is your right to exist as a viable professional teacher organization. What is at stake is your ability to discharge your collective responsibilities, to advocate on behalf of education, on behalf of children, on behalf of human rights."

In concluding, Shortall emphasized that B.C. teachers are not alone in their struggle.

"I want to leave you with the assurance that if and when there comes a time in this great province for teachers to stand up and be counted, I want you to know now, from my heart and from the hearts of teachers throughout Canada, that there is at least 190,000 more standing behind you, that there are at least 14 other teacher organizations standing behind you in every province and in every territory, and through the international contacts of the Canadian Teachers' Federation and the WCOTF, there are teachers throughout the free world standing behind you and observing and supporting and encouraging your battle. These teachers are prepared to pledge and to provide to the extent possible, moral, organizational, political and financial support."

Bill 20 eliminates "community" from community colleges

There are no such things as community colleges in B.C. anymore, only provincially-controlled colleges, now that Bill 20 has been passed, says Jack Finnogason, president of the College-Institute Educators' Association of B.C.

"We believe Bill 20 has stripped the term 'community' from community colleges," said Finnogason. "There is a common theme in the major education bills 6, 19 and 20. Each is intended to eradicate local autonomy and create a system where all power is vested in the Minister of Education and the cabinet."

This is made clear, he said, by the changes legislated by Bill 20 that:

- dissolve the three advisory councils and return their powers to the education minister;

- reduce college and institute boards from nine to five members, making boards too small to be effective governing bodies;

- ending school boards' participation in appointing college board members, all board members to now be appointed by the cabinet.

"Today," Finnogason concluded, "the Socreds completed their objective of dismantling the structure which guaranteed that colleges would be responsive to the communities they served and guaranteed equal access to all students. From now on, colleges will answer directly to government and offer only those programs and courses the government deems to be correct."

Four school boards condemn gov't plans to centralize power

School boards are beginning to wake up to the provincial government's plans to centralize education decision-making and to come out in opposition.

Burns Lake and Cranbrook school boards have called on the government to table the Education Interim Finance Amendment Act (Bill 6) for further study of its impact on local autonomy, while the Vancouver School Board has flatly stated its opposition to the "centralization of power and erosion of democratic decision-making processes by the provincial government as shown in Bill 3 and Bill 6."

In an even stronger motion, the Campbell River School Board has stated its opposition on the same grounds, but was particularly emphatic in rejecting the Public Sector Restraint Act (Bill 3), with its wide powers of terminating public sector employees. "We feel that this aspect of Bill 3 is an attack on basic rights which should be available to all employees in a democratic society."

March For Rights set for October 15

Solidarity Coalition has called on people to march for their rights on **Saturday, October 15.**

It is expected that a "People's Charter of Rights", setting out the principles that have brought the huge coalition together will be proposed for adoption at assemblies around the province.

In Vancouver, the march will begin at 10:30 a.m. at B.C. Place Stadium and proceed west on Robson Street, north on Burrard turning at the Hotel Vancouver — where the Social Credit Party will be in convention — and returning east on Georgia to the Queen Elizabeth Theatre plaza, where the Bill of Rights will be proposed. (Teachers are asked to be at the starting point no later than 10 a.m.)

Details of assemblies in other communities were not available at press time.

Legislation denies citizens' dignity and rights

From page 1

became the main topic of discussion in the news media and among the public.

Teachers elsewhere in the region also left their schools at 2 o'clock to join the blitz: in McBride a study session led to a decision to hold a public meeting on the crisis on October 5; in Valemount teachers held a study session with 25 community representatives; and in McKenzie teachers hit the shopping centre, the street corners and went door-to-door distributing leaflets and obtaining Solidarity petition signatures.

Opening the Prince George study session, PGTA President Joan MacLatchy said that, even with advance notice to parents and the school board, it was a "painful decision" for many teachers to leave their classes. "Teachers are very responsible people," she said, "who do not lightly engage in any job action. We are doing it because we are desperately worried about the future of public education in B.C."

Under the provincial government's latest financial edict, she said the Prince George school system will be short \$3.1 million in 1984 and the total shortfall by 1986 will be \$7.6 million — even without considering inflation. "Since 60 per cent of the board budget is education personnel salaries," MacLatchy said, "it doesn't require any crystal ball to realize that teachers will have to be cut and programs for children eliminated."

MacLatchy described the education ministry's new fiscal framework as a "straitjacket" that is too arbitrary to meet the complexities of public education and provides inadequate funding in most areas. She pointed out that under the new scheme the administration section will include everything from the principal's salary to telephones, postage, secretarial staff and photocopying.

"To pick on one unnamed secondary school in Prince George," she said to laughter from the audience, "if the principal's salary was cut by \$15,000, if the vice-principal's salary was cut by \$10,000, if the administrative assistant was terminated, if six clerical staff were terminated, if all use of the computer and the xerox was stopped, if there was no internal printing taking place, if all the telephones were ripped out except for one for emergency purposes and no stamps were ever used to mail anything home,

"Gov't will not achieve economic recovery by removing human rights and creating more unemployment."



Rev. Al Hosking...government's legislation is "dangerous" in denying citizens' rights and voice.

BCTF urges non-participation in mandatory provincial exams

The BCTF executive is advising members not to participate in the preparation and marking of the new mandatory Grade 12 provincial examinations.

In a memo distributed to local presidents, staff reps, secondary principals, GRs, PDAC and PSA presidents, the executive cited these reasons for the advice:

- "Concern about the tests themselves and, in particular, the fact that 50 per cent of the student's marks will be based on the tests. They will have a major impact on students' education and careers.

- "The government had agreed to a Review Committee on province-wide testing, consisting of representatives from the ministry, BCTF and BCSTA. The government broke that agreement with the BCTF on the process by which the decision about testing would be made. To participate now would be to condone unacceptable methods of dealing with matters of great importance to everyone in the education community."

Further information about the provincial examination issue is contained in *Action Update 1*.

then the school will still be \$51,000 short in the administration account."

MacLatchy said the objective of the protest was to urge Education Minister Jack Heinrich "to stop, look, listen and think again" about adopting the proposed new centralized powers and fiscal framework. She pointed out that the government needs to be reminded that the objective of economic restraint is to return to fuller employment in B.C. MacLatchy added that she finally agreed with a Prince George *Citizen* editorial which, as she quoted, made the same point: "Message to the government in Victoria: You will not achieve economic recovery by removing human rights and creating additional unemployment for more people."

Archdeacon Al Hosking, rector of St. Michaels Anglican Church in Prince George and a member of the Solidarity Coalition, also addressed the meeting. A former teacher and newspaper reporter, he said he was alarmed by the government's elimination of human rights and human resources services, centralization of power in the cabinet and destruction of basic freedoms through emasculation of collective bargaining rights.

He said that he endorsed a letter sent to Premier Bill Bennett in July by five Canadian church leaders, including B.C. Anglican Archbishop Ted Scott, which criticized the government for dishonesty in not laying its intentions before the public in the previous election and warned of serious social consequences if the proposed legislation was enacted.

"As one resident of this beautiful province," said Rev. Hosking, "I am deeply concerned when those given the responsibility of governing and of power use it in such a way that it denies the dignity and the rights and the voice of others I believe this recent legislation is dangerous because it is doing just that."

Later, John Sullivan, chairperson of the Prince George steering committee of Operation Solidarity, said the day was a great success with more than 20,000 leaflets handed out, 3,000 signatures obtained on the petition and more than 5,000 people attracted to the Solidarity Fair downtown. "We were very much appreciative of the efforts of the teachers," he said. "We thought it was just fantastic."

Chalk talk

Classroom productivity — a memoir

Salaries in the public sector will be affected + or - 5% for productivity — B.C. budget speech July 1983.

Mr. Heinrich doesn't know what constitutes higher productivity for teachers — News report.

Mr. Peck says larger classes do not mean increased productivity — CSP award to Simon Fraser University.

More years ago than I care to think about, I played a small part in starting some kindergartens in a public school district. I hasten to add that this took place in a prairie province where public education is still considered to be as important as retaining the Crow rate. Come to think of it though the same thing could be said of British Columbia.

I got so involved with those kindergartens I was neglecting my prime responsibility of fouling up the smooth running of the school district with important memoranda. Indeed one of the kindergartens was in a school only a block away from my office and two or three times a week I would find myself drawn there as inexorably as if it was a bookie joint.

Now this kindergarten was much like any other kindergarten. Far too many five year-olds for one teacher for 2½ hours in the morning and the same time and teacher in the afternoon but a different gaggle of kids. The teacher, like all primary teachers in my ken, put in at least another five hours a day getting ready for the milk-toothed hordes. She would have appalled the purists amongst us. Her grammar was suspect — she

said "sure" for "surely" and other capital crimes of that nature — probably because her language reflected the culture, not the classroom, when she was growing up in a small prairie town. The cultural standard was set by the local cacophonous radio station. And that was so bad even the other radio stations noticed it.

This kindergarten had a number of activity centres for arithmetic and science and so on and every day there was lots of language activity usually done in a creative and informal manner. The teacher kept an anecdotal file on each child and those files swelled as each child grew and developed and blossomed or whatever happens to five year-olds as they become six. I guess I was enthralled by it all because it was a laboratory in which learning and teaching, the warp and woof of my profession, were on display. And I began to learn something that I thought I'd known for years.

On one particular May morning I excused myself from some interminable meeting on the grounds of urgent business elsewhere and strolled through the spring sunshine to that class. I was in time, oh so fortuitously in time, to witness an event as welcome as the seasonal break-up of the river ice. One young man of five going on six dismissed the teacher with a wave of his freckled little arm and the scornful words, "I can read it myself." And with a smile of utter joy for him and a wink for me, the teacher turned to the next child.

The language clock goes off at different times in children so that an occasional one is reading when she

starts kindergarten and some have to wait until they are seven or so. Teachers usually adapt to these varying degrees of competence and what I had witnessed was, and is, not unique. What made this one special for that teacher, and for the child's father, is that for the first three months in that class that little fellow had not spoken a word. And though everyone else had despaired — including the formidable consultative forces I could muster — the teacher with that marvellous blend of affectionate concern and professional detachment that is the hallmark of the true mentor, calmly involved him and his silence in the collective work of the class and had gently laid before him a smorgasbord of temptations that ultimately broke through his emotional barrier.

But the teacher's smile of joy was not for that — that snile had come and gone unnoticed six months before. Her joy was in the intellectual accomplishment of the child. Yet she would have been embarrassed if I had told her that she exemplified the best traditions of our profession — care for the child and then nurture his intellect. And if I had talked of productivity she would have been bewildered.

But Mr. Heinrich and Mr. Peck, if I have to be as crass and insensitive as the government you both serve, that's productivity in the classroom. Put a price on it if you can.

*Jim Bowman
Government*

BCTF Newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION
2235 Burrard Street, Vancouver, B.C. V6J 3H9

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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Letters

CIEA praises help from teacher locals in Kwantlen strike

I would like to convey CIEA's appreciation of the contribution made by various BCTF locals to the successful settlement of the recent strike at Kwantlen College.

I was directly aware of the telegrams sent by the Richmond, Delta and Surrey locals and of the symbolic support on the picket line of the BCGEU local 59 by the Delta and Surrey Teacher Associations. It is my understanding that an ongoing relationship has formed between STA and the Kwantlen local of the DKFA as a result of that experience. I believe that this experience underlines the usefulness and future promise of the alliance between BCTF and CIEA.

Jack Finnbogason
President
College-Institute Educators'
Association of B.C.

Members should urge ATA to withdraw Keegstra's certificate

Jim Keegstra, the man who made Eckville, Alberta the byword for anti-Semitism, has surfaced again. Even after being ordered to stop teaching that Jews are plotting to take over the world, Judaism and the Jewish people are still being represented by Keegstra as being responsible for difficulties faced by society today.

Alberta Education Minister Dave King has requested it, but the Alberta Teachers' Association has not yet recommended that Keegstra's teaching certificate be revoked. Although the matter is complex, the ATA could use the clause that says teachers must respect "the dignity and rights of all persons without prejudice as to race or religious belief."

All who oppose such overt racism are urged to call for action by writing to ATA President Art Cowley in Edmonton. Justice and truth may yet prevail!

Clarence Tifenbach
District staff
Merritt

Charlesworth would turn in his grave to see BCTF become "political"

Please do not send me any more of the garbage which I have just received through the mail.

Teachers have never been better off than they are now and I do keep in touch as I have a daughter-in-law, daughter and granddaughter on teaching staffs on the Island.

I am ashamed of ever having belonged to the BCTF and I am sure that Harry Charlesworth would turn over in his grave, could he realize that his "baby" had turned into a political organization and was being used as a political weapon. I know you resent opposition, but sorry that's how I feel.

L. J. Williams
Retired teacher
Victoria

Subs, part-timers can earn pension credits

Even if you contribute to the Teachers' Pension Plan as little as one day a month, you will receive credit for that month in determining your eligibility for a pension.

If you teach less than half-time, just ask your board to deduct the contributions.

The minimum number of contributory months for eligibility for any benefit is 100 months. Although the benefit will be based on the equivalent of full-time months, it is worthwhile to be a contributor whenever you work in anticipation that you would have sufficient months to add up to 100.

4/OCTOBER 5, 1983



Latin American visitors reviewing Newsletter production are (left to right) Miguel Wong, Secretary, Belize National Teachers' Union, Iris Rodriguez, Costa Rican National Association of Teachers and Sonia Rodriguez, Director, Costa Rican National Association of Teachers. Under auspices of a CTF fellowship program, the trio spent a week learning about BCTF operations and at the end were given gifts of native Indian carvings.

Women fight rights erosion

Marian Dodds

Status of Women coordinator

October 18, 1929 was an important date for women in Canada. On that day we officially became "persons" under the BNA Act through a ruling by the Judicial Committee of the Privy Council in Great Britain. This right was not easily won. In fact in April of the previous year the Supreme Court of Canada had declared that women were *not* persons.

In 1983 women are again on the front lines fighting legislation which threatens to erode or destroy many of the gains made toward the goal of full equality of women.

As teachers we are concerned about how current erosion of human rights will affect our students' chances for equal opportunities. It is hard enough to be a

pioneer in a non-traditional field without feeling that there is no back-up protection against discriminatory practices and sexual harassment. At the same time, jobs are being cut in areas with traditionally high numbers of women workers such as education, health, social services and clerical work.

In response to a growing concern about teenage pregnancy and the needs of students to have full access to information about their health and well-being teachers have lobbied to have a K-12 Family Life and Sex Education curriculum. The government promised a model family life program that would be available to school districts for optional use by September 1982. We haven't yet seen the course and budget cuts mean there is little or no money for locally developed courses. Our experiences with attacks by

Fernie teachers threaten strike, win settlement

Fernie School Board and the local teachers' association belatedly settled their long-running 1983 salary dispute Saturday night, October 1, narrowly averting a teacher walkout.

Fernie district teachers will receive a 3 per cent salary increase retroactive to January 1, 1983.

Teacher frustration over the stalled negotiations erupted in a strike vote at the FDTA general meeting on September 29, when the members voted to withdraw services for one day, October 5, if a settlement was not reached by then and to withdraw services indefinitely on October 12 if there was still no settlement.

Since the beginning of 1983 contract talks last fall, Fernie teachers have gone through negotiation, arbitration, a Compensation Stabilization Commission ruling, two court cases, an appeal to the CSP commissioner, re-arbitration and a return to negotiation. Both arbitration awards had declared 6.5 per cent to be an appropriate increase but the school board had offered zero — until recent events forced a change in position.

the previous minister of education on teachers who attempt sex education clearly show we can expect little support from the ministry on this issue.

With the expanded scope of bargaining teachers have made gains in attaining clauses which promote equality for women teachers. Overall erosion of bargaining rights and the Employment Standards Amendment Act are a real threat to gains in areas such as maternity, paternity and parenthood leaves clauses.

When it comes to cuts and legislative attacks, "women and children first" seems to be the underlying message. Just as women battled to turn around legislation which prevented them from being legal "persons" in 1929, women are again battling legislation which threatens to take away hard-won rights.

Vacancies

Professional Relations Advisors Committee

There is one vacancy on the Professional Relations Advisors Committee. Elementary school principals are encouraged to apply. This committee works within procedures 32.02 to 32.08 printed on pages 58-59 in your 1983-84 *Members' Guide to the BCTF*.

Criteria. The following are considered in the selection of professional relations advisors: minimum of five years teaching experience; interest in communications, psychology, human relations; tolerance for stress and ambiguity; tact, empathy, assertiveness; skill in working with individuals and groups; ability to deal with sensitive issues in confidence.

Commitment. This three-year term may include: mediating up to five cases a year; extensive travel within the province; leading workshops; participating in ongoing training.

Application deadline: November 15.

G. A. Fergusson Memorial Award Trustees

Two BCTF members are sought to serve three-year terms as G. A. Fergusson Memorial Award Trustees. The five trustees meet each year in March to review nominations and to name the recipient who will receive the award at the Annual General Meeting.

Application deadline: November 15.

Appointments for each of the above committees are scheduled for the November 25-26 Executive Committee meeting. For more information or curriculum vitae forms, please contact Jacquie Boyer at the BCTF office.

Hilroy Fellowship Program

established by

THE ROY C. HILL CHARITABLE FOUNDATION

administered by

THE CANADIAN TEACHERS' FEDERATION TRUST FUND

The Hilroy Fellowship Program was established to encourage and reward active classroom teachers who have developed new ideas for the improvement of teaching practices.

Applications are invited from teachers, or small teams of teachers, working at any level of an elementary or secondary school, who have devised new methods, new approaches or new teaching devices.

CONDITIONS OF AWARD

Fellowships will be awarded through annual competition, open to certificated teachers who are members of provincial or territorial teacher organizations and actively employed in elementary or secondary schools in the provinces or territories.

Recommendations for the award of Fellowships of \$1,500 each at the provincial level will be made by the provincial teacher organizations. Recommendations for the award of Fellowships of \$1,500 each to teachers in the territories, for one national award of \$5,500 for outstanding merit and three national awards of \$3,500 each for great merit, will be made by a National Advisory Council. The final selections in all cases will be made by the Roy C. Hill Charitable Foundation.

METHOD OF APPLICATION

Applications must be made in English or French on the official application form and must reach the Hilroy Fellowship Committee of the provincial/territorial teacher organization not later than **October 31**.

Application forms and full instructions on submitting applications may be obtained from:

Secretary-Treasurer
CTF Trust Fund
c/o Canadian Teachers' Federation
110 Argyle Avenue
Ottawa, Ontario
K2P 1B4
or
Thelma Weinreich
B.C. Teachers' Federation
2235 Burrard Street
Vancouver, B.C.
V6J 3H9