

Surrey teachers battle layoffs

Surrey teachers have launched a massive community campaign to force the school board to reverse its — in the local president's words — "crazy" plan to fire 39 teachers in the middle of this term.

Teachers have joined with outraged parents in fighting the cuts in the knowledge that the board has even worse in store — cuts of a further 83 full-time positions in June.

"We're one of the fastest growing districts in the province and to be facing layoffs is just a ludicrous situation," said Surrey Teachers' Association President Moira Mackenzie. "This year we added 1,200 more students and we're expecting at least 1,000 more students next year. In fact, the superintendent, Doug Jennings,

told a parents meeting that the ministry's projections are that Surrey will add 1,500 more students each year for the next 10 years. It's crazy."

What has angered the teachers is that the board, in a closed session on February 6, chose to toe the ministry's cutbacks line, chopping \$3.7 million from its budget, rather than standing up for quality education by submitting a 1984-85 budget designed to maintain staff and services at 1983 levels.

Mackenzie said the firings, to take effect March 16, will cause chaos in Surrey schools as 39 teachers will have to be reassigned to new classes. "Parents are very upset, they don't like this disruption in mid-year," she said. "There isn't any

anti-teacher feeling in Surrey on this — parents want to fight this with us."

The action plan overwhelmingly endorsed by a general meeting of 700 Surrey teachers on February 23 was clearly aimed at building on this strong parent support. It involved disseminating information to and seeking support from parents, organizing a joint teachers-parents-CUPE delegation to meet with Surrey MLAs and the education minister and, as a major action, staging a joint teachers-parents-CUPE demonstration at the school board meeting on March 5.

The teachers' general meeting specifically referred to a later meeting any decision on a proposal to work to rule.

In another key decision, the meeting

almost unanimously rejected a motion calling for Surrey teachers to take unpaid days off to save teachers' jobs. Members pointed out that they had already gone that route and it hadn't worked.

Ken Novakowski, of the BCTF bargaining division who has been assisting the STA campaign, found this to be a significant decision: "It was clear that there is a significant change in teachers' attitudes towards layoffs — they're not going to try to buy back jobs."

Mackenzie said the government's funding formula particularly penalizes Surrey for its rapid growth, its urban-rural character and its lower average teacher salary. The 1982-86 enrolment trend figures

See "Seniority" page 12

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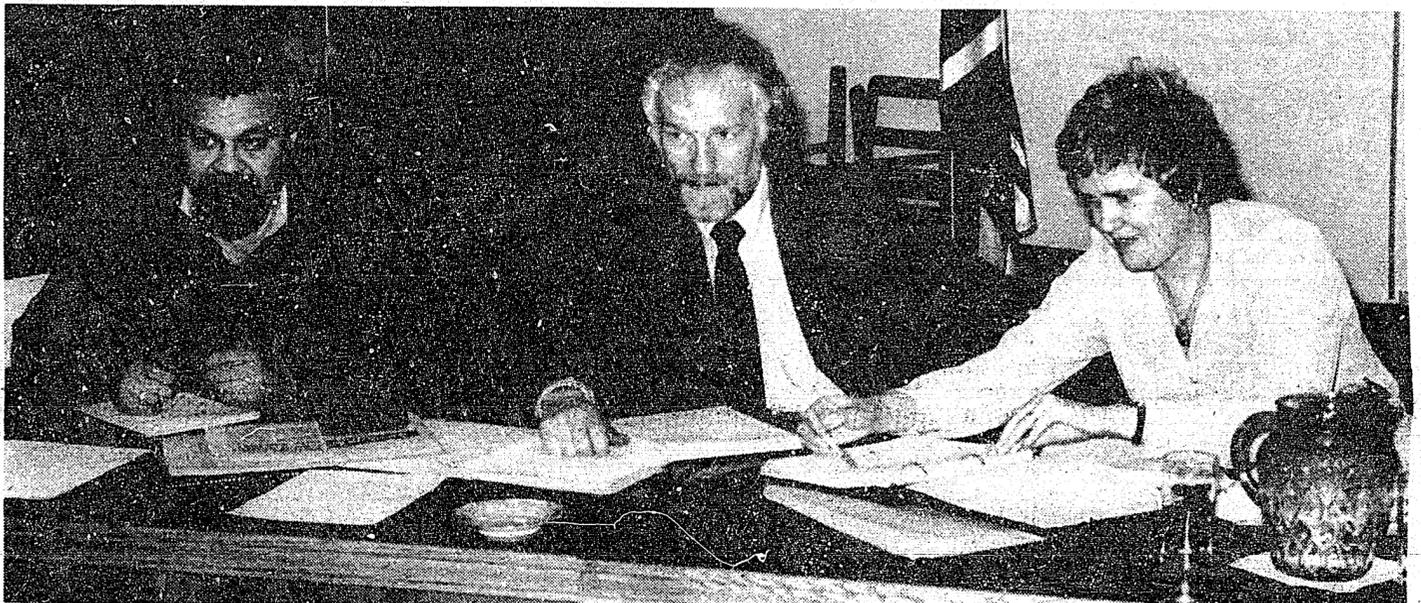
AGM to explore new responses to gov't policy

One central concern will dominate the 1984 Annual General Meeting: how to continue the defence of the teaching profession and public education against the attacks of the provincial government.

The recommendations and resolutions coming before the meeting, to be held in Vancouver on March 18-20, overwhelmingly reflect the battle the federation has had, particularly last fall, with the government and anticipate the struggle to come. In various ways, their general thrust is toward improving the effectiveness of the BCTF response to the government.

The executive committee's leadership report, which lays out a long-term plan of action, will undoubtedly be the focus of considerable discussion. That report calls for: the reserve fund to be developed into an effective defence fund with substantial long-term funding; greater cooperation

See "Job action" page 2



Commission of inquiry chaired by Maple Ridge assistant school superintendent Michael Suddaby (centre), assisted by United Native Nations vice-president George Campo (left) and Victoria School Board vice-chairperson Carol Pickup (right) found controversial transfer of AHTA president George Grant is worsening conflict-torn Agassiz education environment.

Agassiz education hurt by continuing conflict

The educational environment in Agassiz-Harrison has suffered because of a long history of confrontation between teachers and the school board and its officials and the recent conflict over the transfer of the local teachers' association president is inflaming the situation, a BCTF-appointed commission of inquiry has concluded.

The commission pointed to personality conflicts, poor board personnel practices and inadequate communication as at the root of the problem. It called on teachers and trustees to seek some form of reconciliation, possibly using a non-partisan community member as a mediator.

On the conflict that triggered the inquiry, the commission found no legal basis for protesting the abrupt transfer of George Grant from counselling to an industrial education position, but deplored the manner in which it was done and stressed the widespread community perception that the board's motivation was "inextricably bound to the aggressive role played by Mr. Grant in his past actions as AHTA president."

The commission condemned the new arrangements for counselling at Agassiz-

Harrison Elementary-Secondary School, resulting from the transfer, as "practically unworkable and ineffective." It called for a review of the adequacy of counselling services — and of the new alternative program which prompted the changes — and urged the board to seriously consider reassigning George Grant to counselling duties effective September 1984.

The BCTF appointed the commission of inquiry into the district's personnel practices after the local protested that Grant's sudden transfer in January was punishment for his strong leadership and after failing to obtain a resolution from the board and a ministry of education inquiry, which concluded there was no evidence of punitive action.

Michael Suddaby, assistant superintendent of schools for Maple Ridge, chaired the commission, assisted by George Campo, vice-president of United Native Nations, and Carol Pickup, vice-chairperson of the Victoria School Board. Noting that the BCTF had imposed no restrictions and that "the commission viewed itself as an independent body",

the commissioners indicated that their 17-page report was the result of 22 hours of public hearings in Agassiz involving 27 presentations. The commission regretted not hearing a presentation from the school board, the superintendent having explained that the board viewed it as "prejudiced" and unnecessary.

"Agassiz-Harrison has an educational environment that is less than optimum because the major elements of that environment are in conflict and have been for some time," the commissioners summed up. "That conflict centres on personalities, personnel policies and practices, or lack of consistency in their application, and on the roles and responsibilities for the governance of education. This long-standing conflict was exacerbated by the circumstances surrounding the transfer of Mr. George Grant. There is a perception in the community that the board acted with a lack of justice and fairness."

In its findings, the commission emphasized the breakdown in normal relations between the teachers and the school board and its officials, repeatedly noting

See "Justice" page 2



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

History taught through song

Michael Jackson and David Bowie — that's their sound — but Allen Swetlikoe? Social studies teacher Allen Swetlikoe is ready for it, that moment of doubt when he informs his class that he's going to play some songs about Canadian historical figures that he's written, sung and recorded.

"I can just read their minds," said Swetlikoe. "The kids are sort of wondering, 'he's singing?' And there's a snicker here and there."

Then, to resonating guitars, they hear him, their own teacher, singing about one of the last of the prairie Indians to stage a last-ditch fight against the advance of white civilization in the 19th century ...

*He was called Almighty Voice,
He spoke like the thunder in the sky,
He was called Almighty Voice,
Was he the Great Spirit's son in disguise?*

*Oh tell us, why are you running,
Like an outlaw renegade?
You say you were so hungry,
So you killed a steer but then a
Mountie too ...*

They're catchy tunes, they're about dramatic figures and events, they're effective: they catch students' attention and trigger discussion. It's an innovative teaching concept and it's just won Swetlikoe, who uses the songs in his social studies and history teaching at Coquitlam's Centennial Senior Secondary School, a \$1,500 provincial Hilroy Fellowship.

"They're just a little twist to provide variety," said Swetlikoe. "They weren't done to revolutionize social studies, but just to provide the teacher with an alternative for an introduction."

The innovation came naturally to Swetlikoe: aside from his deep interest in history, he's also been involved in music since he was a teenager. He used to sing and play guitar in rock and roll bands and he still plays occasionally in local pubs.

The idea was first suggested to him by a former colleague, Don Roberts, now retired, and so Swetlikoe wrote a song about Louis Riel. It worked well in class and that led to years of researching and writing and scrambling to have the songs produced in an album. Six years ago a small Vancouver company, Praise Records, agreed to produce an album of his first six songs (called *Voice to the Past*); since then he has written another eight songs which have not yet been recorded.

One of his motivations in doing the songs, explained Swetlikoe, was the belief that secondary students often find Canadian history boring because of its unimagine presentation and over-emphasis on politics. "So what I tried to do," he said, "was to write songs that illustrated personalities and events that showed a little flair, a little drama. I wanted to demonstrate to young people that Canadian history can be exciting if it's presented in a different fashion."

In addition to Louis Riel, the songs he wrote are about such figures as Almighty Voice, the Indian rebel; Henry Kelsey, the Hudson Bay Company explorer; Ginger



Allen Swetlikoe... folk singer/teacher.

Goodwin, the controversial B.C. labour leader; Albert Johnson, the "Mad Trapper of Rat River" and about such events as the conquest of Quebec, the expulsion of the Acadians, and the Depression.

"I wanted to look at people who were controversial," said Swetlikoe. "It seemed that controversial people are left out of the textbooks."

This works to catch students' interest too, as teenagers seem to have a natural curiosity about rebels, he noted. The songs are not just for entertainment, Swetlikoe emphasized, but are planned to develop themes within the curriculum. On the album, each song is prefaced by a spoken introduction on the topic recorded by Centennial drama teacher Lee Taylor (and chemistry teacher Dennis Secret did the lead guitar). Swetlikoe has backed this up with mimeographed notes, questions and exercises for students and a teacher's guide with more background and suggestions for instructional use.

An important part of the package is the stress placed on the teacher explaining to the class that they would not be hearing top-40 music — but folk songs. "It's very important for any teacher using this material that they explain what folk music is about, that it has a message," said Swetlikoe. "That's the appeal of folk music, that there's an actual story, generally a very accurate one, and if it's fictitious it usually deals with some actual incident."

Allen Swetlikoe's ambition now is to have his other eight songs recorded on an album and to have the resource material produced in classroom sets so that more teachers can also use music in teaching history. So far he's not had much success in finding a Canadian publisher ("they're traditional textbook-oriented") willing to take on the project — and that's a familiar song.

Job action, fees key AGM topics

From page 1

with parents highlighted by a public commission inquiry into education; a campaign on class sizes; and a study of changes in BCTF structure and policies aimed at making the federation more effective in influencing education policies.

Also likely to receive considerable debate are a number of resolutions dealing with aspects of job action policy. They include motions recommending that: all members abide by local/BCTF majority decisions on job action; any member who crosses a local/BCTF picket line be subject to financial penalty; any member who undermines local/BCTF structure and functions be designated a "member not in good standing"; and that teachers should not cross legitimate picket lines of other unions. Related to this topic is another measure urging the BCTF to investigate joining or affiliating with the Canadian Labour Congress.

Membership fee policy will also come in for a good deal of scrutiny. The executive and the RA are jointly recommending a fee increase to build the reserve fund into an effective defence fund and to enable the federation to provide needed services to members during a period when membership revenues are declining due to layoffs. The increase sought is to 1.05 per cent of actual salary plus a .2 per cent allocation to the reserve fund (raising the average active member's fee to \$454 from \$383).

On the other side of the issue, the Sooke Teachers' Association will be seeking support for its resolution calling for a return to the earlier system of calculating annual active membership fees as a percentage of mean salary.

Delegates will also be faced with proposals for strengthening BCTF's response to government attacks in a different way: through PR. One resolution calls for establishment of a public relations division within the federation and another calls for the hiring of an advertising agency to develop a public education advocacy campaign.

The unity of the federation will likely be another topic of discussion when the role of administrators comes up. In an effort to put disagreements between the BCTF and the administrators' PSA behind the federation, the executive is presenting a recommendation to clarify the issue: "that principals and vice-principals should be members of the BCTF with the same rights and obligations as other members."

Among other important measures coming forward are motions recommending that:

- the executive committee be elected by mail ballot of all eligible voting members;
- staff time and resources for professional development be increased to give better service to teachers;
- BCTF adopt political and social policy positions only when 60 per cent of members voting approve in a referendum.

Federation mourns loss of TPS staff officer

As this edition was going to press we were shocked and saddened to learn of the sudden death of Mike Midzain of the BCTF teacher personnel services division. Mike was a staff officer with the federation for 14 years following a lengthy and successful teaching career. He will be sadly missed by his many colleagues and friends not only on the staff of the federation but throughout education in British Columbia. He is survived by his wife Ruth and six children. (A tribute to Mike will appear in the next issue of the newsletter.)

Unique program helps teenage moms

When one of the girls in Nikki Holman's class has to leave the room to breast-feed her baby no one bats an eye.

It happens, after all, every day. Clearly, it is not a class like the others at Sir Charles Tupper Secondary School in Vancouver.

Called the Tupper Mini School, it is a special program that enables single teenage mothers to continue their secondary education while their babies are cared for at the adjacent YWCA-run Emma's Infant Day Care Centre. It is unique in Canada and the trio responsible for the educational program — principle teacher Nikki Holman, counsellor Eleanor Whyte and principal Jim Killeen — has just been awarded a \$1,500 provincial Hilroy Fellowship in recognition of meeting special needs.

The program is a response to the need identified by the B.C. Task force on Teenage Pregnancy and Parenthood which found that 90 per cent of adolescent mothers choose to keep their children. It was clear that education would be a critical factor in preparing these single parents for a successful life and some special efforts would have to be made to provide it. The result: an impressive cooperative venture between the Vancouver School Board, the YWCA, The Ministry of Human Resources and the Metropolitan Health Service.

The mini school-day care started two years ago with 12 teenage mothers attending classes at Tupper, while their babies were cared for in a temporary nursery set up in a former gym locker room. This past September the nursery moved into a new, properly-equipped \$70,000 portable with play area adjacent to the school, a facility provided through donations from the Vancouver Foundation, Variety Club, Canadian Legion (Mt. Pleasant Branch), Levi Strauss, East Enders and the B.C. Perinatal Society. Now 13 teenage moms (ranging in age from 14 to 19) drop their babies off every morning at the day care and then go on to class.

Principal Jim Killeen recalls that when the program first started they thought it best to keep it on a low profile within the school.

"We did our utmost not to identify the girls," he said. "Then in the third week of school we had to take student photos. Well, the girls all came over from the day care with their kids and wanted a group picture with their kids. So much for anonymity."

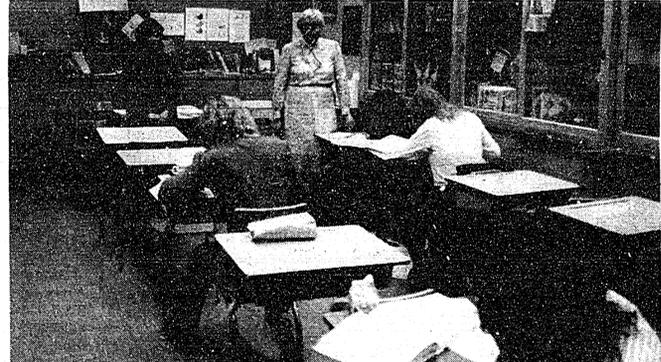
The program serves only teenage mothers who have indicated a desire to return to school. They are referred by social workers and community health nurses and screened for potential success by the program director, the counsellor and community health nurse. Currently, 11 of the girls receive instruction in a special class while two are integrated into the regular school program. In the special group, the young mothers take grade equivalency programs, to qualify for Grade 10 and re-entry into regular classes or for Grade 12 graduation, supplemented with instruction in nutrition and parent skills.

It is an alternate program that takes account of the special needs of the class — not only individual upgrading needs but

also allowance for tardiness and weariness.

"They have it very tough when the babies are little," said Holman. "They're up three or four times a night and they're often tired when they get to school. And many of the girls have long bus rides to get here in the morning and they're often late."

But the program has got the girls keenly interested in their children's development, as they often run over to the day care during the day to check on their children. "They find that their kids are doing everything faster than the books say," said Holman. "They're progressing a lot faster now that they're in a social group."



In fact, the program is being used as an educational resource for the school as a whole. "We try to capitalize on it," said Killeen. "By getting students involved from the home ec and family life program." It is also hoped that the program is working as a deterrent to teenage pregnancies, by showing other students that raising a child is a full-time responsibility not to be undertaken lightly.

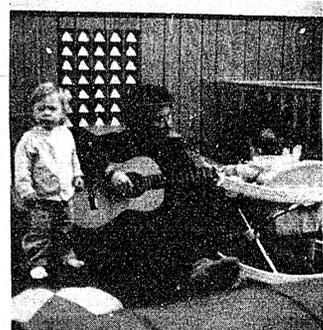
"Talking to girls in regular classes," said counsellor Eleanor Whyte, "they say the babies look cute but they admit they wouldn't want to try to bring up a child at their age."

Around Tupper there is agreement that the program serves an important need and that if it didn't exist the teenage moms would not be in school — and the odds against their success in life would continue to be heavy. Most are currently on welfare, but they now have vocational goals.

"Certainly we hope that one of the benefits of the program is that it will enable many of these girls to break out of the welfare cycle," said Whyte.

And there are signs that it's working. Of the four graduates of the first class, three are presently employed and the fourth is working part-time while attending community college.

The Tupper Mini School, under principal Jim Killeen (above, left), teacher Nikki Holman (centre) and counsellor Eleanor Whyte (right), offers teenage mothers an opportunity to upgrade their education while (below, right) their children are cared for at adjacent Emma's Day Care Centre.



Justice for George Grant essential element in any Agassiz resolution

From page 1

the antagonism and intransigence on both sides.

While the commission found no legal basis for objecting to Grant's transfer and acknowledged the board's logic in making the move on the basis that Grant was the only teacher in the district who could teach metal work (having taught it for four years ending in 1969), it argued that the community perception that he was being punished should not be ignored. "The feeling that justice was not seen to be done," the commissioners wrote, "is a potent factor that must somehow be addressed as the parties to this dispute struggle for some sort of resolution."

The commission also found that the board had not followed its own policy in filling the position of teacher for the alternate program, as it was not advertised or opened to competition. "All teachers, and 10 of the 11 non-teaching presentations, expressed concern over the process by which the alternate program had been implemented, particularly the adverse effect on the elementary-secondary school's counselling program. The commission, on the evidence presented to it, shares these concerns."

The circumstances were that the board on November 28, 1983, without prior discussion or notice, transferred George Grant from his counsellor's position, which he had held for 14 years, to an industrial education position. The I.E. vacancy was caused by the transfer of the incumbent Frank Hallam to teach a newly-created alternate program. These

changes were made at the last board meeting presided over by his wife, Gretchen Hallam, as chairperson, she having lost her elected position effective the next day.

Among specific recommendations, the commission urged that:

- the board should undertake an annual review of its operations and priorities and publish goals and objectives arising from this review;
- the board, its superintendent and the school-based administrators should clarify their various responsibilities in assigning staff within schools;
- the superintendent and secondary school principal should conduct a thorough review of the alternate program's objectives, intake procedures and staff needs by June 1984;

• counselling services should be reviewed immediately to bring them closer to the adequate levels recommended by the 1982 external accreditation team and during this review serious consideration should be given to reassigning George Grant to counselling in September 1984;

- the board meet with teachers to clarify interpretation of its recently amended policy on the posting of vacant positions;
- the board consider some form of affirmative action policy in the hiring of native teaching and/or non-teaching personnel;
- the board establish policy on the supervision and evaluation of teachers;
- and a board policy be developed on terms of reference for parent consultative committees for each school.

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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1984 Annual General Meeting

Official notices

As required by the Society Act, the following formal notice of the 1984 Annual General Meeting is being made to all BCTF members, pursuant to by-law 8.1, by publication in this issue of the *Newsletter*.

The Society Act and by-law 8.1 require that the notice of meeting include: (1) notification of the time and place of the meeting, (2) notification of any special resolutions, and (3) the audited financial statements for 1982-83.

Notice of meeting

The 68th Annual General Meeting of the British Columbia Teachers Federation will be held at the Hotel Vancouver beginning on Sunday, March 18, 1984 at 19:00, and continuing to Tuesday, March 20, 1984 at 17:30.

Notice of special resolutions

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

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

Recommendation 29: That a new by-law 8.6 be added, to read: "The Annual General Meeting may create regulations providing for short-term and long-term benefits from a Salary Indemnity Fund for members who are absent from work as a result of illness or accident. The Salary Indemnity Fund shall be created from member contributions that are separate and distinct from fees for the normal operation of the federation, and the fund

shall be segregated from federation funds and shall be used solely for the provision of benefits and for the expenses incurred in the administration of the fund. The fund shall be invested pursuant to by-law 5.12. Financial statements and actuarial certificates disclosing particulars of the operation of the fund shall be filed annually with the superintendent of insurance, and no amendment to this by-law or to the Salary Indemnity Fund investment authorization set out in by-law 5.12 shall take effect without the approval of the superintendent of insurance."

Recommendation 30: That by-law 17 (p. 8) be amended by deleting the period after the second sentence and substituting therefor a comma followed by the words: "except that the regulations providing for the Salary Indemnity Plan shall be established and amended in accordance with by-law 8.6."

Corrections

Resolution 103 on page 9 of *Reports and Resolutions* should be under the "Finance" heading.

Omitted from page 9 was resolution 124 which will be included in AGM delegates' information kits. It reads:

Resolution 124: From Dave Dunnison, Surrey Teachers' Association: That part 5 of statement 7.22 (p. 22) be amended by adding: "For nominations to the CTF French Language Commission, the short listing committee shall also include the president of the modern languages PSA or his/her designate."

Another omission is Resolution 6 of the executive committee's report which should have appeared on page 5, reading:

Recommendation 6: That the BCTF seek to restore time and funding for professional development.

There is also a typographical error on page 8 of *Reports and Resolutions*. The date at the end of recommendation 14 should read "1985", not "1984".

BCTF Executive Committee candidates' statements

For President

Pat Clarke

The ringing in the ears many B.C. teachers must be experiencing in these confusing and challenging times could be from constantly sounding alarm bells or some form of altered state of sensibility brought on by being constantly boxed about in what has become a provincial pastime — teacher bashing. Whatever the case, we cannot be deafened by the alarms nor frightened by the battering. In the past few years we have certainly had our share of negative experiences. Experiences which might encourage us to withdraw or become depressed and in a mood of alienated inaction. The morale of teachers is an issue for the BCTF. The enthusiasm our members have for their responsibilities may be in a state of serious erosion. This fact alone could



make us less able to actively and successfully defend the interests of children. In turn, the BCTF could be in danger of becoming less effective in accomplishing one of its primary objectives, the defense and improvement of the province's public education system. Our challenge is to maintain a membership which, in spite of very trying times, remains committed to the ideals of public education.

That spirit of commitment can be enhanced by a teachers' organization which publicly works for an education system which really does meet the vital needs of children. The BCTF must be clearly identified with the cherished social value of an education system which is free, open and equal.

The federation is in a good position to be recognized as an important advocate of public education. Over the past year we have made alliances, in communities all over the province, with many citizens concerned about what the provincial government is doing to public services in general and education in particular. In the coming year we must build on those alliances, particularly involving parents in a united cause with teachers to

protect and improve education services. Establishing a broad base of commitment to public education will have a dual effect in preserving the integrity of the system and in building the morale of teachers as they are involved in a growing and honorable cause.

Teachers in B.C. in November, 1983 demonstrated their commitment to children and to public education. The stand we took then cannot be forgotten or dismissed. That was the starting point for a campaign we must continue for the sake of the future of the children of this province.

Experience: Born and educated in Vancouver. B.A. M.A. (UBC). Eleven years teaching experience all in the Central Okanagan as a secondary social studies teacher. One year (1983-84) BCTF First Vice-President. Two years (1981-83) BCTF executive member-at-large. Three years (1978-81) GR. Two years (1979-81) full-time president of the COTA. Local experience as PD chairperson and newsletter editor. Served on the teachers' personnel committee as well as executive subcommittee, technical policy and staff negotiating.

Doug Smart

Where do we go from here? I believe the BCTF and its membership must seriously ask that question at this AGM. We must look ahead not just to the short term and what it will mean to our members and the children we serve, but also to the longer term, to the future of public education and the federation. We must examine what the challenges will be and what approaches we can take to face those challenges.



government. Although it takes both sides to have open, honest discussions we must publicly state our willingness to sit down with trustees and the government. We must also be much more vigorous in taking our case to the public, including that growing segment which no longer has direct contact with our schools. We must, and I believe we can, convince the public that what is happening to the public school system can not be allowed to continue. Although we will need federation assistance the major emphasis must be on using a variety of local resources, not just a media campaign, to get our case to the public in the local community.

A second major issue we face is the continued centralization of education decision-making. The issue facing the federation, is do we also respond with a centralized provincial approach or do we respond with renewed efforts at the local level. I believe that centralization fails to recognize the diversity of this province and that it would be a fundamental error to fight provincial centralization through centralization of the federation. I believe that local associations are the basic strength of the federation and ultimately we must rely on our locals to carry out our objectives.

Over the next few years we must focus on the key issues facing education and teachers and choose from amongst those issues the ones we will have to fight. We must have broad membership support for the positions the federation takes on these critical issues. If the membership is committed to the direction of the federation, then the federation can act effectively to protect public education and teachers.

Experience: Presently teaching grades two and three in Prince George. Have also taught grades five, six and seven. Have been sessional lecturer, Faculty of Education, University of Victoria. B.A., B.Ed. (Lakehead University, M.Ed. (language arts and reading, UVic. Local association: presently GR. Former full-time president and GR (1977-79). BCTF: First Vice-President (1982-83), Second Vice-President (1981-82), Member-at-Large (1979-81). Have served on various BCTF committees and executive subcommittees. Presently on the teacher personnel committee. CTF: on board of Canadian Teachers' Federation (1982-83). Attended CTF annual meetings 1980-83.

Agenda

The following is the 1984 AGM agenda as it stood at press time. Some last-minute changes may be made to it. Page numbers in brackets refer to *Reports and Resolutions*.

Sunday, March 18

- 19:00 • Preliminary business
- Income security (recommendations 29-33, p. 13)
- Report of the President
- Bargaining (recommendation 14, p. 8; resolution 102, p. 8)
- Membership (recommendation 34, p. 21)
- Organization of the BCTF (resolutions 109-115, p. 22)
- 21:30 • Election statements: candidates for table office positions

Monday, March 19

- 09:00 • Solidarity representative
- Executive leadership report (recommendations 1-10, p. 4)
- Strikes and other job action (recommendation 36, p. 26; resolutions 119-122, p. 27)
- Political action (resolution 116, p. 25)
- 11:30 • Election statements: candidates for member-at-large
- 14:00 • CTF representative (resolution 124; information kit)
- Leadership report continued
- Strikes and other job action continued
- Executive stewardship report: questions on work of executive and advisory committees
- Questions on work of Representative Assembly (see p. 56)

- Labour affairs (recommendation 37, p. 28; resolution 108, p. 21)
- Substitute teachers (recommendation 38, p. 29)
- Teacher tenure (recommendation 39, p. 29)
- 16:30 • Issue session: "privatization and volunteers"
- 17:15 • Executive director report

Tuesday, March 20

- 09:00 • Fergusson Memorial Award presentation
- Nominating committee report (p. 56) and election of Executive Committee to continue throughout the day
- Public relations (resolutions 117-118, p. 26)
- Unemployed teachers (resolution 123, p. 30)
- Unemployment insurance (recommendation 40 p. 31)
- 14:00 • BCSTA representative
- Home and School Federation representative
- Pensions (recommendation 35, p. 25)
- Issues session: "secondary program and curriculum"
- Education policy/professional development (recommendation 15, p. 9; resolution 104, p. 10)
- Unfinished business
- Late resolutions
- 17:30 • Adjournment of the meeting.

For First Vice-President

Elsie McMurphy

The BCTF can remain a strong defender of the public education system in B.C. as long as we have the will to do so.

The attacks on public schools will continue as the government pursues "privatized" education and centralized decision-making. The system will be scheduled for major surgery to remove critical services such as library, counselling and elective programs. The heart of the learning process, the teacher, will be strained and weakened in attempting to meet the needs of more and more children.

At a time when other countries in the developed world are recognizing the need to provide more resources to education and are stressing the importance, in our



rapidly changing employment markets, of learning to learn rather than limited skill training, B.C. schools will see opposite trends. Parents will feel alienated and unable to participate in decisions relating to their children's education as more of these decisions are made at a level far removed from their sphere of influence.

Our objective must be to raise awareness about the purpose, direction and issues related to public education. Our major task will be to do this in a way that is not mistakenly interpreted as being self-serving. To this end, we must expand our contacts and liaisons in a variety of fields both to give us an audience to receive and support our proposals, and also to validate our credibility and commitment.

Attempts will be made in a variety of ways to weaken our defense.

Loss of time and funding for professional development is one more tactic that will be used to hamper our ability to keep abreast of new developments and to respond to changing student and societal needs. It's also a way of establishing a "top-down" approach, thereby reducing teachers to technicians.

There will be attempts to divide the unity of our membership on several bases — professional/political; administrator/teacher; economic/social; "leaders"/"members" — as the government continues its confrontational approach.

We must be strong and well-defended ourselves as we assert our responsibility to speak out for the rights of our children and our society to quality public education. We must use our professionalism, our unionism and a social conscience in our collective approach to solving the problems.

Experience: Educated in public schools of New Westminster, Clinton, Kamloops; B.Ed., M.Ed. — University of Victoria. Teaching: 18 years elementary classroom, teacher-librarian, curriculum co-ordinator; related experience teaching at UVic, also in Thailand and St. Vincent with CTF Project Overseas. BCTF: president, Saanich Teachers' Association, 1979-81; member, LC, bargaining, negotiating team, S/W member; Saanich, GR 1977-79; AGM delegate, 11 years; BCTF representative on Certification Advisory Committee; Member-at-Large, BCTF executive, 1981-83; currently BCTF Second Vice-President.

For Second Vice-President

Christina Schut

For public education the crisis has become a siege. As the provincial government moves towards its objectives of downsizing, centralizing and rigidifying the school system, learning and working conditions are steadily worsening. School boards have lost their right to determine programs and levels of funding to meet the needs of their districts. Teachers are losing professional rights over matters of curriculum and evaluation. Programs are being cut and class sizes are growing. In June we face further disruption as the elimination of 2,000 more teaching positions is threatened.

Thus far, we have demonstrated unity and commitment in our defense of public education. We have gained



valuable allies among parent groups and in the labour movement. Through the Bill 3 exemptions we have secured protection from firings without cause, ensuring that we and our leadership can speak out strongly on our behalf without fear of reprisals.

We must prepare to carry on with words, actions and money. In building a reserve fund that can act as an effective defense fund, we demonstrate our commitment to the defense of public education in a concrete manner. The defense fund will give us the resources we need to carry out the long-term strategies which will be necessary. It will make a clear statement that we are prepared to carry on the fight for equality and excellence in education.

The structures of the BCTF must be evaluated and adjusted to cope with the shift in power from local school boards to the provincial government. Many of our actions will need to be provincially co-ordinated. At the same time, support for local associations must also be strengthened as locals deal with crises of program and staffing cuts in their districts.

Through educational programs such as public confer-

ences and a public commission, we must seek to gain public understanding and support for equality and excellence in the schools. We must convince the public that the development of our human resources is of prime importance.

Our leadership must continue to be strong and ready to act. We will need an executive that can maintain the unity and commitment of the membership and keep morale high. We need an executive that will be creative and flexible in its tactics. An executive that will use persuasion and negotiation when it can and stronger measures when it must. I have the energy, experience and commitment to be on that executive.

Experience: Born: Rotterdam, The Netherlands. Education: Saskatoon public schools, University of Saskatchewan, University of British Columbia. Teaching experience: elementary grades 2-5, Saskatoon, Saskatchewan three years; Revelstoke, B.C., 11 years. Local association involvement: Pro-D committee; S/W contact person; president two years. BCTF involvement: geographical rep, Labour Liaison Committee, Executive Committee.

Margaret Woodlands

The crisis that we have faced this past year will be further compounded in the coming months as we feel the effects of the implementation of the government legislation. We will work with fewer colleagues in more demanding environments. The tensions and stress which result will force us to look for a leadership which gives us a strong, effective and reasoned voice in education. It is essential that channels of communication remain open with all levels of government and all sectors of society as we struggle to preserve the essential elements of a public education system in B.C. The government's move to privatization should not be allowed to destroy public education and the executive



must use every opportunity to communicate and consult with the government in defense of education.

Public education in B.C. is excellent and is worth preserving. We must use new and creative methods through the media to reaffirm to the public that our contribution to society is positive and worthy of respect. Portraying a positive image of education will result in a more positive image of the federation and we will therefore be able to take a proactive rather than a reactive stance as we address the issues at hand.

As a federation we should ensure that our strongest aspect, local autonomy, is preserved and enhanced. The provincial leadership must listen to the messages being relayed by local associations and PSAs. The provincial executive must offer leadership which results from consultation with local associations and PSAs.

As we strive to maintain the existence of the BCTF we must continue the de-centralization model which is the essence of the federation. Respect for the individual needs of our members as expressed through the local association and PSA structure must be emphasized.

Strengthening and supporting these networks will lead to an even stronger and more united federation.

During my term on the executive it has been my resolve to ensure that I respond effectively to the membership and if elected I will continue to seek out and respect the wishes of the membership.

Experience: Public school in Leeds, England. Teacher training: London University, England. BA Simon Fraser (political science, anthropology), MA (Ed) Simon Fraser (learning disabilities). Taught grades 2-8: 16 years, including learning assistance 5 yrs; mentally handicapped 3 yrs; ESL 1 yr. Present assignment: Grade 4/Vice-Principal. Local association experience: staff rep 8 yrs., negotiation committee and chairperson 2 yrs., vice-president 1 yr., president 2 yrs. BCTF experience: BCTF Executive Committee (member-at-large) 2 yrs., CTF delegate 1983, UTFE negotiating team, retirement savings sub-committee rep., GR 1 yr., investigation committee 3 yrs., investigation committee chairperson 1 yr., AGM delegate 7 yrs.

Don Bennett

I believe that the federation is at a turning point in its history and that crucial decisions must be made soon as to the nature of our organization. These decisions must be made in a way that ensures a lasting consensus amongst BCTF members.



At present, the federation is enjoying a unity that has been imposed upon it by a hostile provincial government. However, on basic internal questions — our status with respect to the B.C. Labour Code, our role in professional development, the degree of decentralization in our decision-making and collective bargaining, and the position of members who are administrators — serious divisions of opinion exist.

I believe that divisions on such vital internal issues can only be resolved through a careful process of compromise and consensus-building. I do not believe that decisions fundamental to the future of the federation can be alternately made and unmade at successive Annual General Meetings by simple majority votes on ad hoc resolutions. Each of the major internal issues facing us must be studied thoroughly through the committee and task force systems. Consultative processes must ensure maximum input from individual BCTF members. When final decisions are made they must be respected and adhered to by all.

The unity of BCTF members must be maintained and developed on two fronts. First, we must remain firm in our resistance to anti-public education initiatives taken by the present provincial government. At the same time, we must strengthen the unity of the membership on internal issues, and continue to build a strong, vital organization which provides the broadest possible range of services to its members.

The B.C. Teachers' Federation has a crucial role to play in building the British Columbia society of the future. Now is the time to lay the groundwork.

Experience: Born: White Rock, B.C. Education: BA (political science) UBC. Teaching experience: Grades 4 through 10 and learning assistance in Dawson Creek, Kamloops, Richmond and Langley. Federation experience: Secretary, PRSTA: 1971-72. RTA staff rep.: 1974-75. LTA staff rep.: 1976-78. Learning conditions committee: 1977-80. Chairperson, learning conditions committee: 1978-79. Professional development committee: 1979-81. Treasurer, joint board/LTA professional development committee: 1979-81. Coordinator, BCTF Learning Conditions committee: 1979-81. First vice-president, LTA: 1980-82. Agreements committee: 1981-82. Delegate to BCTF AGM: 1979, 1980, 1982, 1983. President LTA: 1982-84.

Allan Garneau

Another AGM conducted in the midst of an "education crisis"! The government continues on its misguided course of destruction in education and teacher bashing has become a popular pastime for the premier and his cabinet. What's worse is that the BCTF's actions over recent years have made it both possible and popular for this to happen. Bennett hammers and the public applauds.



Further, our ranks are still in chaos from the November exercise in futility. Tension in the staffrooms, strained friendships and a bewildered public are all we have left to show for that burst of support, given in good faith by teachers all over the province. So what now? The path ahead is very clear to me — but getting there is not going to be easy.

Bruce Gladwin

In unity there is strength. It is this unity, fortified by good communication and a solid professional outlook that will take us through the adversities that have beset us and which apparently will continue to effectively undermine the educational system in B.C.



One of the keys to maintaining unity is communication. This is a two-way street that involves both talking and listening. If we are to maintain our rightful place as educational leaders we must strive to open the clogged communication lines between the BCTF and Victoria, keep the public informed on the effects of educational policies and above all keep open the lines of communication between local associations and the federation.

We must begin dialogue with the public so that they

We must begin by ridding the BCTF of the polarization within the membership. Show me a teacher who does not want a quality education for children and who is not prepared to defend the system. When it comes to what is important for children, we can all agree. But when it comes to our strategies, we succeed only in alienating major groups of our colleagues. We are united in purpose, but divided on tactics.

We must also strive to regain a strong professional status and respect within the community. Presently there is too little awareness of the dedicated work being done in our classrooms. It is not enough to be doing a good job; it must be perceived that way by the public.

Provincial exams, changing course requirements, the exodus to private schools and the movement to home education are all signals that something is seen to be wrong. Our belligerent attitude toward these solutions has prevented us from recognizing the problems they are trying to solve. It's time we stopped the rhetoric and started to listen for a change. When we finally understand the situations seen by the outside world, we will be in a position to offer better solutions than they are trying to impose. Real professional development involves

are talking with us, not about us. It is important that we show the public what level of education the children of B.C. deserve. While we are working on dialogue with the public we must continue to try to influence the decision-making in Victoria.

To successfully accomplish the above it is necessary that we have unity within our own profession. Although there are a number of concerns within our federation I feel that two of the main issues are administrators' membership in the BCTF and our annual membership fee.

Recently there have been suggestions that administrators be removed from the federation. Principals and vice-principals are our colleagues. As such they abide by the same rules and regulations that all teachers do. At the same time they are given extra responsibilities and a set of extra regulations. We must be prepared to work with and support these fellow members against unreasonable demands made on them at both local and provincial levels.

Fee structure needs to revert to our former formula of a flat rate along with a flat rate contribution to the

cent supported it shows that we are prepared to abide by the will of the majority. The cost of the vote was minimal in terms of the positive results. I see no reason why this type of vote on issues of importance to the federation should not continue.

One of the many destructive aspects of the government's restraint program has been the reduction of the number of teachers in the system. I have a major concern over the large number of young, unemployed teachers who have been forced to substitute, take jobs not related to their training, or go on welfare. What a waste of talent! The BCTF could have suggested that the government alleviate this situation by developing some creative solutions: encouragement of part-time teaching for those teachers who no longer wanted the stress of a full-time position; elimination of the penalty for retiring at 55; or encouragement of early retirement incentive plans.

Another area of concern to me is our present relationship with the ministry. The BCTF has buried its head in the sand on the issue of non-cooperation. You cannot influence those you are not dealing with! In any case,

increase in class sizes; the reduction of support services such as libraries, learning assistance, and clerical; plus the continued erosion of any type of specialized services for exceptional children, will weaken public education to such an extent that eventually those who can afford it will choose to send their children to private schools, leaving the public schools as receptacles for the less affluent. The continuing centralization of education leaves little or no room for the input of parents, teachers, the public, and school boards within their communities.

The BCTF must oppose the government's attacks on our young. We must continue to advocate a public education system that maintains quality while providing for equality of access and local control. It is in the locals that we must publicize specific cases of cutbacks and their effects, and help to coordinate parent and public reaction at that level as well as provincially. Professional development days and funding must be maintained, not bargained away, as professional development is even more necessary to us now. Continued involvement provincially and locally with other labour groups is vital. The gains recently made with labour must be sustained and solidified to assist us in the continuing struggles that we all face.

genuine dialogue with those we serve; it does not mean a flashy PR program where we attempt to sell some concocted image to the public.

I am convinced that the majority of teachers are frustrated by the present situation, are annoyed that our leaders' strategies have compounded our problems, and are demanding some creative leadership to unite us and achieve some success. I am in tune with that majority. I offer the alternative.

Experience: Education: Elementary and secondary education in five provinces and the Yukon; B.Ed. (secondary) UBC 1972; M.A. (educ. leadership) SFU 1975. Teaching: Elementary teacher for 12 years; now in eighth year of elementary principalship, Vancouver. BCTF, local association: BCTF second vice-president '77-'78; member VESTA executive seven years, president VESTA '69-'71; VSAA (elem.) executive two years; members of RA eight years; AGM delegate 16 years; currently chairperson VSAA Staffing Committee, and VSAA (elem.) rep to board personnel committee. Member BCTF Task Force on Differentiated Staffing ('70-'71) and BCTF Task Force on Membership ('78-'80); past president Provincial Teachers Medical Services; past chairperson Teachers' Assistance Society.

reserve fund. At the same time we must take a serious look at the consolidation of services, not expansion. A shrinking membership cannot be expected to fund an expanding organization.

It is essential that we maintain good communication with teachers, the public and government and at the same time build a solid, unified organization.

Experience: Education: Public school: North Vancouver; post-secondary: Capilano College, University of B.C. (B.Ed. Elem.), currently completing M.Ed. (Communications Media and Technology). Teaching: grades 5-6 Mackenzie, B.C. (two years); grades 3-7 Prince George, B.C. (six years); grade 4 & learning assistance, Mission, B.C. (three years). Local activities: Staff rep. 1973-1980. District council rep. 1975-1980 (Prince George), 1982-1984 (Mission). AGM delegate seven years. President, Mackenzie sub-local, 1974/75, Mission, 1982-1984. During these years as an active, concerned teacher I have also served on professional development, bargaining and working and learning conditions committees at the local level.

many teachers have ignored or consciously disobeyed the instructions of the BCTF executive because they wanted to be involved in the area of testing and curriculum. The BCTF and teachers on various ministry committees have a collective expertise which can be used to bring pressure to bear on ministry officials who in turn can, I believe, influence the thinking of the party in power, whichever it may be.

Experience: Born and raised in Kelowna. Post-secondary training: UBC, B.A. (geography, history and physical education) and teacher training: SFU, administrative leadership courses. Teaching experience: Langley Jr.-Sr. Secondary, three years; Winslow Jr. Secondary, Coquitlam, 12 years as a teacher, department head and counsellor; Centennial Sr. Secondary, Coquitlam, five years teaching social studies, geography and learning assistance. BCTF and CTA experience: Action Committee (1970), local association president (half-time 1971-72, full-time 1972-73), GR 1973-75, member of the Task Force on a Teaching Profession Act, chief delegate or staff rep 1975-81, GR 1981-84, member of BCTF RA Agenda Committee 1982-84, picket captain and coordinator, Nov. '83. Attended seven AGMs (1972-76 and 1982-83).

During this campaign it is important that we support one another both locally and provincially. We have helped to prevent some severe losses, and can more effectively counter the government's proposals by maintaining a united front. We must be prepared to support and participate in the democratically determined actions of the federation.

Experience: 12 years, elementary and secondary, Kamloops, New Westminster and Peace River North. Presently on leave at UBC, B.A. (SFU), M.Ed. (UVic). BCTF experience: co-chairperson RA '82-'84, co-chairperson AGM '83, pensions committee '60-'86, Federation Appeals Board '80-'86, referendum workshop facilitator '81, Representative Assembly Agenda Committee '82-'84, PD associate work '83-'84. Local experience: 8 years Kamloops executive as working and learning conditions chairperson, professional development chairperson, GR 2nd vice-president, public relations chairperson, pensions chairperson, member-at-large, staff representative (6 years), AGM delegate (8 years). 2 years New Westminster executive as bargaining chairperson, GR, S/W contact, AGM delegate.

John Bergbusch

As I write this on February 20, I am listening to the provincial budget speech and preparing for Bill 3 exemption negotiations. Both activities are symptomatic of the problems faced by British Columbia teachers in 1984. As we face continued cutbacks to funding for education and the continuation of the Compensation Stabilization Program, we find ourselves bargaining a method of "orderly" job losses for teachers. Hardly an optimistic scenario.



In such circumstances, it is essential that the federation meet the continued challenge to education with dedicated, yet pragmatic leadership. The events of last autumn proved that teachers will stand together. However, if one compares the enormous human effort that

went into the job action, and the difficult decisions that thousands of teachers had to make, to the rather meagre results of the work stoppage, one has to question the entire strike process from its very inception. I supported the strike. At the time, I felt it was the only realistic action we could take given the vicious government attack on social services in this province. Nonetheless, I did not consider the strike as an end in itself; rather, I saw the job action as a means to achieve stated objectives. In the final analysis, these were largely unfulfilled in the anxiety to reach a general accord.

If we are to be more successful, the following process will have to be followed. We must more clearly define the issues, more clearly define our objectives within those issues, more clearly understand our commitment to our objectives, and then develop affirmative courses of action to achieve our goals. Yet, all of this must be accomplished within the framework of what is possible.

In the coming year, as we attempt to resolve several critical issues, particularly the legality of withdrawal of services and teachers' bargaining rights, classroom sup-

port for BCTF activities will be more important than ever. My commitment is, that as a member of the executive, I will listen carefully to the membership — in an effort to reach decisions supported by a majority within the federation.

Finally, despite the difficulties we face, our overall mandate must remain to provide the best service we can for the children of this province. We must remember that our best interests are served by providing quality education despite the regressive policies of government. We owe it to ourselves and our students.

Experience: Public school in Saskatchewan and Victoria. Bachelor of Arts and professional year, University of Victoria. Teaching experience: 14 years in the Sooke School District, grades 8 to 12. Sessional lecturer at UVic 1976-84. Local association: bargaining committee for eight years (several as chairperson), 1977 to 1984 full-time president for two years (1982 to 1984); AGM delegate. Significantly involved in local community affairs for past 10 years, most recently three years Chairman of the Board, Pacific Centre for Human Development.

Bill Fite

The paramount issue facing the federation is the state of education in British Columbia. It is not unionism versus professionalism. Any person involved in education, let alone the federation, realizes that the BCTF is a balanced mix of both philosophies and rightly so, given the positions due to present legislation and past direction from the membership.



The present executive has presented the federation concerns to the best of its ability given time restraints imposed by a government that has learned to attack vulnerable groups at their most susceptible time. Thus the problems we have faced during the past two summers. If we have learned anything from our past expe-

riences it must be that when fighting the hired professional media we must counter with the same. The second lesson must be to deal with the real issues and avoid creating problems. Time and energy might be spent more constructively with those real and pressing issues. The third lesson, and I believe reality, is that we are a political force and will continue to be so as long as education is a political tool used by government to seek its own ends.

I believe that teachers have established the ideals of what education should be much as doctors try to control their profession. Our ideals and practices are reflected in the *Members' Guide to the BCTF*. At present these ideals, practices, and even our personal existence in the profession, are under attack. If you are in doubt just ask the teachers who were laid off in December or the probable thousands facing layoffs in June. Job security and the feeling of personal self-worth is the issue and for that matter the reality that we must deal with.

I favour reorganization of the BCTF and especially elected officers of the federation. The local members

need more individual input into their executive and there must be greater regional representation. Beyond giving the membership more direct input into the federation, each and every teacher in this province needs to evaluate his/her own values towards education that they profess, as compared to what they're willing to fight to maintain in the educational system. The present government feels that education is a privilege not a right. I believe democracy is a privilege and the right is the energy to preserve it. If you believe as I do your support will be welcome.

Experience: Education: BA in education (psychology, physical education) 1968, Central Washington University. Post-graduate work, University of Washington and UVic. Teaching: 15 years, 12 years in British Columbia, 2 Prince Rupert, Fort St. James, Sparwood, elementary grades 3-7, secondary — physical education, math, and art. (PE Dept. Co-ordinator and Elem. PE Advisor). Association staff rep., negotiation committee, GR, local association president.

Dale Gregory

Colleagues, as members of the BCTF, we have recently been part of a historical action. Teachers tried to defend the education system against the onslaught of the provincial government by withdrawing their services. We were not particularly successful as layoffs have taken place. We were able to negotiate a layoff procedure and an exemption from Bill 3: a small victory indeed. One of the few positive aspects of the protest was the unity which was a direct result of the democratic process carried out prior to November 8th. There was time to discuss the issues. More important was the opportunity for every BCTF member to exercise his or her democratic right to vote. The fact that 60 per cent voted in favour of the protest and over 90 per



Karen Harper

In the face of continuing attacks on education, teachers in B.C. have displayed remarkable strength of purpose. Our involvement with Operation Solidarity and our November strike action, in concert with other labour groups, marked a watershed for teachers in the recognition of ourselves as a part of a larger community of interests. Perhaps the most important lesson which we have learned this year is that our strength comes from unity, and the more extensive the group, the greater our power.



The primary functions of the executive must be to defend education and act as an advocate for teachers' rights. We must stand firm, recognizing that the government is attacking education at a very elemental level, trying to privatize education and other social services. The widening gap in the funding of private and public schools during the last year; the continuing

and collectively, but we also realize that the objective of gaining public support and government cooperation has been elusive. Future success in gaining public support and government cooperation is dependent upon our ability to develop creative strategies that will bring about a new degree of acceptance and reconciliation by all participants — teachers, students, parents, government, school boards, administration and general public — concerned with education.

We cannot hold ourselves responsible for the response of others on the issues facing education but we must ensure that our actions as interpreted by the general public are effective in bringing about new levels of trust, credibility and professional acceptance so that our views will be listened to and acted upon.

Our task will not be easy. We now face a future where there is no sustainable reason to believe the impact of budget cuts can be further delayed. Our role must be to rebuild confidence in the education system. The public must believe with us that education is the most important contribution any society can give to future generations.

Bill Friesen

A member seeking a leadership position on the BCTF executive must accept responsibility for: gaining the respect, understanding and support of the general public for the purpose and focus of the public education system; and building structures of influence and consultation with the government by means of participation in the decision-making process which is seen to be not only useful but absolutely essential to both parties. I accept that challenge and responsibility.



The last year has been a particularly difficult year for all members of the BCTF. Every one of us has had to face competing and conflicting loyalties on many issues not only amongst each other, but often within ourselves. In many ways, I sense, we are stronger both individually

Harry Janzen

Government policies are eroding the public education system. Behind the smoke-screen of restraint, equality of opportunity for our children is giving way to an increasingly elitist philosophy. The BCTF must take the initiative to focus public attention on the effects of government policies on education. The residents of B.C. do place a great importance on education and do not wish to jeopardize their children's future.



In our locals we must continue to build a dialogue with our communities. As well, I believe that the federation should initiate a province-wide dialogue by organizing a commission on education and through an

Maureen L. MacDonald

Recently a former colleague asked me, "Are you still fighting the good fight, Maureen?"

"Yes," I nodded. "Then why aren't we winning?"

"We're not losing as badly as we might otherwise be!" I replied.



Unjustified and unparalleled attacks on the public education system have been the norm for the past two years. The BCTF has had to take strong and sometimes unprecedented actions to increase public awareness of the effects of government initiatives on students, teachers and society. United leadership at the provincial and local levels has been instrumental in organizing membership support for actions which thwarted threatened rollbacks in salary and dramatically reduced the magnitude of anticipated terminations.

Moira Mackenzie

The present circumstances of fighting to keep teachers' jobs in Surrey and other locals has identified critical issues which the BCTF needs to address:

Levels of service. Throughout last fall's Solidarity action, it became clear that the issue for teachers was to maintain a level of educational service that provided a manageable work load for teachers and a satisfactory learning situation for all students. The BCTF must continue to persuade other public sector employee groups to assume a similar commitment to service levels.

Members' rights. A large segment of our members do not have any of the basic rights we won for continuing contract teachers last fall through seniority agreements. Temporary teachers must no longer be subjected to an



Bob Meredith

Last year I allowed my name to stand as a candidate for the executive. I again offer my services. This is a major commitment and I hope you will treat my candidacy as seriously as I do.

I made it very clear last year that I am opposed to the BCTF becoming a trade union. Events over the past year have not changed my mind. Most of the teachers in B.C. took part in the "strike" as a matter of conscience.



Calvert Moore

Social change, that product of volatile technological innovation, and the philosophical political pendulum contribute to our doubts about the future. Our natural fear of the unfamiliar, and often unintelligible, cannot be addressed by craving for what is known, certain and safe. Change there will be and we can only deal with it if we take responsibility for our own development and the development of our organization.



increased informational campaign. We must also continue our involvement with Operation Solidarity and the Solidarity Coalition to further educate their members regarding our concerns.

Within our federation we are stronger and more unified than we have been for some time. In 1980 it was estimated that less than 20 per cent of our members were "activists" in the federation. Last November over 90 per cent of us became "activists" and this job action led to an increased awareness among teachers and more positive attitudes towards the federation. It also led to an increased demand for up-to-date information and a desire for greater participation and involvement. Now is the time to examine and make required changes in governance and the delivery of BCTF services.

We must ensure that our decision-making is democratic and participatory. The coming months will place great stress on locals as we confront massive layoffs, the implementation of seniority clauses and the need to provide services to unemployed teachers. BCTF staff must

The provincial budgets of July 1983 and February 1984 reiterated the government's goals of reducing services to children. We must continue to oppose this so-called restraint program. Survival of public education is at stake.

The consultative process is not working. The input of professional educators is ignored, financial advisors who favor an elitist system are listened to.

Fortunately, we have many allies. The Solidarity movement has made us partners with labor and community organizations whose resolve is unshakable. We must maintain close ties with these groups in seeking a return to local autonomy and more community-based control of schools.

It is our responsibility as professionals to speak out against such things as the erosion of learning and working conditions, increasingly centralized curriculum, arbitrarily developed provincial exams, and decisions made without a sound educational basis. Teachers are rightly proud of their long history of upholding and furthering the goals of the federation. When the odds are

unfair and arbitrary hiring situation each June. They require firm re-hiring rights based on seniority. Substitute teachers are professional colleagues and should have fair evaluation procedures, due process and employment based on seniority.

Bargaining rights. The BCTF must seek to build and maintain those alliances we have found helpful in defending what bargaining rights we do have. We can only hope to regain lost jobs and incomes by remaining part of a broad and united public sector strategy.

Professional rights. The professional teacher is one who strives for greater control over his or her work life and who is prepared to fight against attacks on public education. The BCTF needs to provide teachers with the skills to become effective advocates of the public school system.

Social programs. Government cutbacks in social services and human rights have stacked the deck against women and minorities. This makes the work of our status-of-women and anti-racism programs even more critical notably to our members but also to the students we teach.

not because they want to become union members. As an executive member I will strive to have the union vs. professional organization controversy settled once and for all by a clearly-worded referendum.

A very large percentage of our members are dismayed with government actions and BCTF reactions. These members feel it is time for a change in our tactics. We need leaders who can sit down with government officials and negotiate settlements to our differences. It is painfully obvious that constant hassles and major confrontations are not in our best interests. Much public support for teachers has been lost in the past few months. This support must be regained by a calm, reasoned approach to solving the crisis in B.C. education.

We must continue in our efforts to improve pensions,

The political conflict of the last few years has forced us to clarify what we want. Now we must take the next step and look for new approaches. The conflict has triggered the surfacing of hidden problems. Governmental attacks on the federation have exposed internal concerns but have also demonstrated our ability to defend education.

One thing is certain: we need each other. Within the profession we have a vast reservoir of resources and talents — we must tap those reserves. During the strike a wealth of innovative suggestions were developed by members who had no previous history of direct involvement in federation affairs. This input is essential if organizational development is to continue.

The changing world of today has forced reorganization and restructuring of all of our major institutions. We must

be restructured to provide more effective service in the field and executive members need to establish greater contact with local associations.

The past two years have been extraordinarily difficult for teachers. Actions taken against us and by us have forced a re-examination of our role in society. Not only do we have the major responsibility of educating our community's children but as educators we also have the responsibility to work for the preservation of quality public education. It is with this in mind that I am offering to serve the federation as member-at-large.

Experience: Educated in public schools of Vancouver. B.A., M.Ed. (UBC, McMaster, SFU). Teaching experience: 11 years, K-12 in Port Hardy, Kelowna, Shuswap. BCTF experience: Local executive (six years), bargaining chairperson, arbitration advocate, pensions, convention committee, zonal agreements liaison committee, joint board committee, GR ('81-'84), BCTF rep to Certification Advisory Committee, BCTF Teacher Personnel Committee.

against us, we must fight even harder for quality education. Our strength is in our collective action.

In seeking re-election to the BCTF executive, I pledge to: continue to speak assertively at local, provincial, and national levels regarding learning and working conditions; continue to help improve communication among BCTF members; continue to work on behalf of all teachers for an educational climate in which we can successfully carry out our professional duties; continue to work with our partners in the education sector and other labor and community groups for support for public education.

Experience: Born, educated in Vancouver. B.Ed. (elem.), UBC, 1968. Fifth year (library), 1971-72. Teaching: Gibsons, two years intermediate and music. Vancouver, two years K-12 substitute, six years librarian, five years intermediate and music. VESTA: Status of Women, learning conditions, bargaining, substitutes rights, and executive. BCTF: 14 AGMs, five years GR, one year RA agenda committee, four years Status of Women, four years BCTF executive. CTF: four years board of directors, two years Status of Women chairperson.

Unemployed teachers. Thousands of our colleagues are out of work and others are being laid off. We need to give the necessary support to these members but also should assist them to become a political force for demanding more jobs in education.

Service to locals. BCTF service to local associations must become more direct and immediate. Local presidents should receive skill training, advice and assistance in an ongoing way through a staff person familiar with the local and the specialized services of the federation.

Experience: Born Enderby, B.C. B.Ed. history, SFU. Attended University of Victoria 3 years. Teaching in B.C. 13 years, in Surrey 12 years Grade Kindergarten to 4, 1 year as head teacher. Surrey Teachers' Association: 6 years as AGM delegate, two years chairperson of AGM delegation, 5 years on bargaining team, two years learning and working conditions chairperson, two years first vice-president and GR, two years as president (full-time). BCTF: 2 years coordinator on learning and working conditions committee, 2 years on bargaining committee.

professional development and in-service benefits. We must also be much more diligent in our own budget control. Our fees are about as high as the membership is prepared to pay. Our priorities must be re-examined and strict budget control measures instituted.

I look forward to serving you on the executive.

Experience: Born in Vancouver, educated in Cranbrook, Victoria College and UBC. Married with 5 children. Elementary teacher Cranbrook 1957-1964. Teaching principal Creston-Kaslo District 1964-1984. Treasurer Cranbrook Teachers' Association 1 yr., president, Kootenay Lake 2 yrs., president, Creston Valley Teachers' Assoc. 4 yrs., learning conditions 4 yrs., East Kootenay District Council 19 yrs., zone rep. B.C.P.V.P.A. 2 yrs., Countdown Chairperson 1974, GR (Creston) 6 yrs., AGM delegate and GR 20 yrs.

examine ourselves carefully and critically if the challenge of change is to be addressed. As a member of the executive I will do all I can to encourage direct involvement by the entire membership.

Experience: Born in Belfast, Ireland. B.Ed (secondary) UBC. Teaching experience: industrial education and math since 1974. Delta, grades 8-12. Member of local executive for six years: one as bargaining chairperson (six years on Delta's bargaining team), two as vice-principal, three as president. Have attended the last four AGMs as a delegate. Was spokesperson at the metro presidents' information news conference in the fall. Major interests are negotiation techniques and strategies. Communications and public relations.

'84 AGM

Financial statements for 1982-83

STATEMENT I

CONSOLIDATED BALANCE SHEET AS AT JUNE 30, 1983

ASSETS	1983	1982
CURRENT		
Cash and term deposits	\$ 1,595,909	\$ 3,597,396
Marketable securities (Note 3)	5,382,500	2,376,883
Accounts receivable	2,010,737	1,892,880
Inventories	127,408	103,349
Prepaid expenses	96,207	122,252
	<u>9,212,761</u>	<u>8,092,760</u>
INVESTMENT PROPERTIES (Note 4)	402,536	415,962
FIXED ASSETS, NET OF ACCUMULATED DEPRECIATION (Note 5)	<u>1,461,663</u>	<u>1,343,281</u>
	<u>\$11,076,960</u>	<u>\$ 9,852,003</u>
LIABILITIES, SPECIAL FUNDS AND SURPLUS		
CURRENT		
Bank indebtedness	\$ 193,162	\$ —
Accrued liability for salary indemnity claims	1,131,998	1,470,000
Accounts payable	399,387	625,100
Due to Provincial Specialist Associations	95,885	110,413
Current portion of obligation under capital leases	5,870	—
	<u>1,826,302</u>	<u>2,205,513</u>
SALARY INDEMNITY FUND	5,274,156	3,481,695
RESERVE FUND	1,293,560	1,539,855
W. R. LONG MEMORIAL INTERNATIONAL SOLIDARITY FUND	53,761	1,480
OBLIGATION UNDER CAPITAL LEASES	15,370	—
OTHER FUNDS	<u>2,225</u>	<u>2,225</u>
	<u>6,639,072</u>	<u>5,025,255</u>
SURPLUS — Statement III	<u>2,611,586</u>	<u>2,621,235</u>
	<u>\$11,076,960</u>	<u>\$ 9,852,003</u>

Approved by the Executive Committee

STATEMENT II

GENERAL FUND BALANCE SHEET AS AT JUNE 30, 1983

ASSETS	1983	1982
CURRENT		
Cash and term deposits	\$ —	\$ 255,833
Marketable securities (Note 3)	—	4,512
Accounts receivable	1,031,134	928,984
Inventories	127,408	103,349
Prepaid expenses	96,207	122,252
	<u>1,254,749</u>	<u>1,414,930</u>
DUE FROM RESERVE FUND	86,898	—
INVESTMENT PROPERTIES (Note 4)	402,536	415,962
FIXED ASSETS, NET OF ACCUMULATED DEPRECIATION (Note 5)	<u>1,461,663</u>	<u>1,343,281</u>
	<u>\$3,205,846</u>	<u>\$3,174,173</u>
LIABILITIES AND SURPLUS		
CURRENT		
Bank indebtedness	\$ 193,162	\$ —
Accounts payable	227,987	369,710
Due to Provincial Specialist Associations	95,885	110,413
Current portion of obligation under capital leases	5,870	—
	<u>522,904</u>	<u>480,123</u>
DUE TO RESERVE FUND	—	69,110
DUE TO W. R. LONG MEMORIAL INTERNATIONAL SOLIDARITY FUND	53,761	1,480
OBLIGATION UNDER CAPITAL LEASES	15,370	—
DUE TO OTHER FUNDS — NET	2,225	2,225
SURPLUS	<u>2,611,586</u>	<u>2,621,235</u>
	<u>\$3,205,846</u>	<u>\$3,174,173</u>

See accompanying notes to financial statements.

Auditor's Report

The Members,
British Columbia Teachers' Federation

We have examined the consolidated balance sheet of the British Columbia Teachers' Federation as at June 30, 1983, the balance sheets of the general fund, the reserve fund and the salary indemnity fund as at June 30, 1983, the statements of revenue, expenditure and fund balance or surplus and changes in financial position of these funds and the statement of revenue, expenditure and fund balance of the William R. Long Memorial International Solidarity Fund for the year ended June 30, 1983. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Federation as at June 30, 1983 and the results of its operations and the changes in its financial position for the year then ended, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Vancouver, B.C. TOUCHE ROSS & CO.
August 31, 1983. Chartered Accountants

STATEMENT III

GENERAL FUND STATEMENT OF REVENUE, EXPENDITURE AND SURPLUS FOR THE YEAR ENDED JUNE 30, 1983

	Budget 1984 (Note 10) (Unaudited)	Budget 1983 (Note 10) (Unaudited)	1983 (Audited)	1982 (Note 11) (Audited)
REVENUE				
Membership fees (Note 1)	\$10,058,250	\$9,110,000	\$8,966,388	\$7,860,662
PROGRAM EXPENDITURE, NET OF PROGRAM REVENUE OF \$183,252 (1982 — \$255,281)				
Government Management	2,808,910	2,626,920	2,620,636	2,253,306
Finance and administrative services	948,332	615,591	798,836	719,788
Professional development	2,361,860	2,041,893	2,167,761	1,808,105
Bargaining	1,843,504	1,791,447	1,621,393	1,357,277
Teacher personnel services	1,297,906	1,233,863	1,282,126	1,209,392
	450,982	415,143	438,164	376,814
	<u>9,711,494</u>	<u>8,724,857</u>	<u>8,928,916</u>	<u>7,724,682</u>
NET INTEREST EXPENSE	118,000	25,000	47,121	8,086
	<u>9,829,494</u>	<u>8,749,857</u>	<u>8,976,037</u>	<u>7,732,768</u>
NET REVENUE (EXPENDITURE)	228,756	360,143	(9,649)	127,894
SURPLUS AT BEGINNING OF YEAR	2,611,586	2,621,235	2,621,235	2,493,341
SURPLUS AT END OF YEAR	<u>\$ 2,840,342</u>	<u>\$2,981,378</u>	<u>\$2,611,586</u>	<u>\$2,621,235</u>

Note: See additional revenues and expenditures on Reserve Fund — Statement VI.

STATEMENT IV

GENERAL FUND STATEMENT OF CHANGES IN FINANCIAL POSITION FOR THE YEAR ENDED JUNE 30, 1983

	Budget 1984 (Note 10) (Unaudited)	Budget 1983 (Note 10) (Unaudited)	1983 (Audited)	1982 (Audited)
SOURCE OF FUNDS				
Net revenue (expenditure)	\$228,756	\$360,143	(\$ 9,649)	\$127,894
Items not requiring an outlay of funds				
Depreciation, net of gain or loss and proceeds on disposal of fixed assets	148,480	124,055	144,578	128,548
Obligations under capital leases, long-term	140,000	—	15,370	—
Transfer from reserve fund	—	—	—	25,000
Increase in current liabilities	—	—	—	42,150
Decrease in amount due from other funds	85,548	—	—	66,917
	<u>602,784</u>	<u>484,198</u>	<u>150,299</u>	<u>390,509</u>
APPLICATION OF FUNDS				
Additions to fixed assets	390,000	250,000	249,554	141,533
Additions to investment properties	—	—	—	14,807
Increase in amounts due from funds	—	—	103,727	—
Decrease in current liabilities, net of bank indebtedness	—	—	150,381	—
Increase in accounts receivable, inventories and prepaid expenses	92,900	123,000	100,164	314,758
	<u>482,900</u>	<u>373,000</u>	<u>603,806</u>	<u>471,098</u>
INCREASE (DECREASE) IN CASH, TERM DEPOSITS AND MARKETABLE SECURITIES	119,884	111,198	(453,507)	(80,589)
CASH (BANK INDEBTEDNESS), TERM DEPOSITS AND MARKETABLE SECURITIES at beginning of year	(193,162)	260,345	260,345	340,934
CASH (BANK INDEBTEDNESS), TERM DEPOSITS AND MARKETABLE SECURITIES at end of year	<u>(\$73,278)</u>	<u>\$371,543</u>	<u>(\$193,162)</u>	<u>\$260,345</u>

Note: See additional sources and applications of funds on Reserve Fund — Statement VII.

See accompanying notes to financial statements.

STATEMENT VI

RESERVE FUND
STATEMENT OF REVENUE, EXPENDITURE
AND FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 1983

	1983	1982
REVENUE		
Allocation of membership fees (Note 1)	\$ 456,000	\$ 235,640
Investment income	201,992	228,293
	<u>657,992</u>	<u>463,933</u>
EXPENDITURE		
Job defense program	694,960	211,683
Provincial election program	195,702	—
Stand-by credit fee (Note 7)	625	—
	<u>891,287</u>	<u>211,683</u>
WRITE-DOWN OF MARKETABLE SECURITIES TO MARKET VALUE	<u>13,000</u>	<u>—</u>
	<u>904,287</u>	<u>211,683</u>
NET REVENUE (EXPENDITURE)	(246,295)	252,250
FUND BALANCE at beginning of year	1,539,855	1,287,605
FUND BALANCE at end of year	<u>\$1,293,560</u>	<u>\$1,539,855</u>

STATEMENT VII

RESERVE FUND
STATEMENT OF CHANGES IN
FINANCIAL POSITION
FOR THE YEAR ENDED JUNE 30, 1983

	1983	1982
SOURCE OF FUNDS		
From operations		
Net revenue	\$ —	\$ 252,250
Decrease in accounts receivable	32,787	—
Changes in general fund balance	156,008	—
	<u>188,795</u>	<u>252,250</u>
APPLICATION OF FUNDS		
To operations		
Net expenditure	246,295	69,323
Increase in accounts receivable	—	44,437
	<u>246,295</u>	<u>113,760</u>
INCREASE (DECREASE) IN CASH, TERM DEPOSITS AND MARKETABLE SECURITIES	(57,500)	138,490
CASH, TERM DEPOSITS AND MARKETABLE SECURITIES at beginning of year	1,400,000	1,261,510
CASH, TERM DEPOSITS AND MARKETABLE SECURITIES at end of year	<u>\$1,342,500</u>	<u>\$1,400,000</u>

STATEMENT VIII

WILLIAM R. LONG MEMORIAL
INTERNATIONAL SOLIDARITY FUND
STATEMENT OF REVENUE, EXPENDITURE
AND FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 1983

	1983	1982
REVENUE		
Allocation of membership fees (Note 1)	\$165,870	\$100,100
EXPENDITURE		
Canadian Teachers' Federation		
Project Overseas	52,500	52,500
International Aid Fund	2,000	1,000
Federation of Central American Teachers' Organization	31,500	—
Administrative charges	7,508	—
Overseas Book Centre	6,000	6,000
Teacher Leaders in Exile	4,000	—
Assistance to member in Kenya	3,491	—
Others	6,590	5,008
El Salvador Teachers' Assistance Fund	—	37,599
	<u>113,589</u>	<u>102,107</u>
NET REVENUE (EXPENDITURE)	52,281	(2,007)
FUND BALANCE at beginning of year	1,480	3,487
FUND BALANCE at end of year	<u>\$ 53,761</u>	<u>\$ 1,480</u>
FUND BALANCE REPRESENTED BY DUE FROM GENERAL FUND	<u>\$ 53,761</u>	<u>\$ 1,480</u>

STATEMENT IX

SALARY INDEMNITY FUND
BALANCE SHEET AS AT JUNE 30, 1983

	1983	1982
ASSETS		
CURRENT		
Cash and term deposits	\$1,295,909	\$1,941,563
Marketable securities (Note 3)	4,340,000	2,372,371
Accounts receivable	941,645	893,151
	<u>\$6,577,554</u>	<u>\$5,207,085</u>
LIABILITIES AND FUND BALANCE		
CURRENT		
Accrued liabilities for outstanding claims	\$1,131,998	\$1,470,000
Accounts payable	171,400	255,390
	<u>1,303,398</u>	<u>1,725,390</u>
FUND BALANCE — Statement X	<u>5,274,156</u>	<u>3,481,695</u>
	<u>\$6,577,554</u>	<u>\$5,207,085</u>

See accompanying notes to financial statements.

STATEMENT X

SALARY INDEMNITY FUND
STATEMENT OF REVENUE, EXPENDITURE
AND FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 1983

	1983	1982
REVENUE		
Fees (Note 1)	\$1,892,310	\$1,815,925
Teachers' share of unemployment insurance premium reductions	844,765	838,831
Investment income	756,984	641,309
	<u>3,494,059</u>	<u>3,296,065</u>
EXPENDITURE		
Attributable to current year		
Claims	1,919,335	2,600,442
Pension contributions	292,388	357,814
Administrative charges	206,709	118,764
Computer system development	27,801	—
Stop-loss insurance	—	25,036
Miscellaneous	—	2,767
	<u>2,446,233</u>	<u>3,104,823</u>
	<u>1,047,826</u>	<u>191,242</u>
ADJUSTMENT TO PRIOR YEARS' ESTIMATES (Note 8)		
Claims	(654,318)	124,169
Pension contributions	(90,317)	11,122
	<u>(744,635)</u>	<u>135,291</u>
NET REVENUE	1,792,461	55,951
FUND BALANCE at beginning of year	3,481,695	3,425,744
FUND BALANCE at end of year	<u>\$5,274,156</u>	<u>\$3,481,695</u>

STATEMENT XI

SALARY INDEMNITY FUND
STATEMENT OF CHANGES IN
FINANCIAL POSITION
FOR THE YEAR ENDED JUNE 30, 1983

	1983	1982
SOURCE OF FUNDS		
From operations		
Net revenue	\$1,792,461	\$ 55,951
Increase in current liabilities	—	602,445
	<u>1,792,461</u>	<u>658,396</u>
APPLICATION OF FUNDS		
Increase in accounts receivable	48,494	210,521
Decrease in current liabilities	421,992	—
	<u>470,486</u>	<u>210,521</u>
INCREASE IN CASH, TERM DEPOSITS AND MARKETABLE SECURITIES	1,321,975	447,875
CASH, TERM DEPOSITS AND MARKETABLE SECURITIES at beginning of year	4,313,934	3,866,059
CASH, TERM DEPOSITS AND MARKETABLE SECURITIES at end of year	<u>\$5,635,909</u>	<u>\$4,313,934</u>

Letters

Abbotsford strike item accurate, uncomfortable but not "unnecessary"

In response to John Bergbusch's letter in the January 12 issue regarding the Abbotsford strike item, I would like to agree with him that, yes, the incident in question was unfortunate. However, the inclusion of its report was neither unfortunate nor unnecessary, simply accurate. Mr. Bergbusch states that the article "Three days on the picket line" (Nov. 22, 1983) "certainly reflected the experiences most of us had during the walkout." I must assure him that that one incident summed up exactly what the teachers in Abbotsford were experiencing, believe it or not. It was not isolated, but only one of countless such events that occurred. They may seem ludicrous now — later — now that our normal sense of right, wrong, duty and natural consequence has been restored. Teachers on both sides of the line were overwhelmed with such extreme, frightening, new emotions; that one incident could have happened at any one of Abbotsford's 35 schools. There is little need to worry about identification or exploitation of the persons involved.

It would be too lengthy to go into detail here about the Abbotsford strike situation, and perhaps now it is unnecessary — 2½ months later. But it was neither unnecessary nor unfortunate that the *BCTF Newsletter* chose to report the situation accurately when it was timely, no matter how uncomfortable.

Mrs. Katharin Maherali
Former strike coordinator
Godson elementary
Abbotsford

Threatened BCTF needs new realistic tactics

It's time to espouse a theory of reality stating that things aren't as they appear to be nor as you would wish them but as they truly are. Accept that the provincial government has three objectives: first, privatize education; second, abolish the BCTF as a political force; and last, reduce salaries to a level comparable to those of the private schools (about 60 per cent of BCTF scale). In the course of pursuing its aims the government has shown:

- BCTF efforts to affect education funding to save jobs and programs is energy wasted;
- in the matter of contracts (Kelowna

Accord), the faintest ink surpasses the finest memory;

- too many (Solidarity) cooks spoil the broth;
- in the crunch, public sector unions can rely on one another but not unions of the private sector;
- the future of the BCTF is questionable barring aggressive leadership this year.

• waiting until television edicts become law renders a difficult situation impossible.

One doesn't need the acumen of Napoleon to recognize an alteration of tactics is imperative. May I suggest our prospective executive candidates consider and comment on these suggestions.

- Act rather than react to Socred plans. In chess, war and politics, victory goes to the seizer of initiative. We need to be pre-emptive.
- Concentrate on winning bargaining rights encompassing working conditions. Take instant militant action whenever sanctity of contract is jeopardized by measures such as firing without cause and government wage freezes.

• Abandon the Munro Doctrine of conditional private sector union support.

- Get all Socred offers in writing and on videotape.
- Continue job action until any proposed agreement has been ratified by the same members who gave the executive the strike mandate. The failure to do this in November was the breach of democratic process contributory to the Kelowna appeasement debacle. Thus was a successful strike prematurely terminated. Even as the boards were having injunctions granted, the ferry workers were preparing to go out in support. By Monday, the public focus would have shifted. The troops were ready: where was the leadership?

• Amass a strike fund — the next strike may be two months, not three days.

- Make the cuts visible. Why subsidize programs and positions the Socreds deem expendable through low salaries and worsened teaching conditions? Reconsider teacher involvement in field trips and extra-curriculars.

Before dismissing this as selfishly brutal, answer the following as altruistically as you can. How long can you survive on ZERO increases? How will your health endure teaching classes of 36-40 without special program support? Are you willing to labor without contract clauses, libraries, aides, job security and the BCTF?

Joe Lunchbucket, not BCTF, will raise the financial priority of education, and only after his offspring have been impacted directly by cutbacks. The federation can not save jobs, per se, by confronting government "restraint". Instead it ought to concentrate specifically on measures to win the expanded bargaining rights enjoyed for years by other Canadian workers.

Meanwhile, some patience is counselled — Victoria wasn't built in a day. Grade 11 (and speakin' good) doesn't qualify one for entry to college, for employment in the sanitation department, or even for service in the army. However, all is not lost as one could always become a Socred cabinet minister and determine the priority of education!

John Ward
Comox Junior Secondary

Kitimat superintendent denies layoffs reversed due to strike threat

I hesitate to enter into the issue of whether recent teacher militancy influences board action in any positive way. I must, however, comment on the view expressed in your February 3, 1984 issue suggesting that the "teachers' strike threat caused the Kitimat board to rescind layoffs".

Briefly, the situation in Kitimat was as follows. Due to an unanticipated decline in enrolment of students and a further financial shortfall as a result of the fiscal framework, the Kitimat district had to reduce its teaching force by nine, effective January 1, 1984. A total of six staff requested either leave of absence or resignation, leaving the board with the prospect of terminating three teachers. The board realized that the teachers terminated would be subject to recall in a few months in that several maternity leaves had already been requested.

After the completion of a negotiated seniority clause, the three teachers impacted upon received notices. To the dismay of the district's only open area school, two of the teachers came from the school, indeed from the same instructional pod. The principal of the school and the president of the local administrators association, both also members of the district's budget committee, visited my office to see if something could not be done to impact less severely on that one school.

The decision was taken to assign the affected teacher from the non-open area

school to a permanent substitute position until the first maternity leave became effective and to not replace two additional teachers who were going on maternity leave later in the school year. Schools would adjust their programs when the staff reduction occurred. The net result was that the two teachers in the open-area setting could remain there until June 30. The total cost to the board was \$15,000, an amount which would have to be made up in the September staffing account.

These actions occurred purely as a result of a concern for some 70 intermediate students in an open-area pod who were about to lose two of their three teachers. The matter of a Terrace/Kitimat Operation Solidarity position, BCTF authorized strike pay, or threat of a strike did not enter into the decision. As a matter of fact, I was unaware of any position taken by the local Solidarity group or the BCTF authorized strike pay.

Teachers across British Columbia may indeed be able to cite examples of militancy and strike action having an impact on boards. The Kitimat experience simply is not one of them.

N. J. Thiessen
Superintendent of Schools
Kitimat

Concerned for students, so why layoff notices?

In the foregoing letter Mr. Thiessen cites concern for students as the reason Kitimat's teacher termination notices were rescinded and an alternate solution implemented. I do not propose to refute this but I do wonder, if such was the case, why termination notices were ever issued. As superintendent, Mr. Thiessen was presumably well aware of the effect on intermediate students at Alexander elementary when he sent out the termination notices. Whether or not he or the board took into consideration the impending teacher strike vote, my meeting with the BCTF executive, the Terrace-Kitimat Operation Solidarity Committee's support, or the delegation of parents from Alexander elementary who voiced their concerns at the board meeting, when he and the board agreed to the alternate plan presented by two principals, I cannot say.

In our ongoing political struggles we will seldom, if ever, be able to prove cause and effect.

Anita Chapman
President
Kitimat District Teachers' Association

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

JUNE 30, 1983

1. GENERAL

a. Fees (see also Note 6)

The 1982-1983 annual membership fee of \$329 (1982 - \$274) is allocated to the various funds as follows:

- General Fund — \$313 (1982 - \$266)
- Reserve Fund — \$ 16 (1982 - \$ 8)

The General Fund allocates 1.86% of the general fund allocation (\$5.82) (1982 - \$3.50) to the William R. Long Memorial International Solidarity Fund. This allocation is included within the expenditures of the Government Division.

The 1983-1984 annual membership fee has been set at 1.075 per cent of the gross salary of the member. This means that the annual fee will vary among individuals, unlike previous years when the fee was a fixed amount based on the provincial mean salary. The fee for the Salary Indemnity Fund is an additional 0.2% (1982 - 0.2%) of gross salary up to a maximum of \$50,000 (1982 - \$40,000).

b. Purpose of funds

The General Fund purpose is to meet all general operating expenses of the Federation.

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

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

The William R. Long Memorial International Solidarity Fund purpose is to provide support in improving education in developing countries.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

Marketable securities are originally recorded at cost. When the market value of the

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

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

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

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

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

3. MARKETABLE SECURITIES

The carrying values, market values and costs of marketable securities are as follows:

	1983			1982		
	Carrying value	Market value	Cost	Carrying value	Market value	Cost
General fund	\$ —	\$ —	\$ —	\$ 4,512	\$ 4,512	\$ 5,000
Salary indemnity fund	4,340,000	4,662,527	4,535,157	2,372,371	2,440,975	2,568,528
Reserve fund	1,042,500	1,042,500	1,055,500	—	—	—
	<u>\$5,382,500</u>	<u>\$5,705,027</u>	<u>\$5,590,657</u>	<u>\$2,376,883</u>	<u>\$2,445,487</u>	<u>\$2,573,528</u>

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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS CONTINUED

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4. INVESTMENT PROPERTIES

	1983			1982		
	Original Cost	Accumulated depreciation	Net book value	Original Cost	Accumulated depreciation	Net book value
1601 West Broadway						
Land	\$ 56,528	\$ —	\$ 56,528	\$ 56,528	\$ —	\$ 56,528
2204 Cypress						
Land	100,473	—	100,473	100,473	—	100,473
Buildings improvements	134,265	40,279	93,986	107,412	—	107,412
Sixth Avenue						
Land	151,549	—	151,549	151,549	—	151,549
	<u>\$ 442,815</u>	<u>\$ 40,279</u>	<u>\$ 402,536</u>	<u>\$ 415,962</u>	<u>\$ —</u>	<u>\$ 415,962</u>

In 1981/82 a \$25,000 forgivable loan was received from the Canada Mortgage and Housing Corporation and credited against building improvements to the Cypress property. The amount is forgivable at \$2,500 per annum. If the Federation defaults under the terms of the loan it may become due on demand bearing interest at 13¼% per annum from the date of default.

5. FIXED ASSETS

	1983			1982		
	Original Cost	Accumulated depreciation	Net book value	Original Cost	Accumulated depreciation	Net book value
Land	\$ 263,496	\$ —	\$ 263,496	\$ 263,496	\$ —	\$ 263,496
Buildings	1,205,767	418,215	787,552	773,336	—	773,336
Furniture and equipment	870,369	479,288	391,081	306,449	—	306,449
Equipment under capital lease	24,418	4,884	19,534	—	—	—
	<u>\$2,364,050</u>	<u>\$ 902,387</u>	<u>\$1,461,663</u>	<u>\$1,343,281</u>	<u>\$ —</u>	<u>\$1,343,281</u>

6. GENERAL FUND MEMBERSHIP REVENUE

The Government of the Province of British Columbia has announced its intention to

implement legislation that could result in a significant reduction in BCTF full time equivalent membership.

1984	28,000	Estimated	1982	29,455	Actual
1983	28,500	Actual	1981	28,701	Actual

7. RESERVE FUND STANDBY CREDIT LINE

The 1982-1983 standby line of credit of \$500,000 (based on the June 30, 1982 reserve fund balance), was established at a cost of ¼ of 1% in accordance with BCTF policy.

Seniority appeals STA weapon to frustrate layoffs

From page 1

show Surrey with a growth of 13.6 per cent compared to a metro average decline of 2.2 per cent and a meagre provincial average increase of .2 per cent. Yet, she pointed out, the 1982-86 per pupil operating funding shows a decline of 2.1 per cent average for the province, 4.9 per cent average for metro districts and 14 per cent for Surrey.

In addition to the widespread parents support, Mackenzie said the most hopeful current sign is the fact that the Surrey board had so badly botched its termination plan that 25 of the 39 teachers being fired are appealing — and have good cases.

"According to the agreement," she said, "they're supposed to use the seniority principle but they've jumped around and selected areas they wanted to reduce anyway and people they thought they could possibly transfer."

She said the board was clearly keeping on more junior people than they should have under the agreement. In fact, she added, even though the board is laying off only 39 teachers one appeal case involves a teacher ranked 101 on the seniority list receiving termination.

Mackenzie pointed out that each one of these appeals takes time and they intend to exploit the delay to the fullest.

"It could take until spring break to complete the appeals," she said. "What we hope is that the board will see that it's just not worth it, that they'll realize that it was done so badly that they'll rescind the terminations."

Solidarity scores gov't privatizing child care agencies

The Solidarity Coalition will recommend to its component groups that they not bid for social services the government is privatizing.

Coalition chairperson Renate Shearer said the recommendation was made in response to the appearance of a Ministry of Human Resources advertisement in recent newspapers. The ad says that 22 government-run child, family and women's services are now for sale to private companies, individuals, or societies.

"We believe that privatization is the beginning of the end for essential human services in B.C.," said Shearer. "By washing its hands of direct responsibility for people in crisis the government will be able to slowly reduce and withdraw funding for troubled children, beaten women and others in need."

Among the institutions which the ministry offered for sale are the following:

- a day treatment program for up to nine children aged 3-6 which integrates a school-based treatment service with a family component;
- an intensive day treatment program with a school component providing services for up to 20 adolescents aged 13-17;
- a day treatment program with a school component providing services for up to 20 adolescents aged 13-17;
- a residential treatment resource for up to five behaviourally acting out children aged 11-14.

Shearer added that privatization will not save taxpayers' money unless quality and quantity of services are reduced.

The coalition is also appalled that the government has made no mention of defining, maintaining, or monitoring minimum standards of care and service. "Will beaten women and disturbed children end up victims of the social service equivalent of tire-switching and faulty brakes?", asked Shearer. "The government's zeal for privatization will be a tragedy for our most vulnerable citizens. We cannot allow the care of our citizens to be for sale 'to the lowest bidder'."

12/FEBRUARY 28, 1984



Qualicum-Parksville teachers applaud speakers at rally in front of the legislature.

Qualicum-Parksville teachers stage Victoria cutbacks rally

A group of teachers and parents from Qualicum travelled to the steps of the parliament buildings in Victoria on February 4 to protest the layoffs in education. Travelling in a cavalcade from Qualicum, the protestors were joined by teachers and supporters in Nanaimo, Duncan and Victoria.

In Qualicum, 25 teachers and 11 support staff were laid off on December 31, 1983 while in Nanaimo 28 teaching positions and 41 support staff were lost. Nanaimo School Board chairperson Bill Holdom spoke at the rally and condemned the provincial government for its cutbacks in education. "We must maintain our protest — a persistent, chronic protest until these cutbacks are ended," he declared.

Larry Kuehn and Pat Clarke, president and first vice-president of the BCTF, out-

lined the cutbacks provincially and warned that the situation will deteriorate even more unless the provincial government reverses its position. CUPE spokesperson, Maxine Zurbrigg, reminded teachers that teacher aides are essential to school programs and urged people to reject volunteerism as a solution to the cutbacks.

"Let us pledge not to do each others' job," she said. "CUPE is pledged to assist in this fight, which is everybody's fight."

B.C. Government Employees Union President Norm Richards assured people of labour's support in the fight with the provincial government. He acknowledged the support teachers gave BCGEU during its strike last November and promised support to teachers in their struggle.

Socred services sell-off aims at "jobs for the boys"

Wes Knapp
Bargaining Division

Are there any alternatives to the provincial government's cutbacks of public sector budgets and services?

Yes there are, according to participants at the Pacific Group conference on "Social and Economic Policy in British Columbia — Towards An Alternative Budget," held February 11 at UBC. The conference took some tentative steps in the formation of alternatives to the present budget and social climate facing British Columbians.

The keynote speaker at the conference, Dr. Rod Dobell from the School for Public Administration at the University of Victoria, outlined a number of matters an alternative budget would have to include and reminded delegates that the government's current budget is a first step in a counter revolution to roll back developments of the last 30 years.

"Downsizing of the public sector is not directed at restraint," he said. "Moreover, privatization and contracting-out are likely to raise expenditures, not reduce them. What they really amount to is 'jobs for the boys'."

Marvin Novick, a social planner from Toronto, called on delegates to develop

different concepts of social spending. He argued that the old arguments for social programs won't do any more and that a new political and social consent must be sought. "Who actually frames the new popular appeal for social programs is critical to their success," he warned. "Those who promote social spending must deal with promoting their own self-interest."

The defence of social programs must continue, he argued, and suggested that a human resources strategy be considered, one that argues that "people ought to be given a chance to do something meaningful with their lives." Care must be taken to "seed" the climate for a wider acceptance of social programs, he said.

"Social programs are an essential part of our lives," Novick said. "Premier Bennett and the Fraser Institute, in their attack on social spending, are subverting and destroying our identity as Canadians."

Conference delegates received an overview of the current economic climate in B.C. from David Rice, a researcher with the B.C. Federation of Labour. Rice pointed out that corporate profits are forecast to increase by 40 per cent in 1984 while unemployment is forecast to remain about 12 per cent. Real wage packets are now below the level that existed in 1977, seriously depressing consumer spending and retarding economic recovery.

A number of small conference workshops developed policy alternatives in education, health, forestry, taxation, welfare, arts and culture, and economic development. These alternatives will form the essence of a paper that will be used to stimulate further discussion in a series of regional workshops. The results of the regional sessions will be compiled into a budget directions paper for release by Pacific Group.

Pacific Group is affiliated as a regional committee of the Canadian Centre for Policy Alternatives.

Vacancies

Commission on Governance

Five BCTF members are sought to serve on the Commission on Governance. The executive committee, at its February meeting, gave the commission new terms of reference:

1. To examine the existing structures and policies of the BCTF in order to determine their relevance and their capability of influencing education policy, teacher salaries and working/learning conditions in the current structure of the education system.

2. To examine the governance of the BCTF, its structure and operations in terms of efficiency of governance and the relevance of governing structures to democratic and effective decision-making at the sublocal, local and provincial level.

3. To solicit submissions from interested members.

4. To prepare recommendations by January 1985.

Deadline for applications (to be submitted on BCTF curriculum vitae forms) is April 9 with appointments scheduled at the April 13-14 executive committee meeting. For forms or information, please call Jacquie Boyer at the BCTF office.

Professional Development Advisory Committee

Professional development co-ordinators are sought for the following zones: North Central, South Okanagan, North Okanagan, Fraser Valley, Metro (two positions), North Coast. Applicants must be nominated by a local association within their zone or by the district council.

Application deadline is April 30 with appointments scheduled for the June 15-16 executive committee meeting. For more information or curriculum vitae forms, please contact Jacquie Boyer.

Letters

Satire gave comic relief

The clever satire in George McKenzie's letter in the last *BCTF Newsletter* was welcome comic relief in these troubled times. However, his warning about what we can look forward to if teachers ever allow themselves to become second-class citizens again was most timely and worthy of our serious consideration.

James A. Howden
President

Nanaimo District Teachers' Association

North central district honours two teachers

The North Central District Council's Tom Rafferty Award has been given to two area teachers for their contributions to curriculum development.

The award, comprised of an engraved plaque and \$250, was presented to Vince Rabbitte of Kelly Road Secondary School in Prince George for a physical education program designed for non-specialists and to Doug McRae of Kwaleen Elementary School in Williams Lake for an elementary language arts program.

The award is in memory of former counsellor Tom Rafferty who for many years gave leadership in curriculum development in the north central district.

Tax receipts coming

BCTF and local association fees will be shown on the T4 slips for all districts with the exception of those listed below.

For the teachers who worked in the following districts in 1983, the BCTF will issue receipts by the end of February: #34 Abbotsford; #42 Maple Ridge-Pitt Meadows; #65 Cowichan.