

# Kitimat teachers score contract victory

A united, determined stand by Kitimat teachers has won the local an important victory in forestalling school board attempts to weaken contract job security protections.

"This is really good news," BCTF President Pat Clarke reported to the Executive Committee. "The board has essentially given an unconditional declaration of surrender — the local has won

all the issues they put forward and were prepared to back with strike action."

In addition to the tough stand by the teachers, Clarke pointed also to the key role played by a provincial mediator in resolving the job security dispute.

The Kitimat District Teachers' Association, which has one of the strongest job security-seniority-severance agreements in the province, has struggled in

bargaining all year to maintain those provisions against the school board's desire to reduce those protections in contract. The board had sought to reduce termination notice to 30 days from 60, to delete the current application of seniority-severance provisions to teachers with temporary appointments and to get agreement that seniority provisions would be removed from contract in future.

Despite lengthy negotiating sessions, the teachers and the board were unable to reach resolution around the bargaining table as the board was apparently stalling for legislation to deal with layoffs. As the 60 days' notice period approached, the conflict accelerated. The local took a strike vote which passed easily and preparation began for an escalating withdrawal of service.

See "Fernie" page 2

## BCTF Newsletter

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### BCTF will not be "straw dog"

## Clarke hits Socred confrontation politics

The BCTF will combat the provincial government's latest provocative attacks on public education through legal action and through continuing to build pro-education support among the public.

But despite the government's apparent hopes, said President Pat Clarke, the federation is not about to offer itself as a "straw dog that they can pound the day-lights out of." The fact is, he said, that the federation's determined stance in defence of quality public education is, according to the latest polls (see page 3), gaining increasing public support.

Clarke was reviewing the federation's response to Finance Minister Hugh Curtis' directive at Easter that froze teachers' salaries, Education Minister Jack Heinrich's recent firing of Vancouver and Cowichan school trustees for submitting needs budgets, rather than complying with the latest government-ordered budget cuts and the Bill 35 attack on teachers' contract seniority protections.

Referring specifically to Heinrich's dismissal of the Vancouver School Board, which had been a stubborn opponent of continued school budget cuts, Clarke emphasized that the decision was not based on what was good for education but on what was perceived to be

good for the Social Credit government's political future.

"The government seized the opportunity to create another traditional B.C. Left-Right confrontation when the occa-

sion was ripe for negotiation," he said. "This is becoming more and more typical. The government insists on forcing these political confrontations, where they create a Left-Right division, because they

think that's a battle they can win."

Clarke cited these federation responses:

- a court challenge of Finance Minister Hugh Curtis' directive freezing teachers' salaries;
- pursuit of the Charter of Rights challenge of B.C. legislation denying teachers bargaining rights;
- and continued efforts building public alliances in support of education.

As the deadline for submitting 1985-86 budgets approached, the school boards of Vancouver, Burnaby, Coquitlam, Courtenay and Cowichan had refused to comply with education ministry edicts and submitted needs budgets in excess of government guidelines.

On May 6, Education Minister Heinrich abruptly fired all nine Vancouver school trustees for refusing to follow the government's restraint legislation in submitting a budget \$14 million over the guidelines. In the board's place, he appointed former Victoria superintendent Al Stables as trustee with all the powers of the board. Stables immediately eliminated \$7 million from the Vancouver budget for salary increases and inflation and then obtained ministerial approval for a one-year reprieve on the second \$7 million cut under a plan by which that sum would be drawn from non-shareable capital reserves and other

See "Vancouver" page 6



Newly-dismissed Vancouver School Board chairperson Pauline Weinstein condemns government assault on local democracy at support rally on school board office steps.

### Another gov't provocation

## Bill 35 invites layoff strife

Tom Hutchison  
Acting director  
Government division

Bill 35, tabled in the House on May 14, attempts to establish layoff process by legislative decree. Layoffs and seniority are too complex and important to be covered by the blanket of legislation. Workable layoff and seniority agreements can only be achieved through bargaining, where the parties understand their local situation and have to live with the agreement they make.

Once again, we have legislation dropped on us without consultation, legislation that diminishes again the small bargaining area open to us and that seems designed as a provocation to teachers rather than a solution to educational problems.

Any layoff process developed outside negotiations is an invitation to strife. The

last two years have seen the negotiation of seniority-severance agreements that were well understood, clear and workable. Despite the conflicts in the education system, both employers and employees have learned how to minimize the trauma of layoffs and ensure that fair processes are applied.

Bill 35 provisions are worse than those obtained in most local agreements and are more favorable to employers. Boards have little incentive to negotiate layoff agreements thus ensuring that the schedule of Bill 35 need not be applied.

Beyond the obvious further limitation on teachers' rights to bargain, Bill 35 has a confusing definition of "service seniority" and fails to define "current demonstrated ability" or "qualifications". Although arbitration is provided, it only applies in interpretation or operation of the schedule of Bill 35 and the minister of

education appoints the arbitrator if the parties cannot agree.

The potential for abuse in the schedule of Bill 35 is immense. Its loose definitions open the door for discrimination against high-profile teachers and for bypassing the provisions of the School Act on evaluation and competence. There is danger of the loss of due process in the murk of Bill 35.

As this goes to press, debate has not yet started on the bill. Assuming it passes, it will come into force when the cabinet decides to issue its regulations.

The main points of Bill 35 are:

- Teachers and boards can negotiate layoff agreements.
- Agreements have to be in place by May 15 for the ensuing fiscal year.
- If there is no agreement by May 15, the schedule of Bill 35 will be deemed to apply.

See "Loss" page 2

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## Fernie teachers stage work-to-rule

From page 1

While the local bargaining committee was meeting with the board, BCTF First Vice-President Elsie McMurphy addressed a teacher rally outside, praising the teachers for "your commitment as individuals to your association's fight for orderly personnel practices fixed in contract. Kitimat teachers have shown they will not be intimidated."

With negotiations broken down between the two parties, a ministry of labour mediator was brought in and, after two days of mediation, brought in a recommendation that mirrored the teachers' bargaining position. The board agreed to that position on May 9 and the dispute was settled. The job security clause remains in contract, the notice requirement remains at 60 days and temporaries with more than one year of service will be covered by the agreement. Ellen Austrom, Kitimat's bargaining chairperson, credits the strength of the membership behind the bargaining committee as being the decisive factor in their win.

Pat Clarke echoed this view, noting the massive turnout at the rally: "Virtually every one of the teachers was there when they were wanted."

He paid tribute also to the support to the KDTA provided by local unions.

Meanwhile, Fernie teachers are taking a similarly tough stand against their



Ellen Austrom... announces victory.

school board, whose only interest in bargaining appears to be to force teachers to drop their experience increments and accept no salary increase for 1985-86. The Fernie District Teachers' Association has accordingly launched an escalating work-to-rule in protest over the lack of progress on salary bargaining, service levels and personnel practices.

"The board doesn't want to deal with the issue," said FDTA President Joe Paniec. "They don't want to sit down and talk about it. They just don't care what is happening in the schools."

Paniec said the FDTA is seeking a 5.2 per cent settlement for 1985-86 as Compensation Stabilization Program Commissioner Ed Peck had suggested and

which "the board once offered and then withdrew," claiming that education ministry Directive 19 prevented paying the increase.

He said the board has gone too far in its cuts — 30 teachers were laid off last June — while building up a surplus of about \$200,000. In fact, at least 14 teachers should be re-hired: the district currently has 210 when the provincial formula says it should have 224 teachers.

"They're hiding behind the facade of Directive 19 and the Compensation Stabilization Program," said Paniec. "Every time the provincial government comes out with something new, they use it as an excuse to cut further."

Out of "total frustration" with the board, Paniec said the local had started an "Active Instruction Only Campaign." In its first week, the campaign involved teachers dropping all extra-curricular activities, this week teachers will begin to do only what they are legally required to do; if the dispute continues, in the third week the local will ask the BCTF to place the district in dispute and will consider a withdrawal of services.

Paniec said Fernie teachers were taking these steps as a last resort to try to force a settlement.

"There is no other action teachers can take," he said. "It's time teachers provincially realized this. We keep getting kicked in the teeth and taking it. It's time we stood up."

## Chamber of Commerce names Delta teacher "Citizen of the Year"

The Delta Chamber of Commerce has named Matt Rogers, a secondary school teacher, Citizen of the Year for 1984.

Rogers, who teaches senior social studies and geography at North Delta Secondary, received the recognition at a Chamber of Commerce meeting on March 28, 1985.

"Delta is a great place to live and I tend to get involved in things and one thing leads to another," Rogers told the BCTF Newsletter. "I admit I'm running a little short on personal time."

Rogers was honoured for his community involvement as a founding member and past-president of the Delta Museum and Archives Society, past-president of the Delta Heritage Advisory Committee, member of the Ladner Redevelopment Committee and 1979 Centennial Committee and for his current role as chairperson of the Planning Committee for Delta.

At the meeting, outgoing Chamber of Commerce President Blair Ledingham presented Rogers with an engraved silver tray as a memento of the award. He also received a municipal pin from Delta Mayor Ernie Burnett, an autographed book from Prime Minister Brian Mulroney conveyed by Minister of Science and Technology Tom Siddon and book awards from Surrey Liberal MP Benno Friesen and from Provincial Speaker and Delta MLA Walter Davidson.

Rogers' wife, Patricia, who teaches at Delta Secondary School, and children are also active in the community, notably in music and sports.

## Eric Buckley elected new BCSTA president

The new president of the B.C. School Trustees Association is Dr. Eric Buckley of the Central Okanagan School District.

Dr. Buckley, who has been a trustee with that district for nine years, was elected president for 1985-86 at the recent BCSTA annual meeting. By profession, he is a mathematics instructor at Okanagan College. He succeeds Bill Lefaux-Valentine.

## Loss of due process posed by Bill 35

From page 1

• In the schedule, discontinuation or reduction in the level of a program, activity or service; change in the organizational structure of a district; the amount of available operating funds, are all grounds for layoff.

• The schedule gives 30 days notice for a layoff at the end of a term but allows disruption of schools by mid-term layoffs on 60 days notice.

• The board shall take into account in deciding who is to be retained and who is to be laid off: (a) current demonstrated ability; (b) qualifications; (c) seniority within the school district.

• When two or more teachers meet the demonstrated abilities and qualifications for a position, the teacher with the greatest service seniority gets the position.

• Either party may ask for arbitration on a difference on the application, interpretation or violation of the schedule, within 10 days of becoming aware of the difference.

• Severance pay is provided for at the rate of 5 per cent for each year of service to a maximum of one year's pay.

• If severance pay is not taken, a teacher can be placed on a recall list for one year, plus one month for each year of service to a maximum of one additional year.

• Where a seniority-severance agreement is in force it will continue until its expiry, or until December 31, 1985, whichever comes first.

• The minister may extend the May 15 deadline in 1985.

## Fight to restore local democracy launched

The fight is on to restore local democracy in public education.

Teachers and trustees are joining with concerned parent groups in Vancouver and Cowichan in a broad-based campaign to return their school trustees to their democratically-elected positions.

A rally of more than 1,000 people outside the Vancouver School Board office on the evening of the day that board was dismissed by the education minister was the first indication of the strength of public opposition to the firings of elected trustees. Teachers, trustees, school administrators, parents, students, opposition parties and the labour movement were all represented at the rally. The speeches were punctuated by cries of "Bring back the board." "Bring back the board!" and "Socreds out! Socreds out!"

NDP Leader Bob Skelly set the tone in attacking Education Minister Jack Heinrich's contempt for local democracy. "This is a dark day for democracy in British Columbia," Skelly told the crowd. "The power grab that Social Credit has done against this

NDP Leader Bob Skelly (below) called the replacement of elected trustees by government 'trustee' Al Stables (far right) a "black day for democracy," while education supporters at Vancouver rally had a different idea on who should be fired.



## Socred education policies fail public test

Public support for the educational policies of the provincial government is at a record low.

Most people believe that school funding should be maintained or increased, that trustees and teachers are worthy of more trust than the government and that the government projects no vision of where it is going in education.

Disenchantment with cutbacks has caused many people to withdraw support from Social Credit; if an election were held today, they would vote for other parties.

These are some of the findings of the BCTF's latest survey of public opinion on education issues, the key ones being that:

• Two out of three British Columbians oppose the government's restraint program on public education;

• Eight out of ten British Columbians feel that school funding cuts should cease or that school funding should be increased;

• Six out of ten British Columbians feel that there is a crisis in public schools because of funding cuts;

• Fewer than three British Columbians in ten feel that the government has any vision of public education;

• If a provincial election were held today only 16 per cent of those who have made up their minds would vote Socred.

These findings emerge from a survey of public attitudes on education issues recently conducted for the B.C.

school board, against the electors of Vancouver, against you as citizens in a free society is inexcusable. It's totally unacceptable in a democratic society."

Skelly pledged his party to restore local democracy in B.C.

BCTF President Pat Clarke stressed that Al Stables, the government-appointed trustee in Vancouver, will not get any help from teachers. "We know who the duly elected school board is," he said, "and that's the board that we're going to listen to, that's the board that we will communicate with."

Vancouver principal Stanley French, speaking on behalf of administrators, deplored the ministry's refusal to negotiate a solution. "It is a strange, sad day for our province," he said, "when a democratically-elected

school board is removed from office, not for malfeasance or corruption, but for doing what they were elected to do — to defend and maintain a quality public education system."

Representing the B.C. Federation of Labour, Jack Nichol, president of the United Fishermen and Allied Workers Union and B.C. Fed vice-president, attacked the government for squeezing education while squandering hundreds of millions of dollars on megaprojects. "I would say this, that those who speculate that this has become a political issue are certainly right," he said. "What I would say to the Socreds is, 'If you want to test the mood of the people of the city of Vancouver and their concern over the proper education of their children, you come to the people now!'"

Phil Rankin, vice-chairperson of the Vancouver board, rejected Education Minister Heinrich's justification for the dismissals that the board had broken the law in not complying with the ministry's budget guidelines.

"I would remind the Minister of Education that he is not a court," said Rankin, a lawyer by profession. "Only a court will ever decide whether we broke the law or not. All the legal opinions that we have had suggested that our bylaw was in order. It was lawful until questioned by the court and that was never done."

Rankin expressed confidence that the public in Vancouver would not lamely accept the government's elimination of their democratic rights in education. "I'm suggesting to you that there won't be any quick resolution to this, but a prolonged struggle until they wish they had never considered the option of appointing a trustee in Vancouver."

As part of this struggle, a broad-based Coalition for Education and Democracy has been formed to fight for restoration of democratically-elected school boards. And five of the Vancouver school trustees, all members of the Committee of Progressive Electors, are initiating court action, based on the equal rights provisions of the constitution, seeking reinstatement of the board.

## Applicants sought for PD Associate positions

Qualified candidates are invited to apply for the position of Professional Development Associate.

PD Associates are outstanding teachers who, following BCTF training, serve their colleagues as professional development workshop leaders. This summer, August 14-17, there will be training for PD Associates wishing to lead one of the following workshops:

- Improving school-wide discipline;
- Effective teaching with emphasis on either learning styles or teaching for thinking;
- Communicating with parents and community relations.

Criteria for selection will be based on professional credentials, academic credentials and leadership qualities.

Training will take place on days and evenings from the evening of August 14 to 5:00 p.m. August 17.

Commitment of time expected of successful candidates is at least five days service for the BCTF each school year for at least a two-year period. There is no honorarium, but all expenses for PD Associates providing workshops will be paid by the BCTF.

Application deadline is June 14, 1985. For application forms and information contact: Bridget Roberts, Professional Development Division, BCTF, 2235 Burrard Street, Vancouver, B.C. V6J 3H9 (731-8121 or toll free 112-800-663-9163).

## BCTF Newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION  
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CLIVE COCKING Editor

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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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# New deal in bargaining and professional rights

There is to be full membership discussion of the recommendations of the Task Force on Bargaining and Professional Rights before they are presented for adoption at the 1986 AGM.

As part of this process, members are reminded that local meetings should be taking place to discuss the bargaining recommendations (1A.4, 3A and 4A, highlighted by asterisks in the text below) in the Task Force Report, since these will be debated at the June 7-8 Representative Assembly.

The January RA established the following adoption process:

1. Local membership discussion: continuing to 1986 AGM;
2. Bargaining recommendations: spring 1985 RA;
3. Professional recommendations: fall 1985 RA;
4. Implementation / ratification recommendations: winter 1986 RA;
5. Presentation for adoption: spring 1986 AGM.

Copies of the report have been in every school since December 1984 and a further summary was sent to all schools in March 1985. The report was presented for information and questions at this year's AGM.

The following are major recommendations of the report. Members are urged to read and provide input on this important report.

**Recommendation 1: That the BCTF adopt the following statement of teachers' employee rights.**

## Statement of Teachers' Employee Rights

### A. The right to have fair employee bargaining procedures for teachers set in legislation

1. The right to collectively bargain with school boards teachers' terms and conditions of employment, and the corresponding statutory duty of school boards to bargain in good faith on all such matters.
2. The right of the local associations of the BCTF to act as the representative of the teachers in collective bargaining.
3. The right to protection against unfair employment practices such as employer discrimination, coercion, and failure to bargain in good faith, or breach of the duty of fair representation.
- 4.\*The right to an effective dispute resolution mechanism for bargaining disputes which includes the right of teachers to elect to resolve an impasse by either arbitration or by legal withdrawal of services.
5. The right to independent third party arbitration procedures for the resolution of contract implementation grievances or disputes.
6. The right of teachers to protection against discipline and dismissal without just and proper cause.

### B. The general right to negotiate the terms and conditions of teachers' employment

1. The right to negotiate fair compensation for teachers including: salaries; benefits; allowances; and income security provisions.
2. The right to negotiate reasonable employment security provisions, including: procedures and criteria relating to tenure, discipline or dismissal for misconduct; economic layoffs or terminations; and the rights and status of temporary, probationary and substitute teachers.
3. The right to negotiate the appropriate workload for teachers, including: provisions governing class size or staffing ratios; ensuring adequate time for preparation; setting maximum instructional time and local application of the school calendar; regulating supervision and other extra-curricular duties; and ensuring the provision of necessary materials and personnel support, and of substitute teachers.
4. The right to negotiate matters of personnel practice and due process including: fair hiring, transfer, and assignment criteria and procedures; prohibiting unfair discrimination; and ensuring access to personnel files.
5. The right to negotiate other contract terms affecting the working conditions and employment rights of teachers, including: funding for professional development and appropriate pro-

cesses for its allocation; sick leave provisions, subject to the present statutory minimum; provisions setting out leave entitlement for all other purposes; technological change and retraining clauses; picket line clauses; provisions against sexual harassment; and health and safety requirements.

### C. The right to fair and responsible pension protection

1. The right to a provincial statutory pension plan which provides adequate economic protection to teachers and their designated heirs following retirement, disability or death.
2. The right to majority representation on a committee which would consider and propose changes to teachers' pension legislation.
3. The right to equal representation with government on the investment committee regulating teachers' pension plan funds.
3. The right to equal representation with government on the investment committee regulating teachers' pension plan funds.

**Recommendation 2: That the BCTF adopt the following statement of teachers' professional responsibilities.**

## Statement of Teachers' Professional Responsibilities

1. The responsibility to provide the considered views of the profession concerning teacher education and training through appropriate representation on the Joint Board of Teacher Education.
2. The responsibility to establish the requirements and standards for obtaining and maintaining teachers' professional certification.
3. The responsibility to provide the knowledge and experience of teachers in matters of curriculum through official representatives on standing advisory committees established to propose and plan changes to provincial curriculum and course content, technological change in the school, provincial standards and graduation requirements.
4. The responsibility of teachers in a school to determine the processes and instruments for the evaluation of students' achievement in relation to provincial standards, subject only to interested parties' right to appeal to a panel of educators within the district, and to intervention by the ministry only in an extraordinary case.
5. The responsibility of a local teachers' association to provide its views through official consultation during the development and implementation of any district policies on educational matters.
6. The responsibility of teachers in a school, through the school staff committee, to direct the placement and programming of pupils, the timetable of teachers and the program of teaching and learning activities conducted by the school.
7. The responsibility, in common with that of the public, to critically assess and comment on school board decisions regarding the operation of the school system, through access to full budget information and other basic data concerning the operations of a school board.
8. The responsibility of a local association of teachers to provide official representation on bodies considering applicants for positions of special educational responsibility at the district or school level.
9. The responsibility, within statutory provisions prescribing procedures for the termination of teachers on grounds of less than satisfactory teaching performance, to provide a timely on-site evaluation by a panel of educators appointed by the teaching profession.
10. The responsibility to exercise professional autonomy in determining the methods of instruction and the planning and presentation of course material.

**Recommendation 3: That the BCTF adopt as policy the following statutory framework for the achievement of teachers' rights and the establishment of teachers' responsibilities.**

## Framework for B.C. Teachers' Legislation

### A.\*Teachers' Rights as Employees

1. That the BCTF seek to achieve full collective bargaining rights for B.C. teachers within the following framework:
  - a. Specification in the *School Act* of those procedures historically evolved and specifically suited to B.C. teacher bargaining;
  - b. In all other respects, coverage under the *Labour Code* and access to its procedures.
2. That the specific bargaining procedures the BCTF seeks to have specified in the *School Act* include the following:
  - a. That collective bargaining continue to be conducted between local boards of school trustees and local associations of the BCTF;
  - b. That the local association of teachers be required to elect whether an unresolved bargaining dispute will be resolved by arbitration or by withdrawal of services;
  - c. That, so far as is consistent with the mechanism for resolving bargaining disputes, a system of set timelines for bargaining be maintained.
3. That the BCTF seek to maintain fair pension protection through the framework of the *Teacher Pension Act*.

### B. Teachers' responsibilities as educators

That the BCTF seek to achieve statutory recognition of professional responsibilities in educational matters, such as certification, instructional methods, curriculum, evaluation of pupils and teachers, and school administration, generally through the framework of revisions to the *School Act* for that purpose.

**Recommendation 4: That the BCTF adopt in principle the following specific legislative proposals.**

## Specific Legislative Proposals

### A.\*Teachers' Employee Rights

1. (New bargaining package in *School Act*; local bargaining; choice mechanism; timelines; *Labour Code* procedures.)

That present part 7 division (2) of the *School Act* be replaced with provisions for teacher bargaining containing the following elements:

  - a. Local associations of the BCTF are authorized to negotiate a collective agreement on behalf of all teachers employed by a school board.
  - b. The collective agreement shall be in respect to one or more fiscal years of the school board, and negotiations shall commence by January 15 of the fiscal year in which an agreement expires.
  - c. If settlement is not reached, by March 1 of that year the local teachers' association may elect, by serving a notice in writing upon the school board, to have the dispute regarding the terms of the collective agreement settled by arbitration.
  - d. If a local association does not elect arbitration, the procedure for resolution of bargaining disputes contained in the *Labour Code* apply.
  - e. If a local association elects arbitration, a three-person arbitration board shall be established. The parties shall notify each other of their nominee by March 8; the nominees shall agree on a chairperson by March 15, and failing to do so shall notify the minister of labour who shall appoint a chairperson no later than March 22.
  - f. The award of the arbitrator shall be published by April 15.

g. Where the local association has not elected arbitration by March 1, the local association and the board may at any time agree, mutually and voluntarily, to resolve the dispute, or a specified part of it, by arbitration.

h. Where a collective agreement has not been settled for a fiscal year by May 1 of the preceding fiscal year, the operation of section 196 of the act and section 14 of the Education (Interim) Finance Act (adoption of final budget) is suspended until the agreement has been settled.

2. (*School Act* conditions generally subject to agreements.)

That the following consequential amendments be made to the *School Act* to clarify the scope of bargaining:

- a. A section be added at the outset of part 7 providing:
  - i. that the following sections shall apply notwithstanding any agreement to the contrary:
    - 119(2) (tenure)
    - 123 and 130 (competence dismissal/ review process)
    - sections 140, 141, and 142 (BCTF membership and appeal rights)
    - section 145 (requirement of certification), and
  - ii. that the remaining sections in part 7 (section 119-152, covering matters such as appointment and assignment, transfer, resignation, student teachers, leaves of absence, retirement payment, retirement age, and teachers' duties) shall apply except where a collective agreement otherwise provides.

b. Section 119(2) (which presently establishes prescription of temporary and probationary teachers' rights) be amended to read:

"Every appointment made by a board and every contract relating to it shall be deemed to be a continuing contract until terminated in accordance with section 123 or pursuant to the terms of a collective agreement."

c. Section 148(a) to be amended to provide that every teacher shall "perform, subject to reasonable provisions contained in a collective agreement, the teaching and other educational services required or assigned by a board or the ministry."

d. Sections 15(c)(v) (cabinet prescribes teachers' hours of service), 15(d) (cabinet prescribes teachers' contract forms), 15(e) (cabinet prescribes teachers' duties), 107(2) (summary dismissal for failure to take medical test) and 122 and 129 (misconduct termination/review) to be removed.

3. (*Labour Code* applies except where inconsistent.)

That a section be added to part 7 of the *School Act* in the following terms:

"The *Labour Code* RSBC 1979 c. 212 applies to teachers, school boards, and local associations of teachers save and except where inconsistent with the provisions of this part."

4. (End exclusion from *Labour Code*.)

That section 1(1) "employee" (d) of the *Labour Code* be removed (the exclusion of "a teacher as defined in the *School Act*").

5. (Increased participation in pension plan.)

That the *Teacher Pension Act* be amended to provide:

- a. That a new section be added establishing a consultative committee, of which a majority of members would be appointed by the British Columbia Teachers' Federation, empowered to make recommendations to the provincial secretary with respect to amendments to the act or regulations.
- b. That section 24 of the act (cabinet appoints up to three trustees to invest pension funds) be amended to provide for the appointment of trustees, in equal numbers by both the government and the federation.

### B. Teachers' Professional Responsibilities

1. (Statutory statement of professional recognition.)

That a new division be added to part 7 teachers of the *School Act* (teachers) entitled "Professional Matters," which would recognize that, consistent with the specific provisions elsewhere in the act, teachers shall exercise the following responsibilities:

a. Individual professional autonomy in determining the methods of instruction, and the planning and presentation of course materials in the classes of pupils to which they are assigned;

b. Consultation on all matters of educational policy and practice through professional representatives, and specification that all professional representatives will be chosen by the British Columbia Teachers' Federation provincially, and locally by the local association of the BCTF; and

c. A school staff committee elected by the teachers in the school, empowered to direct the placing and programming of pupils in the school, establish the timetables of teachers assigned to the school, and direct the program of teaching and learning activities conducted by the school.

(In these recommendations, "professional representative" means a teacher chosen by the BCTF or a local association, as set out in B. 1.(b) above.)

2. (Specific amendments in line with professional recognition.)

That the following changes be made to the *School Act* in line with the new "Professional Matters" Division:

Certification

a. That a new section be added to provide for the establishment of a Teacher Certification Board of seven members, consisting of four professional representatives and three members appointed by the cabinet, and that the powers with respect to certification presently assigned to the minister in sections 5 (letters of permission), 15(f) (cabinet sets classes and granting of certificates), and 15(g) (cabinet cancels certificate) be assigned to this board.

### Curriculum

b. That a new section be added to provide for a Provincial Curriculum Advisory Committee, of which at least one-third of the members are professional representatives, and that the committee be empowered to propose and plan changes to provincial curriculum involving course content, technological change in the schools, provincial standards, and graduation requirements.

c. That the Provincial Curriculum Advisory Committee be empowered to establish subcommittees or panels, or conduct such enquiries as will assist in carrying out its duties.

d. That section 15(h) be amended to provide that the cabinet may prescribe the courses of study and materials upon the recommendation of the minister, who shall have considered the recommendations of the Provincial Curriculum Advisory Committee.

### Evaluation of pupils

e. The addition of a new section specifying that, subject only to (f) and (g) below, the teachers in a school, through the school staff committee, shall determine the processes and instruments for the evaluation of pupils' achievement in relation to provincial curriculum and standards.

f. The addition of a new section requiring the establishment in each district of an evaluation committee of which a majority would be professional representatives, empowered to adopt local guidelines to ensure that school evaluation processes and instruments are fair, educationally sound, and adequately evaluate pupils' progress in relation to provincial curriculum and standards; and further empowered to hear appeals from pupils, parents, or other interested parties with respect to school evaluation of pupils.

g. That section 4(1)(g)(i) (minister arranges examination of progress of pupils) be removed and replaced with a section empowering the minister to ensure that the guidelines and the administration of the guidelines adopted by a local evaluation committee ensure adequate evaluation in relation to provincial curriculum and standards where the minister reasonably believes that the guidelines do not do so.

h. That sections 17(d) and (e) (provincial boards of examiners) be removed.

### Selection of administration

i. That sections 7 and 9 (appointment of district superintendents, superintendents and assistant superintendents) be amended to require that prior to the appointment, the recommendation of a search committee including professional representatives from the local teachers' association be considered by the board.

j. That section 119 be amended to require that prior to the hiring and/or assignment of a teacher to a position of principal, vice-principal, head teacher, supervisor, director of instruction, or consultant, the board consider the recommendation of a selection committee including professional representatives from the local teachers' association, and where the position is in respect of a school, including at least one representative chosen by the school staff committee and that section 119 be further amended to allow school staffs to use an electoral process to choose their principals, vice-principals, and head teachers.

### Evaluation of teachers

k. That section 123(1) be amended to specify that a board may terminate a teacher on the grounds that the teaching performance is less than satisfactory.

l. That the substance of present regulation 65 (three unsatisfactory reports over not less than 12 nor more than 24 months) be placed in section 123, but amended to include the following provision:

"In the event that a teacher receives a less than satisfactory report, the teacher may request an evaluation panel of three educators selected by the British Columbia Teachers' Federation to conduct an assessment of the teacher in his/her learning situation, and the written report of the evaluation panel shall be filed in the same manner as the report, and shall be considered by the board prior to any decision to terminate a teacher pursuant to section 123(1)."

m. That procedures relating to teacher resignation (presently contained in section 123) be set out in a separate section.

n. That regulation 93 (b) (ii) automatic reporting every three years ) be removed.

o. That sections 126 and 152 (reports of teacher dismissal or failure to fulfil engagement) be amended to provide that the report be made to the Teacher Certification Board.

### Information

p. That section 83 (board meetings) be amended to provide that every board meeting shall be open to the public except special meetings called specifically to consider personnel matters, property acquisition, or matters under actual or potential litigation.

q. That section 87(1) be amended to require a school board to publish the motions passed at a special meeting.

r. That section 196 (and section 14 of the Education (Interim) Finance Act) be amended to provide that the final budget of a school board shall be adopted in open session and shall be made available to any elector in the school district.

3. that section 86 of the *University Act* (Joint Board of Teacher Education) be amended to increase the number of representatives of the BCTF from two to five.



## Vancouver parents demand input with gov't "trustee"

From page 1

revenues to maintain jobs and services. Superintendent Dante Lupini has estimated that 40 temporary teachers will be laid off this year, but this will be due to declining enrolment.

Among other hold-out boards, Courtenay trustees agreed to comply, rather than be supplanted by a trustee, and cut \$752,000 from their maintenance budget, which is estimated now to mean the elimination of about 10 full-time equivalent teaching positions.

The minister, however, did not similarly dismiss the other rebellious boards, pursuing instead quiet negotiations which led to Burnaby and Coquitlam trustees ending their defiance, after being allowed to tap capital reserves or other revenues for more money. Coquitlam resubmitted a compliance budget \$5.5 million less than originally requested, which will result in the loss of 59 teaching positions, and Burnaby submitted a new budget trimmed by \$2 million, which is expected to result in the loss of 20 full-time equivalent teaching positions.

Burnaby Teachers' Association President Richard Hoover pointed out that the budget the trustees had initially dug their heels in on was a "bare bones budget" that did not include provision for salary increases. "The budget the

board ended up with is \$3.5 million to \$4 million less than they worked with last year," he said. "The cuts are continuing and they're still substantial."

On May 13, Heinrich dismissed the final defiant board, Cowichan, which had stuck to its budget \$400,000 over the guidelines, and replaced the elected trustees with former Richmond superintendent Cory Holob as trustee.

In Vancouver, the local teachers' associations, while engaging in leaf-letting campaigns and working with the newly-formed, broad-based Coalition for Education and Democracy, have declined to recognize Al Stables and will not send their representatives to meetings of board standing committees, which the government trustee has indicated he will continue to hold.

Chris Taulu, provincial coordinator for the Defend Education Services Coalition, said that parent representatives from Vancouver's School Consultative Committees will be showing up to the next "board" meeting on May 21 and any committee meetings and offering their accustomed input on education issues. She also reported that DESC is circulating a petition, to be presented to the provincial legislature, demanding that Vancouver's elected school trustees be reinstated in recognition of "our historic democratic rights."



It took a lot of waiting in corridors, but 125 teachers from 60 locals recently lobbied legislators on the fair bargaining issue, receiving a more positive response from back-bench government MLAs than expected.

## Member expelled for ethics breaches

The membership in the B.C. Teachers' Federation of Campbell Colin Dagg of North Vancouver was terminated on March 1, 1985.

The judicial committee of the BCTF found Mr. Dagg guilty of breaches of clauses 1 and 3 of the BCTF Code of Ethics.

Clause 1 sets out that: *The teacher speaks and acts toward pupils with respect and dignity, and deals judiciously*

*with them, mindful of their individual rights and sensibilities.*

And Clause 3 declares that: *The teacher recognizes that a privileged relationship with pupils exists and refrains from exploiting that relationship for private advantage.*

In provincial court, Mr. Dagg pleaded guilty to a charge of gross indecency with a pupil in his care.

This notice follows the expiry of the 60-day appeal period.

## Opinion

# Exams turn History into "Trivial Pursuit"

by George Adams

How good a teacher are you? Is your class below or above the provincial mean? What is your class average? As we await the provincial examinations in June and analyze the January exam results, such questions occupy the minds of teachers, parents administrators and trustees alike.

What we may fail to realize is that a giant con has been pulled on us all. Bennett's first name is Bill, not Moses, and the provincial exams originate from Victoria, not Mount Sinai. But that is the way we have received them, sacred words carved in stone.

This con is probably no better demonstrated than in the case of Grade 12 History. If you examine the contents of the past three exams, you can find a variety of questions which are oversimplified in their history, ambiguous in their wording and obtuse in their inquiries. for example, in January 1985, students were asked:

*Which one of the following factors contributed to the rise of fascism in Italy?*

- A. *Desire to reassert her claims in Ethiopia*
- B. *Post-First World War economic dislocation*
- C. *Desire to follow the Nazi success in Germany*
- D. *Resentment over territorial losses in the First World War*

This question presumes that there is only one factor mentioned, but both B and D could be considered factors.

In the same exam, students were asked:

*Which one of the following provisions of the Versailles Treaty was LEAST acceptable to Germany:*

- A. *The League Covenant*
- B. *The colonial losses*
- C. *The war guilt clause*
- D. *The disarmament provisions*

This question wrongly presumes that the Germans would have differentiated the terms of the treaty in their minds rather than simply condemning the Treaty of Versailles as a whole.

In January 1985, the students were asked:

*The term "sitzkrieg" used in W.W. II refers to the . . .*

- A. *Lightning attack on Poland*
- B. *Use of mass armoured formations*
- C. *Inactivity on the Western Front to April 1940*
- D. *Invasion of the USSR in 1941*

The correct answer is C, but students could have easily thought the word was misspelled and picked A: the question would have been clearer if the term "Phoney War" had been used.

It would not be hard to pick out other such flaws. However, the major objection to the exams is not their wording but their concept of history. the Ministry of Education has turned Grade 12 History into a game of

Trivial Pursuit. What is worse, they have done this in direct contradiction to their own curriculum guide. In the guide we read that the course is "to cause students to develop the capacity for the sorts of speculative and creative thought" which enables one to think hypothetically, to hold tentative conclusions, and to reconstruct the knowledge already in one's possession. similarly, we are told "the study of history must be sufficiently restricted in breadth to provide the opportunity for study in depth."

The present course and test format fail to meet the ministry's own guidelines. More seriously, they do nothing to prepare students for the intellectual rigors and challenges of post-secondary education. They simply contribute to those practices which the curriculum guide instructs teachers to avoid; namely, teaching "a mere catalogue of events."

Of course, the primary reason for 75 per cent of the provincial examination in history being multiple-choice is so that machines can mark the exam in the fastest possible time. Raising the standards of education in history? What a laugh! What a fraud! Teachers have been turned into academic garbage collectors who are supposed to put bits of trivial information into their students' heads, rather than taking the garbage out.

But this is not teaching history. History is much more than simply the sum of all bits of factual information drawn from the past. As the curriculum guide so eloquently states:

"History involves the imaginative reconstruction of past experience. History is both an art and a science. History is creative. It should be good literature. It should demonstrate that man is capable of deep and comprehensive awareness . . . The purpose of studying history is to create doubt. There are few facts, incidents, developments in the story of man whose meaning can be taken for granted. There are no interpretations which can claim final validity."

By attempting to cover everything therefore, the Ministry of Education has violated their own edicts. They have created "an extremely heavy survey course" and in the process they have castrated Grade 12 History.

The government has made Grade 12 History into a game for the teachers to play as well — a game of Russian Roulette. We have three textbooks which total almost 700 pages. The topics we are supposed to cover are endless, ranging from 19th century Imperialism to current events. The guidelines given teachers are vague and imprecise. The specifications for the post-World War II period for example, cover the following:

— Cold War (background, key political/econo-

mic/military events): Truman Doctrine, Marshall Plan, NATO, post-war Germany, Eastern Europe under Communism, Korean War, Cuban Missile Crisis, Vietnam War, peaceful coexistence, detente;

- United Nations (formation, aims, structure, accomplishments);
- Western European Integration (from diversity to unity?);
- Third World decolonization and development (Middle East, China, Indian sub-continent, Africa, Latin America).

They could just as easily said everything that ever happened since 1945.

We now have to tailor much of what we do in the course to prepare the students for writing the exam. We may drop essay-type evaluations, add topics, make up trivial pursuit questions, have contests — all to gear up our students; for, in this game of Russian Roulette, if the teacher guesses wrong, the students get "shot."

Even the credibility of the written part of the exams is suspect. Students are asked to define, to describe, to discuss. There is no need for evaluation. There is no opportunity for the individual student to demonstrate his/her higher intellectual skills in an essay. The longest pieces of required written work are truncated paragraphs. Consequently, students really just need to regurgitate the desired facts.

There are some teachers and administrators who would say that the exams are here to stay so let's get on with finding ways "to improve our students' performance," "to raise the school's average." After all, we don't want to be called a second-rate school, or "to score below the provincial average." Certainly, we have been conned by the government into thinking that by improving our students' results on the provincial exams means we will be providing our students with a better education.

At least in the case of history, and probably other subjects as well, this is simply not true. It is a lie that people, even some teachers, have swallowed hook, line and sinker.

If we do not critically assess the exams, if we do not fight for their revision or hopefully, elimination, if we meekly accept these imposed exams, we abdicate our responsibilities and rights as professionals. More importantly, we deny our students the opportunity for a quality education.

George Adams teaches Grade 12 History at Mount Elizabeth Secondary School, Kitimat. Adams, who holds an MA in political science, has taught at the senior secondary and post-secondary levels for 11 years.

## Letters

### AGM delegates thanked for supporting protest against Star Wars plan

At the recent AGM, a group of concerned teachers initiated a campaign to send a group telegram to the Prime Minister re Star Wars: "We the undersigned teachers and support workers of British Columbia urge you and your government to refuse the invitation to participate in the U.S. Strategic Defence Initiative research project." There were 314 members who signed their names and contributed toward the cost. Copies of the text (without names) were also sent to Joe Clark, John Turner and Ed Broadbent.

A total of \$95.90 was donated. The expense of sending the messages by telepost was \$34.52. The excess has been donated to the End the Arms Race — Stop Star Wars Campaign under the name of "Concerned Teachers".

From our ad hoc group, thank you to all those delegates who gave their support. May we all live to see the day when human needs, rather than the needs of militarism, become the chief concerns for all governments on our global village.

Doug Symons  
John Oliver Secondary  
Vancouver

fact that the Status of Women Committee of the BCTF had a budget, from teachers' fees, of \$217,000 for 1984-85 for this and other discriminatory projects.

The BCTF has exceeded its mandate. We feel sure that the majority of B.C. teachers are in agreement that the aforementioned policies are outside the jurisdiction of the federation. We join with others in requesting their deletion.

Lila O. Stanford  
Retired teacher  
President, B.C. Teachers for Life  
Langley

### BCTF "exceeds" mandate with abortion policy

It was with great relief that we read Charles Allen's letter in the April 18 *BCTF Newsletter*. We, too, feel that the BCTF has "exceeded its mandate" with policy 42.29 which states, "That the CTF should seek to have abortion removed from the Criminal Code of Canada". Thank you Charles Allen for your well-expressed views. We support you all the way!

A. Fantillo  
Lorraine Lloyd  
Doretta Davis  
G. G. Murray  
M. J. Ward

A. Nott  
Susan Pye  
C. Davies  
H. Lloyd  
B. Nash  
Teachers

Lake Cowichan School District

### BCTF abortion policies "divisive, discriminatory"

We are an organization of teachers — B.C. Teachers for Life — who are concerned with policies 42.25 and 42.29 in the *BCTF Members' Guide*, both of which support abortion on demand. These policies are divisive, discriminatory, and beyond the jurisdiction of the BCTF. We call for their deletion from BCTF policy.

From their very first presentation these policies have caused a major rift in federation ranks. Further to the matter we understand the executive are preparing to take policy 42.29 (*That the CTF should seek to have abortion removed from the Criminal Code of Canada*) to the Annual General Meeting of the CTF for national support and endorsement. We urge the executive *not* to do so. We know more alienation will result if this is not stopped here and now.

We protest the use of BCTF fees for such issues. This is blatant discrimination that teachers who oppose the abortion ideology are being forced to support it with their federation dues. We also protest the *Status of Women Newsletter* (January-February 1985) being used to solicit money for Morgentaler Clinic Defence Funds. We take issue with the

### Pension policy changes stirs member's anger

Words cannot adequately describe the depths of anger, frustration and bitterness that I have been feeling since reading the outcome of the proposal to lock in our pensions (*BCTF Newsletter*, April 18, 1985).

I've always resented the fact that the government has forced teachers to pay into a retirement fund which pays a very low rate of interest on the money paid in but which is loaned out by the government at high rates of interest to groups such as volunteer fire departments or which is used to bail out government agencies such as ICBC and B.C. Hydro. The one redeeming feature was that one could get one's money out of the fund when one quit teaching.

I read in the *BCTF Newsletter* that the association is worried about my standard of living when I reach age 65, so this proposal was brought forward and passed. I want to inform you that I'm an adult, able to think, reason and plan for myself. My standard of living at age 65 and for the years after is *my* business and concern and not the business of the BCTF. Whether I do or do not want to collect a pension from the BCTF/govern-

ment pension plan is my affair and not one else's.

I'm one of the many teachers likely to be without a job in September and in all likelihood will probably not have a teaching job for many years to come. I was planning on getting my money out of the retirement fund, during the second year of my layoff. So much for planning!

Resentful! You bet I am! I not only worry about what the government is doing to education and teachers but now I have to worry about the BCTF and what my own federation is doing to me. I've discovered one thing, the BCTF has a lot in common with the Social Credit government — it makes decisions for people who are more than capable of making their own decisions.

Big Brother is alive and well in 1985! He moved from Social Credit headquarters to BCTF headquarters.

Wendy R. Robinson  
Buckhorn Elementary  
Prince George

*Some points need to be made to keep the record straight on pension policy. The decision to adopt a new policy on vesting and lock-in was taken after extensive debate by delegates at the recent AGM. But the policy changes must now be negotiated with the provincial government and until the legislation is amended the present legislation pertains. The rate of return on investments in the teachers' pension plan currently averages 13 per cent. Since the pension plan is not a savings plan, but a plan to pay a monthly retirement income, the interest credited when funds are withdrawn is lower (6.75 per cent for 1984-85 contributions) than what the pension fund earns. — Ed.*

### Do today's students have it too easy?

I read the complaints of the Grade 12 student in Langley (April 18, 1985 *BCTF Newsletter*). It is a fine thing if learning and enjoyment can be combined, but it is a privilege, not a right.

Many of today's students do not have to struggle for an education. Consider the following situation:

A country girl was sent to a small town to take High School. She was sent to two old ladies (whom she had never before seen) and paid \$5 a month and worked for her board. She had one pair of shoes and two dresses, and got home at Christmas, Easter and June. Examinations were given three times a year. The girl was homesick and most unhappy.

The only solution was to submerge herself in her studies and graduate as soon as possible. She graduated with honours, then had to work out for a year as a domestic

(10-12 hours daily) in order to attend Normal School.

Would or could the students of today have the fortitude to cope with similar conditions?

R. Skoda  
Retired teacher  
Ucluellet

### Governance Commission proposals need changing to counter alienation

In the discussion paper on the Governance of the BCTF, under "Reasons for the Establishment of a Commission," it has been stated that there is a sense of alienation by some teachers who disagree with the federation's perception of political direction. We think there will be further alienation if the proposed policies of governance are adopted.

Under sub-heading, "Goals of the Federation", we think the goals should be directed more toward professional development, rather than teacher welfare.

Under sub-heading "Staff Representatives", we believe that by giving only staff reps voting power, the proportional voting is eliminated. This will make teachers feel individually powerless and they may become apathetic towards their own organization.

Under sub-heading, "BCTF Staff Support", we think the adoption of this policy tends toward the generalist approach. We presently have specialists within the BCTF support staff who have outstanding expertise and we wish to keep these colleagues functioning in their respective specialties rather than having to become a Jack or Jill of all trades.

Under sub-heading, "Bargaining", we do not support any goals that would give the executive additional power. Individual teachers must have a vote. No emergency could arise that would justify the executive taking this individual voting right away from the members.

We also concur with the letter of motion dated November 8, 1984 from Maple Grove Elementary School.

We think every teacher in the province must have a vote for the adoption or non-adoption of the document on governance . . . In this way the teachers could begin to feel a part of the federation rather than feeling the sense of alienation that has been noted by the Executive Committee.

Marina Reino  
Mary Jo Carter  
Andree Desjardins  
Pat McLure  
Donna Webb  
Olive McDonald

Bob Haskins  
Nancy Stevens  
Gail Ganann  
Joanne Dobbin  
Connie Bott  
Jamieson Elementary  
Vancouver

## Teacher-librarians honour Angela Thacker

The B.C. Teacher-Librarians' Association has conferred its Distinguished Service Award for 1985 on Angela Thacker of West Vancouver.

The award recognizes the efforts of a non-teacher-librarian who has made an outstanding contribution in support of school librarianship in British Columbia. The award was presented to Thacker at the BCTLA Annual General Meeting on April 27, 1985.

In making the presentation, BCTLA President Liz Austrom noted that Angela Thacker had worked for six years as an elementary teacher-librarian before becoming a district instructional materials specialist, rising to her present position as head of West Vancouver's instructional materials centre. As a member of BCTLA, she said, Thacker had served as vice-president, president and editor of *The Bookmark*. Austrom emphasized that



Angela Thacker

Thacker was always active in working to improve school librarianship, serving on the ministry committee responsible for the *Library Manual for the Public Schools of B.C.* (1968) and as chairperson of the ministry commit-

tee responsible for *Sources and Resources: A Handbook for Teacher-Librarians in British Columbia* and later as editor of the Canadian School Library Association's *School Libraries in Canada*.

But significant though these achievements are, Austrom pointed out that Thacker was being honoured primarily for her work with the ministry as Coordinator of the Provincial Curriculum Resource Centre from 1981-4 when she "achieved numerous objectives that have done much to enhance school librarianship in the province of British Columbia." Austrom cited the development of a clearinghouse for locally-developed materials, a modern languages resource centre, publication of valuable materials and guides and handbooks, as well as Thacker's influential "behind-the-scenes" involvement.



## Program Against Racism gets new co-ordinator

June Williams, a Vancouver teacher with extensive background in race relations and multicultural education, has been appointed co-ordinator of the BCTF Program Against Racism.

The Executive Committee appointed Williams to the two-year administrative staff position to replace Ed May, whose term has expired. She will assume the post on July 1.

Currently on leave from teaching intermediate music at Oppenheimer Elementary School to complete an MA in multi-cultural education at SFU, Williams has served as a resource teacher for the Program Against Racism, as well as a contact person for the program and co-chairperson of the VESTA Race Relations Committee. She has also assisted in developing a social studies unit on multicultural education and has served as a Burnaby school trustee.

Reappointed to one-year administrative term appointments were **Mel Lehan**, co-ordinator of the Unemployed Teachers' Action Centre and **Marian Dodds**, co-ordinator of the Status of Women program.



Vancouver's annual Walk for Peace featured a strong contingent from the B.C. Teachers' Federation.

## Canadian teachers college launches new scholarship

The Canadian College of Teachers has announced a new \$150 scholarship to be given annually to a qualified B.C. or Yukon secondary school graduate who is the child of a teacher.

In establishing this scholarship, the Greater Vancouver Chapter of the college seeks to recognize the excellent work done by teachers throughout B.C. and the Yukon. Established in 1958 under CTF sponsorship, Canadian College of Teachers aims at fostering professional development and service to education.

Deadline for the 1985 scholarship has been extended to **June 14**. For application forms and information contact: Neil Horne, Councillor for B.C. and the Yukon, Canadian College of Teachers, c/o Britannia Secondary School, 1001 Cotton Drive, Vancouver, B.C. V5L 3T4 (255-9371).

## UIC introduces new rules on early retirement, severance

The Unemployment Insurance Commission has adopted new claims qualification rules on special payments at the time of severance and early retirement.

As of March 31, 1985 unless specifically excluded, severance pay, vacation pay and retirement incentives will be allocated by Unemployment Insurance from the date of severance/retirement to some future date to determine when an interruption of earning occurred and therefore when your UI claim may commence. This allocation is based on the amount of these special payments pro-rated against regular earnings, e.g., six months' severance pay would mean your UI claim would not commence for six months following severance.

These payments are excluded if: the UI claim was started before March 31, 1985, or these payments were covered by a collective agreement or in the written policy of the employer prior to December 31, 1984. (This exemption is in force until the earlier of the expiration of the collective agreement/any change in policy or March 26, 1988.)

If *not excluded* as above, these payments, whether paid at time of severance/retirement or at a later date, are taken into consideration to determine when the interruption of earnings occurred:

- if received at time of severance/retirement, the payments are allocated to the period immediately following severance/retirement with the result that the start of the UI claim could be delayed;

8/MAY 21, 1985

There was only one topic under discussion at L.V. Rogers Secondary School in Nelson during the week of February 27 - March 6, but it was a vital one — peace.

Teachers and students, through a varied series of classes, workshops and projects, focussed their attention then on a school-wide conference on issues related to peace.

"It was a big success," said L. V. Rogers teacher Paul Costello, one of the organizers. "The program involved almost every student in the school for that week."

One of the resource people to participate was Mike Zlotnik, BCTF professional development division director and coordinator of the federation's peace education efforts, who warned that the

arms race and superpower confrontation politics have put the world on a collision course with disaster.

"We are headed for nuclear war," Zlotnik told students, emphasizing the need for frankly facing the threat. "There's nothing we can do to get off that course without a radical change in our thinking. Education is crucial to preventing that awful scenario."

As objectives, the week-long conference set out to foster understanding of peace-related issues on the part of teachers, students and parents, to focus on impediments to peace, to encourage an optimistic outlook and to establish a library of learning materials on peace.

The program to achieve these objectives was extremely comprehensive, ranging from classroom discussion to production of a video program.

Resource people from many parts of B.C. addressed workshops of students and teachers. Classroom teachers presented films and videos for discussion. Peace-related projects were undertaken, such as the creation of art posters, library research on the role of the Olympics in international relations, the uses of nuclear energy or the effects of radiation. An art student designed a logo that was painted on commemorative T-shirts and buttons, while textiles students created a

25-foot peace banner for the school. Drama students presented an improvisational performance on the nuclear crisis. And English students are producing a video journal of the week's events.

The week's Focus on Peace climaxed on March 6 when the public was invited in to the school to attend workshops, view student displays and join in a panel discussion.

"Living, as we do, at a time of crisis unparalleled in human history, it is essential that educators call for a serious examination of global issues," Paul Costello wrote, summing up the project's rationale. He noted that, despite living in an information-rich environment, students often do not have the opportunity in their homes and schools to deal in a sensitive way with vital environmental, nuclear and peace issues.

"There are many reasons for this avoidance but none that justify the detrimental effect this has on the lives of students, on their ability to cope with increasing stress factors and on their perception of the future. On the other hand, to address such important global problems, no matter how controversial they may be, is to give the message to our students that we are not only concerned about the present state of the world, but that we care about their future as well."

## Are you getting your Newsletter?

Address errors can be costly — please help us keep up-to-date.

**All members:** If your home address has changed, or if we don't have it correctly, please give us your proper address:

Name \_\_\_\_\_ Social insurance number \_\_\_\_\_

Home address \_\_\_\_\_

City \_\_\_\_\_ postal code \_\_\_\_\_

School \_\_\_\_\_

**Staff reps:** If the number of Newsletters that should come to your school has increased or decreased, or if for some reason we are not supplying the right number, please give us the correct quantity:

Number of Newsletters needed \_\_\_\_\_

School \_\_\_\_\_

Staff rep \_\_\_\_\_

Please return this coupon to: Member Records, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, B.C. V6J 3H9.