

Boycotts mark arbitration process

George North

Director, Bargaining Division

Teacher arbitration awards brought down by the May 31 deadline set out in the School Act range from zero to 3.4 per cent on grid compared with 48 negotiated settlements averaging 2.1 per cent

on grid. At press time, the Okanagan (four locals) and West Vancouver decisions had not been determined nor released, making them technically chairperson's awards.

The 3.4 per cent grid figures were for Abbotsford, Langley, and Maple Ridge,

coming in a majority decision from teacher nominee Lee Leibik and chairperson Leon Getz, who was chosen by the school board and teacher nominees. At the other end of the scale, government-appointed arbitrator Robert Orr gave nothing on grid to Vancouver Island

West teachers, even though they had been offered 1 per cent over the bargaining table. In the same zone, Orr and board nominee L. Page awarded 1.5 per cent on grid to Qualicum teachers (already offered by the school board)

See "Locals withdraw" page 7

BCTF Newsletter

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Make education an election issue

Teachers urged to campaign for change

BCTF President Pat Clarke has called on teachers to back the federation's "Campaign for Change" as the best chance ever for achieving improvements in public education.

Clarke, as outgoing president, made the remarks in his last official address to the Representative Assembly, held May 30-31 in Richmond.

Focussing on the implications of Premier Bill Bennett's resignation, he argued that Bennett quit because the polls repeatedly demonstrated his personal unpopularity, much of that due to his abuse of the education system. Clarke emphasized that, despite this development, teachers, who have been the most vociferous, effective critics of Bennett's education policy, must not now ease up on pressure to improve the education system.

"Bennett's resignation leaves us in an extremely advantageous position to make some real gains in a political environment where no one is the clear kingpin or queenpin and where the Bennett style of politics by confrontation is in disfavour," said Clarke.

He pointed out that the federation's Campaign for Change is aimed at obtaining commitments to quality education and fair treatment for teachers from politicians of any party in return for teachers' support in the next provincial election.

Recently, he said, the BCTF met with representatives of the Liberals, Conservatives and NDP and those discussions indicated that the three parties regard the BCTF as an important factor in education and are prepared to engage in meaningful consultation.

"We need to have a successful Campaign for Change among our members that indicates support," said Clarke.

"Without that, I am afraid we will be recognized as a paper tiger and teachers generally will have lost our best opportunity in years to effect change."

He reminded local association representatives that the BCTF had first begun to campaign for change almost 20 years ago when the W.A.C. Bennett government had allowed education in B.C. to become a national disgrace — with huge

class sizes, schools on split shifts and out-dated curricula. Ultimately, he said, teachers effectively campaigned to make education an issue in the 1972 election and their involvement had a significant impact on the outcome.

Clarke said that, with the resignation of Bill Bennett — who would not deal with teachers — it is now more likely that the federation will achieve many of the key recommendations in the report of the Task Force on Bargaining and Professional Rights. "Now I think we will see more of a resolve from all quarters to make peace with teachers," he said. "Coming to terms with us on that report will be a foundation for a peaceful, cooperative relationship between teachers and the government."

Achievement of the bargaining and professional rights objectives would result in a more sophisticated, complex relationship with the government, he said, and could produce strains within the federation as this might require reallocation of resources or an increase in the size of the organization.

Clarke also warned that the federation might face another challenge if the next election produces a "more sensitive, less inept government", requiring the BCTF to adopt a new approach without dropping its role as a critical conscience.

"The very near future may well be better, but difficult in the very different challenges it will present the BCTF and the way in which we deal with options and opportunities we have not had for a long time, if ever," he said.



Jim Killeen, a past president, urged members to redouble efforts to restore quality education after cutbacks in a brief speech to the RA, where he received the Fergusson Award which his duties as WCOTP president prevented him receiving at the AGM.

Near-balanced budget adopted

Economy measures pay off

The BCTF will be operating on the basis of an "almost" balanced budget in 1986-87.

At its May 30-31 meeting, the spring Representative Assembly approved a \$10.5 million budget for the coming year that projects a modest over-expenditure of about \$282,000.

In the review process the RA added \$140,000 itself in expenditures to the budget originally proposed by the Executive Committee.

BCTF President Pat Clarke told the RA that the federation's economizing was paying off and that the anticipated over-run might even be smaller, as there are indications that there might be a slight increase in the membership (and thus fee revenue) during the coming year. Also, a portion of the projected expenditures for next year will likely be offset by under-expenditures in this year's budget.

The main debate at the meeting focussed on funding training and strategy development in bargaining. The executive had eliminated a proposed fall provincial bargaining conference in favour of a series of bargaining zone meetings at an estimated cost of \$111,700. This was opposed by the BCTF Bargaining Committee and many local association representatives, who argued that a bargaining conference was needed to get grass roots involvement in developing bargaining objectives for local ratification and proposals for a provincial strategy. The upshot was that the RA voted to provide \$83,000 for a bargaining conference and to scale down the bargaining zone meetings (to a \$55,850 total).

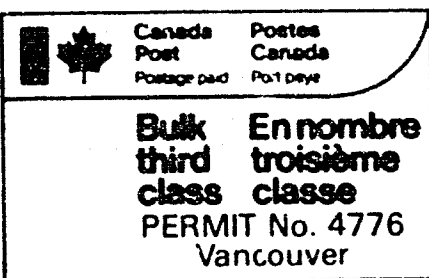
It was with widespread agreement, however, that the local association representatives approved an Executive Committee recommendation to add \$53,000

to the budget for "Community Outreach", to fund a variety of federation, PSA and local programs aimed at expanding the influence of teachers and generating more public support for education.

On the recommendation of the Executive Committee, the RA also cut \$30,400 from Professional Development Advisory Committee zone meetings, leaving a budget of \$60,900 and cut \$28,700 from Status of Women regional meetings, leaving a budget of \$57,500.

In addition, the RA:

- added \$55,000 for Teacher Personnel Services legal fees for a total of \$175,000;
- added \$5,170 for a provincial peace education conference;
- and approved \$95,000 for a Campaign for Change and \$191,000 for the Education Audit as charges against the Reserve Fund.



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

New policy defines supportive role of school volunteers

The BCTF favours the use of unpaid volunteers in schools when they have special skills to offer and can complement the work of paid teachers in the educational program.

This is the key point in a policy recommendation, referred from the AGM, which the Representative Assembly approved. The policy emphasizes that volunteers should be used on a by-need, special occasion basis and should complement, not replace, the work of the teaching and support staff. Their participation should also be governed by local policies developed and agreed to by local teachers' association, non-teaching employee unions and school boards.

Among other AGM-referred and local association recommendations, the RA:

- declared BCTF opposition to financing public education through taxpayer referendums;

- called for non-residential property to be returned to school board jurisdiction for taxation purposes;

- defined the role and function of staff representatives and approved a new in-dispute policy;

- declared that "members respect and support the terms and conditions of job actions undertaken in other local associations within the BCTF";

- called on the BCTF to investigate the feasibility of establishing a provincial inter-district teacher exchange program for a possible start in 1988-89;

- and, as part of continuing investigation of the issue of labour affiliation, urged local associations to expand their knowledge of labour through gathering information and participating on local labour councils.

The meeting also selected RA chairpersons for the coming year, re-electing Jane Turner (Burnaby) and electing Karen Harper (Kamloops).

Action sought on BCTF plan

"Intern" schemes to be monitored

The BCTF is urging local associations to participate only in internship programs that conform to federation policy.

The Representative Assembly adopted motions to this effect after hearing warnings about a number of school districts promoting so-called "internship" programs, based on anticipated Fund for Excellence grants, that do not meet federation criteria but appear primarily aimed at obtaining low-paid teaching staff.

Karam Gopaulsingh, chairperson of BCTF Teacher Federation Committee, and staff coordinator, Tom Hutchison, of the government division, made a presentation to the RA expressing concerns about the current trend, which is partly inspired by Alberta Manpower's "internship" scheme.

Gopaulsingh told the meeting that the Alberta program was not true internship, but more of a "make-work" scheme. Graduate teacher "interns" are paid \$15,600 a year, but their service is not counted towards a permanent certificate or seniority and, he said, the matching with mentor teachers is "problematic."

Tom Hutchison pointed out that Langley, Maple Ridge, Central Okanagan, West Vancouver, Howe Sound and Trail are currently applying for Fund for Excellence grants for "internship" programs which do not appear to fit the model favoured by the BCTF.

On the federation's initiative, and with participation from representatives of the trustees, superintendents, ministry and faculties of education, a general proposal for an internship program was

developed in 1982 and, said Hutchison, it received "astonishing agreement among all those involved."

It was envisaged as a pre-certification scheme under which teacher interns, who had received basic academic and professional training, would be given an interim credential, paid appropriately, and would teach for a transitional year under supervision of teacher mentors with faculty involvement. Hutchison said that the ministry had set aside \$10 million for a feasibility study and pilot

projects, but this initiative was killed by restraint.

Following debate on motions presented by the Executive Committee, the RA approved recommendations calling on the BCTF to monitor local internship proposals and encourage participation in models conforming to federation policy, and for the executive to promote the establishment of the 1982 proposed internship program by working with local associations and the groups originally involved in the scheme.



Outlining the Campaign for Change at the RA are (seated, left to right) President Pat Clarke, Status of Women Coordinator Marian Dodds, Second Vice-President Alan Crawford, and Bargaining Division Assistant Director Ken Novakowski.

Audit reveals pride and despair

In this issue of the *BCTF Newsletter* you will find quotes from teachers that have been gathered through the Education Audit process. In telling their stories teachers have emphasized over and over

again the continuing joy and challenge of working with children and young adults. What is reflected in these comments, however, are the concerns that teachers have for the impact of restraint on their professional working conditions and on the quality of their students' education.

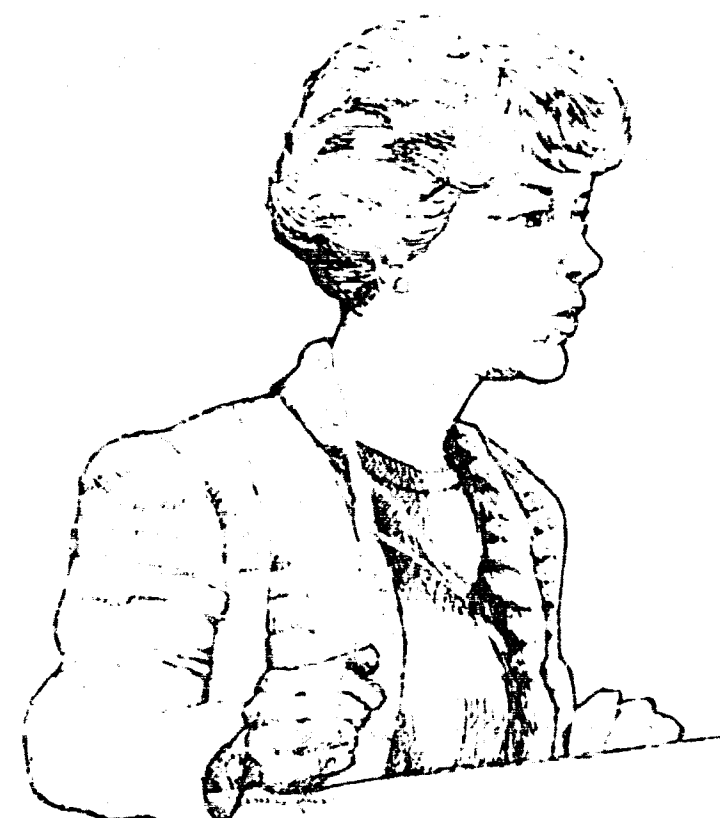
From the information that we are receiving through the Audit, teachers are feeling both pride and despair —

pride because they are able to carry on as well as they are under increasingly adverse conditions and despair because they and their students are suffering and there seems to be no let-up in sight.

Increasing expectations and decreasing recognition of teachers are taking their toll. As one teacher stated, "Even Wayne Gretzky needs a coach and fans — we have neither."

Teachers speak out:

"The Seventies were a time of wonderful change in attitudes to education. At last we had begun to teach to the child, not the curriculum. I see that disappearing in my own class as I face more students, more external evaluations and a lack of confidence in me as shown by the Minister of Education's attitude towards teachers."



ATA praises appointment of Alberta's first woman education minister

The appointment of Alberta's first female Minister of Education has been welcomed by the president of the Alberta Teachers' Association.

Nadene Thomas praised Premier Don Getty for selecting Nancy Betkowski as his education minister, describing her as "a woman who is known for her intelligence and her work ethic and one who is respected as an independent thinker with a reputation for being 'her own woman.'"

Thomas added that Betkowski, who has had 15 years experience with the Alberta government, faces a difficult job as there is a lot of unfinished business left over from the previous minister.

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 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.

MEMBER: EDPRESS

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Get on the voter's list

Half a million voters are still not on the voters' list.

Call to make sure you're on the list:

- in Vancouver, call 660-6848
- outside Vancouver, look in the blue pages under Registrar of Voters.

Even if you've lived in the same place and voted in every election for 30 years, you won't be on the list unless you were registered last fall.

DON'T LOSE YOUR VOTE!

Campaign for Change



Teachers getting a head start in making education an election issue are (above, left) Annette Reinhart presenting a leaflet to voter Bob MacGowan, (centre) Dawne Lupton helping with a mailing, while (right) Dale Kelly participates in a telephone blitz.

New deal for education depends on you

Tom Hutchison
Government Division

British Columbia's perpetual election mode is now punctuated by a leadership race. However, the federation cannot cruise through the summer vacation while the Social Credit Party picks a new leader. There could still be a fall election and there must be an election in the not too distant future. There is no better time to make ourselves and our issues known to all political parties and judge which offer the best hope for a sane educational future.

This special section of the *BCTF Newsletter* has therefore been produced to remind us of where parties stand on educational issues and to let members know what the federation is doing in preparation for the next provincial election.

The four major political parties were

asked to respond to questions the federation posed on major educational issues. We are able to feature responses from the Liberal Party, the Progressive Conservative Party and the New Democratic Party. (See pages 4-5.) Perhaps understandably at this time, we do not have a response from the Social Credit Party.

Although the political situation is now fluid, the questions the federation asks of political parties must also be posed to candidates for Social Credit Party leadership. The statements we have from others will provide a basis for comparison. It may be, although recent experience is not encouraging, that a change in leadership will give the opportunity for dialogue that has been missing.

For education, the issues boil down to the need for thorough, impartial analysis of education's needs, adequate government funding to meet those needs with-

out undue burden on the local taxpayer and the return of local autonomy to elected school boards. For teachers, a responsible government must move to legal recognition of teachers' rights in bargaining and control of their profession and provide the consultative processes that will make educational partnership work.

Elsewhere in this *Newsletter* issue, recent statements of government ministers and caucus members are reviewed. They illuminate, like flares in "no-man's land", the deadly state of relations between government and teachers. We need these reminders. In the next election campaign teachers want to hear fewer general, positive fuzzies about what might happen in education and more assurance that denigration of teachers will cease and communication open.

The federation education audit process is also featured in this issue and is timely in the lead-up to an election. Its findings will be used with parties and declared candidates. The teacher stories give the flavor of responses that have already been gathered and are examples of the concerns that must get through to candidates.

The BCTF is committed to work for change. But, while the federation can highlight the educational issue during an election, the real impetus for change will come from teachers who are willing to take their story to political parties and candidates and to work actively for candidates who support education. This *Newsletter* looks again at how the federation plans to enlist members in a Campaign for Change. The campaign has now begun.

Summer Conference to spark campaign

Alan Crawford
Second Vice-President

With the Social Credit leadership convention set for the end of July, it now appears unlikely that a provincial election will occur prior to September or October. The Campaign for Change drive to mobilize individual teachers to become directly involved in the next provincial election has therefore been postponed until early September. This aspect of *Teachers Working for Change* will be initiated at the BCTF Summer Conference at UBC in mid-August. A contingency plan is being developed to cover the unlikely possibility of the writ being dropped prior to August 18.

Meetings with political parties

Initial meetings have recently taken place with representatives of the Liberals, New Democrats and Progressive Conservatives. All meetings were positive. There is little in detail to report yet.

The annual BCTF public poll

Annually in May, the BCTF, through a marketing agency, conducts a poll of the public on education-related issues. This year's poll was set to go when the Premier announced his resignation. Some questions will be revised and the poll will be conducted in mid-June. Results, including an "expert" analysis, will be

BCTF membership poll, February 1986

- Key education issues identified:
 - Education funding — 93% agree
 - bargaining/professional rights — 83% agree
 - local school board autonomy — 73% agree
- To what extent will you participate in the next provincial election?

	YES	NO
— vote for preferred candidate	93%	2%
— assist in getting out the vote on election day	57	32
— display an election poster or sign	52	37
— donate money to a political campaign	51	37
— work actively on behalf of a party or candidate	38	50
— volunteer for "inside" work for a party or candidate	37	50
— canvass for a party or candidate	31	56

Results do not add to 100 per cent because some respondents were "undecided".

Audit exposes cutbacks damage

Elaine Jacobson
Professional Development Division

In February of this year the Executive Committee made a decision to conduct an Education Audit in order to document the effects of four years of cutbacks and under-funding on the public school system. Illustrating some of the preliminary findings of the audit are short teacher stories or comments which are highlighted in both sections of this *Newsletter*.

Information is being gathered with

several purposes in mind: to make teachers and the public aware of the extent of the losses of the educational services to children, to serve as a baseline report which could provide background information for a commission on education, and to provide factual information to be used with political candidates and parties before or during an election.

The teacher stories illustrate some of the concerns that should be addressed with political candidates as well as with school boards and parents.

Teachers speak out:

"Equality in education may be a thing of the past. In my school a student on the senior basketball team will pay from \$150 to \$300 to cover travel and other costs. Sure these costs may be picked up by the school if the student can't afford them, but that too creates a kind of beggar mentality. This is simply unacceptable."



JUNE 5, 1986/3

Campaign for Change

Opposition parties make commitments on education

As leader of the B.C. Liberal Party I am delighted to have another opportunity to address the teachers of British Columbia. Since becoming leader I have spoken out strongly against the short-sighted, vindictive actions of the present government with regard to public education.

The B.C. Liberal Party believes strongly that education is the most valuable and productive investment we can make. It is not a cost item in the budget and it certainly should not be drastically reduced so that mega-projects can be completed on time, if not on budget.

I, personally, have been deeply disturbed by the persistently vicious attacks on the teachers of our province. I consider teaching to be a **real job**, a **real** profession, practiced by competent, caring individuals, who are reasonable, thinking and humane.

I find it unacceptable that teachers in B.C. do not

To help create a climate of trust the Liberal government will move quickly to remove legislation which unfairly and unnecessarily limits the autonomy of school boards and which interferes with the free collective bargaining process between the boards and their teachers and other employee groups.

Thanks to the present government, there is a perception that our educational system lacks goals and clear direction. We would propose to address this problem by striking a broadly representative Task Force to conduct a thorough review of the public education system. The Task Force would be required to bring forward recommendations within 18 months.

The most important issue to be addressed would be a stable, predictable, and fair funding formula for the financing of public education. Other issues to be examined would include the balance of powers between the central and local level, the status of

Is teaching a real job?

The New Democratic Party recognizes and respects teachers as important members of society.

Teachers have done an outstanding job for this province, always. This has been particularly true in the past four years when the provincial government imposed cuts in school services of 23 per cent in real terms, while publicly abusing teachers, firing elected trustees and ignoring parents.

Excellence in the school system can be maintained only by the people working there -- teachers, support staff, administrators, parents and trustees -- despite attacks on education by the Socred government.

Funding

We shall aim to restore services to the level of 1982 after negotiation with school, college and university communities. The state of the treasury will affect how this promise is implemented.

Social issues in the curriculum

New Democrats believe the major objectives of the curriculum of public education should include:

- a strong sense of the interests and rights of all other human beings, recognizing them as equals in our democratic society,
- and a commitment to peace, human rights and social justice.

Developing a curriculum to empower today's students to cope with the 21st century is urgent. An NDP government will establish a Council of Education on Standards and Curriculum to co-ordinate it. Structure and mandate details will be finalized during early consultations.

Consultation process

First, as discussed above, there will be early negotiations about funding.

The students of today are our most vital and precious asset, our human capital resource. Each dollar earmarked for their education is not a dollar spent; it is a dollar invested in their future and ours. A strong education system and well educated citizens are necessary for prosperity and the social well-being of everyone.

A meaningful consultative climate involving educators, trustees, parents and the community at large should be given every encouragement. This will allow everyone in conjunction with government to better understand existing systems and to recommend system improvements based on knowledgeable input.

It is our party's belief that an independent but representative College of Teachers including educators and public representatives should be established. This body would not only act as a teacher certification commission but would also act as a disciplinary

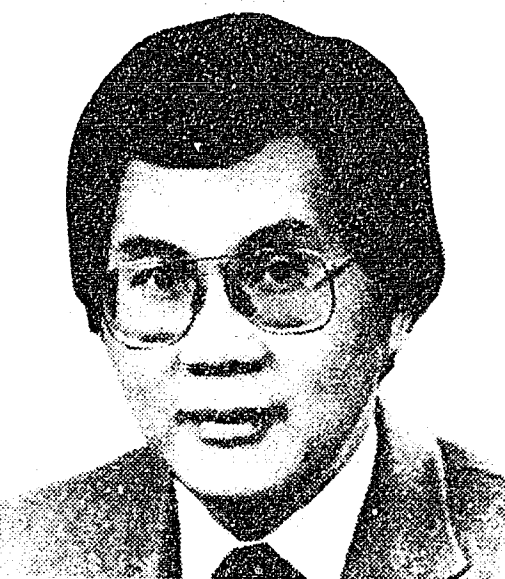
The serious question of more equitable funding of districts and campuses must be addressed immediately and must begin with the establishment of base level amounts higher than the several most underfunded districts or institutions each year until greater equity of funding is achieved.

A greater share of education funding must be provided from provincial revenues so that the percentage burden on homeowners and individual businesses can be lessened over time. The opportunity to seek funds from the community tax base for locally developed courses must be restored to school districts.

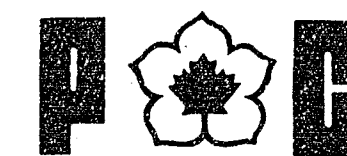
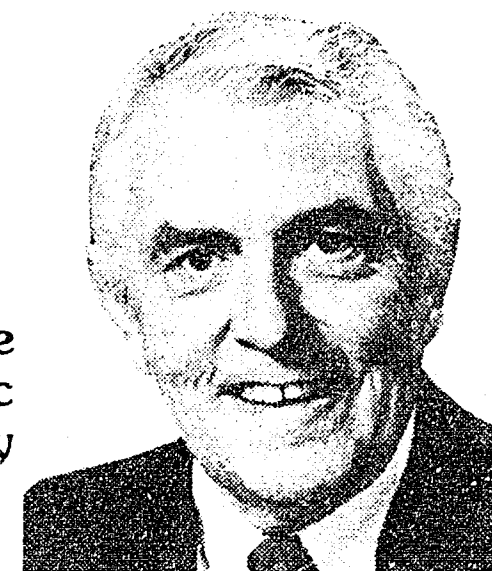
At post-secondary levels Established Programmes Financing (federal money) should be matched or exceeded by provincial funds and all monies directed towards the appropriate funding of higher education. Equal access to educational opportunities regard-



Art Lee
Leader
B.C. Liberal Party



Mark Rose
Education critic
New Democratic Party



Peter Pollen
Leader
B.C. Progressive
Conservative Party



share the same bargaining rights as their colleagues in the rest of Canada. This is a situation which will receive the immediate attention of a B.C. Liberal government. We will also enter into discussions with your federation on how to expand the influence of teachers on the professional aspects of your chosen career.

The first thing a Liberal government will do is appoint a Minister of Education who will be an advocate for public education. The minister will also involve teachers, trustees, administrators, parents, students, the business and labour communities and other relevant groups in consultative and advisory capacities. Such open and meaningful consultation is vital if we are to remove the layers of distrust which have built up because of the confrontational actions of our lame duck government.

...

teachers with regard to their professional rights and responsibilities, the governance of the profession, programs for the needs of all special children and ways of involving the business and labour communities in certain aspects of the education system, especially in skills training, preparation for the work force and long term career preparation and retraining.

A B.C. Liberal government will also improve access to post-secondary education by restoring student bursary and loan programs, by examining the feasibility of establishing a university centre in the interior of B.C. and by improved co-operation with the federal government to ensure that transfer funds intended for post-secondary education are used for that purpose.

B.C. Liberals will be proactive in public education. We will be supportive and we believe that B.C. teachers, as moderate, rational people, will find much to support in our policies.

...

School boards will have budget authority, and the ability to tax local industrial, commercial and residential property. An NDP government will implement the McMath Commission recommendation of 25 per cent property tax/75 per cent provincial school funding over five years.

Bargaining and Professional Rights

The federation statement "Bargaining and Professional Rights" is under study. Our policy is full collective bargaining for teachers.

How to implement our policy will be the subject of early consultations (see below, "Consultation Process"). The federation's statement will be seriously considered at that time, without waiting for the report of the Commission of Inquiry.

School board autonomy

New Democrats believe as a matter of principle that within provincial goals, and ensuring pupils' rights are protected, many if not most important decisions are best made locally.

Devolution -- transforming a centralized Victoria-controlled system into a responsive, democratic and locally-controlled system -- will also be the subject of early consultations.

...

Once remedial funding has been agreed, we propose open-agenda high-level intense consultations with the BCTF, the B.C. School Trustees Association and the government to develop a pragmatic reform package without waiting for the Commission of Inquiry's report.

To provide long-term recommendations for the education system, we shall establish a Commission of Inquiry with a broad mandate to examine all aspects of public education. This is urgently needed. A quarter of a century has gone by since the last examination. Full participation by the public and all players in the education community will ensure that the recommendations are sound and represent a public consensus.

Fourth, as part of our commitment to open, clean and consulting government, we shall reactivate the legislature's committee system. MLAs from all parties will listen directly to the public's concerns.

Finally we pledge no unilateral government action on matters affecting teachers without prior consultation with their representatives.

We believe that these measures will go a long way to restoring the sense of trust and teamwork in managing the public education system which the present government has so effectively destroyed.

body where unprofessional or unethical conduct on the part of an educator is proven.

The formation of home-school liaison committees at the school level for the purposes of promoting home-school consultation and understanding should be given serious consideration as should the formation of home-school advisory councils at the district level.

The Compensation Stabilization Act should be repealed and full collective bargaining should be restored on a province-wide basis. Meaningful negotiations between educational employers and employees is a vital part of the consultative process between teachers and trustees. Consideration should be given to bargaining initiatives such as final offer settlement to give every encouragement to serious bargaining in good faith, something that too often seems not to have been the case.

Increased school board authority over budget priorities and local initiatives particular to community needs must be restored. A greater balance between local control and centralized authority must be immediately pursued. This situation is paralleled in higher education where meaningful authority must in significant measure be returned to representative Boards of Governors.

less of race, sex, marital status or socio-ethnic background must be assured. Ours is a multi-cultural and pluralistic society where respect must be encouraged for the diversity of cultures and value in our global province. This can best happen through the social science courses of public education at every level.

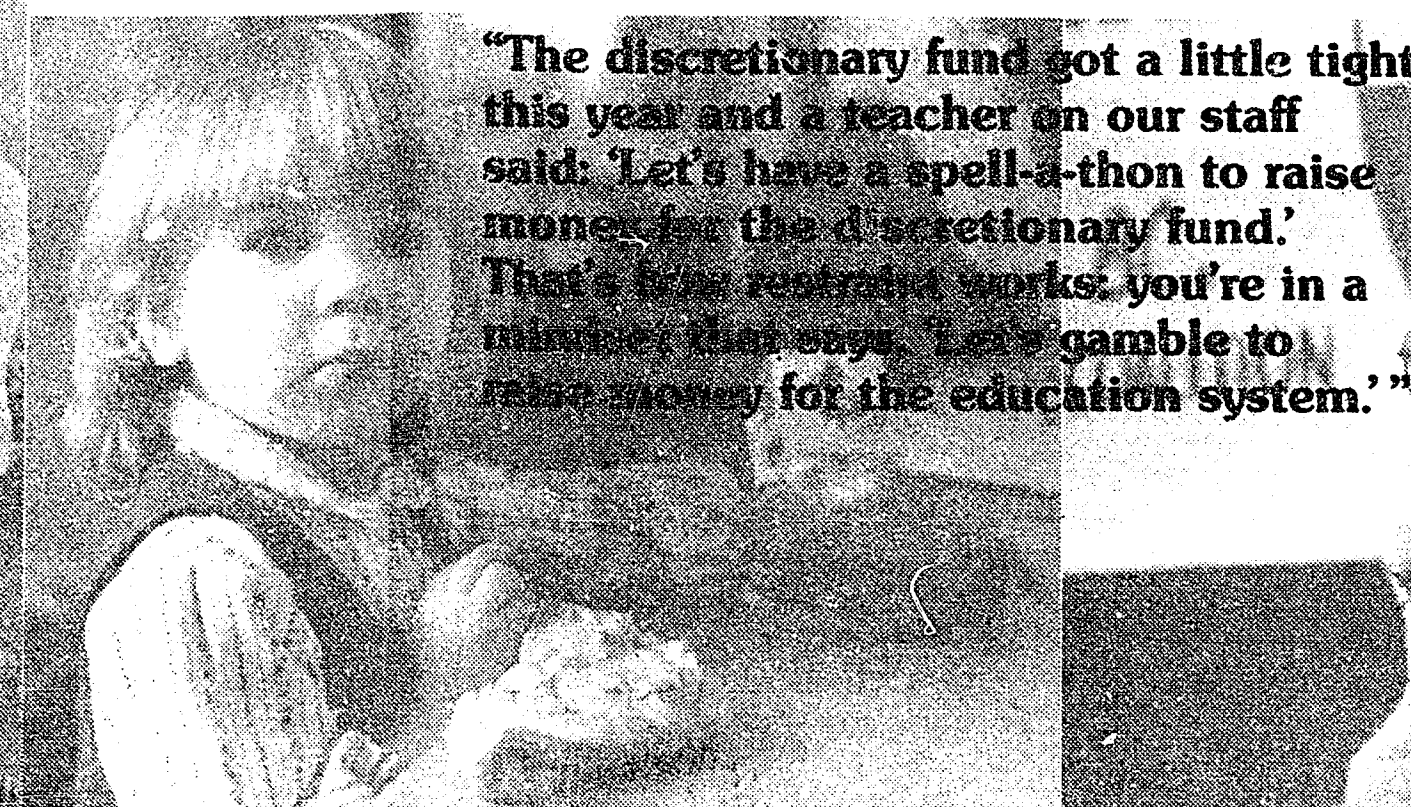
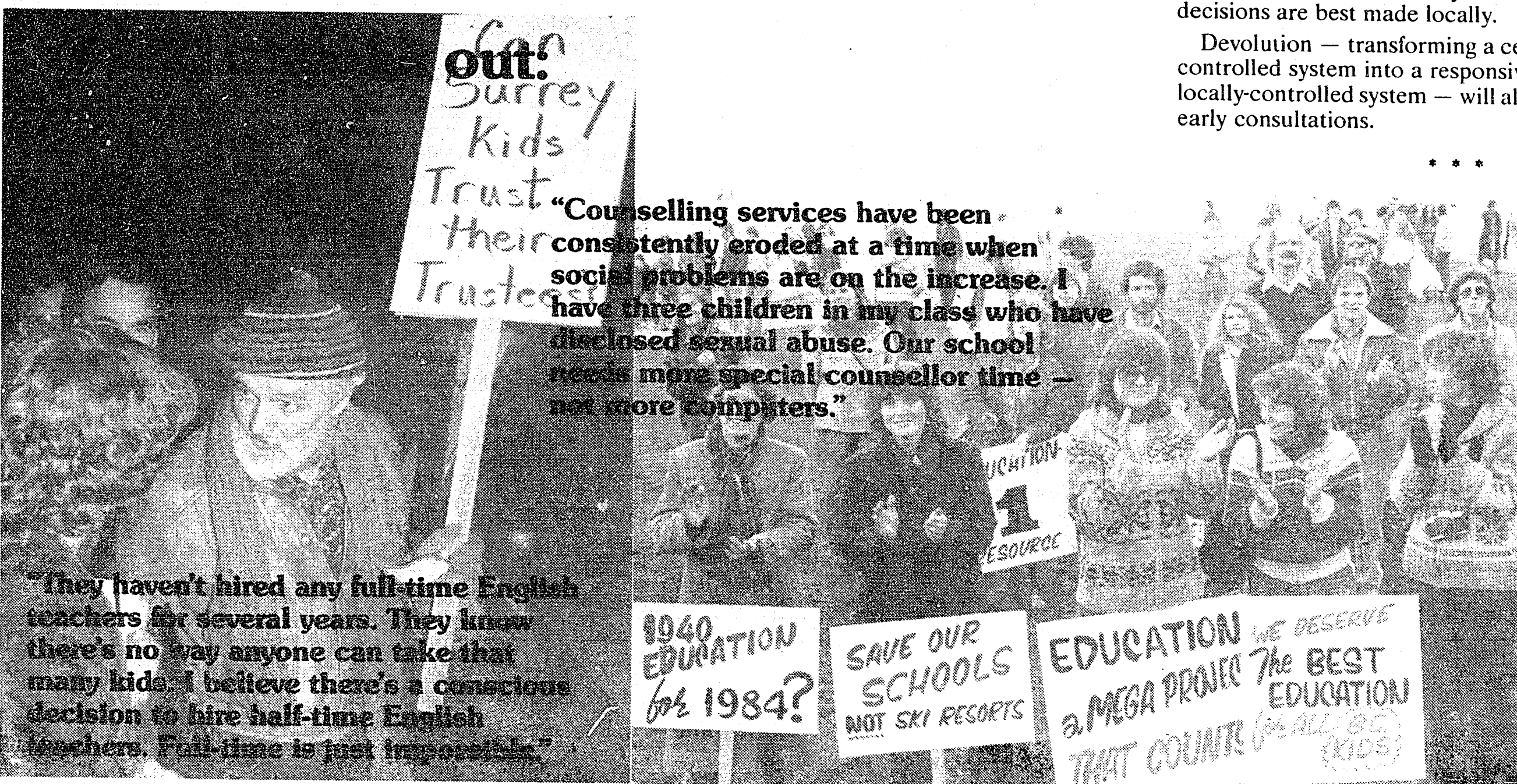
The inservice support of educators is vital if our provincial educational system is to keep pace with course changes, curriculum revision, every improving methodology and the knowledge explosion.

Education is not just a people intensive job but a vital people intensive process. It lays the *very foundations of each ascending generation*. Is this process, which is expected to encourage the pursuit of knowledge, result in specific or general competencies and prepare people to be productive in our democratic society, a real job? How can anyone say other than emphatically, **YES**, especially at this time when the competitive challenges to our society have never been greater.

...

Social Credit Party

As with the other parties, the Social Credit Party was invited to respond to a series of BCTF questions on education policy for publication in the BCTF Newsletter but did not do so.



"The discretionary fund got a little tight this year and a teacher on our staff said: 'Let's have a spell-a-thon to raise money for the discretionary fund.' That's the real work you're in a minute that says: 'Let's gamble to raise money for the education system.'"



"Our definition of a good teacher is one who is overdoing it."

This is not a real province

Jim Bowman
Director, Government Division

Shame on you for taking umbrage to Messrs. Hewitt and Reid for saying teaching isn't a real job. Have you no sympathy for the ruling classes living as they do constantly enveloped in an aura of smoke and mirrors. Graduates all, they are, of *Dissemblers' Academy*, home of the old shell game and other feats of legerdemain and the prestidigitatory arts. Perception is all, the polls rule, illusion is reality, reality illusion. No wonder teaching is unreal to them. How can it be otherwise in this cloud-cuckoo land they have created. So be kind to them. To aid your compassion I have assembled a few documentary extracts, mostly from Hansard, to show you cynics that they are entirely consistent in what they believe and say.

Just in case you missed it here is the exchange that got teachers so riled, and led to the unprecedented step of the Minister of Education issuing an apology to the profession.

MR. HEWITT (Minister of Education):

I think that's why the member for Surrey keeps telling that college instructor [sic] from North Okanagan that he should maybe get a little bit educated in economics and get a real job.

MR. MACWILLIAM (NDP North Okanagan and a former Vernon teacher):

I'm glad the Minister of Education put that comment on the record. I truly am impressed with the comment and I'm sure my colleagues throughout British Columbia will be most impressed.

Then after some more interjections:

MR. MACWILLIAM:

Obviously the second member for Surrey (Mr. Reid) knows absolutely bean-al about education if he's to make a comment like that. He continually puts down people in the education profession with his inane comments, his inept summary of a situation he knows nothing about . . . I might add that the Minister's comments about teachers not having real jobs will, I'm sure, be very well received by members of the profession.

Perhaps teaching would be a real job if it were not for the big bad BCTF. At least Mr. Ritchie (S.C. Fraser Valley and the Minister of Municipal Affairs) thinks compulsory membership is the problem.

MR. RITCHIE:

I don't believe that anyone in this province who has the qualifications to teach should be compelled to belong to an organization that really is bringing the wrong image to the profession. I think it's sad whenever we hear of teachers — young teachers, bright teachers — who say: "I don't like to see this happen, because we are really a professional group, and this is sad to see." So I think that that's something that I would like to see our minister look at, and hopefully he will do that somewhere along the road.

What young teachers is Mr. Ritchie talking about? The ones we know are either unemployed or have found real jobs. As Mr. Rose (NDP education critic) noted in the legislature:

The number of teachers under 26 years of age was 2,159 in 1979; in 1985 just 377. The profession is dying out . . . Here's the number of teachers under 31 years of age: 8,000 or more in 1979, 3,000 now.

Mr. Michaels (S.C. Shuswap-Revelstoke) thinks that the problem is in the management of schools. He would like to see principals out of the federation and teachers properly evaluated. That's a legitimate point of view but it does lead Mr. Michaels to some interesting conclusions.

MR. MICHAELS:

And the only way we know they're going to be doing a good day's work for a good day's pay is to have a measuring process, and a manager in the system — who is logically the principal — to give a report to the board of school trustees or the superintendent that a certain teacher is not fit for that vocation, or perhaps should be transferred to another field within the system. Maybe he or she would make a better industrial arts teacher, stenographer or custodial worker, rather than teaching children in a classroom and wasting everybody's time.

Perhaps you had better check to see if a custodian does real work? Who do industrial arts teachers teach? Unreal kids?

6/JUNE 5, 1986

Nowhere does the government confuse reality and illusion more than in the world of the financing of education. Here's a classic example taken from the Supplement to the Estimates of the provincial budget for 1986/87.

Description	Total 1985/86 Voted Expenditure	Total 1986/87 Voted Expenditure
Ministry Operations in Support of Public Schools	\$ 15,177,239	\$ 15,478,221
Contributions to School Districts	570,612,289	621,115,331
Contributions for Schools Debt Service	109,586,527	110,556,985
Grants to Reduce Local School Taxes	272,000,000	280,595,595
Teachers' Pension Fund	97,815,265	104,175,359
Contributions — Non-residential School Property Tax	576,275,000	491,675,000
Recoveries — Non-residential School Property Tax	(576,274,990)	(491,674,990)
VOTE TOTAL	\$1,065,191,330	\$1,131,921,501

Taken at face value that would appear to show an increase of close to \$67 million. And that's what Mr. Hewitt and his confreres claim. But the increase is purely illusionary. Note the in and out book-keeping for non-residential property taxes. Those taxes were expropriated by the government a few years ago. The government chopped the rates, collects the lowered amount and distributes the proceeds to school boards.

"I've always felt that learning in our schools would improve if we were to decrease the number of teachers relative to the students."

— Dr. Pat McGeer

Now do the calculations from the school districts' view. And remember that non-residential taxes are part of their revenue, not an in-and-out bit of book-keeping.

	1985/86	1986/87
Contributions to School Districts	\$ 570,612,289	\$ 621,115,331
Contributions for School Debt Service	109,586,527	110,556,985
Contributions Non-residential Property Tax	576,274,990	491,674,000
TOTALS	\$1,256,473,806	\$1,223,346,316

That's \$33 million less than last year. So surprise, surprise, the government has to raid the slush fund just to bring the budget up to last year's total. So what they think is reality is really illusion and they're having difficulty telling one from the other, so be charitable towards them.

Mr. Hewitt also thinks you deserve unreal collective bargaining to go with your unreal job. Eminently sensible position to adopt. Entirely logical.

MR. HEWITT:

If I were on the school board and I got the direction that has been given to school boards, the information that has been given to school boards at this particular time, I would direct the secretary-treasurer of my school district that no money be placed anywhere in the budget in anticipation of a salary adjustment for teachers this year. Then I would go to the negotiating table and I would tell the members opposite — the teachers' representatives — that I do not have any money available for teachers' salary increases. We would then move to binding arbitration. I would tell the arbitrator that there is no money in our budget for salary increases: "We adopt the same principle as the provincial government — i.e., job creation as opposed to increases in salaries for those who are already working for the school district. So, Mr.

Arbitrator, there's no money there." If the arbitrator, in his wisdom, comes up with a figure and says, "This is what I arbitrate," then the school board arrives at Mr. Peck's office and says to Mr. Peck, "There is no money in our budget for salary adjustments." Mr. Peck will undoubtedly have the staff evaluate the budget, and if the money hasn't been put in, I would suggest to you that Mr. Peck is going to have an awfully tough time coming back and saying: "I approve a certain percentage increase because it's within the guidelines." . . . But if the money isn't in the budget — hidden, reserved, wherever they may put it — then Mr. Peck can only come up with one conclusion: this school board does not have the ability to pay salary increases this year.

Note the bit about job creation. Every time Mr. Hewitt speaks he plugs in this line. "The first priority of the government is to create jobs not to increase the salaries of those who already have jobs."

To the public, who do not follow events in the education business as closely as your humble servant, that must seem like an eminently fair statement. But well over 3,000 teaching positions have disappeared, without any marked increase in salaries, since the start of the provincial government's Unemployment Creation Program (aka Restraint) in 1982. But the polls tell them to talk about job creation because that is the major issue in the public's consciousness. So we have the government busy eliminating a lot of unreal teaching jobs while publicly proclaiming the need to create a lot of unreal teaching jobs.

Less than four years ago at the start of the U.C.P. (alias Restraint) this is what Grace McCarthy (S.C. Vancouver Little Mountain and the then Human Resources Minister) had to say in the legislature about job security for teachers:

Teachers are getting a sense of security. They are now getting, after all the rhetoric, after all of the politics being played by the socialists in this province — the politics of fear that they've tried to put forward — our minister of education has come up

with his colleagues, with a program which will give, in this period of restraint, the sense of security and the peace of mind which every teachers needs in this province today.

And the then Minister of Education Mr. Vander Zalm said this:

We are not laying off teachers. There is no need to lay off teachers. Teachers can feel secure in their jobs in British Columbia, unlike Alberta, Washington state or elsewhere in the world.

We are saying this to teachers: "We respect you. We know you're doing a job. We want to see you continue to be employed in British Columbia. Here's how we propose to keep you employed and give you the security we would like you to have."

The Hon. Patrick McGeer (S.C. Vancouver-Point Grey) had a somewhat different perspective about teacher employment. Not long before those bits of high falutin' rhetoric were being immortalized by Hansard, this mind-boggling statement was made by McGeer on a CJOR hotline show. At least he was a little better at predicting the onset of the Unemployment Creation program:

I've always felt that the learning in our schools would improve if we were to decrease the number of teachers relative to the students. Because if you get a slightly larger class, you have better attention and discipline in the classroom.

Are you still with me? What might appear ludicrous to you makes a lot of sense to those who live by the smoke and mirrors principle. The eminent Canadian political scientist C.B. MacPherson in the Massey lectures some years ago noted that people in liberal democracies have come to believe in what is said to be happening rather than what is really happening. Or to put it into the vernacular, "You can fool most of the people just about all of the time." It must appear quite bizarre to those of you who still think that this is a real province. See you at Whistler!

Locals withdraw from "gov't-produced farce"

From page 1

and to Nanaimo teachers. Sunshine Coast teachers were unanimously awarded 2.65 per cent on grid with productivity cited as one of the reasons.

The rest of the arbitrations gave:

East Kootenay: Cranbrook, Fernie (1 per cent); Kimberley (1.5 per cent); Windermere (2.4 per cent); Golden (3.0 per cent) on grid.

Mainline Cariboo: North Thompson (1.1 per cent); Merritt (1.25 per cent); Kamloops (2.07 per cent plus other items). Merritt teachers refused to attend the arbitration hearings.

Metro Northwest: Richmond (1.9 per cent); Surrey (2.1 per cent); Burnaby (2.35 per cent) with one of the reasons cited as the negative impact of the now illegal Curtis directive on teacher salaries.

Vancouver Island South: Sooke (1 per cent July 1, 1986 and 1.1 per cent January 1, 1987); Cowichan (.5 per cent July 1, 1986 and 1.5 per cent January 1, 1987).

Teacher locals boycotted the arbitration hearings in the North Coast after wiring ministry of labour appointee Louis Lindholm that, "We do not believe you will approach the present matter with the fairness and balanced neutral stance required of an interest arbitrator." Locals appeared at the hearing but only to declare that the current arbitration process is "neither fair nor impartial" and to withdraw from what was once an "honourable process" but which has become "an unfortunate government-produced farce."

Lindholm and school board nominee J. Taylor of the law firm of Jordan and Gall conducted the arbitration "hearing" after teacher nominee Sharon Yandle had withdrawn on the grounds that she could not continue to serve under the circumstances. Lindholm heard the school board cases and proceeded to award what he said were CSP commissioner Ed Peck's figures.

For Nisgaha, he and the board nominee awarded .41 per cent on grid but cut isolation allowances for teachers in Greenville and Kincolith and recommended that the money saved be redistributed to all teachers. According to Lindholm, teachers are no longer isolated because of improved communica-

tions, a bridge and some paved access roads to Greenville and two to three times weekly visits by the Medical Services Branch.

In his Terrace award, Lindholm also reduced special, vocational and isolation allowances to teachers in Stewart, Hazelton and Kitwanga on the basis that these communities are no longer really isolated with Kitwanga now boasting a curling rink. The money saved is to be redistributed at .389 per cent on grid. The basic grid figure is presumably .74 per cent minus medical improvement costs calculated by Lindholm at .058 per cent and .048 per cent for two different items, an example of the new math applied to bargaining.

Lindholm said that increments in Prince Rupert came in at 2.96 per cent (clearly an inaccuracy) and said this "exceeds the maximum permitted for 1986-87 under the Compensation Stabilization Act and Guidelines" which he claimed was 2.89 per cent. Nevertheless, he said, "the Board has decided to award the 2.96 per cent figure urged upon it by the trustees," an audacious move inasmuch as this is .07 per cent more than he believes Peck's figure to be.

He awarded Kitimat teachers' the 1.3 per cent they were offered in negotiations.

Peace River North teachers, who refused to nominate a person to the arbitration board and did not attend the hearings, were awarded what seems to be 2.96 per cent on grid by single arbitrator E. Chamberlist. The local is determined to get a negotiated settlement.

Teachers in Armstrong-Spallumcheen, Central Okanagan, South Okanagan, and Penticton unsuccessfully challenged the government appointment of Dennis Coates to chair the board on the grounds that another member of his law firm, Fred Kaatz was a school board appointee in the East Kootenay zone. In addition, their firm of Mair Janowsky acts for school boards in litigation involving teacher associations. It was pointed out in court that all arbitrations are inter-related, each having some effect on the others. Judge L. McKenzie said the line was "not the easiest to draw" but felt that "a reasonable apprehension of bias does not show itself in an objective manner . . .".

Letters

Teachers should protect their futures by defeating Social Credit

There appears to be a sentiment that teachers should be less militant and more dedicated.

First of all, it seems to me that teachers have been extremely patient in the face of extreme Socred provocation. For instance, what other group has been legislated and regimented to a salary increase of about 5 per cent when the cost of living has gone up about 20 per cent in the last four years?

Secondly, I have always marvelled at the dedication of teachers. If I have any complaint it is that teachers are so dedicated to the younger generation that they neglect to look after their own interests adequately.

Teachers have taken a bashing from Social Credit. Education, at all levels, has taken a bashing from Social Credit. Thousands of our young energetic teachers have been driven from our province by the absurd priorities of Social Credit.

The Socred leader is retiring and we are left the fiasco of BCRC, the disaster of northeast coal, an education system in disarray, medicare in trouble, a faltering economy and a provincial deficit of \$18,000,000.00 to mention a few things.

John Higman
Retired teacher
Coquitlam

Moberly School launches Donald Reckner Fund

On behalf of the staff of Walter Moberly Elementary School I would like to announce the setting up of the Donald Reckner Memorial Fund.

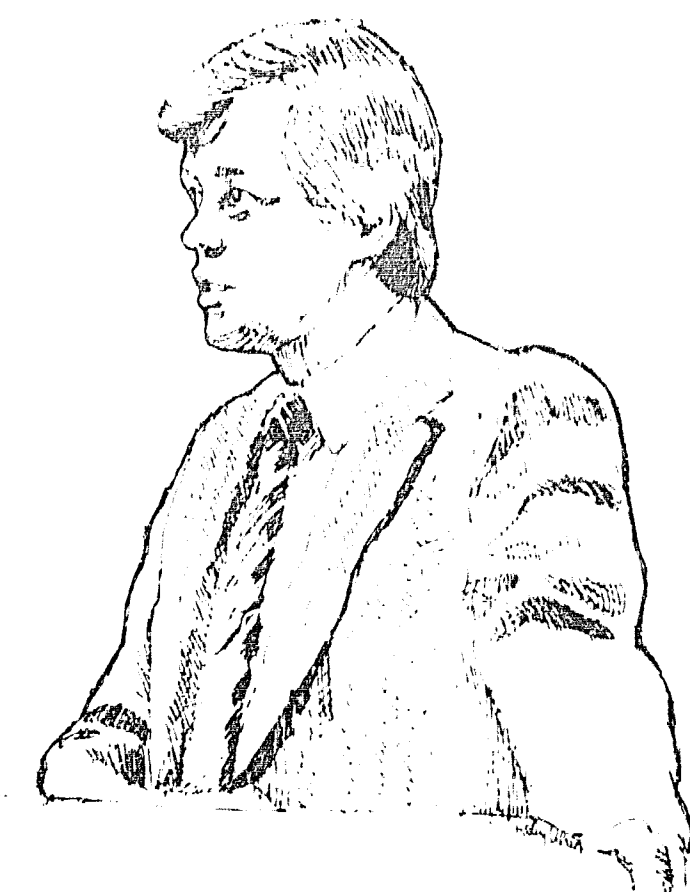
Don served on the staff of our school for the past six years and worked in Vancouver (District #39) for many years. He was well known to ESL teachers within and without the district. We mourn his untimely passing and students, staff and parents in our school miss him very much.

Friends of Don wishing to contribute to this fund should make donations payable to: The Donald Reckner Memorial Fund, c/o Walter Moberly School, 1000 East 59th Avenue, Vancouver, B.C., V5X 1Y7.

Noel Herron
Principal
Walter Moberly Elementary
Vancouver

Teachers speak out:

"A fellow and I were both teaching the same course in the same block — Consumer Ed — but we had only one set of textbooks. Both of us had more than 30 in the class. We agreed that he would use an old Business Ed text. How can the quality not be affected, when you're teaching a course required by the government, and there aren't even enough textbooks for the number of students who have to take it?"



BCTF staff working nights to keep teachers employed

The BCTF office provides a myriad of services — advice on income security, data on class size, resource people for workshops, lesson aids, advocacy on bargaining and personnel-related matters, to list just a very few. But, if you really think about it, what — more than any service — do teachers

require the most? KIDS! Without row upon row of bright, shining faces every morning, most teachers would be selling real estate, driving truck, moving to California, working for Jimmy Pattison, or who knows what.

Well, BCTF staff are doing their part to keep those desks filled. According to our statistics wizard John Malcolmson, the provincial birthrate is 15.3 births per 1,000 population. Over the past year, the BCTF staff birthrate works out to approximately 52 births per 1,000 population, or 3.4 times the provincial average. The total for that year was 17 births. Over the last two years, in one small department at least one of the staff of three women (and sometimes two) have always been pregnant or on maternity leave. Another small department has produced twins, two single births and another one on the way.

This might not be the most scientific survey ever done, but it does help to illustrate that BCTF staff takes the responsibility of keeping teachers working quite seriously. Hmmm, might even be useful as a bargaining chip with our employer.

Berniece Stuart
Government Division

Applications sought for Hilroy Fellowship Awards

Applications are being sought for the Hilroy Fellowship Awards.

Established by the Roy C. Hill Charitable Foundation and administered by the Canadian Teachers' Federation Trust Fund, the Hilroy Fellowship Program rewards classroom teachers who have developed new ideas for the improvement of teaching practices.

Applications may be considered only from individuals or small teams of certified teachers employed at the pre-primary, primary, elementary and secondary levels, and who are members of recognized provincial or territorial teacher organizations. Consultants and subject coordinators whose normal duties include educational development and innovation should not apply for awards for innovations within their assignment.

Recommendations for the award

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

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

Further information and application forms may be obtained from Thelma Weinreich, Professional Development Division, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, B.C. V6J 3H9.

Westbank Rotary Club honours Peggi Dillabough



The Westbank Rotary Club has honoured the professional dedication of Peggi Dillabough, a counsellor at George Pringle Secondary School.

Dillabough was awarded the John Morgan Community Service Award for efforts exemplifying the Rotary objective of "service above self."

A former hospital dietitian, Peggi Dillabough was a home economics teacher before turning to counselling. As well as her work in counselling, she is noted for active involvement in the BCTF Status of Women program and in community work.

Coal booklet available

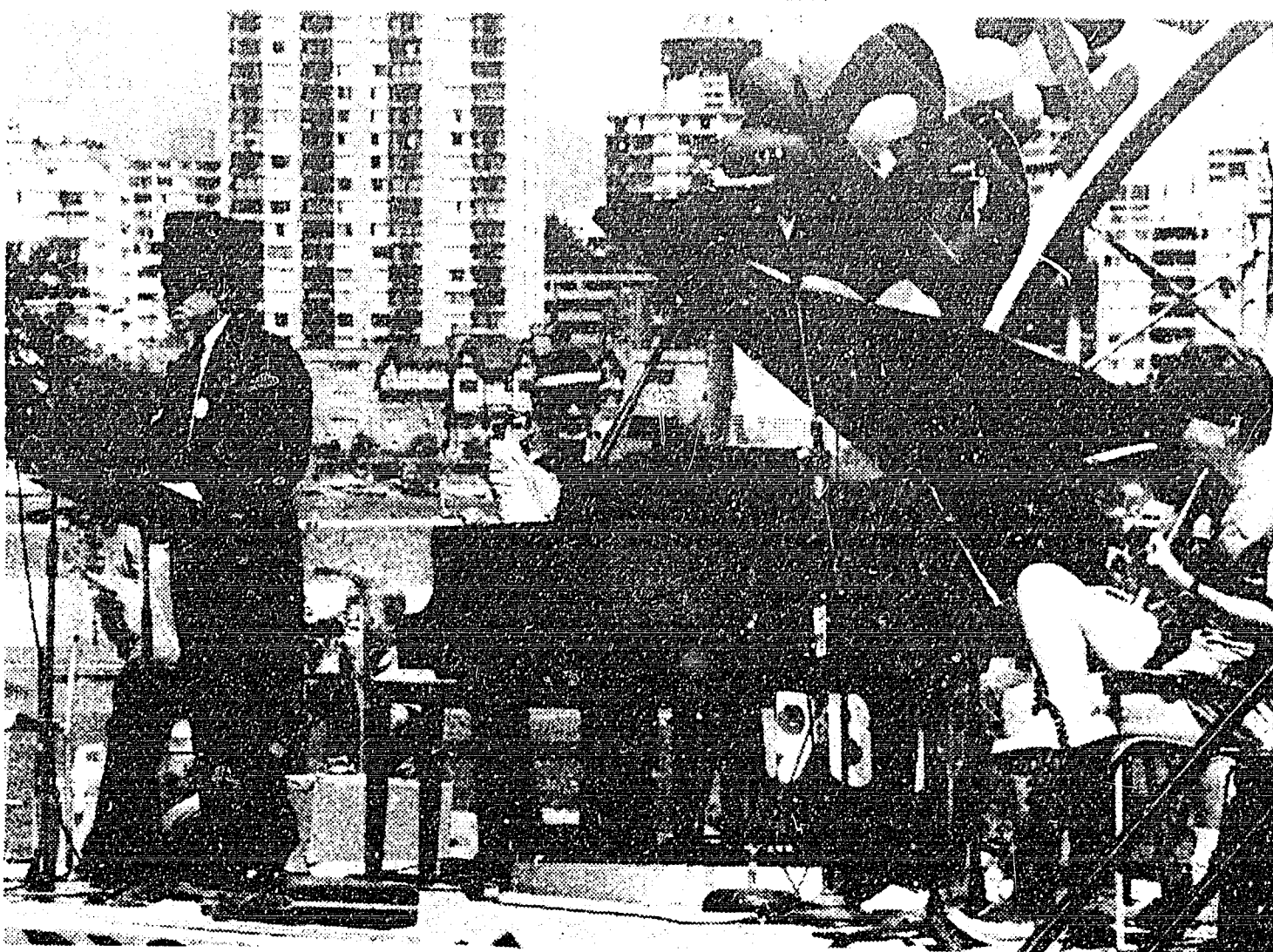
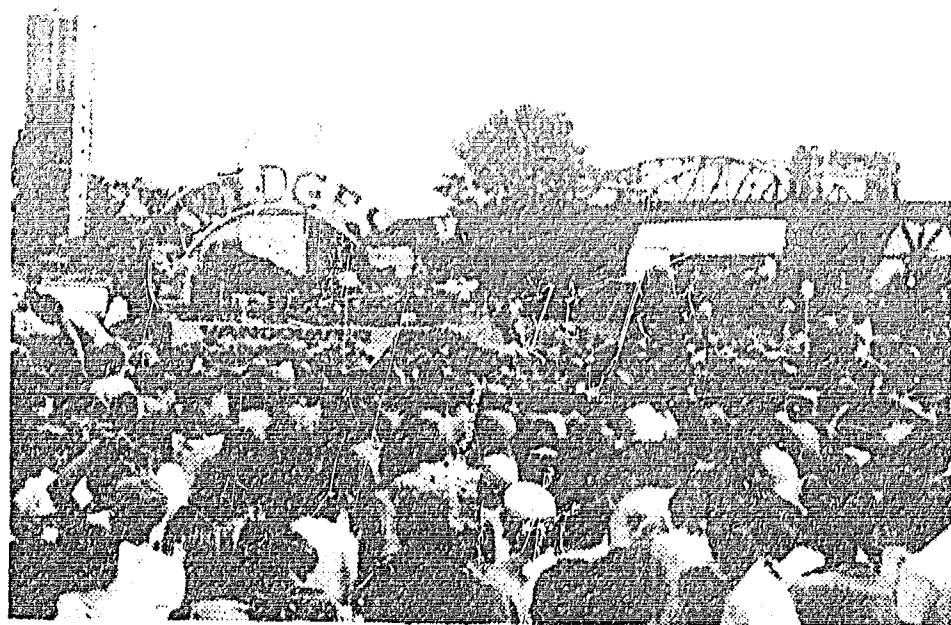
Coal in Canada, a full-color, 38-page booklet describing Canadian coal and the Canadian coal industry, is available to teachers and school librarians. Published by The Coal Association of Canada, this booklet is non-technical and provides the teacher and student with a thorough background on this important energy resource and national industry. To obtain copies of this free publication (maximum 10 copies), teachers should write: The Coal Association of Canada, Attention: Jim Wood, 301, 1000 - 8th Ave. S.W., Calgary, Alberta T2P 3M7.

Superannuation Commission trying to locate retired teachers for refunds

The Superannuation Commission would like to get in touch with the following teachers but do not have their current addresses. These teachers have attained the age of 65 and, while not eligible for a pension, have contributions on deposit in the Teachers' Pension Fund which will be refunded to them on application. The teachers and last school district are:

Blackhall, Dorothy May (Powell River)
Blanchard, Hazel Emma (Kamloops)
Boucher, Laurine Melvina (Vernon)
Burke, William Thomas (Terrace)
Campbell, Barbara Stewart (Unknown)
Catley, Stella Mary (Peace River)
Clark, Jean Adell (Princeton)
Clark, Nancy Irene (Vancouver)
Conway, Ellen Lillian (Victoria)
Craig, Cyril (Duncan)
Duncan, Ian George (Vancouver)
Easton, Dorothy Roberta (Ft. Nelson)
Hanson, Irene Marcella (Burnaby)
Henderson, Freida (N. Vancouver)
Hopwood, Helen May (Vancouver)
Howard, Iris Evelyn (Pr. George)
Inglis, Lila Claire (Vancouver)
Lawson, Elizabeth Stephen (Kelowna)
Loo, Anne S. (Vancouver)
Martin, Helen Mae (Peachland)
MacKinnon, Adelaide (Cariboo-Chilcotin)
McNairn, B. (Unknown)
Milanese, Mario Marchese (Surrey)
Miller, Nanette Patricia (Peace River)
Moulton, Frances Bernice (Cowichan)
Munro, Jean Winnifred (Vancouver)
Newman, Sarah Orla (Red Lake)
Parkes, Olive Mary (Cowichan)
Paul, Nedra Jane (Surrey)
Paulson, Elizabeth (Victoria)
Sawka, Vera Evelyn (Maple Ridge)
Schmidt, Isabelle Emma (Surrey)
Shelley, Ruth (Howe Sound)
Simons, Morris (Victoria)
Smith, Ronald Hudson (Vancouver)
Talbot, Daniel Preston (Armstrong)
Whitfield, Philip John (Nanaimo)
Wilcockson, Enid Isabel (West Vancouver)
Williams, Doris Louise (Coquitlam)
Winskill, Doris Mary (Vancouver)
Zacharias, John (Surrey)

The above-named teachers, or anyone knowing their whereabouts, are urged to contact: Superannuation Commission, 544 Michigan Street, Victoria, B.C. V8V 4R5.
8/JUNE 5, 1986



Southlands Principal Bob MacKay (in top hat and tails) provides narration for "Bridges", a Vancouver centennial musical telling the story of the city's development through the eyes of the trolls living under the bridges, while 3,000 trolls (students) await their next chance to terrorize bridge-travellers. The students, from 18 elementary schools, presented "Bridges" to packed houses this spring as part of the centennial celebrations.

Potential for misuse

Science Assessment criticized

Teachers in B.C. are upset about the recent Science Assessment in grades 4, 7 and 10. The tests were administered to students in early May.

Of major concern to teachers and the BCTF is the section "Think of a typical week of science classes," which asks students to assess the instructional practices of their teachers. The BCTF is concerned that the ministry cannot guarantee there will be no school to school comparisons made at the district level regarding instructional practices.

The BCTF questions the validity of the student responses in the area of instructional practice, the ethical considerations in asking students to comment on teacher performance, the conducting of research on teachers without their knowledge or consent, and the potential misuse of the data compiled.

The second area of particular concern is the set of student questions entitled "Specific Issues." The ten questions in this set were administered to a random selection of grades 7 and 10 students who were asked to give personal opinions on a variety of controversial issues. For example:

2. Scientists should do more research about creating life in the laboratory.
A. strongly disagree
B. disagree
C. undecided
D. agree
E. strongly agree
4. Scientists should conduct experiments on live animals if they think people can be helped.
10. Farmers and ranchers should be able to use any chemical sprays they think are necessary."

The BCTF doubts the value of this section. The questions will not assist in evaluating critical inquiry skills or the effective incorporation of social issues in the science curriculum; they could place unwarranted stress on students who are asked to give a "correct" answer to ques-

tions which are essentially value judgments; and the data base resulting from the section's inclusion in the attitude scale has a real potential for misuse at the district level.

Concerns about this Science Assessment follow on the heels of similar concerns raised last year with the Math Assessment.

The federation has recently brought these issues to the attention of the ministry and will pursue them. The BCTF is calling upon the ministry to enforce its own policy which states that provincial assessments must not be used to make invidious comparisons among pupils, teachers, or schools, and should not be implemented unless there is a commitment to using results in a positive and constructive manner.

Letters

Labour Education Committee

The BCTF and the B.C. Federation of Labour will be establishing a joint Labour Education Committee to implement the proposals in the Labour Education document which was dealt with at the March Executive Committee meeting. (Document available from Jacquie Boyer or Ken Novakowski at the BCTF.) The BCTF component of the committee will consist of 4 from our Labour Affairs Advisory Committee, 2 from Executive Committee, 2 from B.C. Social Studies Teachers' Association, 2 from B.C. Business Educator's Association, 1 from PDAC, 1 from Teacher Education Committee and 3 teachers with interest/experience in Labour Education.

The PSAs and other BCTF committees will be asking their members to indicate interest in serving on this joint committee and we will follow the usual procedures for committee appointments in choosing the group of 3 teachers to serve. Applications on BCTF curriculum vitae forms should be submitted by **June 30**; appointments are scheduled for the August EC meeting.

Library Book Purchase Plan Committee

Three teacher-librarians (2 secondary, 1 elementary) will be selected to serve three-year terms on this ministry committee which is composed of representatives from other education groups, as well as ministry personnel. Curriculum vitae forms should be submitted by **June 30**; appointments scheduled for August.

W.R. Long Memorial International Solidarity Fund Committee

There are 2 vacancies on this BCTF international solidarity fund committee. More information on the fund can be found on pages 100-101 of your Members' Guide. **June 30** is the deadline for receipt of curriculum vitae forms; appointments to three-year terms will be made at the August EC meeting.

Federation Appeals Board

There will be a posting in the first September Newsletter for the Federation Appeals Board. Candidates must have prior approval by secret ballot of a local association general meeting or local association delegate assembly; elections will be held at the October RA.

Many local presidents have a supply of curriculum vitae forms. You may also call Jacquie Boyer for them or for more information on any of these committee vacancies.

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.