

Increments denial sparks protests

George North
Bargaining Division

Teachers in school districts whose boards have indicated they will not be paying salary increments this fall are considering protest actions aimed at rectifying this violation of a pay pattern that has existed for more than half a century. Representatives of most local associa-

tions directly affected met twice during the August BCTF summer conference and recommended that their locals advise members not to start extracurricular activities until the issue is resolved.

In addition, they proposed that BCTF members in neighboring locals not participate in any extracurricular activities involving locals where increments have been denied.

Associations affected fall into a number of categories ranging from those whose increments were removed in arbitration to boards claiming inability to pay or arbitrarily refusing to pay.

Action has already been taken by Qualicum teachers and other locals, including Surrey, are following suit. In Surrey's case, where approximately half of the teachers were scheduled to re-

ceive increments, members at a meeting September 5 overwhelmingly endorsed a local executive recommendation not to initiate nor take part in any extracurricular activities nor act on any district-sponsored committee until several conditions have been met. These include determination of the board's ultimate disposition of increments, consideration

See "Exec" page 3

BCTF Newsletter

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Teachers must boost public awareness of schools damage

Teachers must keep the public aware of the damage restraint has done to schools if a quality education system is to be rebuilt, says BCTF President Pat Clarke.

Clarke told the BCTF Summer Conference at the University of B.C. that he foresaw an attempt this year by the provincial government to "cool off the education scene" by diverting public attention to the glories of Expo '86.

But he warned that in fact the education system is "slated for another year of cutbacks and firings" as, according to the government's original plan, this is the last year for school boards to get back to a 19.1 PTR, which would mean cutting about another 1,000 teachers.

"Our challenge is to keep the public of this province aware of what has happened because we must, all of us, start to rebuild public education," he said in his theme-setting conference address. "The threats to that system, to the values it stands for, are increasing daily."

He cited the continued expansion of private schools aided by public grants where the schools use as their main ap-

See "Learning" page 2



BCTF President Pat Clarke tells reporters that the school review report gives new weight to the demand for a thorough commission on the future of public education in B.C.

"Snapshot" not good enough

New schools blueprint needed

The Provincial School Review Committee has produced only "a snapshot" of public opinion on education when we need "a blueprint" of how the system should be changed to meet future needs, says BCTF President Pat Clarke.

"What this document points out more than ever is the need for a proper commission on education," said Clarke, reacting to release of the committee's report of its findings. "This was a very quick kind of snapshot, when what we need now is a blueprint of what we're going to do for the future — we need something in more depth."

Clarke stressed that the review committee's report was "essentially an opinion poll" and not an adequate basis for the government to rewrite public school legislation.

"If they do that, they will be setting policy for public education based on an opinion poll and I don't think you can do

anything that significant on the basis of an opinion poll," he said. "The government needs something far more detailed than that."

The Provincial School Review Committee's report was based on more than 4,000 public responses to the *Let's Talk About Schools* document and a related Gallup poll of 800 members of the public and 609 educators. The main findings were that:

- the majority of respondents believe that the quality of schooling has deteriorated over the last five years, is not equal to that of other provinces and ranks poorly compared to independent schools;

- more than three-quarters believe that "existing levels of school funding [have] failed to meet current community expectations;"

- a majority expressed willingness to bear a heavier tax burden if it resulted in increased school budgets;

- approximately three-quarters favour increased school board autonomy;

- slightly more than 55 percent favour removal of the Compensation Stabilization Program and the granting to teachers of full collective bargaining rights;

- three-quarters would not allow strikes or lockouts for teachers but favour retention of compulsory binding arbitration;

- a majority favour strengthening teacher's pre-service training and about three-quarters believe professional development or upgrading of teacher qualifications should be made a condition of continuing employment;

- respondents "unanimously held that pupils should be given greater access to computers;"

- and, in general, the participants "emphasized the need for a more cooperative and collaborative approach to

See "Review" page 2



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

Learning conditions survey will strengthen BCTF position

From page 1

peal "the inability of public schools to meet individual student needs because of large classes." A new Maple Ridge private school, he said, was advertising proposed class sizes of 15 students — the sort of class sizes public schools could also offer with better financial support.

The summer conference, he said, was an important step in the BCTF strategy of keeping the plight of education before the public.

"A central feature in that strategy is leadership — the BCTF and teachers coming forward as people who care about education, about children, and who are prepared to share a vision of what we think schools should be," said Clarke. "In other words, we don't allow a silence to fall over education, because we keep talking about it. The mechanism we have for doing that is a commission on education and it will be conducted this school year." (See separate story, page 3.)

Another key element in that strategy, he said, must be involvement by local teacher associations and individual teachers in this fall's school board elections. "These trustee elections this year are vital," he said. "This is the time the citizens send a message that will be heard in Victoria and it must be that education cuts have gone too far."

The BCTF provincial survey of learning conditions will provide the factual data to support the federation's case, he

said. "In most districts that learning conditions survey will tell a tale of lost programs and large classes," Clarke said. "Correct and timely information is essential if we are going to be able to bring people on side, to convince them that there is a problem, because believe it or not people still need convincing."

It is also important, he said, to continue last year's successful effort in building networks within communities. October 21-26 has been designated as a "Week of Concern" for public education, he said, and locals are being urged to develop programs to raise public awareness about schools.

Pat Clarke went on to point out that the federation must also keep its own house in order, ensuring that the organization means something to its members. "Our relevance has been undermined over the last few years," he said. "We have been significantly denied one of our primary purposes, that is the right to negotiate terms and conditions of employment."

To keep the organization relevant, he said the federation must be prepared to protect and advocate teachers' rights in ways not done in the past. One important step, he said, is for the organization to have intelligent discussion and come to decisions about the recommendations in the report of the BCTF Task Force on Bargaining and Professional Rights.

Peace education meet set for October 25

The BCTF is presenting a one-day Peace Education Conference at the University of B.C. on October 25.

"Students, Peace and Power" will feature keynote speakers Susan Alexander of Educators for Social Responsibility, Cambridge, Massachusetts and Dr. Milt McLaren of Simon Fraser University. The event includes concurrent workshops and a resources fair.

There is no registration fee, but participants are requested to pre-register by sending their name, address and telephone number to Sandy Godard, BCTF, 2235 Burrard Street, Vancouver, B.C. V6J 3H9. Inquiries by phone, 731-8121, local 290 or toll-free 112-800-663-9163.

Lesson Aids offers awards for innovation

Awards of \$700 are available from the BCTF Lesson Aids Service through its 1986 materials development fund for the development of curriculum materials and microcomputer software.

Information and application forms can be obtained by contacting the BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, B.C. V6J 3H9, or by telephoning 731-8121 or toll-free 112-800-663-9163. Deadline for submission of applications is December 31, 1985. All projects are to be completed by August 31, 1986.

Hilroy Awards deadline

Hilroy Awards for classroom teachers who have developed new ideas for improving teaching practices: deadline is October 31. Each province grants two awards of \$1,500, and across Canada there are three of \$3,500 for great merit and one of \$5,500 for outstanding merit. Application forms are available from the BCTF; contact Thelma Weinreich.

Gallup's interview sample

All interviews were conducted by telephone by fully trained Gallup interviewers, in the following numbers according to job classification:

Public school teachers	390
Private school teachers	41
Principals	72
Vice-principals	30
Superintendents	26
Secretary-treasurers of School Boards	25
Office staff (Directors and supervisors of instruction)	25

This breakdown reflects the overall proportion of these positions in the education system in British Columbia.

Extracted from page 5 of booklet 3, *Gallup Survey, Let's Talk About Schools*.

BCTF Newsletter

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

CLIVE COCKING Editor

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

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

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Editorial

Time for a commission

A committee of worthies has just released the results of what is arguably the largest opinion poll ever conducted in British Columbia. Two Gallup polls, one of the general public and one of educators, were added to more than 5,000 responses solicited from the public and the profession as a consequence of some rather hasty discussions of some very important questions last March.

The committee, heavily loaded with ministry and school board officials and its hired helpers from the universities, have been scrupulously fair in their treatment of the responses. There was one major but unwitting boo-boo, made presumably by Gallup and not caught by the committee's editors, that concerned the proportionate breakdown of the people interviewed in the professional poll. The sample, as the boxed item elsewhere on this page shows, was not representative. That error will no doubt offend the purists, and it could be used to challenge some of the findings, but this commentator is delighted by the mistake. Anything that gives pollsters a black eye is welcome to those of us who watch with despair that particular form of obeisance to the superficiality that characterizes much of our society.

Indeed this whole *Let's Talk About Schools* exercise will have been a superficial one if nothing more happens. Taking a snapshot of the system, even with a wide-angled lens, is interesting and can be useful, but snapshots have a habit of ending up as memorabilia in albums or old shoe boxes. So as well as this panorama of perceptions, we need a more realistic picture of schools as they are today. But above all we need some courage to look at the future, to place at risk some of our traditional subjects and our cherished methods of handling them; to design a blueprint, however imperfect, that will lift our eyes from what is to what might be. A public commission on education could not proceed at a better time.

That people think that the public schools are worse than private ones is disturbing in the extreme and reason enough for a dose of reality to confound their perceptions. While granting that Mugwump High School might be expected to suffer academically when compared to St. Daffodil's Academy for Young Ladies and Gentlemen, where the clientele is selected and the PTR a thing of wonder, it must not be forgotten that those schools are few in number in the independent schools landscape. A much larger number of private schools indoctrinate students with their own versions of religious dogma and some of those base their curricula on very narrow fundamentalist beliefs. And this commentator will eat his unsalted copy of the *Daily Racing Form* if that lot should prove to be superior in the schooling business to our public institutions. Yet who can blame the public for thinking that private schools are better when we've had a decade of denigrating the public system by those supposedly charged by the state with nurturing it.

Which brings us to the provincial government and this monster poll. The government didn't come off very well, did they, and it's very, very tempting to crow. They will no doubt note that we stopped the odd shot as well so we could exchange volleys of "I told you so!" But where would that get us? Some very clear messages on financing and local autonomy came through but this cynic is regrettably sceptical in the extreme of any changes being brought about unless they might influence the results of a provincial election. Changes of any consequence, that is, because no doubt we will see some cosmetic ones. The smoke will puff and the mirrors flash and the fact that they were mining in the wrong place in the education fields as well, will be nicely obscured. So let us hope that those government polls whose results we never see keep telling our rulers the same story for a year or two to spur them into some meaningful action.

Is there any doubt that action is needed? If research confirms the perception that the quality of schooling is declining then we need a much more profound response than the predictable yammering about the 3Rs and the virtues of standardized tests.

And the process of that response is as important as the response itself. Those worthies on the Provincial School Review Committee wrote of a need for "co-operation and collaboration" in school affairs. They are dead right! But they didn't go far enough. They could have spelled out that consultation is not merely an artifice to call people to a conference table where they are expected to collaborate in implementing the will of the government. Real consultation implies a recognition of the legitimacy of bodies such as ours pleading their case in the political system with some respect of influencing, moderating, or tempering the views of those charged by the people to conduct their business.

In the months ahead we shall see the launching by two different groups of two major activities: a public commission on education and a new School Act. Both are long overdue. Both would be better served by the involvement of all the interested parties. Only the government can make these decisions. We shall see if the school review committee — untainted by teacher participation — has succeeded in influencing the government or if, like Gray's flower, it has wasted its sweetness on the desert air.

Jim Bowman

Director, Government Division

Review "condemns" gov't

From page 1

schooling" and less political fractiousness.

At the news conference called to release the report, representatives of the Provincial School Review Committee were asked whether or not they agreed that the report amounted to "a complete indictment" of the government's education policies over the past five years. Dr. Arthur Kratzmann, the committee infor-

mation coordinator, would not go this far but did acknowledge: "There is, I suppose, an inferred condemnation of certain of the processes involved at the moment."

Dr. Tom Fleming summed up: "This is a fairly well-rounded portrait of what public feelings are today and I think any policy-maker would not be well-advised to ignore them."

Lavish PR campaigns flop, but good work pays off

Good community relations cannot be bought by expensive public relations campaigns but can be earned only by teachers doing a good job professionally, being open to parent involvement in schools and being active as a positive force in the community.

That is the consensus to come out of a panel discussion at the BCTF Summer Conference on how the profession can improve its image and gain greater public support.

In opening the topic, BCTF President Pat Clarke began by rejecting the often-heard demand for a massive public relations campaign. "I'll say it quite bluntly: multi-million dollar PR campaigns are a waste of money."

He said federation polling had proven quite definitely that such PR advocacy campaigns do not work in B.C., but rather do more harm than good, reinforcing negative feelings about teachers.

The best public relations, he said, comes from news stories in community newspapers identifying teachers as experts whose skills enhance the community. "Good community relations come from teachers working well professionally and offering their professional skills to the community in a variety of ways," Clarke said. "They come from teachers working politically and socially as a positive force in the community and as a force for local conscience."

Mike Lombardi, president of the Coquitlam Teachers' Association, told the meeting that he was at a workshop last year where a public relations expert said much the same thing. "He said, 'I have a four-point definition of public relations,'" said Lombardi. "Number one is do a good job; number two is do a good job; and number three is do a good job; and number four is make sure you tell about the job that you're doing."

Lombardi said teachers are doing a good job and he suggested that the profession should use some of the effective techniques other teachers' organizations have used to inform the public.

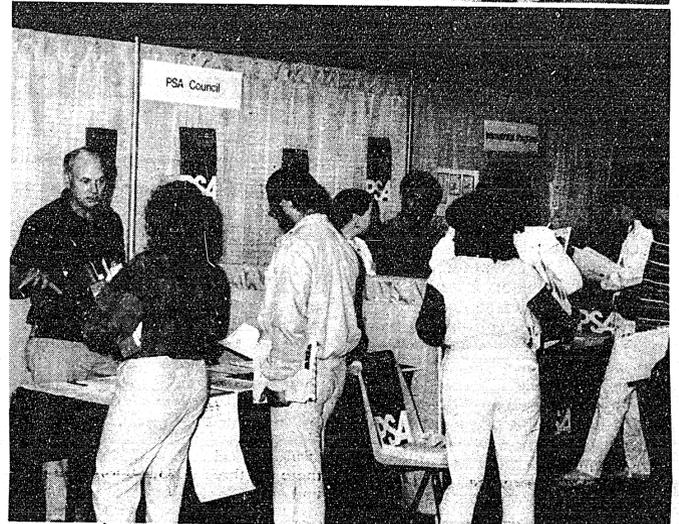
Another panelist, Chris Taulu, parent coordinator with the Defend Education Services Coalition, said that despite laudatory efforts by the BCTF, teachers generally still need to be more open to parents' concerns and more receptive to parental involvement in public education.

"For some unexplained reason a parent in the education system is looked upon as a creature from outer space, like 'ET', one that you write books about or make movies about, but you keep a hands-off attitude towards," Taulu said. "Keep them confused and they won't make problems, seems to be a common attitude. But the total opposite is true, when we're confused, we're angry, we're non-supportive and we're confrontational."

Speaking from the viewpoint of PSAs, Gordon Moffatt, a past president of the BCPVPA, suggested that the profession had missed its way and ignored many opportunities.

"What teachers do best is teach; what teachers are valued for most is their ability to teach and to make a positive contribution to the social, emotional and intellectual development of children," he said. "What's going to protect us from ignorant politicians is a public that believes we're not a self-interest group, that a major focus of our battle is to protect children and the rights of children and programs for children."

Noting that people are less suspicious of what they are familiar with, Moffatt suggested that the profession has to do more to "get the public into the schools or the schools into the community in a very visible way."



Hundreds of participants in the Summer Conference at UBC were attracted to the "Marketplace", an exhibition displaying information on the many programs and services of the BCTF.

Exec considers provincial action

From page 1

of actions by other locals, and decisions of the September 27-28 Representative Assembly over the issue of non-payment of increments.

The matter of increments strikes at a

fundamental feature of teacher salary payments described by Surrey Teachers' Association President Brian Porter as nothing more than "a protracted denial of full and proper compensation to

Trustees association joins group planning commission

The B.C. School Trustees Association has accepted a seat on the steering committee of the recently-formed Education Review Group.

In announcing the association's decision to join the group, BCSTA president Dr. Eric Buckley said it is crucial that the war in education in B.C. be stopped.

"The people of the province want peace in the system and so do school trustees. Our number one priority on the review group will be to broaden representation on ERG and to re-establish good working relationships between three organizations that determine how well the school system functions — trustees, teachers and the ministry of education — and to extend that consensus to the entire community of British Columbia."

The Education Review Group steering committee is currently comprised of representatives from the B.C. Home and School Federation, the B.C. Teachers'

Federation, the B.C. Federation of Labour, the College-Institute Educators' Association and the Canadian Federation of Students.

"With BCSTA participation we now have voices for parents, students, trustees and educators on the review group," said Dr. Buckley. "Unfortunately its effectiveness will be greatly lessened unless the ministry of education also becomes involved."

The Education Review Group is sponsoring a one-day conference, "Setting Course: British Columbia education into the next century", at the Robson Square media centre on September 21. The keynote address on "Canadian Educational Futures" will be given by Dr. Hugh Stevenson, assistant vice-president, academic, University of Western Ontario. The conference will involve representatives of the sponsor organizations and will focus on the need for a commission on education in B.C.

teachers...". Their non-payment represents a salary cut for teachers not at maximum. They are being used, Porter said in a message to Surrey teachers, as "an ill-concealed carrot/club inducement to abandon demands for a justifiable salary increase." Affirming the position of locals at the summer conference, Porter said the position of the Surrey Teachers' Association was that "teachers are entitled to increment payments independent of the ability to bargain fairly with the employer."

While some 16 locals now appear to be directly affected, including Vancouver where half increments were "awarded", the number has been dwindling as locals and boards arrive at agreements on the issue. Local actions in South Cariboo in June brought about a negotiated settlement; Powell River recently arrived at an agreement. New Westminster, Sooke and Cranbrook are currently negotiating.

Locals currently facing denial of increments this fall include: Maple Ridge, Victoria, Grand Forks, Vancouver Island North, Qualicum, Sooke, Surrey, Mission, Vancouver, Cowichan, Cranbrook, Coquitlam, Burnaby, Prince George, Peace River North and Kitimat.

The BCTF Executive Committee meeting on September 13-14 will consider recommendations for provincial action in support of locals facing loss of increments. In the meantime, the bargaining division is serving as a clearing-house for information from the field and is co-ordinating communications between locals fighting to retain increments.

Setting Course

British Columbia education into the next century

Saturday,
September 21, 1985
9 a.m. to 5 p.m.

Robson Square Media Centre
Vancouver

Sponsored by the Education Review Group, which comprises:

B.C. Home and School Federation
Canadian Federation of Students
B.C. Teachers' Federation
B.C. Federation of Labour
B.C. College-Institute Educators' Association

For registrations and information contact:
Education Review Group
Office of the Secretariat
1233 West 7th Avenue
Vancouver, B.C. V6H 1B7
(Telephone: 736-3674)

Pacific visitors coming

The BCTF will be assisting two 1985 CTF-John M. Thompson Fellowship winners with their Canadian programs this September. Bin Abdul Azziz Ahmad Kisai, from West Malaysia, and Anil Sudhaker, from Fiji, will spend a week with the federation learning about the organization operations and about Canadian education. The visit is funded by the fellowship program.

Public wants more cooperation, less fractiousness

There is "a remarkable consensus" in the way British Columbians view their schools, the Provincial School Review Committee has concluded.

This is the basic finding in the committee's report on the responses to the *Let's Talk About Schools* document and the related Gallup surveys. The committee found that there was broad agreement between the general public and educational professionals — and within professional groups — in their responses to the questions put to them in the government's school review.

In general, the participants "emphasized the need for a more cooperative and collaborative approach to schooling," the committee said in its report summary.

"Schools, and the young people who attend them, are acknowledged to be important provincial assets — and parents and the public would, therefore, like to be represented in decisions made which shape the character and quality of schooling," the committee reported. "There is, in addition, a feeling on the part of some respondents that the provincial system could be enhanced by reducing the political fractiousness surrounding schooling that has sometimes divided British Columbians. More generally, there appears to be an attitude on the part of respondents that a consultative rather than a confrontational approach will bring about a more smoothly functioning provincial system."

Since the committee was not given a mandate to make recommendations, it summarized its findings according to themes that emerged in the responses. The following are the highlights under these themes.

Quality in schooling
This was "the most dominant theme" to be found in the responses of the

hanced if schools were better funded, if their programs or curricula were improved, if they provided greater individual attention to youngsters, and if the quality of teaching they offered was strengthened."

Support
School funding was seen by many respondents as "a major influence" on the quality of school programs.

"There is a clear demand for increased spending on schools"

general public and education professionals.

"Both the public and educators are fearful that the quality of schooling today is not what it should be and a majority of them, in fact, believe that the quality of schooling has deteriorated over the last five years. British Columbians now feel that the quality of provincial schooling is not equal to that of other provinces, and ranks even more poorly when compared to what is seen to exist in British Columbia's private or independent schools..."

"The public and educators advised that school performance could be en-

"Seventy per cent of the public and more than 80 per cent of other respondents to *Let's Talk About Schools* indicated that existing levels of school funding failed to meet current community expectations..."

"Similarly, in the Gallup surveys, 60 per cent of the public and 88 per cent of educators expressed a view that schools required greater support in order to be effective..."

"In short, there is a clear demand by a majority of British Columbians for an increase in public spending on schools."

The committee also found that ap-

proximately 60 per cent of respondents favoured divided responsibilities between the provincial government and school boards in setting school spending levels.

"Fifty-six per cent of the public opposed the idea of school boards having authority to raise taxes above those required to sustain basic levels of service determined by the province, compared to 44 per cent of the educational professionals."

Fifty-one per cent of the public, compared to 77 per cent educators, expressed willingness to bear a heavier tax burden if it resulted in increased school budgets.

Participation
"More than 80 per cent of those who responded to *Let's Talk About Schools* indicated they wished to be involved in schooling either 'more than now', or 'as much as possible'."

"Eighty per cent of the public and 75 per cent of professionals also supported the idea of school councils comprised of parents or other community members, for individual schools."

Accountability
Respondents stressed the need for greater accountability, endorsing standards, examinations and monitoring of pupil and teacher performance.

"There is clearly a belief among both the public and professionals that standards and testing are useful ways to

monitor and evaluate school effectiveness and, thereby, to ensure that accountability with respect to quality exists within the system.

"Fully 70 per cent of the public and 80 per cent of educational professionals favoured the idea of increasing school board autonomy on the grounds that such a measure would enhance school effectiveness and place decision-making power for schooling closer to the communities affected by those decisions."

Slightly more than 55 percent of respondents agreed that the present system of school employee bargaining needs to be changed.

"They suggested removal of the Compensation Stabilization Program, bargaining at the provincial rather than district level, and adopting full collective bargaining rights as described in British Columbia's Labour Code..."

"Three-quarters or more of all respondents would not permit strikes or lock-outs for teachers. They favoured the retention of compulsory and binding arbitration."

Among education professionals, 68 percent favoured compulsory membership in the BCTF for teachers, while about 60 percent favoured compulsory membership for principals. Among the public 55 percent favoured compulsory membership for teachers and 49 percent for principals.

Traditionalism
Respondents ranked intellectual de-

velopment — traditionally the primary goal of schooling — as still the most critical in importance, followed by social, human and vocational development.

Also stressed were the importance of high-quality teaching, the need to strengthen pre-service training and to provide adequate professional development programs.

"More than three-quarters favoured increasing school board autonomy"

"In the latter regard, 85 per cent of the public and 78 per cent of the professionals who responded to the *Let's Talk About Schools* paper indicated that professional development or upgrading teacher qualifications should be made a condition of continuing employment."

Support for tradition was further evident in that "both the public and professionals favoured granting principals authority to design school programs and to administer school resources."

Diversity and choice
There was general agreement that

there is no "one best way" for youngsters to learn or for teachers to teach.

Nearly 80 per cent of respondents indicated public choice in schooling should be increased, with seven out of ten favouring the option of independent schools. "However, a majority of respondents held that public funds should not be used to support non-public schools."

Eighty per cent of respondents fa-

voured home schooling where warranted for sick, handicapped or geographically isolated students.

Technology
"Respondents to questions on technology in *Let's Talk About Schools* unanimously held that pupils should be given greater access to computers."

Computers were generally seen as beneficial in enhancing learning, assisting individualized instruction, meeting special needs, equipping students with needed skills and freeing teachers to devote more time and energy to more important aspects of their work.

Some cautions were expressed about depersonalization and that individuals might become "de-skilled" if they become overly dependent on computers.

The Provincial School Review Committee received more than 3,500 individual public responses, about 1,000 response documents from educators, 500 letters, 300 group submissions and 10 petitions. In addition, a Gallup poll was conducted of 800 members of the public and 609 education professionals.

The review committee comprised Jim Carter, deputy minister of education, chairperson; Oscar Bedard, school superintendent, Vernon; Robert Bowman, deputy secretary-treasurer, Surrey; Sister Josephine Carney, vice-principal, Little Flower Academy, Vancouver; Art Holmes, school superintendent, Courtenay; Norman Hyssop, secretary-treasurer, Penticton; Dr. Arthur Kratzmann, education professor, University of Victoria; Marion Nielsen, school board chairperson, Quesnel; Cathy Peters, teacher on leave, Delta; Glyn Rogers, school superintendent, Abbotsford; Glenn Wall, inspector of independent schools, education ministry, Victoria; and John Walsh, executive director, policy and legislative services, education ministry, Victoria. Dr. Todd Rogers, education professor, University of B.C., was director of research and Dr. Tom Fleming, UBC education professor, wrote the report.

Comment

Concern grows over widening gap in computer education

by Noel Herron

Concern is growing among educators and the general public that the gap in computer education between B.C. and the other provinces is widening. The recently-released provincial survey of public attitudes and priorities concerning today's school system entitled *Let's Talk About Schools* intensifies these worries.

On the basis of months of public discussion on education issues and analysis of public responses the provincial survey noted that "British Columbians now feel that the quality of provincial schooling is not equal to that of other provinces" and furthermore that computer education was one area where "complete agreement existed among the respondents."

"Of the 41 items in the whole survey, the only item that people agreed upon 100 per cent was the introduction of computers in schools," noted Dr. Todd Rodgers, director of research for the provincial survey.

Educators and the public saw computers as beneficial for a variety of reasons. The *Let's Talk About Schools* report said: "Respondents pointed out that they enhanced learning and provided wider access to material and information, assisted instruction by allowing pupils to proceed at their own rates, helped meet the requirements of pupils with special needs, freed pupils from the drudgery of rote

memorization and lengthy calculations, made learning more transportable, and finally, equipped pupils with skills necessary for the world of work."

Despite the many positive benefits which the public perceives emanating from computers in schools the status of computer education in B.C. is embarrassingly dismal:

- B.C. continues to rank last with Newfoundland in provincial funding. Estimated annual funding for distribution and evaluation of software has hovered around \$250,000 for the past 3 years due to provincial restraint. (Coincidentally this is the same amount set aside for the so-called Expo curriculum and teaching materials, which places provincial priorities in their true perspective.)

- B.C. is presently the only province without a formal computer policy for both its elementary and secondary schools.

- B.C.'s cabinet to date continues to ignore requests for substantial funding for such items as program development, the purchase of hardware and software and the professional development of teachers. The only exception in spending appears to be the long-promised upgrading of grade 11 and 12 computer science — hardware and software — this fall and even this will

affect less than 5 per cent of the total school population.

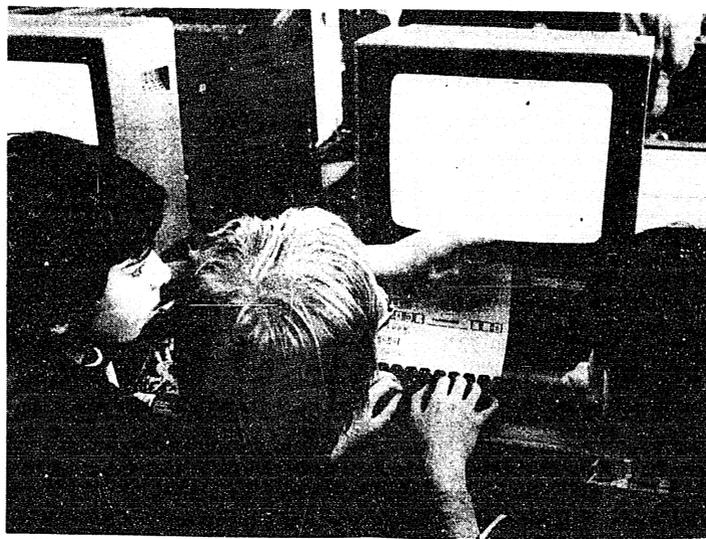
- B.C. has no plans to set up a task force or advisory committee of teachers, business representatives, university personnel to examine technological advances and to make recommendations to the government.

- B.C.'s current computer education scene, according to a BCTF survey, continues to be a patchwork of varied programs and proposals that depend solely upon the resources and ingenuity of each school district.

- The current estimated ratio of computers to students in B.C. schools is one computer for every 60 students.

This lack of provincial support and planning has caused parents in many districts to rush to the aid of schools with fund-raising drives of record proportions. One estimate places 2,500 of the 8,000 computers currently in B.C. schools as being funded by parents' groups. Parents are also purchasing home computers in record numbers. The last time the ministry directly provided substantial funding for hardware for schools was four years ago in its highly successful 1980-81 pilot project. Since that time the computer well had run dry.

The absence of leadership by Victoria has created its own inequities, with more affluent schools purchasing



Three students to a computer is not an uncommon sight at Moberly elementary, or other schools... nor the fact that half the school's computers were bought by parents and community groups. Josh Berson photo.

"B.C. continues to rank last with Newfoundland in provincial funding for computer education"

computers at the rate of one for every fifteen to twenty students while other schools are able to afford only one for every two hundred or more students. Indeed it is reported that there are some schools in B.C. with no computers at all. This gap will now widen as provincial restraint in education moves into its third year — but the gap between B.C. and other provinces is even more pronounced.

By contrast, the province of Alberta, which currently has 18,000 computers in its schools, has set itself the goal of one computer for every eight students by 1987. This action follows the recommendation of a provincial task force which held that all students should have regular access to a computer learning station. Over the next three years Alberta plans to pump \$62 million into computer education in cost-sharing arrangements with its school boards.

Manitoba has set up a special provincial department employing 30 staff (B.C. currently employs two specialists in Victoria) to oversee the development of computer education. The province has drawn high marks for its intensive teacher training plan in five newly-created provincial computer centers, together with its itinerant professional development plan. Manitoba currently has 4,500 computers, a ratio of one for every 42 students.

This fall Saskatchewan plans to introduce its new five-year Education

Endowment Fund which will see an additional \$275 million spent on its school system. Of this amount \$15 million has been earmarked for computer education with a strong emphasis on teacher-in-service.

Although Ontario has slightly over 20,000 computers, which is low considering it is the most populous province in Canada, it has very ambitious plans over the next three years to provide one computer for every five students. Working with the provincial ministry of industry and trade, the province's ministry of education has introduced a unique Ontario-made computer known as ICON, which is the first computer developed specifically for education. Ontario has recently announced that it plans to provide every single school in the province with its own satellite dish to search data-bases and download software. Ontario also provides compulsory pre-service courses for all new teachers.

Quebec is currently more than half way through its five-year computer plan. This plan which involved the controversial purchase of a computer developed by a Franco-Quebec consortium, rather than readily available North American models, is regarded as successful by its ministry of education. Like all of the preceding provinces, funding, planning and in-service training have been given a high priority in Quebec. It is esti-

mated that Quebec will spend \$150 million on its computer education program over five years.

Where does all of this leave B.C.? It remains to be seen whether the provincial government will at last respond to what its provincial survey called "the clear demand by a majority of British Columbians for an increase in public spending on schools". The wait-and-see attitude offered by some ministry of education officials as the reason for not funding computer development and the refusal of the B.C. cabinet to endorse even the most modest proposals is proving very costly for B.C. students.

Some local educators fear that even if B.C. loosens the provincial purse strings in 1987, as Education Minister Jack Heinrich hinted — last month, the three to five-year computer gap which has now emerged will not be closed before the end of the decade.

BCTF professional development staff member, Nancy Flodin, who conducted the 1984 B.C. Teachers' Federation survey on computer education sums up: "There's no doubt about it, there's a double computer gap in B.C. schools and it's growing: inside the province between the have and have-not schools, and outside, between B.C. and the other provinces."

Noel Herron is principal of Walter Moberly Elementary School in Vancouver.

Strengthen locals to strengthen BCTF

The best way to improve the BCTF as an organization is to strengthen its basic constituent part, the local association.

That is the fundamental conclusion of the BCTF Commission on Governance in its interim report, which has been distributed to all locals to stimulate discussion and reaction.

"Little modification is needed to the structure [of the BCTF]," says the commission. "It is basically effective, democratic, and suited to carrying out the governance of the organization."

The commission discovered that member criticism was primarily directed at the processes of decision-making, delivery of services, communication and membership involvement.

"A number of submissions indicated that the non-involved member feels alienated and unable to influence many of the decisions of the provincial body," the report said. "Many feel that too many of the decisions that affect local associations are made provincially."

The commission said that steps must be taken to make the local association become "a more significant and autonomous unit of the organization." As the unit closest to the membership, the local "must take the lead," the commissioners write. "In promoting membership involvement and satisfaction in the hope of bringing greater unity in the profession."

Three key steps are recommended:

- an enhanced role and improved training and support for school staff representatives;
- improved delivery of services to locals through staff field service specialists;
- investigation of effective use of new technology, especially electronic communications linking locals with the BCTF office.

As for proposed changes in governing structures, the report suggests little for the Annual General Meeting beyond creation of a process to include input from the Representative Assembly in the development of priorities in the annual leadership report and that budget implications of each leadership recommendation be given the AGM.

The commission urges a constitutional change to give the Representative Assembly authority over the Executive Committee.

"The constitution provides for the RA to advise the executive between AGMs," the commissioners write. "The commission believes that this should be changed to give the RA more power and to reflect current practice. The Executive Committee currently brings all major policies and initiatives to the RA for approval. As well, 'advice' of the RA is tantamount to direction. These practices are wise and

should be entrenched in constitutional changes."

The commission strongly recommends that each local association president should be a member of the RA and that the assembly be the place where local initiatives and problems may be addressed.

Significant membership concern with the Executive Committee was identified by the commission.

"There is a strong perception that the executive is a small group of political 'activists' (usually 'radical' and usually from the Lower Mainland), who exercise the power of the federation without consideration for the wishes of the membership," the report said.

The commissioners note that the supposed geographical bias is not factually accurate, but express concern about a new ingredient feeding alienation:

"That is the perception of an executive on which the political spectrum is not really represented, creating a situation in which many members feel disenfranchised. There is substance to this perception. If many members not only do not agree with the general thrusts of federation policy but think that they have little or no voice to express their concerns at the Executive Committee level, they are justified in feeling alienated."

"Each member of the commission agreed that this problem was the major

internal one facing the BCTF at this time."

The commission considered a number of proposed solutions — the election of the executive by mail ballot of all members, geographical representation and the formal recognition of federation political parties — but did not arrive at any consensus and would like to hear further from the membership on the matter.

Responses from the membership to the entire commission interim report are being sought and the commission would appreciate receiving them at the BCTF office no later than mid-November 1985. The commission hopes to have its final report completed by January 1986, in time to forward recommendations to the Annual General Meeting.

The commission members included Al Blakey (Vancouver), Mike Campbell (Abbotsford), Colin Scott (Prince George) and Linda Shuto (Burnaby). Copies of the report are available on request from the BCTF.

Laskin fellowship deadline

The Bora Laskin National Fellowship in Human Rights Research is awarded annually by the Secretary of State of Canada and administered by the Social Sciences and Humanities Research Council of Canada. Value \$45,000 tenable for a 12-month period. Candidates should have a graduate degree. Application deadline **October 1**.

Application forms, Curriculum Vitae Forms and the Research Proposal forms are available from the SSHRC, 255 Albert Street, Box 1610, Ottawa, Ont. K1P 6G4.

BCTF and staff unions conclude new agreements

Collective agreements for the 1985-86 contract year were recently concluded between the B.C. Teachers' Federation and its two staff bargaining units, the Administrative Staff Union (ASU) and the Union of Teachers' Federation Employees (UTFE).

But the agreement between the BCTF and UTFE, representing support staff, was not achieved without both parties breaking new ground in federation employer-employee relations.

There were many issues on the table when bargaining began in May between the BCTF and UTFE, some being quickly resolved and others dropped, but three emerged as the key points in dispute: wages, summer work hours and sick leave entitlement.

When the federation took the position that an agreement would have to be signed by the end of June or the 20-year-old summer work hours provision would be allowed to lapse, UTFE took a strike vote which was endorsed by a 68 percent majority. This put the union in the position to walk out on 72 hours notice within a period of three months. The BCTF responded in early July by informing the support staff union that a lockout

notice would be served on a date later that month.

This marked the first time that a strike/lockout situation had developed in federation staff bargaining.

The support staff union then requested the assistance of a provincial mediator in resolving the impasse. The federation supported the call for a mediator and withdrew its announced intention to lockout. With the help of the mediator an agreement was reached on the points at issue and giving UTFE members a wage increase of .75 percent effective July 1 and a further .75 percent increase effective January 1, 1986.

A new 18-month contract was arrived at between the BCTF and the Administrative Staff Union through the collective bargaining process. The main points at issue concerned wages, the appointment and assessment processes, technological change, staff training and a sexual harassment clause. A number of satisfactory new clauses were arrived at and the wages issue was settled on June 11. On wages, ASU accepted an increase based on the average teacher wage increase over 18 months when that figure is known.



More than 2,500 unemployed B.C. teachers attended a special recruiting fair held by various U.S. school districts at UBC in June — and several hundred are now teaching in the U.S.

Ottawa trek spotlighted unemployed

by Judy Hamaliuk

Greater guarantees for standards of education and job security were part of the

"Work and Wages" demands heard across the country last June during the 1985 On-to-Ottawa trek. The trek gathered momentum as various groups and individuals concerned with unemployment put the pressure on Prime Minister Mulroney to meet with us. It was only at the final hour that he agreed to hear our concerns. Though he was generous enough to give us "as much time as we needed," he failed to offer any solutions or guarantees. Our greatest success was the sparking of a national movement of the unemployed. The trek of 1985 has shown us that the time is right for both the employed and unemployed to join forces. A unified voice must demand our most basic right . . . work and wages.

Judy Hamaliuk, an unemployed teacher, was the BCTF representative on the trek.

Freedom to Read Week set for October 6-13

The overwhelming success of Freedom to Read Week in 1984 has convinced the Book and Periodical Development Council to make it an annual event. This year Freedom to Read Week will be held from October 6 to 13.

Its central aim is to inform the public about censorship and its erosion of our intellectual freedom.

Since freedom to learn is the right of every individual, this year Freedom to Read Week will focus primarily on the censorship issue as it affects schools.

Order of Canada honours former BCTF president

The Order of Canada is to be bestowed upon a former BCTF president who was noted for her distinguished, pioneering career in education.

Hilda Cryderman, now living in retirement in Vernon, will receive the honour

in a ceremony in Ottawa next month. She was president of the BCTF in 1954-55, the first woman to lead the federation, and was given the Fergusson Award in 1971.

A graduate of the Victoria Normal



Hilda Cryderman

School and the University of B.C., Cryderman was a secondary teacher and counsellor for many years in Vernon. She was always very active in pursuing educational innovations and in working to improve teachers' working conditions. For example, in 1936 she pioneered with C.E. Clay the CBC "School of the Air" broadcasts and three years later pioneered school counselling; in 1946 she chaired the strategy committee that won equal pay for women teachers in the Okanagan Valley — a first in Canada.

Cryderman was president of the Okanagan Valley Teachers' Association and served several years on the BCTF executive before becoming president. She was also very active in her church and community, notably with the Vernon Board of Trade, Canadian Club, Okanagan Historical Society and as a former president of the Okanagan Valley Musical Festival Association. She was a founder of the Vernon Business and Professional Women's Club and of the Vernon and District Council of Women.

Seminars take the worry out of retirement

The Retired Teachers' Association and the federation are again sponsoring retirement planning seminars.

Teachers and spouses over age 45 are encouraged to attend the seminars even though retirement, for many, may seem a distant event. By knowing how your Teachers' Pension Plan is paid and what other benefits are available and by participating in discussions on accommodation options, relationships, health, wills and estates, etc., much of the concern about retirement can be removed and your decision to retire can be less worrisome.

There is no charge for the seminars and no pre-registration. Just mark your calendars and come.

School district
Revelstoke, Shuswap, Vernon, Armstrong, Central Okanagan

Peace River South, Peace River North, Fort Nelson, Stikine

Quesnel, Burns Lake, Nechako, Prince George, (including McBride and Mackenzie)

Cariboo-Chilcotin and Central Coast

Sunshine Coast

Powell River

Teachers living in Langley, Surrey, Richmond, Maple Ridge, Coquitlam, Delta.

Teachers living in Vancouver, New Westminster, Burnaby, North Vancouver, West Vancouver, Howe Sound

Kamloops, North Thompson, Lillooet South Cariboo, Nicola Valley

Victoria, Sooke, Saanich, Gulf Islands

Site and time
Vernon — October 25-26, 1985
Vernon Lodge Hotel
"Get Acquainted" session 20:00
October 25. Seminars 09:30 to 16:30
October 26.

Fort St. John — November 2
Pioneer Inn — 09:30-16:00.

Prince George — November 16
Coast Inn of the North —
09:30-16:00.

Williams Lake — November 23
Overlander Motor Inn —
09:30-16:00.

Sechelt — November 28
Driftwood Inn — 16:00-21:30.

Powell River — November 29-30
The Inn at Westview. Friday 19:30-21:30. Saturday 09:00-13:00.

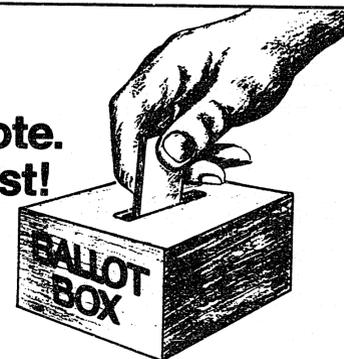
Surrey — February 15, 1986.
Surrey Inn — 09:00-16:00.

Burnaby — February 22
Sheraton Villa, Burnaby — 09:00-16:00.

Kamloops — March 1
The Place Inn — 09:30-16:30.

Victoria — March 14-15
Harbour Towers. Friday — 19:00-21:00. Saturday — 09:00-13:00.

Don't Lose your vote. Get on the list!



The next election will have a big impact on your rights, on trade union rights, social services, health care, education, human rights — and on the opportunity for you and your children to get and hold decent jobs.

An enumeration of voters begins on September 16 and will continue through October. **Don't let the enumerators miss you.**

- 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 register this fall.
- You must personally sign an enumeration card. If someone else happens to be home when the enumerator calls, that person can't register you.
- Enumerators will call no more than twice. If you're not home, they are supposed to leave mail-in cards. Make sure every eligible voter in your home fills one out and mails it to the local Registrar of Voters.
- If you don't register now, once the election is called you have only eight days to find out you are not on the list and get registered.

Don't take a chance. Register now!

Letters

BCTF applauded for grant to aid Ethiopia

I was pleased to read in your June 14 edition that the BCTF had made a grant of money to Oxfam-Canada.

It is satisfying to know that our members support long-term development projects that encourage self-sufficiency in countries such as Ethiopia.

Marie Penty
Retired teacher
Lake Cowichan

The BCPVPA executive committee decided that it was important to inform all BCTF members of our dissatisfaction with the process by which the task force members were appointed. We believe that without the criterion of mutually agreed-upon membership, the credibility of the task force is seriously undermined.

Gerry Powlik
President

B.C. Principals' and Vice-Principals' Association

Administrators' PSA objects to process of selecting task force

On April 11, 1985 after the application deadline for membership on the BCTF Task Force on Principals and Vice-Principals, Pat Clarke and I met and prepared a short list of mutually acceptable applicants. On April 20 Pat Clarke advised our Zone Representative Council that he presented this short list to the BCTF Executive Committee at the time it was preparing to appoint members to the task force. The BCTF Executive Committee chose to make appointments from the original list of applicants. In "one" ballot five members were selected from a group of 34 applicants.

The outcome is that the short list agreed upon by Pat Clarke and I, did not direct the selection of members for the task force. The BCPVPA believed that the criterion of mutual acceptability was critical to the credibility of the task force and that Pat Clarke had guaranteed a process that would ensure membership approved by both parties. Because the process we anticipated was not followed, the BCPVPA Representative Council on April 20, 1985 passed the following motion without dissenting vote:

That the BCPVPA Zone Representative Council go on record as being opposed to the way in which the Task Force on Principals and Vice-Principals was formed because it does not reflect the criterion of mutually-agreeable representation.

Today's students face pressures unknown before

About Mr. Skoda's letter (BCTF Newsletter, May 21, 1985) concerning the hardships endured by the young girl who was sent to strangers in a small town to get her high school education. Of course it was not easy for her — especially with only one pair of shoes. I am sure she went barefoot whenever possible. But on the other hand, with \$5 every month she could buy a few things now and again, probably even shoes.

High school students today face hardships that the above young lady never even heard of. I suggest that Mr. Skoda consider the pressure and tension that today's students face. Consider the drugs that find their way into school, the alcohol, the influence of television, the pornography, the constant advertising to do this or get that, not related to studies and the pressure to excel in sports. Consider also the low moral climate, the lack of spirituality no longer provides a guide as it did at one time.

One more item is the increase in knowledge, especially the sciences. Students are expected to learn much more than they once did and yet they graduate, some even with honour. After all this how good are students' work expectations after graduation? As I see it today's students are to be commended (as a whole) for the hardships they overcome, for the tremendous struggle they have to get an education.

Olga A. Schneider
Retired teacher
Kelowna

Government to consider phased retirement plan

Provincial Secretary James Chabot has advised the BCTF that he will give serious consideration to early implementation of a phased retirement plan whereby a teacher may receive a partial pension and a partial salary for a few years before fully retiring.

This was one of the items that BCTF President Pat Clarke, First Vice-President Elsie McMurphy and Bruce Watson of the Government Division discussed with Chabot on July 25.

"We emphasized in our discussions the value to teachers, to boards and to education in general of a more flexible retirement system and made the request that the phased retirement scheme be brought into effect at the next sitting of the legislature, expected in October," said Clarke.

Other items discussed included indexing of the CPP adjustment factor, improvements to the regulation on leaves of absence, a revised portability agreement, federal pension reforms and their possible effect on B.C. pension plans and revised BCTF pension policies.

Pension plan adopts new reinstatement rules

New rules on reinstatement in the pension plan now apply to teachers who took refunds and who returned to teaching prior to July 1, 1973.

Previously, if potential service to age 65 from the time these teachers re-entered teaching plus the earlier service would exceed 35 years, then reinstatement of only the portion of earlier service necessary to reach 35 years was permitted. If the teacher retired before age 65, application could be made at that time to reinstate the balance of the earlier refund.

The Superannuation Commission has agreed to delete this restriction and permit the reinstatement of the entire earlier service. Therefore teachers who took a refund prior to July 1, 1973 and who returned to teaching prior to that same date are advised to write the Superannuation Commission to inquire about reinstatement of the total refunded service.

There is no change to the rule that only one refund can be repaid.



Kitimat District Teachers' Association President-elect Rick Sullivan speaks to local presidents' rally outside school board offices in June, called to protest five-day suspension of then-president Steve Cardwell. Court action is underway to have the suspension overturned.

Langley local wins grievance

Ron Pratt
Staff representative
Langley Senior Secondary

When a grievance over the noon supervision provision went to binding single arbitration on June 12 and 17, 1985, the Langley Teachers' Association successfully defended perhaps the most conspicuous of its negotiating successes from the years before government-mandated, provincially-manipulated contracts.

In a ruling which squarely addressed the conflict between the contractual rights of employees on the one hand and the prerogatives of management on the other, arbitrator Donald R. Munroe ruled on June 28 that the board was in violation of the contract in not making noon supervision payments to secondary teachers performing noon supervision duties, even if those teachers had been given the opportunity to eat their lunches before or after their school's noon hour.

For more than two years, any teacher required to supervise during the school's lunch hour received payment under the contract. In September 1984, however, most secondary school teachers once

again found themselves providing unpaid noon supervision. By a change of wording, a number of secondary principals redesignated preparation time falling just before or just after the lunch hour as the "teacher's lunch break". Relying on the phrasing of a preamble sentence in the noon supervision clause, the board claimed that no payment was necessary for noon supervision on that day, since the teacher had received a "lunch break".

Langley Teachers' Association and district secondary teachers did not share this view. The new practice led to almost 100 grievances, one of which, that of Jean Chan, worked its way through the steps of the contract's grievance clause (another product of that earlier negotiating atmosphere). In the end, impartial outside arbitration became necessary to settle the issue, which, as the arbitrator noted, both sides agreed was a test case.

In his award, Mr. Munroe addressed the heart of the issue: "[It is an] undeniable fact that Article 12 was intended to be a compromise between the parties' original and polar positions. Yet, if this grievance were to be denied, the whole nature of the bargain would be lost. It would mean that the compromise could be destroyed and the pre-1982 position restored, by the simple device of the board giving a new label to all or part of a preparation period and by a manipulation of the teachers' schedules. I do not doubt the statutory powers of the board and school principals over timetables and related matters. But I cannot accept that those powers were intended to be used to subvert an agreement which also is authorized by statute and which both parties acknowledge to be binding in all material respects."

In comment on the award new LTA President Barb Parrott said: "The grievance process is a fair dispute mechanism because it involves an impartial third party. It is the critical reason why teachers should have working conditions items in contract rather than policy. The board's ability to manipulate the use of preparation time points to a need to get preparation time allotment clearly spelled out in contract."

Ron Pratt is a former member of the LTA bargaining team.

Professional rights to be debated

The process of adopting the recommendations contained in the BCTF Bargaining and Professional Rights Task Force report will continue at the September Representative Assembly. The report has been in every school in the province since December 1984 and is to come to the 1986 Annual General Meeting for final approval.

Vacancies

Most of the following appointments will be made at the October 12-13 Executive Committee meeting. Unless otherwise stated, the application deadline is **October 1**. Applications should be submitted on BCTF curriculum vitae forms. For more information, please call Jacquie Boyer at the BCTF office.

Bargaining Committee: a bargaining co-ordinator is required for the metro zone (deadline: **September 24**).

Professional Development Advisory Committee: a professional development co-ordinator is required for the metro zone (deadline: **September 24**).

Federation Appeals Board: 6 members will be elected at the September RA to serve 3-year terms on the Federation Appeals Board. Candidates must have received prior approval of a local general meeting or delegate assembly. (Deadline: **September 24**. Please have applicants submit forms early and contact Jacquie Boyer after local approval has been obtained.)

Other BCTF committees: **Finance Committee** (1 vacancy); **Policies and Procedures Committee** as corresponding member (1 from outside of Lower Mainland); **Professional Relations Advisors Committee** (2 elementary teachers, 1 secondary teacher, 1 secondary administrator); **Status of Women Committee** (1); **Teacher Education Committee** (1); **W.R. Long International Assistance Committee** (1 — committee is being increased to 4 members); **WCOTF Post Conference Task Force** (3).

Library Book Purchase Plan Selection Committee: 1 teacher-librarian will be nominated to serve a two-year term on this ministry committee which is composed of representatives from either education groups, as well as ministry personnel.

Applicants sought for PD Associates

Staff representative training program

Qualified candidates are invited to apply for positions as volunteer Professional Development Associates with the staff representative training program. The PD associates will lead staff rep training workshops on such topics as effective meetings, parliamentary procedure, local contracts, staff committees and public speaking.

Application deadline is **October 1, 1985**.

Applications may be made on curriculum vitae forms and sent to: Susan Tickson, Professional Development Division, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, B.C. V6J 3H9.

Pension investment gain outpaces inflation rate

The investment returns on the teachers' pension fund continue to outpace inflation. As of June 30, 1985 the current rate of return on investments made since January 1981 was 13 per cent versus an annual inflation increase of 3.8 per cent.

PROJECT OVERSEAS I — 1986

sponsored jointly by the

Canadian Teachers' Federation and its members

Each year about 75 Canadian teachers are chosen to spend their summer without salary working on CTF Project Overseas. Their assistance is given upon invitation to teachers in Africa, the Caribbean, Asia and the South Pacific to improve teaching skills and strengthen professional teacher organizations.

Administrative, travel and living expenses are borne by the Canadian Teachers' Federation, the provincial and territorial teacher organizations which are Members of CTF, and the Canadian International Development Agency.

Requirements

- membership in a provincial or territorial organization which is a Member of CTF
- an appropriate teachers' certificate
- a minimum of five years teaching experience in Canada
- Canadian citizenship
- excellent health
- evidence of flexibility and mature judgment

In 1985, teachers were requested to teach the following — Administration, English, English as a Second Language, French as a Second Language, Environmental Education, Language Arts, Mathematics, Reading, Research Methods, Science, Social Studies, Testing and Evaluation, Arts and Crafts, Principles and Methods of Teaching, Guidance and Counselling, Psychology, Pedagogy and Use of Audio Visual Equipment.

Applications

Deadline date for applications: **November 15, 1985**.

Further information and application forms are available from: Government Division, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, B.C. V6J 3H9.