

Protest actions regain increments

George North
Bargaining Division

Action by teachers has resulted in restoration of full increment payments in all districts in the province except Nisgha where the board has told the 43 teachers that it intends to "see that increments are paid" as soon as funds are received from the Department of Indian Affairs.

Vancouver teachers have lifted their "instruction only" campaign pending membership meetings while recommending acceptance of a school board agreement to pay full increments on the eve of the November 1 scheduled suspension of extra-curricular activities. Administrators had committed themselves to standing by contractual terms that

include increments and had voted to support proposed teacher actions in defence of their increments, half of which had been removed by an arbitration board. The *Vancouver Sun* summed up the Halloween situation in its October 31 front page headline: "School Boss Retreats on Pay," a reference to Allan Stables, government-appointed trustee re-

placing the Vancouver School Board.

The Peace River North local membership turned out in force to a school board meeting on October 24 immediately following a local meeting attended by BCTF president Pat Clarke after unanimously deciding to start working to rule on November 1. In the words of local

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BCTF Newsletter

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Financial troubles:

Teachers' co-op seeks time to restructure

The board of directors of Teachers' Investment and Housing Co-operative has filed a holding proposal to provide time to develop a plan to restructure the organization.

The filing on November 4 included a request for the appointment of Coopers & Lybrand Ltd. as interim receiver to supervise operations and to assist with the formation of the plan for restructuring.

In making the announcement, President Jim Buchanan said that the steps were taken now to ensure the future viability of the 45,000-member organization and to ensure equitable treatment of all of the members.

The organization has not been immune to the problems faced by other western Canadian financial institutions, Buchanan said. "Our problems have been compounded by the fact that we have not yet been able to obtain 'deposit' insurance for our investors," he said. "Our liquidity, and therefore our margins, have been under continuing pres-

See "Real" page 2



Vancouver Mayor Mike Harcourt accepts a Centennial gift from False Creek Elementary grade 3 class of a teacher-developed instructional kit of archival materials on the city's history. See story, page 5.

BCTF school survey:

Conditions continue to decline

The BCTF working and learning conditions survey has revealed that government cutbacks are rapidly eroding B.C.'s public school system into one of the most inadequate in Canada.

That is the basic finding in the annual province-wide school survey, BCTF President Pat Clarke told a news conference on November 1 in discussing the results.

The working and learning conditions survey produced a litany of soaring class sizes, cuts in special education services, severe shortages of textbooks and materials, drastic cutbacks in programs in ESL, music and the arts, and of schools and classrooms falling into disrepair.

Pat Clarke told reporters that the survey is the most accurate and comprehensive review of school conditions, since the ministry of education's data-gathering has been cut back. The BCTF study drew reports from 85 per cent of all classes.

"I can say without any qualification that what this survey has revealed to us this year is that there is continuing deterioration in B.C. schools," said Clarke, "but more important is that the indicators of quality show that we're quickly arriving at a situation where we have one of the most inadequate school systems in Canada."

He then summarized the main findings showing that:

- the average size of elementary classes has had its largest annual increase in a decade, rising from 24.4 to 25.2 students;
- the average size of secondary classes has had its largest increase in 15 years, rising from 24 to 25.5 students;
- 49 per cent of all elementary classes now violate BCTF professional class size standards;
- there are 1,052 elementary classes each containing more than 30 students;
- 21.4 per cent of all secondary classes violate BCTF professional standards;
- there are 7,630 secondary classes of more than 30 students each;
- elementary class sizes are now back to the 1975 level while secondary classes are at the 1973 level;
- and the average class size in secondary core subjects is: social studies, 27.1 students; English, 26; mathematics, 25.6; and science, 25.5 students.

But Clarke pointed out that the use of provincial average figures does not adequately portray the seriousness of the situation as the heavily-populated metro Vancouver area is the scene of the greatest deterioration in conditions with many classes on the high end of the scale. He said metro has a large number of classes with 30 to 38 students and a significant number above 40.

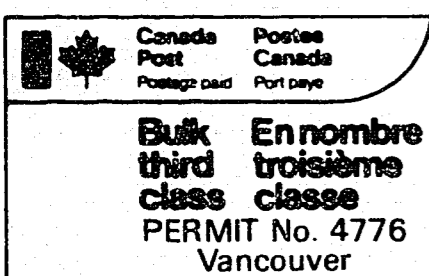
What is more alarming, said Clarke, is that the largest class sizes tend to be in the secondary academic core subjects. "We have reports of over 100 classes in English, math, science and social studies with more than 40 students in them" he said.

He pointed out that a workload of 180 students a day (six classes of 30 students each) is considered heavy, but there are reports from teachers in Vancouver and Burnaby having workloads higher than this — some Burnaby teachers having teaching loads of 240 students.

Clarke reviewed what it would mean if, assuming it was an English class, such an unfortunate teacher spent a minimal 10 minutes per week marking each student's assignments. It would work out to 40 hours a week of marking on top of 36 hours teaching — a total of 76 hours a week. If a more realistic 20 minutes each was spent, that would be 80 hours marking for a work week of 116 hours — out of a total 168 hours in the week.

Clarke said this was a graphic demonstration of how preposterous the situation had become in secondary schools in particular.

"There is absolutely no way that a person can do that [work load]," he said. "And what it means is that there are kids in this system who are getting minimal personal attention."



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

Restore elected school boards

The School Board Dissolution Commission has recommended that the ministry of education immediately restore elected school boards in Vancouver and Cowichan and reinstate local school board autonomy.

This is the main recommendation of the commission of inquiry conducted by Dr. Norman Robinson, Simon Fraser University education professor, into the government's dismissal of the two elected boards for refusing to comply with ordered budget cuts.

The inquiry, established by the Cowichan Home and School Association, the Cowichan Teachers' Association, the Vancouver District Parent Representatives, Vancouver Elementary Teachers' Association and the Vancouver Secondary Teachers' Association, held hearings in Cowichan and Vancouver and received about 60 written and oral submissions. The minister of education was asked but declined to meet with Dr. Robinson.

"People genuinely feel the loss of their trustee representatives," said Dr. Robinson in his report. "Now that the people no longer have their democratically-elected representatives, they realize how precious is the right to vote and to have representation."

Dr. Robinson recommended to the minister that:

- he immediately appoint to the Vancouver School Board those board mem-

bers who held office prior to dissolution on May 6, 1985;

- he immediately appoint to the Cowichan School Board those members who held office prior to dissolution on May 13, 1985 and whose term was until November 1986;

- he immediately call an election in Cowichan to fill the seats of those former board members whose term of office was due to expire at the end of November 1985.

Dr. Robinson also made other recommendations urging that:

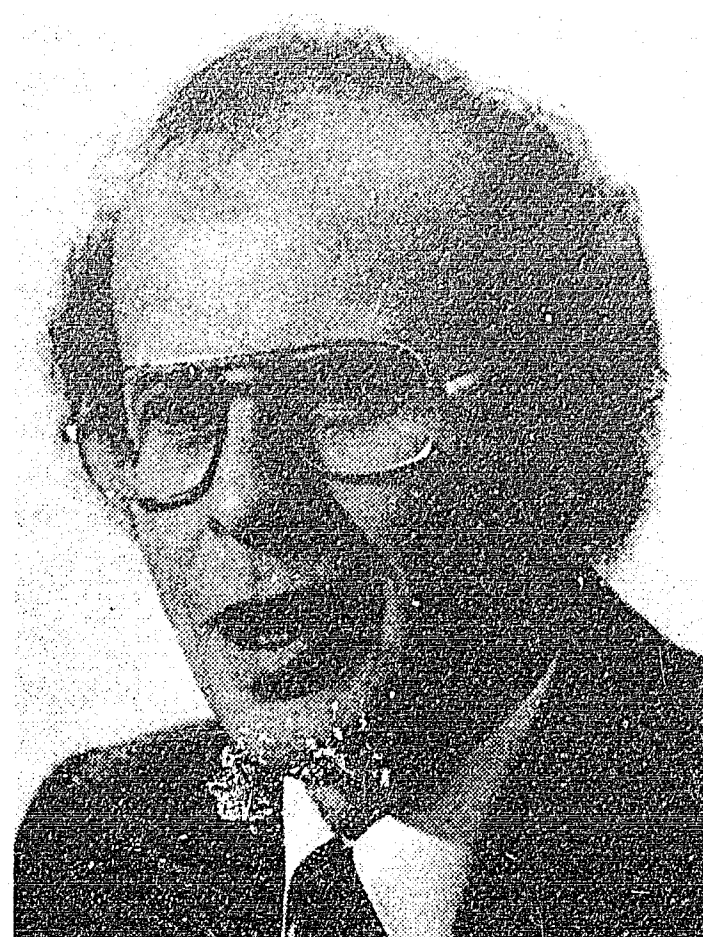
- the government recognize by precept and action that school boards are partners in the governance of education, not merely agents of the provincial government;

- the government review education financing as part of a comprehensive review of education;

- school boards be given an adequate tax base and be allowed to raise funds on that to exceed provincial education minimums;

- the government create a provincial constitution that would protect the legislative, financial and institutional autonomy of local governments;

- and that the government amend section 15(i) of the School Act to specify more clearly the circumstances under which the cabinet can appoint an official trustee to conduct the affairs of a school district.



Dr. Norman Robinson

In his inquiry, Dr. Robinson found there was a great deal of public concern about the elimination of local autonomy and local democracy, the loss of citizen and parent input into public education and, in Vancouver, about the possible sale of school properties.

In response to the report, Education Minister Jack Heinrich said he was not going to "attach any significant weight" to it. He said: "I advised everybody that there will be elections in 1986 and that's it."

would deal effectively with the changing circumstances have not been successful to date," said Buchanan. "The Board's objective in taking this action is to establish a plan by which investors will recapture full value on their investment. We will be working closely with our interim receiver and the provincial ministry of consumer and corporate affairs."

In the meantime, the Teachers' Co-operative will continue to operate, but all unsecured liabilities — including investments by members — will be frozen, Buchanan said. Our offices will be open to service mortgages and accept new investments. Under the terms of the proposal, any new investments will earn interest and will be available for withdrawal according to the terms of that investment. Upon completion of the restructuring proposal it will be presented to the members for discussion and a final decision.

Vancouver CCT award goes to local student

Graham Gertz, a 1985 graduate of John Oliver Secondary School in Vancouver, has been awarded the Canadian College of Teachers (Greater Vancouver Chapter) Scholarship. The \$150 award is made annually to graduating students attending a school in B.C. or the Yukon who is the child of a teacher. Graham, whose father teaches in North Vancouver, is now studying science at UBC.

Deadline for AGM resolutions is December 15

Members are reminded that resolutions to the 1986 AGM must be submitted to the federation on or before December 15, 1985.

Persons interested in submitting resolutions should first review procedure 2.C.04 (page 25, *Members' Guide to the BCTF*) which outlines the criteria to be met for a resolution to be accepted for publication in *Reports and Resolutions*.

The first of three pre-AGM bulletins, containing detailed information about the annual meeting, will be in the hands of local presidents, geographical representatives and district councils before the end of November.

CTF calls for national office of education

The Canadian Teachers' Federation has called for the establishment of a Canadian Office of Education to work toward improving education nation-wide.

The CTF made the call in the context of criticizing the MacDonald Commission's response to education issues in its massive report on Canada's economic and development prospects. The recommendation reflects a long-standing CTF policy.

"We believe that there must be created a Canadian Office of Education jointly administered and funded by the government of Canada and the provinces and territories," said CTF President Frank Garrity. "It would be responsible for the collection of information on education, for the promotion of research, for the critical assessment of programs and practices, for assisting in the development of national goals for education and for ensuring adequate financial resources for our schools."

He also said that the CTF favours the establishment of a Canadian Council of Education which would have an advisory role and which would have representation from provincial teachers' organizations and a broad range of other interest groups.

Farmworkers seek volunteer tutors

For the past three years the Canadian Farmworkers Union has been operating a unique English language and literacy program for seasonal farmworkers in the Greater Vancouver area. Volunteer tutors bring free English instruction right to students' homes in twice-weekly sessions. The program is now seeking dedicated volunteers who would be willing to commit themselves to this very rewarding experience from the beginning of December, 1985 to the end of April 1986. Initial and ongoing training and support are provided, so teaching experience, while an asset, is not necessary. For more information please call Joanne Millard at 430-6055.

Boycott urged of Canadian Tire



The BCTF is urging members to boycott Canadian Tire outlets to put pressure on the company to settle a two-year-old strike at the Prince George store.

The Retail Clerks' Union local has been on strike against Canadian Tire since Christmas 1983 to back demands for wage increases, job security and decent working conditions, but the company has stonewalled efforts for a settlement.

The BCTF Executive Committee at its October meeting endorsed the call for a boycott of Canadian Tire stores.

Consultation to replace confrontation

The Ministry of Education will heed the call in the *Let's Talk About Schools* report for better public communication and consultation in presenting measures to improve public school effectiveness over the next few months.

Education Minister Jack Heinrich made this commitment in a speech to the B.C. Principals' and Vice-Principals' Association conference in Richmond on October 26. Without offering details, he indicated that his ministry would act on the report's findings by:

- establishing a process of consultations aimed at producing a new School Act;

- consulting on enhancing school performance by improving funding, teaching, curricula and individual attention;

- resolving the school board autonomy issue by granting new taxing authority.

Heinrich also responded to some other current issues in his speech and to questions later, stating that:

- imposition of official trustees in Vancouver and Cowichan is not a model for province-wide elimination of elected school boards;

- in increasing the provincial average pupil-teacher ratio to 18.1 the government has achieved its goal and is no longer aiming at 19.1;

- and the government does not intend to legislate principals out of the BCTF.

Education Minister Heinrich began his talk by expressing pleasure with the *Let's Talk About Schools* process, particularly the findings that the public wants greater involvement and consultation in education, and is seeking improvements but not radical restructuring of the public school system.

He suggested that it was difficult to have had smooth communications during the recent past when "school boards were asked to examine their budgets and to address economic realities" and that much of the confrontation resulted from "differences of opinion" that arose during that examination.

"Now that the most serious adjustments are behind us," Heinrich said, "it is my hope that the environment for better communications will soon emerge."

Referring to the report, he argued that "the fact that the general public appears to feel the quality of schooling in our province has decreased and is rated poorer than in other jurisdictions is probably due to the turmoil we have been experiencing. All data which we have suggests the opposite. It is clear to most of us who work with public schools that



Education Minister Jack Heinrich tells the administrators' conference that the government will not push for any further increase in the present 18.1 PTR.

"Go east, young woman, go east"

Pat Clarke
BCTF President

Drawing on the working and learning conditions survey results, BCTF President Pat Clarke gave the news media a comprehensive, personalized account of current conditions in our schools.

I have a daughter who, one year from now, should be beginning her formal education in British Columbia public schools. She is one of more than 200,000 children born in B.C. since 1980. These are the children who will populate our school system and who will bring about unprecedented enrolments in our schools for the rest of this century.

But I know — and I fear — what is waiting for her, given the evidence we now have on conditions for children in our schools.

In some districts, in fact, she would not be able to go to a neighborhood kindergarten. Abbotsford is one. Kindergarten has become a first-come-first-served "extra" in the school system. School law does not require school districts to provide universal and easy access to kindergarten. Restraint has meant that some districts have cut kindergarten classes to the point where many children must travel long distances to attend.

If my daughter is lucky enough to get into kindergarten, she will very likely be in a split kindergarten-Grade 1 class with children considerably older than herself. She could be in a class with as many as 30 other five- and six-year olds. She will wait her turn and stand in line for such simple activities as painting, using flash cards, number games — anything. All of those things at the kindergarten level, for example, are things she will not be able to receive the kind of individual attention we think she should get.

I don't think that all of that would be bothersome to me personally as a parent if I didn't know that if she had been born five years earlier she would be getting a lot better quality education. I guess it

personally irritates me that this little one just seems to have been born under a bad sign. And that's basically what we're saying to the children of this generation in British Columbia: "Too bad, born at the wrong time."

I hope that my daughter will be a well-adjusted child in school and that she will not need learning assistance. District after district has cut this program, so that it can now serve only a few of the children who need extra help.

If my daughter is at all enthusiastic about school, as I hope she will be, that enthusiasm could quickly be drummed out of her. So many of the programs that made modern schools better than those of a generation ago are now gone, the victims of restraint. My daughter will often find her school library closed and the librarian occupied elsewhere, probably supervising a class because budgets for substitutes to replace ailing teachers have been cut.

Perhaps we'll be able to afford private music lessons for my daughter. If we can't, she probably won't be able to get them at school. Music programs have been prime targets in the cutbacks and elementary music programs have all but disappeared in the province. There are relatively few districts now which offer an elementary music program.

If my daughter attends a school that has organized successful bingo nights and hot-dog sales, she may find it has a few computers. That's how we supply computers to B.C. schools in many districts: bingos and hot-dog sales. Because of restraint, B.C. has the lowest ratio of computers to students of any province in Canada. And even where the computers exist, our information shows us that they are sitting idle because there is no money for software and there is no money to train teachers on how to teach and use them.

My daughter will have to succeed at school not only without help from a learning assistance teacher, but also without help from home. She will be in a

school where there are not enough textbooks to go around, where four or five children must share one book, so that no one of them can take it home to do homework. Books are being used until they fall apart. There's no money to replace them and they can't be spared from the classroom long enough to be rebound.

My daughter may well find that her school is getting dirtier and dirtier because of a lack of custodial services, and that her classroom is cold or inadequately heated. Broken windows and other fixtures are left in disrepair for months.

As time goes on, the combination of all these problems could well make my daughter one of the dropouts in which B.C. is now close to leading the country. At least it may discourage her from

the quality of instruction is most acceptable. Assessment results show our pupils performing well against Canadian and USA standards."

The report also indicated, he said, that the public believes school performance could be enhanced if the quality of teaching in schools was improved or strengthened, if schools were better funded, if their programs or curricula were improved and if they provided greater individual attention to youngsters.

"As a result of those four points which came out, I am considering carefully how we will, as government, play a role in enhancing school performance by addressing these four issues," he said. "I would hope to be in a position fairly soon to announce the start of consultation on these initiatives. I think that you will be most encouraged as we move through the fall and into the spring."

Heinrich said he found it interesting that the report calls for standards for all levels of schooling and suggests that testing is a useful way of monitoring and evaluating school effectiveness. "The ministry is now discussing with school district officials as to some of the procedures that might be established to serve this end," he said, "recognizing the appropriate role of the provincial ministry, school boards and schools."

Regarding the call for greater school board autonomy expressed in the *Let's Talk About Schools* report, he noted that

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Real estate values drop puts co-op in trouble

From page 1

sure as it becomes more difficult to maintain and attract investments."

The current situation has resulted in a significant reduction of the Co-operative's liquidity, which if allowed to continue, would necessitate the untimely disposition of less liquid assets to meet members' demands for redemption of their investments.

He emphasized that Teachers' Invest-

ment and Housing Co-operative is able to meet its day-to-day operating obligations. However, because the market value of certain of its assets — notably real estate in northern B.C. and Alberta — has declined substantially, the total assets are now less than total liabilities and the organization is technically insolvent.

"Efforts to find a new solution which

BCTF praises co-op action

The Teachers' Investment and Housing Co-operative is "taking responsible and timely action" in undertaking a voluntary restructuring, said BCTF President Pat Clarke in responding to the news.

"We are two legally separate and independent organizations, although we do have an overlapping membership," Clarke said. The BCTF has no investment in the TIHC, although many present and former teachers have personal accounts

with the co-op. The BCTF is not represented on the co-op's board of directors.

Clarke said the TIHC "has provided valuable services to many teachers over the years, and we certainly wish the co-op well in its proposed restructuring."

Clarke said the federation is not advising teachers who have savings or investments in TIHC on what action to take. He said these teachers should consult their personal financial advisers.

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Industrial model of schools is obsolete

Education must be redirected from an industrial focus of producing "human resources" to developing "resourceful humans" if human beings are to escape destruction by their own inventions.

This was the message Dr. Milton McClaren, assistant professor of education at Simon Fraser University, brought to the BCTF Peace Education Conference on October 25. He was exploring, in a keynote address, whether the current approach to public schooling was inimical to the concept of a peaceful world.

The problem, he suggested, is that public schools "are deeply invested with the metaphors of an industrial era", celebrating uniformity, routine, discipline, objectives, systematic assessment and operating to some extent on an assembly line model.

Dr. McClaren contended that for the past 200 years schooling has been directed toward "the supply of human resources."

"Human resources work on assembly lines and in offices, they provide services, they fight as soldiers in wars, they raise families, and, as citizens, they play a role in the industrial state," he told the conference. "In the past two centuries we have covered the globe with the inventions of technologists and applied scientists and we have unearthed a landslide of information about the natural and human-made world. However, there is now a growing sense that the technologies that were intended to serve humankind have instead begun to control and direct us."

The modern social theory underlying all this, he argued, seems intent on finding how the various social institutions can create human beings fit to live in such a society. "Instead," he said, "perhaps we should ask how we can nurture humans capable of creating a society worth living in."

Dr. McClaren said the education system needs to "move away from the supply of human resources to the development and nurture of resourceful humans."

Referring specifically to the nuclear threat, he noted that while many people in the peace movement are devoted to the "honorable goal" of totally eliminating nuclear arms, the "problem is not arms per se but rather people." The focus needs to be on the human characteristics, he said, which caused our ancestors to reach for a stone axe and cause our contemporaries to reach for a machine gun.

He suggested we could learn much from the "education systems" of primal societies whose "curriculum" was aimed, not at developing "information recall" but at the development of "character" — emphasizing such qualities as courage, patience, determination, observation, respect for culture and traditions. Carried on largely through mentorship, he

said the ultimate goal in primal society education was wisdom.

The modern world is obviously different, said Dr. McClaren, but not that different in its demands.

"We certainly have a surfeit of dangers, an abundance of circumstances which require courage, care, wisdom,

• we need to carefully re-examine how schools use, and are used by, time, as the present clock- and bell-driven scheme of "tightly regimented time sequences" minimizes potential for the development of such qualities as patience, persistence, concentration and creativity;

students as being built on a mutual search for competence and improvement . . ."

• we need to shift to stressing individual development and demonstration of competence, away from arbitrary assessment and classification of students.

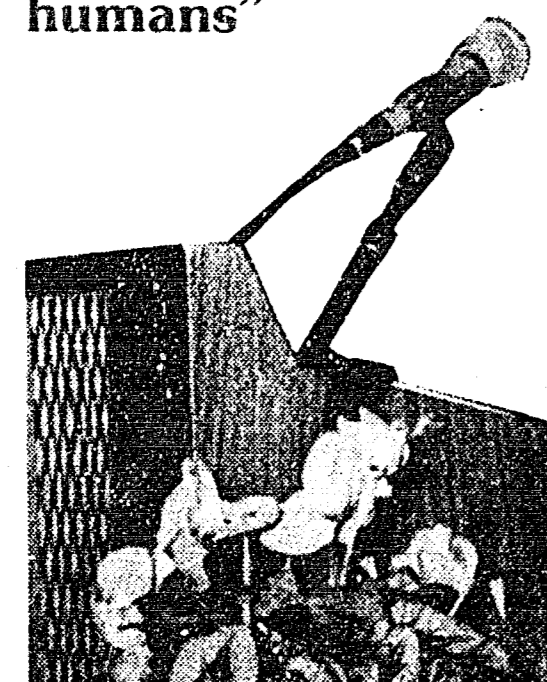
Dr. McClaren said that the present education system is ultimately based on the myth that "only a few people are good enough to run things while the majority must go along and conform. Instead of focussing on mastery we create arbitrary barriers, usually based on time or on fantastically bad statistical models and then use these as 'proof' that few humans are really good at anything. Such a system is inherently unjust."

What is worse, he added, it produces far fewer people with the needed powers and capabilities, given the dangers of the modern world, and this places everyone at grave risk.

"In a way, we are like people awakening from a sleep to find ourselves aboard a jet airliner," he concluded. "Not knowing how we got there, but being aware that we are in flight, we go forward to the cockpit to find no crew aboard. We have never flown before, and never expected to have to, but now we must, or perish. We must take control of the technology we created and direct it not only to human purposes but also to the purposes of all life and the biosphere itself. We must overcome our inventiveness and become wise. We cannot do it with institutions of learning which foster the notion that many will be passengers and that few will try to maintain control in increasingly turbulent air."

• "we need to reestablish the idea of education as being *personal* and to see the relationship between teacher and

"We must move away from the supply of human resources to the nurture of resourceful humans"



SFU Education Professor Dr. Milt McClaren says schools need to change to emphasize the development of character and wisdom.

patience, empathy and respect," he said. "We have created a world in which our inventions may rule, and ultimately destroy us, because we haven't paid enough attention to the difference between wisdom and 'smartness' and between education as information acquisition and recall versus the development of character. . . . My position is that we need to recognize the gravity of our situation not simply by attempting to develop social technologies to control our machines, science and invention, but rather that the long-term solution rests with placing humans back at the centre of the enterprise so that we direct, choose and control these things, not institutionally so much as personally."

As to how the education system might go about achieving this, he reviewed five areas for change, suggesting:

• "we must ask ourselves some very difficult questions about the difference between schooling, as information acquisition and transfer, versus education as the development of people who have knowledge and who understand when and where to use that knowledge — that is, wisdom;"

• "we need to ask ourselves about ways of reconnecting *action* with *learning*;"

To change student thinking on war and security, teaching must be changed

Nuclear weapons have made traditional concepts of defence and national security obsolete and it is up to educators to help ordinary citizens rethink their basic beliefs, says a prominent peace educator.

Susan Alexander, associate director of Educators for Social Responsibility of Cambridge, Massachusetts, told the BCTF Peace Education Conference that peace educators not only need new materials but new teaching methods aimed at changing fundamental beliefs.

East-West conflict is rooted in concepts — weapons, war, victory, the enemy, national security — that have become anachronistic and obstacles to peace in a nuclear age, she said.

"Nuclear weapons are not military weapons, even though they are called weapons, because they cannot be used," Alexander explained. "We know that weapons are built to be used. Nuclear weapons on the other hand are deployed so they will not be employed — that's what deterrence is all about. . . . The concept of the Soviets as the traditional enemy is [also] obsolete because the nature of nuclear weapons has married us to them. . . . We are completely vulnerable and hostage to each other. In a world brimming with nuclear weapons, only together can we find a way to reduce our common danger and find real security. We cannot be secure unless the Soviets are secure."

Alexander went on to describe how Educators for Social Responsibility are developing new teaching strategies, ma-



Dr. Susan Alexander

terials and training programs based on two premises:

• that new teaching methods and not merely new content and information will be required to change students' belief systems;

• and that these methods constitute a pedagogy of empowerment.

Under this approach, she discussed the vital necessity of teachers emphasizing decision-making and participation, questioning and dialogue. In addition to appearing as good role models, she said teachers need to stress these methods to encourage students' to be flexible in their thinking, be tolerant and understanding and to be prepared to accept differing points of view.

"If we are to change the way students' think," said Alexander, "we must change the way we teach."

Teachers give Centennial gift to Vancouver

When the mayor came to class at False Creek Elementary School, the children wanted to know whether people still got around Vancouver by horse and buggy when he went to school.

"I may have lost my brush cut since I was in the school system in the 1950s," said Mayor Mike Harcourt, "but, no, I think they just phased out the old ice wagons and the milkmen who used to have horses. . . ."

The Grade 3 students had invited the mayor to present him with a special Centennial gift and to question him on the early days of Vancouver.

"How did people get to school 100 years ago?" asked one student.

"The same way you do today — walking," said Harcourt. "And sometimes they had to walk a fair distance and they had to go along some pretty primitive streets that had wood sidewalks and just gravel streets. I don't think we got our streetcar system until 10 or 15 years after the city was incorporated."

"What videos did you like to watch when you were small?"

"Well, we didn't have videos. What we did have was 'Howdy Doody' and 'Cecil and the Seaserpent' and 'Dick Clark, American Bandstand' — that's when I used to rock and roll. . . ."

The discussion was prompted by the gift to the mayor of a unique collection of reproductions of archival documents and photographs covering the first century of Vancouver's history. Entitled "Windows", the archives kit is designed for classroom use in a wide range of

subjects from kindergarten to Grade 12. It was developed and produced by a team of Vancouver teachers and administrators working with Vancouver Centennial Museum-Archives and Vancouver Public Library staff.

Norm Duncan, principal of Osler Elementary School and one of the originators, said "Windows" is the result of a district staff committee's determination to come up with a Centennial project that would have lasting benefit for the schools.

"As the Centennial year approaches, the demand for archival material will increase," Duncan said. "And although archival documents are an excellent tool for learning history, they aren't easily accessible to large numbers of students because of their delicate nature. We decided to do something to resolve the problem and provide the city with a lasting Centennial gift at the same time."

Carol-Ann Haycock, teacher/librarian at Moberly Elementary School and over-all coordinator of "Windows", said the project took almost two years to complete. The kit contains about 250 items, about half photographs and half documents, selected to focus on key time periods — hence the title, "Windows" — in Vancouver's history and to concentrate on the themes of transportation, people, economics and city development. The material is also backed up with historical sketches, glossary and maps.

"Our major objective was to produce a mini-archives and to provide every school in Vancouver with a Centennial

gift of lasting resources that would enable students to learn more about the history of their city from original source documents," said Haycock. "We hope it will give students a real understanding and encourage them to look to history for lessons, because history does repeat

itself. We hope it will generate a lot of excitement."

The kits have been supplied to every elementary and secondary school in Vancouver and more than 300 teachers have been introduced to them in in-service sessions.



Vancouver Mayor Mike Harcourt presents False Creek Elementary School with a city Centennial flag in return for the "Windows" archives gift.

Bill 35 new tool to hammer teachers

George North and David Yorke
Bargaining Division

A new piece of legislation appeared on the scene in May, one of a string of measures designed to fence teachers off from the rest of the public sector under special, repressive bargaining rules. It was the imposition of Bill 35, an amendment to the School Act which invites boards to disregard negotiated layoff agreements, and rely on government decree.

What Bill 35 basically does is to impose a so-called "deemed agreement" on layoffs on any local association which cannot convince its board to sign (or renew) a freely negotiated one. In other words, the threat of the imposition of arbitrary rules could be used by boards to sour, or even to ignore, negotiations. It is, as Education Minister Jack Heinrich told the legislature, a "management tool."

At the moment, only two boards — Shuswap and West Vancouver — have used the legislation, and in Shuswap, the laid-off teachers were recalled after vigorous association protests. In fact, there is little doubt that the West Vancouver School Board and MLA John Reynolds were responsible for the legislation, apparently seeing it as a means of removing teachers the school board regards as undesirable.

To illustrate the claim, West Vancouver School Board has terminated a 16-year teacher under the terms of the "deemed agreement" set out in the legislation. The case is currently before arbitrator Louis Lindholm, appointed by the minister of education. Lindholm chaired the 12-month Vancouver Island south arbitration board in which he both refused teachers any salary increase and stripped 1985-86 increments out of the contract. (This wrong has since been righted, but only by teacher job action in Victoria, Sooke, and Cowichan.)

Teachers in Cowichan were forced to their "instruction only" campaign to retain terms of their seniority/severance clause which provided coverage for part-time and temporary teachers and for layoffs only at the end of a school term. A compromise agreement was concluded late in October.

Under the special legislation directed at teachers, teachers under the "deemed agreement" could be laid off at any time with 60 days notice covering any

period of the year, including, summer break. Only 30 days' notice is required to terminate at the end of a school term. Even Bill 3 did not allow for disruptive mid-term layoffs. (The Employment Standards Act prevents the notice period of termination coinciding with a holiday period. When that became a problem to boards using Bill 35, the government simply removed teachers from that protection by cabinet order.)

The deemed agreement included in the legislation provides coverage, such as it is, to teachers on continuing contract whose service is defined as time during which contributions have been made under the Pension (Teachers) Act. Under this definition, part-time teachers not paying into the pension plan accumulate no seniority.

Those conditions run counter to many existing clauses providing coverage of temporaries and part-time teachers with seniority defined on an aggregate basis as against continuous under the legislation. And while most clauses provide that a variety of paid and unpaid leaves do not cause a break in service, the "deemed agreement" says only that "maternity leave, paid leave or paid absence does not constitute a break in continuous service when the leave or absence is followed by re-engagement after the leave or absence was completed."

While these conditions fall well behind those contained in freely negotiated contracts, Bill 35 is most dangerous in the critical area of criteria for lay-off. The "deemed agreement" recognizes seniority as a tie-breaker after "current demonstrated ability" and "qualifications" have been met by two or more teachers.

Negotiated teacher agreements universally provide that "increased length of service in the employment of the board entitles teachers to a commensurate increase in security of teaching employment." Seniority is not, however, the sole factor in determining retention or layoff — teachers retained must have the "necessary qualifications for the positions available," a provision that has safeguarded the interests of the teacher and the school board.

Negotiated clauses have been well understood, and readily agreed to by boards, because the basic layoff text was exactly the same as the wording found for decades in section 153(2) of the School Act. Both sides agreed to carry on that fair, understandable

concept when section 153 was repealed and replaced by Bill 3. It makes no sense to go into a formula that is neither known, certain nor negotiated.

Negotiated clauses in virtually every case provide for referral of disputes to a "joint committee" equally representative of the board and the local association. This sounding board of peers allows for majority resolution of grievances in an informal setting but the government's "deemed agreement" leaves costly arbitration as the only avenue of settlement.

Here are some additional faults in the "deemed agreement", all of them important but secondary to the fact that it virtually destroys the principle of seniority and negotiated agreements:

1. Terminated teachers would not be entitled to information about available positions; they would thus have little chance of knowing whether they had been properly terminated.
2. The "Schedule" appears to require terminated teachers to choose immediately between severance pay and recall rights. Boards and teachers agree that the choice should be delayed to give teachers a realistic chance to assess their prospects, and also to prevent unnecessary expenditures on severance payments.
3. The length of time teachers retain recall rights (one to two years) is cut back from that provided in virtually all voluntary agreements (two to three years in most cases).

There is no good reason why the legislation was introduced, certainly in face of the fact that since 1983 every local and school board at one point had negotiated their own clauses. The position that locals have been taking since it was introduced is that seniority/severance agreements should be settled over the bargaining table, not by abrogating local autonomy and settling for imposition of a piece of provincial legislation.

Bill 35 could undo the results of careful, successful bargaining between school boards and teachers — and destroy that degree of co-operation. It also unfairly singles out teachers for discriminatory treatment and highlights the lack of normal bargaining rights and procedures.

Not only should Bill 35 be opposed but teachers and school boards should reaffirm their commitment to the sensible, generally fair agreements they have negotiated.

What the children of B.C. deserve is the best teaching in the world

The BCTF offers three Professional Development courses for Effective Teaching:

- **Project TEACH:** Every teacher can spend more time teaching and less time disciplining.
- **P.R.I.D.E.:** Every teacher can insure more productive time on task.
- **Teaching Through Learning Channels:** Every teacher can teach better by knowing how they and their students learn.

For more information contact your local Instructor or Bridget Roberts and Dale Kelly in the BCTF Professional Development Division.

Richmond school wins 13 computers

McNair Secondary School in Richmond has won a major computer award for an innovative program aimed at broadening the use of computers in schools.

The Apple Canada Education Foundation has awarded the school an "Apple Macintosh Classroom of the Future", a grant consisting of 13 Macintosh computers and peripheral equipment such as printers. The grant is worth about \$42,000.

"This is the largest award we have given to an educational institution in Canada and it will give McNair school a level of sophistication in microcomputers that many universities have not yet achieved," said Dr. Marv Westrom, chairperson of the Apple Canada Education Foundation and a UBC education professor, in making the award. "We see McNair as a model for integrating computers into all classrooms."

McNair principal Bob Simpson explained that the award is for a proposal from a group of teachers who were concerned that, up to now, computer use in schools had been largely confined to computer science and business classes and who were eager to integrate computers into the teaching of the arts and humanities. As well as introducing students to the uses of computers, the program is intended to stimulate both the logical and creative faculties of students' minds. Specifically, students will learn how to use computers in composition, creative writing, journalism and publishing, art and graphic arts, and music theory and composition. The new computer classroom will also be used by adults in continuing education courses.

"We're not quite sure what is going to happen in this program," said Simpson. "We have a lot of teachers interested in trying new things. To some extent, we'll take our lead from where they go and

modify our ideas and try new approaches as we find out what we can do with the computers."

Dr. Westrom said the board of Apple Canada Education Foundation was aware of this in making the award. "That was one of the things we liked about the proposal. It looks like there is a potential for a lot of exciting things to happen."

More than half of all the foundation's grants have gone to B.C. schools and universities, he said, adding that they

"are awarded on the basis of merit, not geography."

Among other schools receiving the awards were: Westview Junior Secondary School, Maple Ridge, 15 Apple IIe computers for evaluating the use of integrated software in the classroom; Sentinel Secondary School, West Vancouver, two Apple IIe computers to improve the basis skills of handicapped students; and Surrey School Board, two Apple IIe computers to conduct a comparative study of two cultures.



McNair principal Bob Simpson (right) and continuing education director Larry Hillman (top right) watch a student get to work on one of the school's new Apple Macintosh computers.

Minister seeks "consensus" on School Act

From page 3

the legislation requires that provincial control of school district budgets end by July 1, 1986. "Consideration will therefore be given, before that date, to the nature of the taxing authority to be granted boards," he said. "I am confident we can find mechanisms to enable this to occur, which should resolve to a great degree the issue of the erosion of autonomy."

While the public has clearly called for greater consultation, the minister said their responses had not provided "a blueprint for the redrafting of the School Act," a start on which is urgently needed. He said his ministry is considering how the discussion and consultation on revising the School Act might best proceed.

"I hope to announce plans for the establishment of these procedures with the goal of producing a re-drafted School Act," he said. "It is not as clear as it was one year ago that this can be achieved in a short period of time. We must heed the call for careful consideration and consultation that arises from the report."

Heinrich said he recognized that there was a 25-year-old commitment to revise the School Act but said lack of agreement had held it up.

"I want a consensus document," said the minister. "That has been my style for a long, long time, to try to establish it if at all possible. So, it's going to take a little longer, people, unfortunately."

Heinrich also addressed the issue of whether principals should be members of the BCTF in his talk and later in answering questions. He said the problem was lack of consensus, suggesting

that if he met with any 15 members of the BCPVPA he could predict that "one-third of you will say 'out', one-third of you will say 'in' and one-third of you will say 'well, we want a little of both.'"

"Now if I'm going to move in the area of some degree of consensus, which is my object, then I am not going to take hammer in hand and made a move," he said. "You have got to provide some degree of leadership yourselves."

Later, during discussion, he questioned whether administrators were asking him to solve their problems with the BCTF, but the audience responded, "No."

"I don't quite understand why you cannot come to grips with your issues with your own association," said Heinrich. "Now if there is a strong recommendation that comes to government from your association, I think it is incumbent upon us to review it. Now I won't say any more than that. I will say this thing though, you remember earlier I made reference to the School Act. I want to put together a group of people who I guess are going to work for 12 months anyway and come in and make recommendations to government on revisions to that document related to the School Act. . . . That may be the place to do it."

Questioned on the issue of the dismissal of elected school boards in Cowichan and Vancouver, Heinrich said the action was not punishment for opposing the government but that they had flouted the law and that precedent could not be tolerated. He went on to say that the government-appointed trustees would not be a model for the province in

the future: "There will be elections in Cowichan and in Vancouver."

On the increments issue, one principal pointed out that teachers view the payment of increments as a contractual obligation of boards and asked the minister for his perception of the matter.

"My view is that the funding is available within boards to address that issue," Heinrich said. "When it's going to be paid, what timing — that's something for the local teachers' association and the board to resolve."

But he went on to remind the audience that the Compensation Stabilization Program legislation takes primacy over all contracts, so the issue comes down to an analysis by the CSP office. "It seems to me," he added, "that there was one particular case where [a board] said there was not any money, they didn't have the ability to pay for increments, the board still honoured that contract. And I think that that was the correct resolution."

Asked to clarify his recent statement that the government had achieved its provincial PTR goal, Heinrich said his ministry has concluded that the earlier target of 19.1 is not required and is satisfied with the present average PTR of 18.1.

"I think we have accomplished what we set out to do," he said. "So there is no concern about moving from 18.1 to 19.1. That's not what I'm looking at. But the only caution I have to add is, that now that we have accomplished this, we can't just turn around and let things spiral again. Some degree of control is required by all of us."

Poverty Game helps teachers understand plight of students

I'm a single mother with two children, unable to find work and on welfare. I receive \$770 per month. After paying rent, light, heat, telephone, medical and dental expenses, what is left over goes for food and all other expenses — bus fare, clothing, newspapers, soap, toothpaste, stamps.

Last July my daughter asked if she could take swimming lessons at the local recreation centre. It would cost a total of \$40 for four months. It broke my heart but I had to say no. I knew if we spent the money on swimming there would be none left for food . . . yet on July 29 I ran out of food completely. I felt so frustrated and guilty. I had done everything I could and I hadn't been able to support my family properly. So when my daughter Katie's birthday rolled around in August, I couldn't continue being so hard on my kids. I bought a "My Little Pony" for \$10. Then on August 22 our cat was hit by a car and required \$48 for a life-saving operation. I still can't believe that I said no and let her die. But I did. Being out of food for three days was bad enough. If I had paid the \$48, we would have been out of food for a whole week. Ironically enough, despite my best efforts we ran out of food on August 27. Fortunately, thanks to the food bank and the fact that I asked my friends for some meal invitations, we managed to have almost enough to eat.

The two months I have just described were not actual months of my life — they were part of a learning experience I went through by participating in "The Poverty Game". "The Poverty Game" is a workshop geared to people who work and interact with those living in poverty. As the above shows, you literally live through the experiences of people in poverty. You are forced to make decisions that are agonizing. You are subject to circumstances beyond your control. You understand what it feels like to deny your children the most simple things. It is scary, frustrating and it makes you angry. But most of all it gives you an insight into a world that is the norm for many of your students and their parents.

I strongly recommend that PD, Status of Women and Racism chairpeople, staff reps and individual teachers bring this workshop into your staff and district professional days and into your committee meetings. The only costs are expenses and honoraria for the workshop leaders who come with the game. For more information, please contact:

Gus Long, 8084 11th Avenue, Burnaby V3N 2N7 (526-3257); Leslie Black, First United Church, 320 East Hastings, Vancouver V6A 1P4; (681-8365); Linda Marcotte, 102-1701 130th Street, Surrey V4A 4A2 (536-8719).

Mel Lehan
UTAC Coordinator

B.C. Peace Educators hold founding meeting

Peace Educators of B.C. are holding a founding meeting on Saturday, November 16, 1985, at the Vancouver Teacher Centre, 123 East 6th Avenue. All teachers interested in peace education are urged to attend the meeting, from 9 a.m. to 1 p.m., to play a part in determining the shape of this new organization.

Urgent request for information

Anyone knowing the whereabouts of Cheryl Leslie Barnett Mederake or Adina Cannan is requested to contact BCTF executive director Bob Buzza immediately.

Former BCSTA president:

Trustees need a new organization

Condemning the B.C. School Trustees Association for acquiescing to the government's elimination of school board autonomy, former BCSTA President Bill Lefaux-Valentine has called for the formation of a new trustees organization.

Lefaux-Valentine made the comments in a keynote address to the B.C. Parent-Teacher Conference in Vancouver on October 18. It was a hard-hitting speech in which he emphasized the importance of local democracy and attacked the provincial government for undermining the quality of education by cutbacks and increased centralized control.

Despite some public protests, Lefaux-Valentine said boards generally failed to put up a strong defence against the gov-

ernment stripping their decision-making powers in collective bargaining and budgeting.

"Most boards, with some noticeable exceptions, acquiesced to the government's dictates," he said. "Sure, there were some symbolic gestures by some boards, but in the final analysis, I'm damn sure that historians are going to conclude that a majority of the boards were not prepared to go beyond rhetoric."

Far from standing up for local autonomy, he said the BCSTA became "a compliant actor in the government's predetermined script." He went on to criticize the BCSTA for failing to protest the dismissal of Cowichan and Vancouver's elected school trustees and the minister's refusal to hold board elections in those

BCSTA criticizes government for denying board elections

The president of the B.C. School Trustees Association has expressed acute disappointment over a decision by the minister of education to deny school trustee elections this fall to the people of Cowichan and Vancouver.

BCSTA president Dr. Eric Buckley said he does not understand why there must be a delay in restoring electoral rights in the affected communities.

Buckley, referring to government initiatives to rewrite the School Act, said the people of B.C. currently face what promises to be one of the most critical periods of public debate and education reassessment in the province's history.

"The significant discussions which are about to take place could bring fundamental change to B.C.'s system of public education, and the government's decision not to permit elections in Cowichan and Vancouver means that two entire communities will be shut out of the process because they will not be represented by duly elected trustees."

Buckley said the elections veto would appear to be punishment for the "rebellious" trustees. "Whether or not you believe that the former Cowichan and Vancouver trustees should be punished, there is absolutely no reason to punish the electorates of those districts."

Letters

TERM seeks to offer new leadership style within federation

There is a new movement of energy and enthusiasm in the BCTF. It's called the Teachers' Educational Reform Movement. TERM is positive, pro-active, reform-minded and offers a new style of teacher leadership for the federation. This leadership will focus on shifting from a defensive stance to a creative stance, leading the way for the federation to be on the leading edge of the educational reform movement.

TERM consists of BCTF members who are committed to achieving the historical objectives of the federation which include fostering and promoting the cause of education, raising the status of the teaching profession, and promoting the welfare of teachers. TERM members believe that the federation should be devoting equal resources and energy towards all these objectives.

TERM believes that we must convince the public and the government that the public education system is a sound investment that warrants continued support. Our best means of influencing changes in the education system is by initiating positive discussion with the educational decision-makers of the province.

TERM has adopted a number of policy positions some of which include aggressive support for professional development, full bargaining and professional rights, public relations activities that will enhance the status of the teaching profession and public education, and initiatives to improve the quality of education. TERM is committed to promoting measures that will make teaching a recognized profession.

TERM is guided by a steering committee that was elected by a general meeting. This committee is working towards achieving the objectives that were adopted by the general meeting for the 1985-86 school year. These objectives include the organization of a province-wide communication network, the identification and election of local AGM delegates that support TERM policies, and the identification and election of BCTF Executive Committee members that support TERM policies.

If you are interested in participating in this positive movement to make the BCTF more effective in advancing the professional and economic objectives of the membership send \$10 along with your name, address, phone number, and local association name to TERM, c/o 706 Millyard, Vancouver, B.C., V5Z 4A1.

Mike Lombardi
TERM spokesperson
Vancouver

Ministry and trustees should join broad-based education commission

On Saturday, September 21, I participated in the Setting Course Conference organized by the Education Review Group. For a politician it was unusual to say the least, to spend a day discussing educational matters in an apolitical, non-partisan setting. It was certainly "educational" and informative.

Since becoming leader of the B.C. Liberal party in March 1984, I have been calling for the establishment of a broadly-based commission to review public education in B.C.

I applaud the work done by the group who organized this conference, espe-

cially the B.C. Teachers' Federation, who have had the courage and commitment to provide the seed money to get this process under way.

I certainly hope that other groups with responsibilities for public education, especially trustees and the Ministry of Education, will now join with you in this worthwhile effort. Our provincial cousins from Saskatchewan described very clearly how such a review can be carried out successfully with cooperation, commitment and trust. In British Columbia we have the talent and the resources. We only need the common sense to learn from their experience.

We must. Our children deserve nothing less.

Art Lee
Leader
B.C. Liberal Party

What's happening now is that the deck chairs are being rearranged," he said, "a new band has been hired, we'll hear some new tunes, but the Titanic is on course."

They also found that parents believed that the two most effective methods of home/school communication were by a direct approach by phone or in person and through a parent/teacher conference.

Let's Talk About Schools report clearly revealed that the government and Education Minister Jack Heinrich have "a serious credibility problem with the public" and as such the report was a major embarrassment.

"You don't have to read the report very long to realize that the public is expressing a vote of non-confidence in the ability of this government to provide direction for public education in this province," he said.

Now that a spring provincial election appears likely, he said the government is showing signs of desperately wanting to soothe the public and extinguish the angry mood it has created, without making substantive changes.

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Terrace librarians urge continued BCTF support for PSA publications

It has been brought to my attention that funding for some PSA publications will no longer be available. While I realize that the BCTF is facing some financial difficulties, and while I am also aware that much discussion and consideration was behind this decision, I am very disappointed that this step has been taken. On behalf of the Terrace District Teacher-Librarians Association, I would ask you to reconsider your decision. This request is based on three factors:

- *Young Relationships*, a BCTLA publication, has been used extensively both for book talks and as a supplementary selection journal. Our PSA looks to these publications as valuable teaching aids.

Communications study finds parents value personal contact most

If schools want to communicate more effectively with parents they have only to fully use the traditional method: direct personal contact.

Expensive public relations efforts are neither necessary nor likely to be effective — parents want to get their information first-hand from principals and teachers.

This is the main finding of a study conducted by Abbotsford teacher Juleen Cattermole and Dr. Norman Robinson, professor of educational administration at Simon Fraser University. The results are reported in the September 1985 issue of *Phi Delta Kappan*.

Cattermole and Robinson sent copies of a home/school communication questionnaire to 400 Abbotsford parents and received 215 (53.8 per cent) usable responses.

The responses showed that "children are both the most frequent source of information about the schools and the source from which most parents prefer to receive such information." Parents also put great importance on report cards, teachers' notes or phone calls and face-to-face interactions. The school newsletter ranked third as a preferred source of school information.

Although parents ranked friends, neighbours and local newspapers as among the 10 *most likely* sources of information, they did not rank them as *highly preferred sources*, according to Cattermole and Robinson. "Parents," they said, "like to rely on first-hand sources of information."

They also found that parents believed that the two most effective methods of home/school communication were by a direct approach by phone or in person and through a parent/teacher conference.

- The development of PSA publications involves input from many teachers. Both contributing to and making use of these booklets are an important part of professional development.
- For those of us who live and work away from major cities, these PSA publications bring us in touch with events, ideas, sources of information etc. of which we would otherwise have little knowledge. These publications are an important avenue of information for us.

For these reasons I would ask you to continue funding in this area.

Lynn Turner
President, TDTLA
Terrace

Hard raising children with today's pressures

In reply to Olga Schneider's comment in the September 10 *BCTF Newsletter*, I thought it was clear that the monthly \$5.00 mentioned was for the *landlady*. The student received no regular allowance (*BCTF Newsletter* May 21).

Rural children went barefoot in summer, but this was taboo in high school.

There were pressures in those days to smoke and drink, especially on the girls, as the double standard was much alive at that time.

Responsible parents of today have a difficult task, as there are so many "permissive" parents around. While the TV programs can be monitored, it is hard to overcome the influences outside the home.

R. Skoda
Retired teacher
Ucluelet

TPS: your problem-solving service

Each year hundreds of teachers seek help from the Teacher Personnel Services Division in dealing with problems in their professional lives.

Members call directly or are referred by local officers, with requests for assistance on a wide variety of matters. Employment problems — involving transfers, suspensions, terminations, allegations of sexual harassment and misconduct, and criminal charges are one of the main areas requiring staff support. Internal discipline is another major category and the problems there are likely to include such issues as classroom management, unsatisfactory teaching reports, unsuitable or unacceptable workloads and other problems more directly related to teaching. The third major category covers problems concerning professional relations.

TPS also handles many requests from members for information about the School Act and Regulations, teacher liability, and rights and responsibilities. The disposition of charges under the Code of Ethics and the investigation of complaints and appeals are also handled by TPS.

Some problems require only a few phone calls, letters or appointments, while others such as those concerning transfers, suspensions or terminations need extensive work over a long period of time to resolve.

While advice and counselling are

important parts of TPS work, the staff are also skilled advocates and often represent members before school boards and other bodies. They have recently developed materials which are being used to train others in advocacy skills.

The division has a role in administering BCTF policy on legal aid which includes the provision of legal advice

to members on request on "all matters arising out of the members' practice of the teaching profession and on tenure problems relating to such matters." Members of TPS staff meet the majority of requests for advice and aid pursuant to this policy.

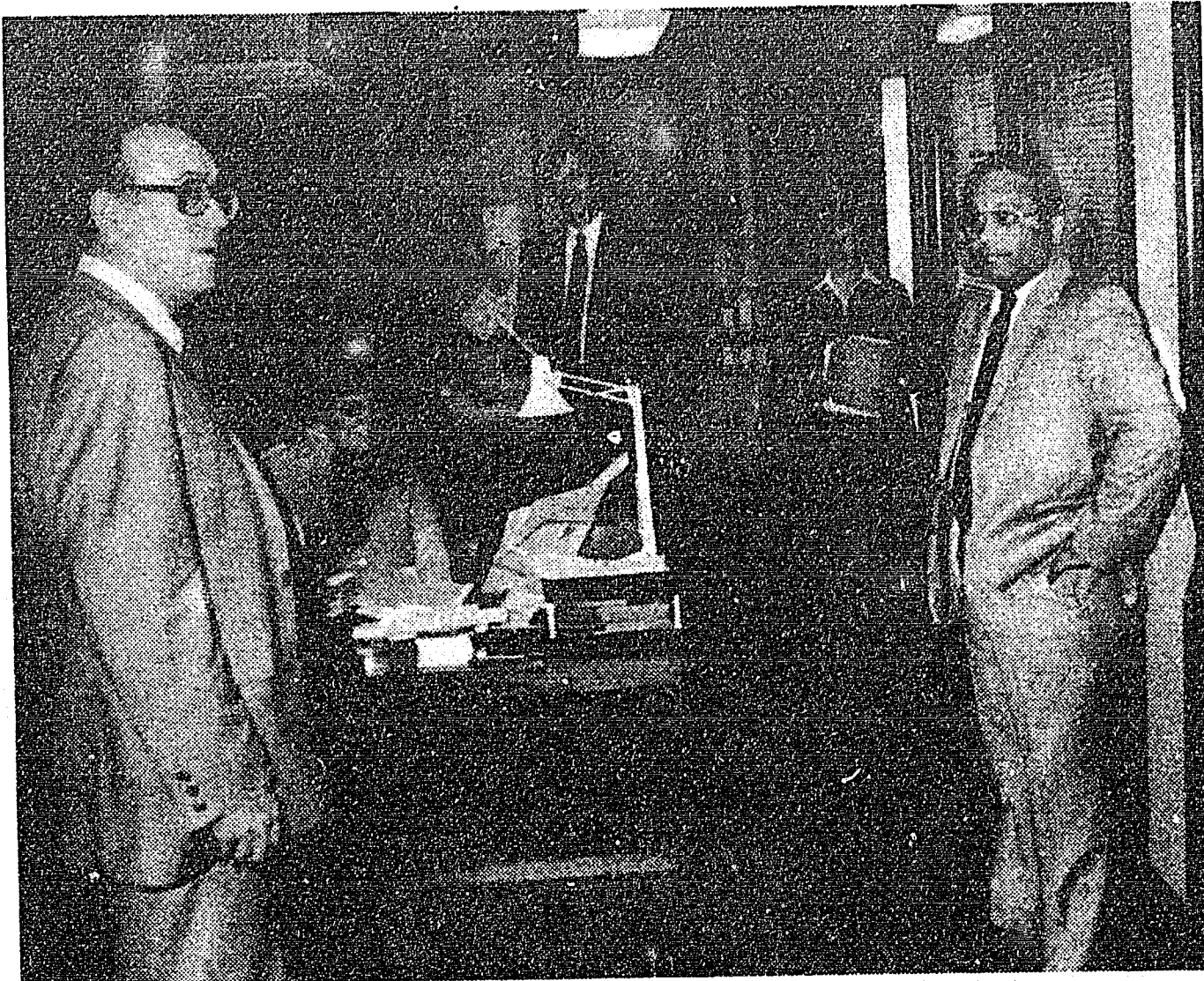
The division is responsible for coordinating the activities of, and providing staff support to: the Committee

of Ombudspersons, Investigation Committee, Judicial Committee, Federation Appeals Board, Professional Relations Advisors Committee and the Teacher Personnel Committee. The staff also maintain staff prime contact responsibilities for the Fraser Valley Zone.

The Teacher Personnel Committee meets on a regular basis to deal with policy development in matters of tenure and personnel practices. The 1985 AGM approved policy on the summative evaluation of teaching which had been developed by the Teacher Personnel Committee. The committee will also be directing its attention to such areas as the development of programs to assist teachers in diagnosing their professional practices and improving their teaching effectiveness. Work continues in the development of clauses concerning personnel practices to be recommended as bargaining objectives.

In the 1984-85 school year the demand by members and locals for the services of the TPS division increased in some areas by 100 per cent over the previous year. The staff complement has been increased by one administrative person and one support person. Since the economic and social climate show little indication of improvement for the near future, it looks like the demand for services by TPS will remain high.

Teacher Personnel Services Division



Teacher Personnel Services staff (clockwise from the right) include director Mohammed Shamsheer, lawyer Des Grady, secretaries Mary McClure and Leona Dolan, assistant directors Ralph Sundby and Christina Schut.

Strong, united action pays off

From page 1

president Lorraine Walsh, several local members "spoke eloquently" in support of immediate payment of increments.

The local and board quickly worked out a memorandum of agreement that increments would be paid but the proposition was rejected by CSP commissioner Ed Peck, apparently on the grounds that the six-month contract had not been reopened and the 12-month agreement was not settled. The board at a later meeting reiterated its willingness to pay increments but at last word was seeking settlement of the 12-month agreement, now back in the hands of the parties as a result of Peck upholding the trustees' claim of inability to pay a 2.5 per cent arbitrated salary award. In the meantime, September and October increments were included on teachers' October cheques with a note attached stating that it was contingent on an 18-month agreement.

Sooke teachers dropped their "instruction only" campaign following membership acceptance on October 28 of a settlement that includes increments and .5 per cent on grid effective January 1, 1986.

Two of the most difficult conflicts were resolved during the week of October 22 when Maple Ridge and Mount Arrowsmith (Qualicum) teachers negotiated acceptable deals after carrying out "instruction only" campaigns that started when school opened in September. Maple Ridge president Drusilla Wilson reports that her membership has won the payment of increments and a 1.3 per cent salary increase effective June 30, 1985. Mount Arrowsmith teachers, local president Kay Howard said, settled for restoration of 1985-86 increments lost in arbitration in addition to 1.44 per cent on grid, effective last January 1. As part of the deal the local has agreed to regular classes with special emphasis on individual tutoring of students who may have fallen behind in their academic pursuits. In addition, special tutoring will be available at lunch time and after school, and parent-teacher conferences scheduled for November 27 will be held over a one to two-week period.

Cowichan teachers scored a significant success late in October when revised terms of their seniority/severance agreement were negotiated following several sessions at the bargaining table.

Initial position of the board (government appointee Cory Holob) was that the local clause was out and that the "deemed agreement" under Bill 35 was in, a position overwhelmingly rejected by teachers. The trustee's action confused the situation but teachers decided to continue their "instruction only" campaign, initiated in a successful effort to have increments restored.

Hope teachers were well into their "instruction only" action when the teachers and board reached agreement in late October over terms of an 18-month contract which includes a 1.75 per cent grid increase effective November 1, 1985 plus an improved transfer clause. The six-month salary award was due for arbitration November 2 but the local had previously announced its intention to boycott the proceedings in its determination to achieve a negotiated agreement.

Surrey teachers, the only ones still on a work-to-rule in the first few days of November, also in support of a negotiated contract, have settled at .56 per cent for the first six months of 1985 and a further .83 per cent effective January 1, 1986. The latter figure, arrived at during a long mediation and negotiation session November 4, was approved by a general meeting next day, bringing an end to the local's work to rule campaign. Many messages of encouragement and backing have come from other teacher locals.

New Westminster, reported earlier as a 1.45 per cent grid settlement plus increments is back in negotiations following word that the board had concluded the six-month period with a surplus that was much larger than originally anticipated. The board has offered an additional increase.

Chilliwack teacher and school board representatives spent Saturday, November 2, re-arbitrating their six-month salary

award of 2.65 per cent sent back by CSP commissioner Peck with instructions to keep it to 1.7 to 1.75 per cent including increment costs of .22 per cent. The school board has been arguing inability to pay despite a \$123,947 six-month surplus.

Grand Forks local has settled its 1985-86 agreement with increment payment to start on November 1, making it the only district in the province to settle for less than full payment of increments. The local has been receiving 1.5 per cent on grid effective January 1, 1985.

In addition to those already named, locals still without a full 18-month contract settlement include Burnaby, Prince George, Revelstoke, Agassiz-Harrison and South Okanagan, the latter two depending on final figures for locals in their respective zones.

Revelstoke teachers have reached the end of their rope, refusing to talk further over a .6 per cent re-arbitrated award sent back to the parties by Peck; teachers regard the situation as farcical.

Locals carrying out "instruction only" campaigns have voiced their appreciation for the support they have received from other locals and some athletic and other groups. This unified position in support of such basic issues as payment of increments and negotiated contracts has been a key factor in the settlements so far achieved.

Notice of decision of the BCTF Judicial Committee

Notice of a breach of the BCTF Code of Ethics is given subsequent to the expiry of a 60-day appeal period set in accordance with BCTF procedures (31.D.18).

On May 9, 1985 the Judicial Committee of the BCTF heard a charge under clause 8 of the BCTF Code of Ethics against Laurie Corraini, teacher in Lillooet. The charge was based on Ms. Corraini's application for and acceptance of a position that had been placed in dispute by the federation Executive Committee.

The Judicial Committee heard sufficient evidence to support the charge and found Laurie Corraini guilty of a breach of clause 8 of the Code of Ethics. After consideration of the facts of the case, the Judicial Committee attached no penalty to the finding of guilt.

Task force on principals seeks more submissions

The Task Force on the Membership of Principals in the BCTF is seriously interested in hearing from any member who has an opinion pertinent to its consideration. The task force has already received a substantial amount of documentation and argument, but is sure that there are many others whose views should be considered.

Please forward, however informally, your considered opinion on this subject to the task force c/o Shirley Cox at the BCTF before November 20.