

BCSTA, superintendents join funding protest

Both the school trustees and superintendents' associations have joined teachers in condemning the government's newly announced "Fund for Excellence" as totally inadequate to meet the needs of the public school system.

What is urgently required from the government, the two organizations have declared, is not funds for special new

projects, but increased allocation of general operating funds to:

- at least maintain present service levels, preventing further impending cuts or residential tax increases;
- and preferably to begin restoring services and resources eliminated by the restraint program.

"What the system is most in need of

today is sufficient funds for recovery of service levels to an appropriate degree before we can consider new programs, such as the Fund for Excellence," B.C. School Trustees Association President Eric Buckley told a news conference following a special meeting of school district representatives. "We are not even able to maintain present service

levels at the level of fiscal framework funding that has recently been announced. And there is no possibility in general of increasing service levels without increasing taxes."

That is the BCSTA perception of the situation, "but the government's perception of the facts is markedly different,"

See "Schools" page 3

BCTF Newsletter

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New funding totally inadequate

Clarke denounces gov't "image-making"

BCTF President Pat Clarke has denounced recent government announcements on education as pre-election "image-making" that offers no substantial improvements to a cutback-damaged school system.

On the contrary, he charged that the reality behind the image was "another thinly-veiled round of teacher-bashing."

What sparked the federation president's attacks was the stark discrepancy between glowing statements Premier Bill Bennett made in a televised speech on February 5 and the harsh reality of the government's recently-announced fiscal frameworks for 1986-87 which virtually freeze school board budgets at last year's level.

Clarke said this means that, because of salary commitments, the province's school boards:

- face a combined budget shortfall of about \$80 million;
- and can only overcome this shortage by eliminating another 2,000 teaching positions, by raising homeowners' taxes or by a combination of these actions.

"My prediction is that, because teaching staffs are already cut to the bone, many boards will be forced to raise property taxes, which is exactly what the

government wants," he said. "What they're clearly trying to do, once again, is to make teachers' salaries a political issue — so that, in effect, our salaries are decided by public opinion."

BCTF analysis of the new fiscal frameworks indicates that:

- 36 of the 75 school districts have had their budgets cut from the 1985 levels;

- ten of those districts have had their budgets cut by 3 per cent or more;

- and the total increase for all board budgets is only .7 per cent, or about \$11 million.

(As his first official action, new Education Minister Jim Hewitt announced he was giving boards an extra \$15.5 to cover "non-salary inflation." But Clarke pointed out that \$4.6 million of this was simply a continuation of phase-in grants given boards last year and, as that was not new money, the true increase was only \$11 million.)

The new government figures reveal that the government has, in effect, told school boards that it will only pay teachers' salaries at the 1984 levels. This is because the government has used the 1984 average teacher salary as the key cost figure in the fiscal frameworks. This also means that the government is not recognizing the average 1.3 per cent pay increase teachers won through negotiation or arbitration in 1985, nor service increments or pay increases for improved qualifications — nor the possibility of teachers' gaining salary increases in 1986.

Clarke pointed out that the government is thus telling boards that to meet any increased salary costs over the 1984 level that they will either have to cut staff or raise property taxes. He said the federation estimates the extra salary costs total about \$60 to \$65 million.

Prior to this announcement, in his February 7 speech to the RA, Pat Clarke ridiculed the government's image-building campaign, newly-launched to make-over the premier's previous election image of "the tough guy" into a new macho one of "the helmsman", firmly in control "steering the ship of state through turbulent waters, straight and true."

As part of this, he noted Premier Bennett's announced intention in his televised speech to provide more resources for education, particularly for computers ("great image-makers ... they're progressive, forward-looking, innovative and they're macho") and textbooks, was clearly designed to give the impression of a great deal of good work being done for education, when in fact little was being done.

"It is also, as an image-making campaign, yet another thinly-veiled round of teacher-bashing," said Clarke. "Consider this: what the government is saying — admitting, in fact — is that the school system needs more money, so they provide more money but it is for things, not for people. I think that's a little bit like

See "Gov't playing" page 3



BCTF President Pat Clarke, at the throttle, ridicules in an RA speech government attempts to create a new strong image for the premier as "The Helmsman."

New fund wide open to politics

Any increase in money for education is appreciated, but the government's new "excellence fund" does not begin to meet the need and the sharing scheme is wide open to political manipulation.

That, as expressed by First Vice-President Elsie McMurphy, is the federation's reaction to the government's announcement of a \$110 million increase in funds for public schools, colleges, institutes and universities.

Describing the fund as "icing on a cardboard cake," McMurphy criticized the government for failing to make a general increase in education operating funds to restore the public education system to health after the battering it has taken from restraint.

On February 11, Premier Bill Bennett announced that education would get an additional \$110 million in operating funds for 1986-87 from a new Fund for Excellence in Education, the first allocation of a three-year program. He said the

fund was designed to support "special initiatives to improve the quality of instruction ... respond to economic development opportunities, modernize facilities, and increase efficiency in the system."

Bennett said the granting of the funds would be "approved on a merit basis by cabinet." The priorities, he indicated, would be those identified by the "Let's Talk About Schools" process: computers, teacher training, language teaching (including Asian languages and English as a Second Language) and the upgrading of curriculum and textbooks.

"The money is welcome — we need the money — but the way the money might be applied is of great concern," said McMurphy. "It's wide open to political manipulation. On some basis, on the basis of 'merit' — who knows what that is? — the cabinet is going to decide who gets the money."

See "Fund" page 3

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



BCTF protests plan to cut back regional NFB library service

The BCTF is joining a nation-wide teacher protest against major cutbacks in National Film Board regional library services.

At its January 16-18 meeting, the Executive Committee resolved to protest to the federal minister of communications the plan to close the NFB libraries in Victoria and Prince George and called on locals in those areas to similarly contact the minister.

In addition to these two B.C. offices, the NFB plans to close 16 other film libraries across Canada and to reduce available collections in the remaining libraries. This past summer almost all CBC films were withdrawn and the board plans to remove the Canadian Travel Film Collection, probably on March 31. If these cuts are carried out, it will deprive many teachers of access to about 300,000 films.

Individual teachers can add their voice to the protest by writing to: Minister of Communications, 300 Slater Street, Ottawa, Ontario K1A 0C8.

ERIBC to close — victim of government restraint

The Educational Research Institute of British Columbia has become the latest victim of government economic restraint in education.

At a special ERIBC general meeting December 19, 1985, a unanimous decision was taken by the board of directors to voluntarily dissolve the research institute on or about March 31, 1986.

"This decision was reached after careful scrutiny of the financial situation of ERIBC," Executive Director Audrey Sojonyk said in announcing the closure. "The institute is unable to sustain its operations as a result of the prolonged substantial loss in revenue owing to restraint programs within education, compounded by the loss of our government grant on April 1, 1984 followed by the notice received from the Ministry of Education of its decision to internalize the administration of the provincial Grade 12 examinations program previously undertaken by ERIBC. With a limited client base and inadequate lead-time to secure other major sources of revenue, the institute's board has concluded that we have little choice but to go out of business as an institution."

The institute will continue with its planned test scoring and reporting services, research and evaluation studies and English Placement Test administration until the date of dissolution.

Inflation bites 10% from incomes

The case for a substantial salary increase was presented to teachers attending the February 8 session of the Representative Assembly in a report from the BCTF bargaining committee. Real incomes of B.C. teachers have drifted steadily downward over the past three years, falling approximately 10 per cent behind the inflation rate. Moreover, salaries have declined steadily in relation to teachers' salaries in other provinces — a gap that is widening as they record steady increases while their B.C. counterparts make little or no progress. For example, Edmonton teachers have settled for 7 per cent over two years, while Nova Scotia teachers are getting 10 per cent in the same period.

Some local associations have begun bargaining for 1986-87 contracts, focusing on seniority/ severance agreements first, with some indication at this early stage that clauses will be rolled over for 1986-87 with only minor or no changes.

While locals are concentrating on security clauses, they are including a range of objectives in their bargaining package along with increases that will

Editorial

Professional rights essential

The success of the BCTF masks its paucity of rights. Public and press assume that the BCTF has legal rights which it chooses not to exercise. The reality that B.C. teachers have no control over entry into their profession and little control over members once they are employed is disbelieved. The history of the BCTF is marked by unsuccessful tries at asserting some professional control.

In 1962 after several years of discussion and committee work, the BCTF Annual General Meeting adopted a plan to categorize its members. The plan divided members into three categories: "professionally certified teacher," "teacher" and "probationary teacher." A Board of Admissions and Review was established to oversee category allocation with an appeal process to the Executive Committee.

Two of the BCTF's most respected members were involved in the plan, Bernard Gillie as chairperson of the Membership Committee and Dave Smith as chairperson of the Constitution and By-laws Committee. The plan had two thrusts. One was to emphasize the need for a high standard of qualification and competence to be classed as a "professionally certified teacher", the other was to have teachers review the competence of their colleagues, if necessary, provide assistance, or, all else failing, withdraw membership.

It never worked. The division of teachers into categories did not sit well with members. In any case, the normal march of events, summer school clauses in contracts, the development of the Teacher Qualification Service, made teacher categorization unnecessary. But the most significant problem was that while teachers could tinker with membership, the profession had no say on certification. Nor could teachers interfere in the legal processes that determined how teachers were hired, evaluated, or fired. Indeed, the BCTF had enough work to do in simply ensuring that teachers got the due process to which they were entitled. By 1968 the plan, that never really got started, died.

It is significant that when the government of the day decided that teachers on "letter of permission" should be BCTF members, the federation was unable to maintain a separate category of membership for them. If government decreed that a "letter of permission" was a form of certification, then persons holding these letters were "teachers" under the definition of the School Act and saved from the "awful" fate of being eligible for membership in a union such as CUPE. They were also members of our "profession."

The 1973 AGM voted for a Teaching Profession Act. (The 1974 AGM adopted, on a permissive basis, a system of collegial evaluation which has been more honored in the breach than in the observance.) The 1976 AGM adopted the achievement of a Teaching Profession Act as a BCTF priority "until accepted or rejected by the minister of education." We made no progress in gaining the kind of act to govern the profession that is the norm for doctors, lawyers, psychiatrists and other disciplines. We are stuck with the limited paternalism of the School Act.

It is the incredible lack of teacher rights in either bargaining or professional control that leads to public incredulity that we cannot do more to police our members. If we did follow through on the initiatives of BCTF policies of the last generation, we would do this in defiance of the law as it has existed and currently exists. This is why we challenge the School Act under the Charter of Rights; this is why the 1986 AGM will debate the recommendations of our task force on bargaining and professional rights.

If, every decade or so, we stir ourselves to pass brave policies at AGMs and never grasp the rights that make responsibilities a reality, we will deserve the public's scorn. The fight for the right to bargain freely with our employers and to control our own profession is also for the right to be held accountable. It's no good saying, "Noyes isn't our problem." We have to fight for the right to take the credit, and the blame, for what happens in teaching.

Tom Hutchison
Government Division

BCTF Newsletter

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CLIVE COCKING Editor

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

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

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Quality of education conference to highlight teacher professionalism

The BCTF is sponsoring a major conference on quality education and effective schools to be held in the Hotel Vancouver on March 7-8.

The winter RA agreed to sponsorship of the conference as a means for the federation to publicly demonstrate leadership in the examination of the vital issues of appropriate learning and working conditions and the right of teachers to be self-directed professionals.

In discussing the proposed conference, the assembly was warned that the government had a clear agenda for education which was aimed at further restrictions on teachers' rights and autonomy through such measures as restricted teaching certificates and mandatory upgrading — all to further scapegoat teachers for the government's own inadequate support for education.

The idea behind the conference is to publicly highlight the willingness of teachers to meet society's changing expectations and to continue with professional development, while also demonstrating the need for adequate funding and resources and more teacher control over decision-making on curriculum implementation, assessment, teaching practice, evaluations and administration.

Audit to document impact of cutbacks

The BCTF is going to conduct a detailed province-wide audit of the impact of restraint on public education.

The winter RA authorized the Executive Committee to begin the project and charge its cost to the reserve fund.

The objectives of the project are to:

- produce a district-by-district profile of cutbacks and loss of services;
- generate a base-line report on four years of cutbacks for use by the proposed public commission on education;
- and to provide material to be used in the next provincial election to publicize the effect of restraint on public education.

The study would examine such areas as financing, staffing, learning and working conditions, special needs, student expectations, comparisons and decision-making.

"Holocaust" workshop offers introduction to a new curriculum

A workshop dealing with the Holocaust will be presented by the Canadian Jewish Congress, the Standing Committee on the Holocaust and the BCTF Program Against Racism (PAR) on March 9 and 10, in Vancouver. For secondary teachers seeking resource materials, speakers and workshops on the topic, this is an excellent opportunity to be introduced to a new curriculum. For further information contact your district PAR contact person or PD chairperson, or June Williams, co-ordinator, BCTF Program Against Racism.

Ministry seeks teachers willing to retrain for French immersion

The Ministry of Education is receiving applications from B.C. teachers for a French Immersion Teacher Retraining Program. Essential qualifications: valid B.C. teaching certificate and B.C. teaching experience; current proficiency in the French language (this is not a French language training program); availability on a full-time basis from Sept. 1986 to Aug. 1987. Application deadline March 15, 1986. Candidate selection May 1986. Write: M. Skapa, Modern Languages Branch, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 2M4.

Cut-back schools need entire \$110 million

From page 1

said Buckley, adding that the association had tried without success for the past year and a half to get the government to sit down, examine the issue and come to agreement on the true situation in education.

Consequently, he told reporters, the special BCSTA meeting had called on the association to engage an independent agency to determine the facts about current service levels and what funding is needed to maintain those levels. He said such bodies as the Organization for Economic Cooperation and Development and the B.C. Institute of Chartered Accountants had been cited as possible examiners and that the BCSTA executive would act on the directive at its next meeting on February 27-March 1.

Earlier, in a meeting with Premier Bill Bennett in Kelowna on February 14, Eric Buckley presented the premier with a BCSTA brief which disputed the government's claim that the Fund for Excellence was a significant injection of money into education and objected that the highly-publicized program was raising public expectations that could not be fulfilled under present financial arrangements. (The meeting was not very productive, Buckley later admitted, as the premier was belligerent and accused Buckley of being confrontational.)

The BCSTA brief pointed out that, with public and post-secondary education currently funded at \$2 billion per year, a \$110 million Fund for Excellence, which is to be shared among all those institutions, cannot go far to meet the needs of the system.

"Fundamental arithmetic ... reveals that the entire \$110 million is serviced for public schools only, just to cover a portion of increased operating costs brought about by inflation," the brief said. "The reality is that service levels will have to be cut under present funding arrangements even with absolutely no increases in employee salaries. These service cuts run entirely contrary to wishes expressed by the electorate in

your government's *Let's Talk About Schools* report."

The BCSTA went on to note that, while "your government has made it abundantly clear that absolutely no funds will be forthcoming for salaries or increments," school boards are under a legal obligation to pay a 1.5 per cent increase for teacher service increments. "Thus the announcement implies that government is directing further reduction in services and layoffs of school district personnel in order to achieve balanced budgets," the brief said.

Reminding the premier that boards also face a \$3 million expense for binding arbitration, the trustees urged: "If it is government policy that salary increases are out of the question, then please state it clearly and publicly and put an end to employee expectations that salary increases are possible (the \$3 million would be more profitably spent in the

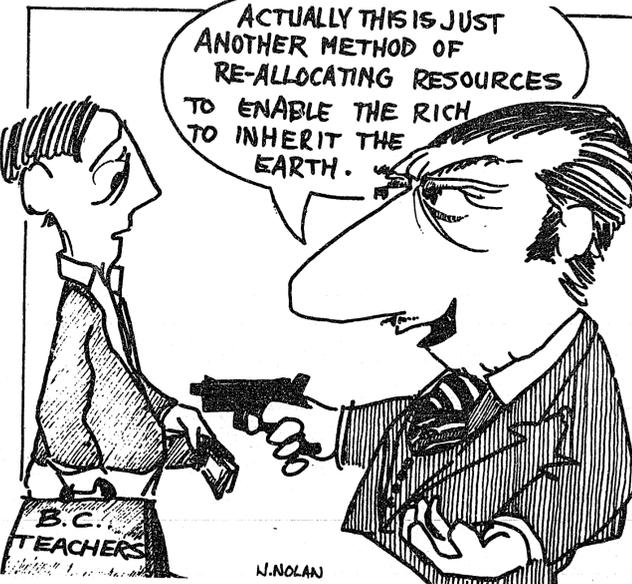
classrooms of B.C.) We find it deplorable that school boards should be expected to help in perpetuating the ruse that there can be any good-faith collective bargaining with employees under these conditions."

Stressing that it was not in favour of suspending free collective bargaining but in favour of a clear resolution to the problem, the BCSTA called on the premier to either:

- "fund the increments and the salary increases that would undoubtedly emerge from a fair and honest system of collective bargaining,

- "or take immediate legislative action to suspend the bargaining process and place a freeze on all compensation increases to school board employees.

"A decision not to take one of these actions can only be interpreted as a government intention to initiate confront-



Gov't playing politics with teacher salaries

From page 1

suggesting that the school system works something like the Skytrain — no operators.

"Unfortunately, classrooms full of children cannot be put on automatic pilot. What the image-making says to me is that the people in the system are not important. The fact that our working conditions have deteriorated, our salaries have been frozen for so long that they are dehydrating, demoralization has set in, none of this matters because either we are not important or we deserved it all anyway."

Failure to improve teachers' salaries and working conditions, he warned, is "a recipe for the demise of a viable public school system."

Clarke warned that with school boards having access to taxation on residential property restored by the government, teachers could expect to be pilloried for their salary demands forcing higher property taxes.

"I must tell you that this taxation scam is particularly obnoxious when one considers the remarks of our minister of education [Jack Heinrich] just over a year ago, when he stood four-square for equality in education," said Clarke. "At that time he said this about relying on property taxes to make up shortfalls in district budgets:

While permission to tap the residential tax base might be appealing to districts like the Gulf Islands just now there are many other districts that would find such a move totally unacceptable. You can understand how, in a very short period of

time, the province would develop two distinct levels of education because some districts were prepared to augment the provincial funding levels and others were not prepared or were unable to provide the added funds. Such a development would be unacceptable.

"More than almost anything I have yet seen, I think that bit identifies what the government is up to as pure political

sophistry. Last year a reliance on property tax would create inequities. This year, with the same general funding situation prevailing — no real end of restraint — it would appear that the political agenda has it that local autonomy is the main consideration. Personally, I think it is a set-up, it's a sucker play intended not only to make our salaries a public issue but also, given that increases

Fund merely "icing on cardboard cake"

From page 1

In comparison with the need, it's not a great deal of money, she said, noting that the total is now down to \$94.5 million to be shared by public schools, colleges, institutes and universities.

Jim Hewitt, the new education minister, on February 12 announced without consultation the first allocation from the new fund, \$24.5 million to cover non-salary inflation, special education enrolment and higher costs of supplies, transportation and energy. He said this amount had been adjusted by student enrolment figures which, despite increases in some districts, continue to decline overall. As a result, he said, the net increase in school board operating budgets for 1986-87 will be \$15.5 million to meet increased costs. (But BCTF analysis shows that, with \$4.6 million of this as continuation of phase-in grants, the actual increase is only \$11 million.)

McMurphy pointed out that B.C.'s school districts are underfunded by far

more than \$94.5 million — Vancouver alone faces a \$8 million deficit.

"It's all very nice to have this little bit of icing on a cardboard cake, but what's underneath?" she questioned. "What are the bases upon which the decisions will be made? What will be the level of funding provided to each district? Where is the fair sharing and where is the local autonomy?"

In his announcement, Education Minister Hewitt said he believed there was a "consensus" in the province that increased funds should go "to improve classroom quality rather than to enhance or increase salaries."

McMurphy disputed, this, stressing that teachers had not been consulted in any such consensus-building. "I think that teachers, trustees and many members of the public," she said, "believe that unless we start to do something about teacher salaries that we will further damage the quality of education that we are able to offer students in the province."

tation between school boards and their employees."

The Association of B.C. School Superintendents, in a statement, also expressed concern regarding the continuing atmosphere of confrontation and criticized the government's school board budgets announcement.

"Specifically, the association urges reconsideration of the decision not to include previously negotiated increases in teachers' salaries, benefits and increments in the fiscal framework," ABCSS said. "Although these increases were negotiated for 1985-86 under the established rules and regulations and were approved by the Compensation Stabilization Board, they have not been taken into account in determining funding levels for 1986-87."

The superintendents pointed out that they support the drive for excellence in education. "Currently, however, increases in funding to ensure basic levels of service must take precedence over dollars devoted to special projects," they added. "Further, the association urges the recognition of the need for stability and predictability in order for school districts to plan for and pursue excellence in education."

In the news conference, BCSTA President Buckley elaborated further on the financial plight of the school system and expressed the belief that the trustees' perception of the problem was correct. In answer to a question, he told reporters that the Fund for Excellence would not be enough to maintain the system, let alone begin the recovery process.

"It would not be enough without increasing residential taxes beyond their present level," he said. "And the percentage of [tax] increase varies from 51 per cent on a provincial average if we get all the \$110 million, to a 118 per cent provincial average [increase] if we only get the recently-announced \$24 million share."

Buckley warned that many economically-depressed communities would not be able to raise residential taxes and so they would have to consider further cuts in services and staff.

in general funding are unlikely, a set-up for boards who go to increasing residential taxes to pay for increased budgets. Such a development will allow the government a political opening either to charge in to once again deny boards the property tax base — now armed with more proof that school boards are irresponsible — or to look like populist heroes by increasing the homeowners' grant. That's vintage Bill Bennett! Heads I win, tails you lose."

Hewitt also said he intended to establish a representative committee to make recommendations within a year on changes to the School Act, an announcement that drew a "here-we-go-again" response from the federation's first vice-president.

"It's deja vu to the nth degree," said McMurphy, noting that education ministers for two decades have consistently made such statements without any result. "It's certainly welcome news but, you know, I'm from Missouri — I'll believe it when I see it."

The new education minister made two further significant statements: that to maintain 1985-86 base funding in the coming year, \$90 million is being transferred (or returned, in effect) from general revenue to public schools to offset last spring's school tax cuts for business and industry, and that, with the return of local taxing authority, school boards will be able to exceed their shareable operating amounts and finance the extra costs by local taxation.

Executive reviewing legal aid policy

The Executive Committee is continuing its review of conditions under which the federation provides legal aid to members involved in child abuse cases, President Pat Clarke told the winter Representative Assembly.

Clarke made the statement in a preamble to discussion of two recommendations on the issue presented by the South Cariboo Teachers' Association.

He told the meeting that the federation is in a difficult position in dealing with this important problem. "On the one hand, we have a duty as an organization to provide protection for the members of the organization," he said, "and at the same time we unquestionably have a duty to protect and advocate for children."

Clarke emphasized that the goal of the legal aid policy is to ensure that members accused of offenses receive due process.

"We do not defend child abusers," he stressed. "We provide people who are accused, or charged with crimes that arise from their teaching, with due process. The policy requires that that aid be provided up to and including the time of trial."

He pointed out that the difficulty with the controversial Robert Noyes case is that his guilty plea has been followed by "a very unusual and very long pre-sentencing trial" which could go on for

another couple of weeks and throughout which the BCTF is bound to provide legal aid.

"The problem of the federation considering the whole problem of legal aid," said Clarke, "is that we have to avoid putting ourselves in the position of being judge and jury before there is any conviction, before the trial ends, and we also have to be careful of not assuming guilt initially — in other words, a guilty until proven innocent kind of approach."

He said he believed that persons who plead guilty to child abuse should, regardless of whether or not their teaching certificates are lifted, be removed from membership in the federation.

"We are, and have been for a little while, trying to revise the provision of legal aid in cases involving child abuse," he said. The executive, he said, is currently considering several complex proposals.

Following this, South Cariboo geographical representative Ajit Bains moved two recommendations, one aimed at removing BCTF membership and denying legal aid to members pleading guilty to, or being convicted of, sexually abusing children, and the other calling for a special committee to investigate means of eliminating sexual offenders from federation ranks.

Bains pointed out that South Cariboo teachers, faced with questions from citi-

zens and parents of children victimized by Noyes, have difficulty giving satisfactory explanations of BCTF legal aid for such a person.

"They resent very much the fact that part of their dues is used to finance somebody who has admitted his own guilt," said Bains. "They would like to see some policies and procedures in place so that we don't have this kind of thing happening in our school system anymore."

There followed a lengthy debate that focussed primarily on changing the wording of the first motion aimed at fulfilling its intent without wrongly deterring guilty pleas or denying accused persons their right to due process. After some amendments that did not fully satisfy the meeting, the two recommendations were referred to the Executive Committee.

The two motions, as amended, read:

- That the Executive Committee develop a process to ensure that any persons pleading guilty to, or being convicted of sexually abusing children, have their BCTF membership revoked and all legal aid withdrawn;

- That the Representative Committee appoint an ad hoc committee to investigate what steps can be taken by the BCTF to eliminate sexual offenders from our ranks.

was entitled to use its powers under Bill 35 to terminate the teacher. He then ruled that the board was justified in selecting Callow, in spite of his seniority and the fact that he was "fully qualified to teach social studies," because of the factor of "current demonstrated ability." Lindholm, a lawyer, determined that the 17-year teacher's performance was not acceptable, based primarily on one principal's unsatisfactory report.

In upholding the firing, Lindholm held that Bill 35 amounted to "a relatively speedy alternate and additional process" for teacher terminations, compared to the usual requirement of fair evaluation under section 123 of the School Act.

BCTF bargainers immediately pointed out that the decision appeared to confirm the worst fears about Bill 35: that it would allow boards to single out teachers and bypass the proper process for determining teacher competence.

The provincial Bargaining Committee is recommending renewal of negotiated seniority clauses as the first item in the spring round of bargaining. There are early indications that many reasonable boards will agree to renew the negotiated provisions. The upholding of the West Vancouver firing of Roger Callow adds a note of urgency to local associations getting the matter settled across the bargaining table.

A trial date had not been fixed as this issue of the *Newsletter* went to press but an early hearing of the appeal is expected.

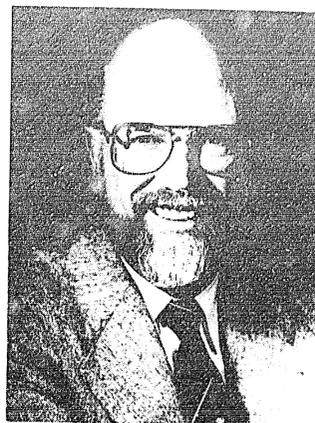
Legal and arbitration proceedings have cost the school board upward of \$50,000 so far in spite of Lindholm's claim that the power to terminate under Bill 35 was supported by a reduction in its budget.

Pensions keep pace with cost of living

Teacher pensions were increased in January by 4.1 per cent, the full amount of the Canadian Consumer Price Index increase as of last September.

Teachers who retired on non-reduced pensions or who are 60 or older received this increase unless they had been in receipt of the pension for less than a year. In this latter case, the increase was pro-rated.

Jim Hewitt named minister of education



Meet your new Minister of Education — Jim Hewitt.

Hewitt was first elected to the legislature in 1975 for the constituency of Boundary-Similkameen. Prior to his appointment to education, he had held portfolios in agriculture, energy, mines and petroleum resources, consumer and corporate affairs and as minister responsible for the British Columbia Systems Corporation.

Hewitt is 53, a registered industrial accountant, and a resident of Penticton.

Volunteer help needed for world seminar on peace education

Are you willing to volunteer your time to help us host an international seminar on education for peace? Are you willing to billet one or more of the seminar participants in your home after the seminar?

The BCTF will be assisting the Canadian Teachers' Federation (CTF) and the World Confederation of Organizations of the Teaching Profession (WCOTP) to plan and host a seminar on "Education for Peace" in Vancouver on August 9-12.

WCOTP, the world teaching body with nine million members in 85 countries, is equally concerned with the professional and trade union interests of teachers' organizations.

Although the WCOTP office is in Switzerland, both the chief staff officer, Norman Goble, and the president, Jim Killen, are Canadians. As Jim is a principal in Vancouver and his four-year presidency of the international body ends this year, it is particularly fitting that the sovereign body of WCOTP, the Assembly of Delegates, which meets every two years, will meet in Regina this summer, and that selected delegates will meet in Vancouver thereafter. The WCOTP Assembly has only met in Canada once before — in Vancouver in 1967.

About 150 delegates from the Regina assembly are expected to attend the Vancouver seminar. Sessions will be in four languages (English, French, Japanese and Spanish). A unique feature of the program will be students interacting with delegates.

We are requesting volunteers for such duties as hosting participants on Sunday, August 10, staffing the information desk, greeting participants at the airport, and billeting participants for up to five days after the seminar (August 12 through 16). If you are interested in helping out, contact Shirley Cox at the federation office for more information, or send us a note, and we'll forward written information to you.

Pension investments gain

As of December 31, 1985 the annual rate of return on the total teacher pension fund of \$1.7 billion was 10.7 per cent. After deducting for inflation, the real rate of return was 6.7 per cent.

Watch the shells, not the hands

Jim Bowman
Director, Government Division

Our man in Victoria, appropriately royalist in bent, phoned me last week. "Le roi est mort, vive le roi!" he exclaimed in time-honored fashion. Then cryptically, "James is king!" And then he rang off.

Your humble servant, no slouch at deciphering cryptic messages, knew instantly that Jack Heinrich was no longer minister of education. I must confess, though, that my initial reaction to the "James" bit was that the premier had anointed Jim Pattison, Tsar of All the Expos and Lord High Pooh-Bah of False Creek, to be the new minister. A forgivable lapse, really, based as it was on the logical thought that he (Pattison) might as well be in charge of the rest of the education budget.

It was not to be, however, and we now have James Hewitt presiding over the crumbling pillar of the state that is this province's public education system. Mr. Hewitt is the fifth minister we've had in six years. He is by all accounts an agreeable fellow and we wish him well in his new position. If he's going to attempt a reconstruction job on our schools he'll have quite a fight on his hands — his cabinet colleagues are not noted for their empathy towards public education.

It is unfortunate, though, that while we change ministers about as often as we change calendars we still get the same tired script from the same hackneyed writers sequestered in an ivory tower somewhere in the Parliament Buildings. Most of what Mr. Hewitt said in his first news release echoed the words of the premier the day before, and most of what the premier said, I'd already forecast in this space in the last issue of the *Newsletter*. A very familiar refrain: school costs spiralling out of control/valiant government steps in/RECOVERY is here with more money for education/and *Let's Talk About Schools* says give more money and local autonomy etc. etc. /but it's for textbooks, not salary increases.

You have to admire their skills with the old shells though. Two hundred million dollars is a lot of moolah. On closer examination, ninety million was a recycled announcement we got initially last spring — a shift from business tax to general revenues. The 110 million — or is it now 85? (Watch the shells, not the hands, I'm advised) — has been placed in a slush fund entitled Excellence in Education. So that there's no possible chance of any conflict of interest, the cabinet will decide who gets the money and for what. But we will also get the 85-or-whatever-millions announced again and again and again. Only the next times it will be announced in dribs and drabs and it will sound like even more new money each time they do it.

They've been doing it with the colleges for a year or more and we are fetlock-deep in news releases. Every time they replace a doorknob in one of the colleges the minister and/or the local MLA (if he happens to have the B.C. logo tattooed on his triceps) issues a news release for the spiritual and financial edification of the devoted readers of B.C.'s weekly newspapers.

And if they can get all kinds of mileage out of B.C.'s few colleges, think what they can get with 1,600-odd schools. You'll have pictures of your favorite MLA

front and centre in the local paper every other week. He'll be holding the ribbon-cutting scissors in one hand, a cheque with another and his nose with a third as he dedicates the new septic tank for the Moose Pasture Consolidated Elementary School.

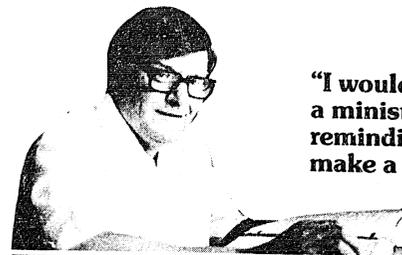
You also have to admire their gall, their sheer effrontery, as my father-in-law said when I asked for his daughter's hand. They talk speciously of asking school boards to submit proposals for financial backing from the slush fund in the areas of textbooks and curriculum development. Yet the school textbook business in this province is an absolute shambles. They'll be reopening the slate quarries in the Kootenays if something isn't done about it soon.

Some of you may recall the Brian Smith tour and the earful he got about textbooks, and that was five or six years ago, long before the implementation of the Unemployment Creation Program (a.k.a. RESTRAINT). The Credit Allocation Plan for textbooks wasn't

imminence of the School Act review, and when the gate finally does go up I may have forgotten how to run.

In 1979 at Dr. McGeer's invitation, Al Blakey, then BCTF president, and I presented our views to a meeting of the School Act Review Committee. We might just as well have presented them to the Telegraph Creek Orchid Growers Association for all the good that it did, because Brian Smith succeeded McGeer and shelved the School Act Review while he went on tour gathering material for his eminently forgettable Report on Education. He still managed to get in about two inches of School Act review announcements but I'll spare you those.

His replacement, Mr. Vander Zalm, despite the fact that he marched to a different drummer even though there wasn't a band within fifty miles of him, still stuck to the party line as in the following which he pronounced on the CBC on September 27, 1982:



"I wouldn't be surprised if there isn't a ministerial gnome responsible for reminding the minister every Thursday to make a School Act Review Announcement."

much use then. It's got worse. It's been chronically underfunded and will cost many millions of dollars just to fill in the backlog, never mind servicing new programs, but asking boards for creative ideas in the textbook area is chutzpah of the very highest order.

As for the curriculum stuff: is the province about to relinquish its iron grip on school programs and let school boards in on the act? Is the pope about to embrace Ian Paisley? I'll tell you what's going on in the curriculum business. After being roundly defeated in a dozen or more pitched battles in the War of Grad '87, the government forces have regrouped and are now on the verge of infiltrating streaming into the system, piecemeal rather than holus-bolus. But more of that in a subsequent *Newsletter*. Suffice it to say that it would take a massive conversion — along the lines of Saul/Paul and the road to Damascus for the talk about curriculum to be anything other than sheer puff.

The part of the announcement by Mr. Hewitt that I enjoyed the most was this: "Another major element of this program is our School Act review — which will result in the development of a white paper that will help us capture a vision for the future of education in our province."

It's my favorite because it gives me a chance to add to the file entitled School Act Review Announcements that is now exactly 6 1/16 inches thick. My enthusiasm should be questioned perhaps, for the last seven years of my career have been predicated on the

"Well, the whole of the School Act will be overhauled but actually that will provide for a white paper to go out first, and I expect to have a white paper towards the end of the year. Much of the work has been done; much of it was done by my predecessor. So the white paper will be complete for circulation at the end of the year and hopefully there's legislation will follow, then, early next year."

Most of you will recall that Mr. Vander Zalm fell on either his own or someone else's sword and then we got Mr. Heinrich. And Jack was a master when it came to School Act review announcements — indeed he trumped most of them with his "Let's Talk about Schools" being the precursor of "legislative change." I would say he was good for about 2 1/2 inches of file space and the announcements were coming thick and fast in the last few months of his tenure.

I wouldn't be a bit surprised if there isn't a gnome somewhere in the bowels of the ministry whose sole responsibility it is to surface every Thursday to remind the minister to make announcements about the School Act review. If there is, he was certainly quick off the mark with his new minister. For there, mixed up with all the bafflelegab about finances, was the good old School Act Review Announcement.

But this time I think it's for real. What minister so named could resist getting the damned act rewritten? He can achieve immortality, for the new bible for schools would inevitably become known as the King James Revised Version c 1987? 1988? 1989? 1990?

BCTF appeals teacher firing

George North
Director, Bargaining Division

The BCTF Executive Committee has approved an action in B.C. Supreme Court appealing a decision by arbitrator Louis Lindholm that upheld the firing of a West Vancouver teacher under the government imposed Bill 35 "deemed agreement."

Lindholm, appointed arbitrator by then Minister of Education Jack Heinrich, ruled in late January that the West Vancouver School Board was entitled to terminate Roger Callow, a district teacher with 17 years' seniority.

The West Vancouver School Board, which earlier refused to renew a senior-

ity/severance agreement it had negotiated with the teachers' association, opted for imposition of the Bill 35 "schedule" set out as a "deemed agreement" under the School Act. There is some reason to believe that the board sought this legislation and in fact indicated its intention to terminate Callow even before Bill 35 was enacted last May.

Callow's termination was grieved under the limited process provided in Bill 35. After the school board rejected a long list of experienced mainstream arbitrators, the minister of education named Victoria lawyer Louis Lindholm to hear the dispute.

Lindholm held that because there had been a reduction in the board's budget, it

PROJECT OVERSEAS II 1986

Sponsored jointly by the
Canadian Teachers' Federation
and
its member organizations

Canadian teachers are required for Project Overseas II which will operate in Africa from mid-November 1986 to mid-January 1987. Their assistance is given to improve teaching skills and strengthen professional teacher organizations.

In 1985-86, Canadian teachers were requested to teach English, mathematics and science to teachers at the primary and secondary levels.

Administrative, travel and living expenses are borne by the Canadian Teachers' Federation, the provincial and territorial teacher organizations which are members of CTF, the government of Alberta and the Canadian International Development Agency. No salaries/honoraria are paid.

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

Applications

Deadline date for applications: **APRIL 18, 1986.**
Further information and application forms are available from: Judy Davis, Government Division, BCTF.

Notice of Meeting

Official notices

As required by the Society Act, the following formal notice of the 1986 Annual General Meeting is being made to all BCTF members, pursuant to by-law 8.1 by publications in this issue and the next issue.

Notice of meeting

The 70th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Sunday March 30, 1986 at 19:00, and continuing to Tuesday, April 1, 1986.

Notice of special resolutions

The Annual General Meeting will be asked to consider three special resolutions, with or without amendment, in the form of two recommendations from the Executive Committee and one resolution from Prince George Teachers' Association for amendments to the by-laws.

Recommendation:

"That by-law 5.15 be deleted and replaced by the following:

1986 Annual General Meeting

5.15 When a budget has been established in accordance with by-law 6.10, the Executive Committee may authorize expenditure in excess of the budget only by a resolution assented to by a majority of at least two-thirds of the Executive Committee."

Recommendation:

"That the existing by-law 11.1(f) be deleted and that by-law 11.1(g) be renumbered 11.1(f)."

Resolution:

"That by-law 8.2 be amended by deleting 0.2% wherever it appears and inserting 0.3% wherever the 0.2% is deleted."

Standing Rules:

The Executive Committee recommends two changes to the Standing Rules of Order of the AGM: Recommendation 00: "That, in amendment to rule 11-10 of the Standing Rules of Order to the AGM, the following words be added: 'If at the time of balloting for a particular office there is a sole nominee for that office, that person shall be declared elected.'"

Recommendation 00: "That standing rule of order of the AGM, 7.1(iii)(e) 'division of the question', be amended by adding the following paragraph: 'When the decision has been made to consider questions seriatim, each part of the motion shall be separate

and any procedural motion shall be applied only to the part being debated.'"

Executive Committee nominations

The following members have been nominated for Executive Committee positions:

For President:

- Elsie McMurphy (Saanich)
- Margaret Woodlands (Richmond)

For First Vice-President:

- Alan Crawford (Vancouver Elementary)
- Mike Lombardi (Coquitlam)

For Second Vice-President:

- Moira MacKenzie (Surrey)
- Roy Ronaghan (Peace River South)
- Colin Scott (Prince George)

For Member at Large (four to be elected):

- Steve Cardwell (Kitimat)
- Maureen Ciarnello (West Vancouver);
- Richard Hoover (Burnaby);
- Kay Howard (Qualicum);
- Gary Robertson (Victoria);
- Jacquie Worboys (Kitimat).

Executive Committee campaign statements are on pages 6-9.

for President

Elsie McMurphy

What general conditions should the BCTF be seeking to establish a foundation for the development of specific goals for teachers, for students, for the education system?



First, we require a political climate supportive of public education. Obviously, the "climate" reflects the attitudes and opinions of various groups: parents, students, other educational stakeholders, labour, business, the many networks in which we currently participate. A significant factor in developing a supportive climate is the way we reach the public through the media. Outreach activities on the part of the federation, local associations, PSAs, and in particular, schools, remain a very successful way of establishing positive contacts.

Our best advocates are our own members. When we consider the components of a positive political climate, it is essential to remember that teachers are part of the audience.

A second prerequisite for our activities this coming year is the continuing need to secure for teachers the right to negotiate the terms and conditions of their employment. In addition to the obvious ties to the concepts of autonomy and funding, it is also reflective, in the areas of personnel practices, staff committees, and evaluation, of our desire to create schools as democratic work places.

We must be prepared to challenge the conventional wisdom that collective bargaining is unprofessional, and we must be sufficiently strong to turn aside government policies that thwart greater control by teachers of the decision-making which is central to the attainment of the self-directing characteristics of a profession.

One of our biggest concerns, though, must be with the morale of our members. While various public relations, outreach, and professional activities will help to restore a sense of positive purpose as we go about our daily jobs, we must address the malaise that pervades the system. Much of it stems from the "powerlessness" that teachers experience as they find themselves coping with large classes, unmet student needs, teaching in areas in which they feel neither trained nor suited, and facing a continued devaluation of their salaries to boot.

The BCTF has developed a proud reputation of speaking up for education, for teachers, for children. We have made valiant and successful efforts to ward off the worst of the attempted ravages of our economic and professional security. We must continue to be vigilant, assertive, and canny in the leadership we have the responsibility to provide for all our members, as we seek to enhance the quality of education we offer our youth.

Experience: Educated in public schools of New Westminster, Clinton, Kamloops; B.Ed., M.Ed. — University of Victoria. Teaching: 18 years elementary classroom, teacher-librarian, curriculum co-ordinator; related experience teaching at UVic, also in Thailand and St. Vincent with CTF Project Overseas. BCTF: president, Saanich Teachers' Association, 1971-81; member, LC bargaining, negotiation team, S/W member; Saanich GR 1977-79; AGM delegate, 13 years; BCTF representative on Certification Advisory Committee; Member-at-large, BCTF executive, 1981-83; BCTF Second Vice-President, 1983-84; First Vice-President, 1984-86.

Margaret Woodlands

Teachers are agents of change. They are powerful influences in the majority of children's lives. Classroom teachers are able to motivate the reluctant learner, challenge the gifted, develop the potential of each individual and influence the disruptive student to acceptable classroom behaviour.



Classroom teachers have influenced administrative practices and curriculum decisions through collegiality. Teachers are powerful agents of change as they adapt new technologies to classroom routines. They act as agents of change as they sponsor student teachers and share professional ideas with colleagues. Collectively teachers have awakened labour to the needs of education.

But it's time that teachers expanded their potential

as agents of change from the classroom setting to the areas where decisions affecting education are made. The BCTF, on behalf of its members, must re-establish links with government which will ensure a continuing dialogue on education. We must develop initiatives which will move us as change agents from the classroom to the business community. The BCTF must be seen as an advocate for education and through creative short- and long-term planning re-focus our concerns for the public education system of British Columbia.

Business and the community at large must be partners in the demand for adequate funding for public education. The leadership of the federation must be able to develop and strengthen ties with various sectors of the community.

The federation leadership must be heard in the current discussions about school improvement. We, as competent and caring educators, are best able to develop relevant curriculum content and valid educational practices. We have individually mentored student teachers; now we must begin initiatives to strengthen the skills of our colleagues.

Professional renewal through professional development is essential. The BCTF should take the lead from the PSAs and act as change agents in sponsoring and initiating professional development programs

which teachers want and need.

The BCTF must continue to strive for contracts that reflect the value of the teaching profession and provide for professional decision-making by teachers within the workplace. Our progress has been slow in this area but the effort must continue.

The BCTF can be an active agent of change for education and we need a leadership which is able to deliver the image of teachers who have a professional right to be respected as advocates for education. I believe that I have the credibility to represent that image.

Experience: Educated in England. Teacher certification: London University, England. BA Simon Fraser (political science, anthropology), MA (Ed) Simon Fraser (learning disabilities). Classroom teacher: 17 years, including learning assistance 5 years; mentally handicapped 3 years; ESL 1 year. Present assignment: Principal. Local association experience: staff rep 8 years, negotiation committee and chairperson 2 years, vice-president 1 year, president 2 years. BCTF experience: BCTF Executive Committee (2nd Vice-President) 1 year, (member-at-large) 2 years, CTF delegate 2 years, UTFE negotiating team, retirement savings rep., GR 2 years, investigation committee and chairperson 3 years. BCTF representative on CTF French Language Commission.

for First Vice-President

Alan Crawford

We have made progress. The government's anti-education and anti-people policies are more and more being seen for what they always were — desperate attempts to obscure the government's inability or unwillingness to solve the serious economic problems facing our province.



In the past three years, teachers working together have: built support in the community for provision of more funds for education; established and extended links with other groups, particularly public sector unions and parents; negotiated seniority/severance provisions, thereby somewhat expanding our otherwise severely limited bargaining rights; promoted full collective bargaining rights and improved professional rights through the Bargaining and Professional Rights Task Force report and recommendations and by the Supreme Court challenge now underway; launched successful court actions, for example, the

legal challenge to last year's Curtis directive; continued to develop an improved system for staff service to locals and studied how to make the organization more effective and receptive to members; fought and won battles in every district where increments were not being paid in September; maintained necessary services in programs such as Status of Women, Professional Development, Program against Racism, and Teacher Personnel despite significantly reduced fee revenue; improved the grant system to small and very small locals and strengthened the staff representative network.

In the immediate future, we must: work to strengthen and extend parent, community and union networks that we have established; continue to build a strong, united organization through improved field service to locals and an even better support system for staff representatives; bargain firmly with local school boards; pursue adequate funding for all school programs, local school board autonomy, and an end to the Compensation Stabilization Program.

Our main focus should be on what we must do to achieve specific and necessary gains now. While goals, long-term objectives and positive plans for the future are necessary, and their development should continue, immediate and real gains are needed in

many areas. We must bargain salary, class size, hours of work, personnel practices, and professional development program and funding improvements. We have all learned over the past few years that only firmly taken actions bring any success — that the "alternatives" have proved to be either traps or illusions. In addition we have also seen that our greatest unity comes from sharing in these successes.

How can I help? By continuing to bring my experience and a strong, informed voice to the executive committee.

Experience: Teaching: Grades 3 - 12, Sunshine Coast and Vancouver, 16 years. Local: Chaired constitution, finance and learning conditions committees; salary and learning and working conditions negotiations 8 years, including negotiator and advocate to arbitration board. Executive 11 years. BCTF: Executive Committee 3 years, currently 2nd Vice-President; Geographical Representative 5 years; Learning Conditions Committee 5 years, chairperson 1 year; Federation Appeals Board 3 years, chairperson Representative Assembly agenda committee 2 years, chairperson 1 year; AGM delegate 17 years; active in Teachers' Political Action Committee, 1972 and TPAC II 1983.

Mike Lombardi

As a teacher leader, I offer leadership and direction on the key educational issues of today: adequate support for public education, full collective bargaining, professional rights, and educational leadership.



Quality education and adequate funding of education are directly related. As a federation, we must continue to develop strategies and actions that will lead to the restoration of proper funding for public education. As a full-time table officer, I would seize every opportunity to work with members, parents, trustees, labour and business groups, and other members of the community to convince the government that education is a sound investment.

We must continue to lobby and develop other strategies to attain full collective bargaining rights, as

outlined in the Bargaining and Professional Rights Task Force report. These rights must be enshrined in law and must not be interfered with by government regulations or directives. The Compensation Stabilization Plan must be eliminated, and school board autonomy must be restored to allow for meaningful decision-making and bargaining. Teachers must receive salary increases and secure the right to negotiate all conditions of work. I would promote, encourage, and support local actions to achieve these bargaining objectives.

Teachers must secure the right to be professionals. Professional rights will permit teachers to operate independently, to make decisions, to exercise discretion, and to be free of most direct supervision. We must complement our bargaining through processes and procedures that will bring us what teachers want: status, dignity, control over professional matters, and the compensation and working conditions of professionals.

The BCTF should provide vigorous educational leadership to prepare teacher leaders to become well versed on the educational policy and research issues that will shape the changes in our schools. We must initiate and promote policies and ideas on current issues such as staff development, supervision/evaluation, curriculum, educational technology,

retraining, and teacher/school effectiveness.

We must put forth an educational-reform agenda that provides solutions to current educational policy issues. If we do not offer workable policy options, we risk having unworkable solutions imposed on us.

I am dedicated to promoting the BCTF as an organization that identifies, addresses, and serves the needs of teachers, both professional and economic. I am committed to our federation and the teaching profession, and I have the experience, knowledge, skills, and energy to strengthen the BCTF and to address the major issues that teachers and public education face.

Experience: Local: Coquitlam Teachers' Association President (1976-78, 1985-86). Committees: Executive (8 years), Bargaining (chief negotiator), Professional Development (chairperson), Strike Co-ordinator, Instruction Only, Declining Enrolment, Public Relations, Status of Women, Working and Learning Conditions, Computer Implementation; AGM delegate (13 years); Staff representative (8 years). Provincial: Program for Quality Teaching Committee (1986-86); Assistant director, BCTF Professional Development division. (1984-85); Chairperson/member, Professional Development Advisory Committee (3 years); PD Associate (4 years); GR (5 years). Education/teaching: SFU-PDP (1973); B.G.S. (1981); 13 years teaching in Coquitlam.

For Second Vice-President

Moira MacKenzie

The turmoil in education in recent years has helped the BCTF to learn valuable lessons. In the face of threats and intimidation, we have learned the importance of job security, grievance procedures and collective action. The government centralized curriculum and decision-making, reminding us of the value of teachers' professional judgement and the need to employ that judgement in a locally-controlled, democratic school system. As school boards used the provincial climate to their advantage at the bargaining table, we understood the need for contractual protection, full bargaining rights and a level of remuneration which is worthy of our contributions. How can we ensure that we respect these lessons and act positively on what we have learned?



Internally, the BCTF needs to aim at building the strongest possible base by empowering and supporting teachers. BCTF programs and field service should continue to educate teachers about their rights and responsibilities and to assist teachers, through skill and process development, to be assertive and fully involved in the decisions which affect them. Key federation programs are those aimed at developing the staff representative network, teaching staffs to assess their PD needs and plan their professional

growth and assisting staffs to develop collegial, democratic workplaces.

Externally, our learning conditions campaigns have paid off in raising the level of public understanding of the issues and support for the service levels and funding required by the school system. Our task now is to build upon the alliances with parents, public, other educators and social services workers to ensure the development of an agenda for education reform.

With respect to salaries, personnel practices and working conditions, we have been denied at the bargaining table long enough. As it assists local negotiations, BCTF must also develop strategies to remove the provincial impediments to bargaining. Our role should be to press for more coordination in public sector bargaining, to devise tactics to expose and attack the CSP and to organize provincial actions by teacher bargainers to influence their local climate.

The events of the past few years have seriously tested our resolve, but they have also helped to move the BCTF into a position of aggressively defending its members, making links with other workers, and reaching out to the public. We must not abrogate our new responsibilities.

Experience: Born in Enderby, B.C. B.Ed. (history) Simon Fraser University. Teaching 15 years: Kindergarten to Grade 4. BCTF: 2 years Executive Committee member; executive sub-committees (strategy planning, technology policy, building, increments, newsletter review); BCTF rep to Pacific Group Board of Directors; 2 years WLC coordinator; 2 years bargaining coordinator; 2 years Unemployed Teacher Task Force. Surrey Teachers' Association: 2 years local president; 8 years local executive; 2 years GR; 5 years bargaining team; 6 years AGM delegate.

Roy Ronaghan

I recently read *Schools of the Future* by Marvin Cetron, an expert in the area of scientific forecasting. He was commissioned by the American Association of School Administrators to study the problems in education and schooling and make recommendations for change.



Cetron predicts a positive, progressive future for schools but he suggests that their nature and the nature of the teaching profession must be revolutionized to provide the services needed within an environment characterized by constant change. Cetron's forecasts are encouraging to hear, but will teachers listen and take action? Or will they miss out because of inaction?

My thesis is that the BCTF must change its course and become involved in filling the leadership vacuum which has occurred in education in B.C. over the past decade. The federation must be actively engaged in analysing social and economic trends, forecasting, planning and taking actions that will give direction to the form and function of the school system and the make-up of the teaching profession in B.C. for years to come.

Sponsoring commissions, creating new governance structures and the like, will do little to alter our lot as teachers. We know that a change in the organizational structure will make little difference in the long

term to what happens in the schools and school districts. Taking a key role in reform will make a difference.

Many teachers in B.C. have lost the feeling of pride they once had in belonging to the BCTF. A significant number would, if given the opportunity, opt out. Focusing federation energies in a new direction would renew that pride and support, and provide new incentives for involvement.

I am offering my services as I would like to be a participant in a group charged with the responsibility for guiding the federation into the next decade. I feel I've proven my capacity to think, vision and plan, and get others involved in such processes at several levels in the organization. I would now like the opportunity to apply those skills as an executive member.*

Experience: Post-secondary education: Teacher training, Provincial Normal School, Victoria; B.Ed. (secondary) UBC, MA (education) UVIC. 23 years in B.C. elementary and secondary schools as teacher, principal, consultant and supervisor. Local association: President in Kimberley and Kamloops. Presently president, bargaining chairperson and newsletter editor for Peace River South Teachers' Association. PDAC member for Peace River-Stikine region 1984-87. GR for PRSTA 1983-85. Member of BCTF Executive Committee and GR during 1960s. BCTF: Member of Professional Development staff 11 years.

*Note: We have been notified that members from South Peace will nominate Mr. Ronaghan for Member at Large from the floor of the Annual General Meeting. This means that Mr. Ronaghan would withdraw his name from the election for Second Vice President and let it stand for Member at Large.

Colin Scott

The most important challenge facing the federation at present lies within the organization. The federation is divided, and a divided organization becomes so absorbed with its internal differences that it can't hope to properly pursue its basic objectives.

Non-activist members, who deplore the political conflicts of the activists, have lost the will to contribute to the organization, and without the support of a large majority of its members the organizations will become irrelevant.

Among the activists, I see the growth of the "party" system as unnecessary and inhibiting. The activists, those who are active in federation affairs, must not submit to having their energies diluted by the internal "we/they" game.

The membership must elect an executive which keeps the primary objectives of the federation front and centre. Teachers must feel that the Executive Committee truly represents the spectrum of member views held by teachers so that its leadership will have wide support.

Of course everyone will not agree all the time, but we must try to ensure that most members will agree most of the time.

Of course some members will never agree, but they must be assured that their opinions have been heard and considered.

Of course there should be thorough and unfettered



debate because that is the way the best decisions are reached, and the federation must make acceptable decisions if it hopes to make significant progress towards its prime objectives.

I have become increasingly dismayed over the past several years as I have seen the federation become so fragmented that its credibility is seriously impaired both within and without. I believe that priority must be given to regaining the trust and respect of teachers, for without that we will forfeit the chance to exert influence on the art, practice, and direction of education.

Diversity does not have to be divisive. Used intelligently, it should strengthen the federation, enabling it to present a stronger unified voice for the improvements the B.C. education system so sorely needs.

I do not pretend to have all the answers, but I do believe I know the problems which must be addressed. Should I become a member of the Executive Committee, my vote will be cast independently after considering as many views as are propounded.

Experience: Born and educated in England. 8 years in civil service, 2 years army service. Teacher training in England, B.Ed., UBC. Teaching: 4 years secondary school, England; 25 years in Prince George as teacher and principal-teacher of rural and city elementary schools. Local association: Staff Representative, many committees, AGM delegate 15 years, GR, currently PGDTA 2nd Vice-President. BCTF experience: RA 1977-1986, Co-chairperson Federation Appeals Board 1980-1985, Co-chairperson RA 1981-1986, Co-chairperson AGM 1982-1985, Commission on Governance 1984-1986, Chairperson Task Force on Membership of Principals in BCTF 1985-1986.

for Member at Large (four to be elected)

Steve Cardwell



I am writing this on the morning after the Vancouver School Board election . . . Perhaps the COPE sweep is a sign of things to come. The results certainly send a clear message to Victoria. Government interference in the decision-making powers of a democratically elected school board will not be tolerated.

It is evident that we are once more entering a critical phase in the roller-coaster ride of B.C. politics — an election is looming on the horizon. We can expect monies to be set aside specifically earmarked for special services, computers and other curricular concerns. Undoubtedly, we shall be told (again) that there is no money for a salary increase. This time we must be prepared. We must be proactive and assertive.

The leadership of the federation depends on a united membership. Our strength is gained through

local association meetings, and the momentum is built in each and every staffroom. It is essential then that the BCTF continues its strong support for the staff rep network. Clearly, the recommendations of the Commission on Governance address the need for grass roots involvement.

The right to negotiate *all* terms and conditions of employment is fundamental and of *utmost* priority. As an organization, we must also take control of our own professional and curriculum development, teacher training and evaluation procedures. To this end, such areas as the status of women, UTAC, multi-culturalism, labour and peace education must not be neglected.

Education cannot be less than the highest priority for any government. It is an investment in our future, yet the current government fails to recognize this. We must strive in the short term to ensure that all stakeholders in education understand the damage that has been done.

We now experience multiple groups within the same classroom composition. Decreased staffing levels and increased class sizes have created additional burdens for the classroom teacher. Our average work week is close to 50 hours. Furthermore, salaries have fallen drastically behind the cost of living — our lifetime earnings have declined substantially com-

pared to that of many workers. Salaries must be increased to a realistic, competitive level.

As an elected member of the executive, I shall bring with me experience from one local that we may see repeated in many other locals. We must take a stand, as did the progressive electors in Vancouver, and fight government-induced tensions through unified federation action.

Experience: Born near Leeds, England. Attended public schools in Yorkshire and the West Kootenays. B.Sc. (Biology) and teacher training, UBC (1980). Graduate work leading to M.A. in curriculum, UBC (1982-86). Taught 6 years at Mount Elizabeth Secondary, Kitimat, Grades 8-12. Local activities: served on several committees including staff rep (1982), treasurer (1982-83), arbitration advocate and bargaining chairperson (1982-84, 1985-86), KDTA President (1984-85), AGM delegate (1982-84, 1986). Provincial activities: Provincial Bargaining Committee (1986), Science PSA Executive Committee Member-at-large (1982-86), Provincial Biology Curriculum Revision Committee (1984-86), International Radio-Bridge Program, speaker on peace and education issues (1984, 1986).

Maureen Ciannello



The Bargaining and Professional Rights Task Force Report has identified and addressed the most important issue in the federation today: securing a balance between teachers' economic needs and their professional rights. These rights cannot be exclusive of one another nor should either one take precedence over the other.

If we wish to retain any economic status in our profession, we must continue to work to eliminate the Compensation Stabilization Program and to press for the return of a fair legislated bargaining process. The restraint program has helped to erode important

aspects of our working and learning conditions such as class size, staffing entitlements and ancillary services. We worked hard to achieve these objectives initially; we may have to work even harder to regain them.

Local associations must bargain for and attain a fair and equitable seniority/severance agreement. Teachers should not tolerate imposed legislation that allows for an "expedient" or "speedy alternative" to teacher layoff. Through our Canadian Charter of Rights challenge, we will be able to focus attention further on our lack of bargaining rights.

As a profession, we must examine ways and means of improving instruction through a collegial process. It is important for the federation to provide leadership on the major educational issues facing teachers today.

Some of our greatest gains in the past two years have been made in the area of public support for education. Parents have been powerful allies in our struggle to make education an important issue. We have strengthened our ties with the labour community in an effort to achieve improved bargaining rights and to examine the effects of technological change on

today's employee. Now, we need to take the initiative in reaching out to the business community. We need to make education a financial and political priority in this province.

It is the role of the Executive Committee to develop policy that recognizes the delicate balance between the economic needs and professional rights of teachers.

As a member of the Executive Committee, I would work, on your behalf, to achieve that balance.

Experience: Born and educated in North Vancouver. B.Mus. and professional year UBC. Teaching experience: 7 years, including 1 year K-12 substitute teaching in Vancouver, Grade 2/3 classroom teaching and music specialist K-7 in West Vancouver as a temporary. Received continuing appointment February 10, 1986. Local association experience: staff rep. 2 years; President, WVTA fulltime, 2 years; BCTF: alternate GR 2 years; AGM delegate, 2 years; Conducted BCTF membership services workshop at Summer Conference 1985 and at local association staff rep. training sessions.

Richard Hoover



The last few years have opened avenues for growth and development in the BCTF. I am encouraged by the manner in which our members have displayed the ability to undertake decisive actions and win positive results.

Important and exciting federation initiatives currently underway include the Charter challenge, the Bargaining and Professional Rights Task Force, the Commission on Governance, the provincial parent teacher conference network, the Conference on Quality Education, the proposed public commission on education and educational audit. They deserve the support and involvement of us all. These initiatives are a reflection of our ability to become a more effective and democratic organization. We must direct our energies and resources over the next few years into similar tasks which will be instructional in mapping out both our professional future and the future of public education in B.C.

The challenges I see for the future are to revitalize our bargaining processes, to increase membership involvement in local and federation decisions, to strengthen local staff rep networks, to ensure that members understand and exercise their right to be heard as professionals, and to improve the process of federation service delivery to teachers and local associations.

More immediate tasks before us are to restore competitive salaries and remove CSP wage controls, to establish seniority and security rights for all teachers, to implement fair personnel practices, to improve working and learning conditions and to revive professional development opportunities. We must work with parents, other unions and professional associations, businesses and the public to restore accountable local autonomy and adequate funding for public education. Our success in these endeavours will depend on our willingness to state our case forcefully in both public and political arenas, to back our case with actions, and to seek support from the new local and provincial networks established over the last few years.

As professional educators we also have a responsibility to display leadership on social issues — the rights of children, women and minorities; the plight of the poor; the advocacy for peace. But, unless we

demonstrate that we have the ability and integrity to defend our own rights, we will not be effective in defending the rights of others or the larger cause of public education.

The BCTF is showing its potential as a strong, dynamic, and influential organization in this province. There is reason to feel optimistic about the future of public education in B.C. and to be confident in the ability of teachers and the BCTF to meet the challenges before us. I would be pleased to serve as a strong, responsible and progressive voice in the Executive Committee.

Experience: Born in Armstrong, B.C.; educated in Vancouver public schools. Bachelor of Science degree (1970) and teacher training, UBC. Teaching: 2 years junior secondary mathematics and English, Salmon Arm; 11 years senior secondary algebra and computer science, Burnaby. Local association and BCTF: Currently serving second term as full-time BTA President; local Executive Council 6 years; negotiating teams for collective agreement and learning/working conditions contract 7 years; local advocate to salary arbitration boards 2 years; grievance committee 5 years; local agreements committee 7 years; chairperson 2 years; BCTF AGM delegate 6 years; Geographical Representative 2 years; BCTF Ferguson Memorial Award Committee 3 years.

Kay Howard



During our instruction-only campaign last fall, teachers in Mt. Arrowsmith experienced a noticeable growth in confidence. After several years of being forced to accept lay-offs, transfers, and rapidly deteriorating working conditions, the loss of increments proved to be the last straw and we launched our successful job action. Teachers began to assert some control over their working lives. We made a stand and discovered that we were not alone, but part of a provincial network that supported our actions.

I believe that this empowering of individual BCTF members is a critical issue for our federation. I think we are beginning to discover just how that can be achieved. Those programs that require the establishment of contact networks — bargaining, professional development, the Committee Against Racism, the Status of Women program, specialist associations —

have all helped to reach out to members throughout the province. I am convinced that the staff rep network will prove to be our most important tool in the process of grass roots organization. We must continue to support and nurture each of these networks for they provide a connection for teachers outside the classroom and encourage us to study, analyze, and begin to explore solutions for perceived problems.

We must envision an educational system that treats each of its participants — students, teachers, support staff, parents, and the larger community of which it is a part — with dignity. Teacher issues such as fair personnel practices and adequate preparation time are neither separate from, nor antithetical to, parents' and the community's desire for a good education for their children. We all have the same goals.

The BCTF cannot thrive and become more effective if we perceive it only as a building on Burrard Street. Our federation is the reflection of all the daily activities of individual teachers. By joining with others who share my visions and goals, my power as a classroom teacher is magnified.

Teacher morale has sunk to a new low. We must

reclaim our feelings of personal strength and effectiveness. The BCTF is not a separate entity that can do this for us. It is an organization that can merely facilitate and strengthen the personal efforts of its members. We must demand that our organization protect our welfare, enhance our reputation as responsible professionals, and that it continue its role as a vital agent of change in a democratic society.

I will work to ensure that the BCTF never loses sight of these principles.

Experience: Born, raised and educated to secondary level in Yorkshire and Kent, England. B.A. (geography), University of London, England. Teacher training — Simon Fraser University. M.Ed. (administration), University of Victoria. Teaching: substitute, 2 years, Port Alberni; Grades 7-12, social studies, western civilization, and French, 10 years, Parksville/Qualicum. Local association experience: 4 years, AGM delegate; 2 years, human rights chairperson; Status of Women contact, bargaining committee; Working and Learning Conditions Committee; 1 year local president. BCTF experience: 3 years, Status of Women Committee; 1½ years, co-chairperson; S/W zone co-ordinator, Vancouver Island; workshop facilitator and designer.

Gary Robertson



I believe that teachers should have greater control over the practice and quality of teaching. Guaranteeing the rights of teachers calls for an imaginative vision and creative new steps, not reactive or simply defensive strategies. I believe we must increase the present emphasis on professional development while maintaining the profile of our other committee structures.

The present government relies on public opinion polls to create policy and therefore our task is to educate the public. The government has used the *Let's Talk About Schools* report to concentrate on areas of perceived weakness and has chosen to ignore those areas of response which were positive to education and teachers. We cannot allow ourselves to be drawn into the same trap. Our status will only increase

when we are prepared to focus on the positive responses in the report as we address the negatives. We cannot ask the public to defend education if we are not prepared to address public concerns. The March '86 Quality of Education Conference is long overdue and must be a stepping stone to greater teacher control over our chosen field. If we fail to act on inservice and retraining issues we will lose credibility. This can only result in further imposed government legislation.

We must maintain open contacts with other employee groups. However, we must also create a positive relationship with the business community. We can learn from the California experience where the business community now actively advertises in support of the educational environment. As president of the Greater Victoria Teachers' Association, I have sought to develop that relationship through the Chamber of Commerce and Businessmen's Associations.

Increased public relations activities would indicate to the populace that teachers are taking actions and would give thanks to the public for their input. We can make much better use of the media to present our expressions of concern while presenting positive actions we initiate.

Under my leadership, Victoria teachers utilized an "Instruction Only" campaign to battle for a contract which included increments. The supportive media coverage I was able to generate, and the team effort we were able to maintain, resulted in a satisfactory resolution.

By simply reacting to government proposals we place ourselves in a position of working to a government-imposed agenda. A change in federation emphasis can develop the professional recognition we desire and therefore, through public credibility, we can begin to truly change education policy.

Experience: Attended high school in the Okanagan Valley. Teacher training through the University of Victoria and UBC. I have been teaching industrial education, science and mathematics (grades 8 to 12) in Victoria for 15 years. I bring to you a varied volunteer background: school district: two accreditation teams and chairperson of an accreditation steering committee; ministry: 4 years chairperson of a curriculum revision team; L.S.A.: 5 years executive and as president; P.S.A.: 9 years executive, currently past president, representative to PSAC, 6 years as provincial workshop co-ordinator; Victoria teachers: Executive Committee and current president; BCTF: Alternate GR, AGM delegate.

Jacquie Worboys



What's a five-letter word that's as elusive as Oogopogo, a synonym for equality when you've achieved it, and is frequently used by the government of B.C. as a blunt instrument to effect changes in the lives of teachers? Power: that's it.

Teaching in B.C. is to be powerless in so many ways: decisions concerning our daily working lives are often made by officials in the hierarchy without support from school staffs. Boards can unilaterally change policies, and as we're learning, even the best contracts in the province are proven useless by arbitrations when the contract deals with working and learning conditions. Teachers lack rights in evaluation proce-

dures which determine their careers. Worse yet, the government changes the conditions of our employment at will, decreeing that one year everyone must take five days off, another year the teaching force will be cut by 20 per cent, and a following year arbitration boards will be nullified by the CSP.

As we hit the middle of the 1986 bargaining season, we see that a board's final budget must be set on the very same day as teacher arbitration begins. How can we expect any board to bargain in good faith if our rationale for reasonable salary gains will not even be heard? If an allotted amount of money is already budgeted before arbitration, why should we go through the process? Many teachers ask the same question this year.

B.C. teachers must have more power in order to restore education as a priority in this province. It is shameful that B.C. contributes the least amount per capita to education in Canada. It is an abhorrent anachronism that we have fewer bargaining rights than any other teachers in Canada.

Sensing our frustration, parents and the public have begun to fight back against this government's absurd

policies, demanding that B.C. children receive their just birthright: access to quality education.

Over the past few years around the province, I have found through staff rep training sessions that as teachers learn of their lack of rights, they become committed to the processes involved in empowering us all to action. Teachers seek strong and immediate change leading to a better education for our students. I want to be part of the executive that will gain for B.C. teachers the rights we deserve. We must be empowered in order to be an equal partner in our education system.

Experience: Educated in B.C.; B.Ed. and 5th year UBC. Teaching: 15 years in Kitimat, presently teaching ESL. Local association: Pro.D., W/LC, Communications, GR 3 years, president 2 years, AGM delegate 8 years. BCTF: Professional Relations Advisors Committee 3 years, P.D. Associate 5 years, Teacher Personnel Committee 5 years. Other: chairperson, Women's Studies Advisory Committee to Northwest Community College 1980-83; BCTF rep to Interministerial Committee on Child Abuse, 1983; BCTF rep to BCSTA Task Force on Child Abuse, 1985-86, member of NDP committee responding to *Let's Talk About Schools*, 1985.

CTF endorses striking PWA employees

Ken Novakowski
Bargaining Division

The Canadian Teachers' Federation has joined with the BCTF in extending its support to striking PWA employees.

In a letter to the Canadian Airline Flight Attendants' Association (CALFAA), CTF President Frank Garrity stated: "Our members have also been faced with employer attempts at contract stripping and rollbacks, so we appreciate the severe situation you are facing."

PWA employees represented by the United Auto Workers (baggage handlers and ticket agents), the International Association of Machinists and CALFAA are united in joint bargaining as "Co-Action" and have been on strike since November 20, 1985.

PWA has been one of the most profitable airlines in North America, so it is somewhat ironic that the company would go to the bargaining table with over 200 concessionary demands. The company is pushing cross-utilization of staff — for example, flight attendants

doing agents' functions — contracting out of services, further increases in use of part-time and temporary employees, reductions in overtime provisions, weakening of seniority lay-off provisions, an increased work week and duty day as well as cutting into vacation entitlement.

An added dimension of the strike has been the company's use of so-called "security guards".

By adamantly fighting these tactics and any concessions, the Co-Action group has taken a strong position on behalf of all working people and their bargaining rights, including teachers. BCTF President Pat Clarke has written to the president of PWA calling upon the company to reach a fair settlement with its employees.

Teachers have shown support for the striking employees by adhering to BCTF policy* and respecting the picket lines of the Co-Action group. The Teachers of Home Economics Specialists Association and numerous other PSAs have advised their members of the PWA strike and BCTF policy on picket lines. Many

teachers attending BCTF meetings have had to make significant alterations in their plans in order to avoid flying PWA. This has occasionally meant inconvenience and additional costs.

But sooner or later, all employers are going to have to learn that they cannot continue to use the large pool of unemployed labour as a lever to dismantle working conditions and benefits that working people have gained over decades of bargaining and sacrifice. And as teachers we have to understand that the PWA employees on the picket lines today are helping to make that statement to all employers on our behalf as well as their own.

*43.02 — In any situation in which other employees have established picket lines during a strike or political protest according to the policies and procedures developed for proper picketing by the trade union movement, teachers should respect the position of employees who are legitimately picketing and should not cross a picket line.

Women's Day: time to reflect and celebrate

Marian Dodds
Coordinator, Status of Women

What are you planning to do to celebrate March 8, 1986? With International Women's Day in mind, local status of women contacts are distributing a special edition of our *BCTF Status of Women Journal* to each school in B.C. This edition focuses on women and the world and includes an extensive list of media distributors and organizations which provide resource materials for teachers. Here is a glimpse of what else you'll find:

- Our female students still believe in fairytales. A recent Canadian study of teenage girls' aspirations entitled, "What Will Tomorrow Bring" concludes that there has been little change in career aspirations of young women over the last decade. Schools which shy away from confronting social and political controversies and teach a powerful, "hidden curriculum" of female behavior and roles, and restricted knowledge of the workplace and occupational require-

ments, are among the factors which block social change.

- Heather Menzies, speaking at an international conference on the Rights of Girls in Montreal last October, pointed out that only 16 per cent of North American women are now stay-at-home housewives. Her research shows that 80 per cent of female workers are employed in the service sector, which is undergoing dramatic job loss and deskilling due to microtechnology.

- Dr. Sue Penfold, the current women's study chair at Simon Fraser University, observed that until age 14 far more boys than girls are referred to psychiatrists but this reverses at 14. Further investigation led her to conclude that most psychiatric theories are based on cultural stereotypes rather than scientific knowledge.

- The popular women's rallying song, "Bread and Roses", was inspired by the 1908 demand of American women for bread, a symbol for economic security, and roses, a symbol for a better life.

These women, demonstrating in New York's lower east side were demanding votes for women, prohibition of child labour, shorter working hours, better working conditions, and equal pay for women.

- In our teaching profession, 86 per cent of all principals are male. Female teachers are, on average, less qualified and less experienced than male teachers. Consequently, in B.C., women teachers earn, on average, \$6,117 (1983 figures) less than male colleagues for doing the same work. The restraint program is causing this gap to widen.

- A quiz on women and the world providing the latest global data on the status of women, and a lesson idea to break down stereotypes at the elementary level are just two of the items in this issue which can be used directly in the classroom.

If you are unable to locate the *Status of Women Journal* in your staffroom call the BCTF Status of Women office and we'll send you a copy.

Teachers offered educational tour of Rhineland-Palatinate

British Columbia teachers have an opportunity to spend three weeks this summer living with German families and participating in an educational program in Rhineland-Palatinate under a program offered by that state's ministry of education.

But interested teachers are urged to act quickly: the deadline for applications is **March 10, 1986**.

Open to teachers and school administrators (and spouses), with no requirement for German language facility, the German Host Program is designed to introduce Canadians to German life and culture through seminars, tours and by staying with German families. The program will take place in the Rhineland-Palatinate and Mainz areas, with tours to Berlin and Trier or Bonn, from August 3-24. Participants will benefit from reduced airfares (approximately \$1,150 round trip from Vancouver).

For information and applications contact: Ken Hegler, 711 West Queens Road, North Vancouver, B.C., V7N 2L4 (980-2966).

10/FEBRUARY 25, 1986



Human rights institute honours Hilda Cryderman with new research fund

The Human Rights Institute of Canada has established the Hilda L. Cryderman Student Research Fund in honour of a former BCTF president who was deeply committed to justice and human rights.

Hilda Cryderman, who passed away just before Christmas in Vernon, where she had been living in retirement, was a founding member of the Human Rights Institute of Canada. Last October she was awarded the Order of Canada in recognition for her distinguished career in education.

The Vernon Teachers' Association has given \$200 to assist the launching of the fund, designed to provide funds for students to do research for the Human Rights Institute of Canada and to increase awareness of human rights issues. The spring RA will consider a budget proposal that the BCTF donate \$1,000 to the fund in 1986-87 and a similar amount in each of the next two years. BCTF executive director Bob Buzza has been named a consultant to the fund's board of directors.

In January, the human rights institute also named Hilda Cryderman as its first Honorary Member.

The first woman to lead the BCTF, Hilda Cryderman was president from 1954-55, climaxing a career marked by support for educational innovation and concern for improving teacher working conditions.

Donations to the fund may be sent to: Hilda L. Cryderman Student Research Fund, Human Rights Institute of Canada, 201-77 Metcalfe Street, Ottawa, Ontario K1P 5L6.

Conference to explore impact of technology

Designing Our Own Future, a major conference exploring how we can make new technology work to human benefit, will be held at the Hotel Vancouver on March 12-15.

The BCTF has joined with the B.C. Federation of Labour, Pacific Group for Policy Alternatives, Labour Canada and Simon Fraser University to co-sponsor the conference, which will offer local and international perspectives on the impact of computer technology on work, education and the community.

The registration fee is \$60. For information contact Nancy Flodin at the BCTF, or SFU Continuing Studies at 291-3792.

Pension income now affects UI benefits

Most pension income will now be taken into account when Unemployment Insurance calculates the amount of a UI benefit.

If you are claiming a regular UI benefit, you may have earnings/pension income of up to 25 per cent of your weekly regular benefit without affecting the total amount of that benefit. All earnings/pension income above the 25 per cent is deducted dollar for dollar from your regular benefit.

Disability, survivors' and dependents' pensions, annuity payments from personal RRSPs, payments from any other individually purchased pensions and refunds of pension contributions will not be included as earnings for UI purposes.

The special three-week lump sum UI retirement benefit payable to persons with 20 or more weeks of insurable employment at age 65 is not affected by any pension/earnings income.

This change was effective for all UI claims on January 5, 1986.

John Oliver survey finds:

Students prefer multicultural schools

About a year ago the staff of Vancouver's John Oliver Secondary School were searching for answers to a fairly common — but not easily answered — question in education today.

The question: how do you get the best out of a multicultural school?

A multicultural committee was formed, the question was pondered and the upshot was what the school believes is a good approach to finding the answer: ask the students.

Drawing on advice from experts and information produced by student dialogues conducted by counsellors and English teachers, a multicultural educational needs survey was developed and circulated to the school's 1,700 students in June 1985. An impressive 80 per cent of students responded to the questionnaire, giving staff a good sampling of attitudes on which to base programs.

"We took the view that John Oliver is our community — it's where we live and work — and we better understand it in order to do a better job," said Principal Jim Killeen. "I think the survey has helped us a lot."

The survey, believed to be the first such conducted in a B.C. secondary school, contained 33 questions covering attitudes to academic achievement, inter-racial relations, course content, minority language instruction, athletics and cultural activities. The responses, which revealed that John Oliver students come from 46 different ethnic backgrounds, produced few surprises but several significant themes.

"Interestingly enough," said ESL teacher Louise Devereaux, chairperson of the multicultural committee, "the study indicated that the students were happy with the multicultural element to the school. They like it."

The survey revealed that 86 per cent of the students prefer to attend a school in which more than one culture is represented.

Another strong point to emerge, said counsellor Charles Arthur, was that the school could do more to enhance the multicultural atmosphere.

"The kids' revealed that they would like to see more of their own cultural traditions noticed and mentioned, and that they would like to learn more about other kids' cultures," said Arthur.

The survey found that 78.7 per cent of the students felt that it was desirable that the school provide an atmosphere in which all cultural traditions can be freely expressed, nurtured and appreciated, while, in another section, it found only 50.8 per cent felt the school currently reflected students multicultural backgrounds.

The questionnaire also revealed that many students felt the school could do more to help students deal with feelings of prejudice and to encourage mutual respect for different cultures. "To me that was a surprise," said Arthur, "I knew the feeling was around, but I had no idea how strong it was."

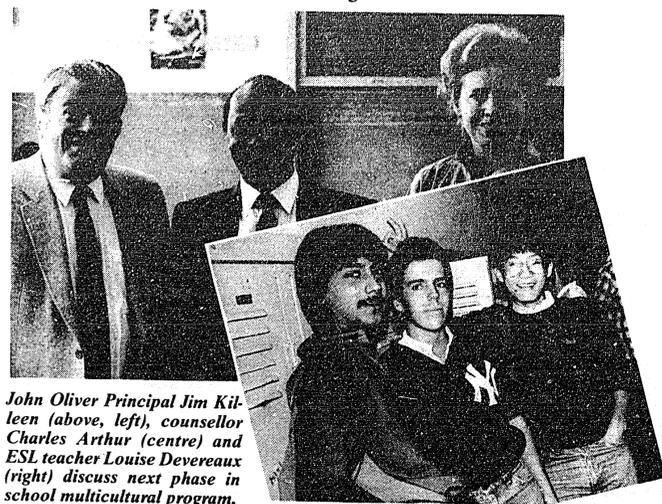
Almost half — 49.6 per cent — of the students felt that the school did not portray their culture in a positive way,

while 71.5 per cent felt that guidance courses should include instruction and discussion on racial cooperation and 71 per cent felt that John Oliver should have special plans and procedures to improve inter-racial relations.

Arthur said the multicultural committee is currently looking at ways to respond to these concerns and to improve some good programs currently underway. "We began last year holding one week where each noonhour performances drawn from other cultures were

put on for the kids," he said, "and perhaps we'll expand that."

He said the committee was looking at ways of introducing more material from other cultures into social studies and English classes and he was confident more discussion on race relations could be introduced into guidance classes. He pointed out that the physical education department is already considering introducing games from other cultures, as well as traditional North American games.



John Oliver Principal Jim Killeen (above, left), counsellor Charles Arthur (centre) and ESL teacher Louise Devereaux (right) discuss next phase in school multicultural program.

Letters

Newsletter editorial praised for exposing govt misinformation

I commend the staff for the *Newsletter* of January 23. At a time when always busy teachers are besieged with a confusing array of misinformation from the media and the provincial government, this issue of the *Newsletter* did much to clarify the realities of teachers, education, funding, and, most importantly, the children who are the recipients of the service we provide.

Of particular value was Jim Bowman's editorial: "Propaganda wars about to resume." The summary of the links between taxation policy, educational funding, and the provincial government's official "line" on the issue of education is invaluable. I'm clipping it out for reference in the coming months.

Let's hope Mr. Bowman is mistaken in his conclusion, however, and that whether the "myth" is RESTRAINT or RECOVERY it won't be successfully foisted upon a public that is fed up with attacks on education, teachers, and children.

Mike Villeneuve
McNair Sr. Secondary
Richmond

Unions thank BCTF for PWA strike help

On behalf of the Co-Action group, the International Machinists, Association, Canadian Airline Flight Attendants Association, and the United Auto Workers, we would like to take this opportunity to express our heartfelt thanks for your support and assistance during our current labour dispute with Pacific Western Airlines.

As we enter the third month of the dispute, we are particularly grateful for the use of your computer facilities to transmit our strike bulletin "Picket Lines" to our members at bases throughout British Columbia. In the airline industry, our bases are spread over a wide geographical area and communications both by telephone and print are

Sherry Surcess
East Kensington Elementary
Surrey

vitaly important to our members. Your system offers them their only direct print communication link with the "outside" world. Please relay their thanks to your members. We would also like to convey a special thanks to Ken Novakowski and Donna Coulombe for their assistance in composing and transmitting "Picket Lines".

It has been brought to our attention that members of THESA, Teachers of Home Economics Specialists Association, are currently seeking alternative travel arrangements to attend their upcoming conference in Victoria rather than travelling on Pacific Western. Again, we wish to thank those involved as for some, alternative arrangements may mean a higher personal cost.

Bill Sims
Strike director, local 2213
United Auto Workers
Vancouver

Political involvement is professionalism

Sally Warner's letter to the editor of January 23, 1986 implies it is impossible to be a politically-involved professional; that it is positive to be professionally-involved yet negative to be politically-involved in the BCTF. I am a professional teacher and very proud of the political involvement of my colleagues. Teachers play critically important roles as educators and members of the community. In our politically-charged society, most decisions an individual makes have political consequences. Indeed, our schools have become one of the few public forums left where we can democratically discuss, debate and deal with social issues. In fact, being a professional dictates the necessity of political involvement which is the most positive action we can take in a democratic society. There is no dichotomy between political involvement and professionalism.

New Zealand faces teacher shortage, according to newspaper

My letter appearing in the most recent edition of the *BCTF Newsletter* re teaching opportunities in New Zealand must have left readers wondering just what the opportunities are. By not including the gist of the news item: appearing in an Auckland newspaper, readers weren't to know that as of Monday, February 3 (the beginning of the new school term in New Zealand) that some 7,000 secondary school students would in effect be without teachers in many subjects. There appears to be a critical shortage (about 400) in science, mathematics, business education, social studies and English.

I can well imagine the same to be the case here in B.C. in the not-too-distant future with experienced teachers migrating to the U.S.A. and fewer would-be teachers undertaking the necessary training.

Hal Cairns
Retired Teacher
Penticton

Special needs children still short-changed, despite govt assurances

In response to your article, "Special needs pupils denied services" in the December 3 issue, I would like to mention some factors that have affected this situation in our district.

Our special education personnel inform us that only children who need special services 50 percent of the time or more are eligible for funding, therefore children who only need an hour or so of help per day are not funded in budget requests. Apparently these needs cannot be accumulated in the sense that eight people who need help an hour per day cannot be included as the equivalent of a full-time needs person.

The government has also indirectly cut back on special needs children by not increasing the funding for personal care

attendants although the number of these children has increased every year... School boards do not traditionally recognize the funding of personal care attendants as an educational expense, but because of the limited funding available from the ministry of human resources our board has picked up the difference for the past three years. This year they decided that because of budget restrictions they could no longer do this and, as a result, we had overcrowding of special classes with inadequate numbers of attendants. In one case, a kindergarten child was unable to attend until a volunteer was found to assist her in the class.

The provincial government assures us that they recognize the problem and are working on it at the ministry level, but have been doing so since mid-October when we first started to communicate with them. Perhaps we are not yet close enough to an election to get action on this matter, but I hope the politicians have more of a social and moral conscience than that. If you are concerned, write to the ministries concerned and lend your voice in calling for resolution of this province-wide problem.

L. Calder
North Peace Secondary
Ft. St. John

Retired teacher seeks group to press Co-op for RRSP information

I would like to meet with other people who have their Registered Retirement Savings Plans with the Teachers' Investment and Housing Co-operative. The objective of this meeting would be to approach the co-op for specific information regarding our retirement savings plans. Please write to: H. Avery, c/o Retired Teachers' Association office, 2235 Burrard Street, Vancouver, B.C. V6J 3H9.

H. Avery
Teacher
Vancouver

FEBRUARY 25, 1986/11

Langley school to use computer award to give all students computer skills

In four years' time every student graduating from D. W. Poppy Secondary School in Langley will know how to use a computer.

Computerization is becoming so widespread, the school staff have decided, that a basic knowledge of computers is essential if young people are to be prepared for modern life.

And thanks to recently winning a \$70,000 computer equipment award, the school has been able to begin putting its philosophy into practice.

Poppy Secondary won a Steve Jobs' Challenge award for a proposal to teach all students to use the computer as a natural tool in their school work and in their later careers.

The award, granted by Apple Computers Inc., has equipped the school with 12 Macintosh 512K computers, one laser printer, one Fileserver and — a first among North American schools — the Appletalk network.

"We're elated," said Principal Gene Macdonald. "It's going to make all our wishful thinking of the past few years come true."

Macdonald said the staff decided a year ago to change the thrust of the school program to ensure that all students learn to use computers, having recognized their increasing proliferation in virtually all fields. The result was an in-depth proposal for a totally integrated school computer program — and the award.

While other school programs often focus on teaching programming, Macdonald said their approach is based on the belief that students should first be taught to use computers as tools and only later, if students have the interest and ability, should they be taught how to program a computer.

The program at Poppy Secondary will begin with all incoming Grade 8 students

taking a half-year school-developed computer applications course, which will introduce them to keyboarding and to wordprocessing, data base management and spreadsheet programs. In Grade 9, students will build on this base in the consumer education course, particularly in using computers in report writing and budgeting. In Grade 10, students will apply their computing skills in such subject areas as mathematics, English, social studies, business, graphic arts, drafting and science. The subject approach will continue in the senior years, with students using the computers for specialized assignments.

Later, when the Appletalk network is

in place linking the school's computers, Macdonald said they hope to link class computers for joint projects. For example, he said, a socials class could develop and analyze some demographic data on computers and then transmit it to a math class, which could convert the data into graphs on computers.

The school's approach should "demystify" computers for students, making them more confident and willing to use them, he said.

"We hope that by the time our students go on to university or out into the workforce, they will have a real facility with computers and a very positive attitude toward them," said Macdonald.



Poppy Principal Gene Macdonald (left) points out features of new Apple computers to school board chairperson Marlene Grinnell (centre), while computer science teacher Greig McArthur looks on. Malcolm Bailey photo.

Superannuation commission revises pension rules

The Superannuation Commission has changed Teachers' Pension Plan regulations to extend a one-year special leave provision and to simplify pension rules for regular leaves of absence.

The commission has informed all school boards that regulation 90/80 of the plan was amended on October 25, 1985 as follows:

1. Teachers may be granted leave of absence to expire not later than June 30, 1988 and purchase the service without having to return to teaching after the leave under the following conditions:
 - (a) The Board of School Trustees must supply written proof of the approval of the leave of absence to the Superannuation Commission within two calendar months of the commencement date of the leave.
 - (b) The teacher must qualify for an immediate monthly pension benefit at the expiration of the leave of absence, that is, the teacher must be age fifty-five or older and have completed at least 10 years of contributory service on completion of the leave.
 - (c) The teacher must contribute double the regular superannuation contributions for the period of absence without pay calculated on the last complete month of pay prior to the leave.
 - (d) If the leave of absence is with partial pay, contributions are to be paid on the actual salary received by the teacher during the period of absence. The teacher may make double contributions

on the difference between the actual salary paid while on leave of absence and the monthly salary received for the last complete month of pay prior to the leave.

- (e) Payments are to be made annually directly to the Commissioner of Teachers' Pensions in one lump sum. A receipt will be issued for income tax purposes.
 - (f) Employment in a capacity of less than the normal working arrangement is not considered a leave of absence.
2. A teacher who wishes to receive pensionable service credit for any other leave of absence without pay must:
 - (a) return to contributory service immediately following the period of absence;
 - (b) contribute double the regular pension contributions not later than December 31 of the succeeding calendar year following the expiration of the period of absence;
 - (c) return for a period of time equal to the lesser of the period of absence or one year.

Prior to the amendment to the regulation, teacher had to return for one year even if the leave of absence was for less than one year. Also the double contributions previously had to be paid during the absence or within one year of return to service.

3. The interest charged on contributions paid for a period of leave of absence without pay is 6 per cent compounded annually to December 31, 1983 and the fluctuating rate applied to pension contributions after that date.

The fluctuating rate is the lesser of the net earned rate of the Teachers' Pensions Fund or the average rate of the three major banks on their non-chequing savings account. The minimum rate is 6% compounded annually.

Since January 1, 1984 the interest rate has been 6.75%.

Vacancies

Standard BCTF curriculum vitae forms should be submitted by BCTF members who wish to apply for any of the following committee vacancies. For forms or more information, please contact Jacquie Boyer at the BCTF office.

Professional Development Advisory Committee

Terms of the professional development co-ordinators in the Vancouver Island and the South Coast zones will expire this spring. Applicants deadline is **April 2**; appointments are scheduled for the May 9-10 Executive Committee meeting.

Technology Task Force

A new five-member task force on technology will be established for a two-year term. Its terms of reference will be:

- to continue to advise the Executive Committee and BCTF committees on trends and developments in technology, and propose new policy and revisions as needed;
- to continue to liaise with labour, business, government and other educational organizations on technology issues;
- to operate a clearinghouse of information on issues, policies, and practices related to technology;
- to continue to support the local microtechnology contacts' network and local association technology committees;
- to monitor the effect of technology on learning and working conditions.

Application deadline is **April 25** with appointments scheduled for the May 9-10 EC meeting.

BCTF Assistance Society

Ten BCTF members are needed to serve two-year terms as "special members" of the BCTF Assistance Society. These members attend the annual general meeting and special general meetings of the society. At least four directors are elected from society special members. Applicants must be from the Lower Mainland. Application deadline is **March 5**; appointments are scheduled for the March 7-8 EC meeting.

There is no change to the provision covering leaves of absence in order to teach on a full-time temporary basis at specific universities, etc. or under programs of the government of Canada. In these cases contributions must be made during the period of absence.

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Registration for BCTF members through
Teacher Personnel Services Division.

