

Teachers prepare for election

In Cranbrook, Ian Weatherley surveyed the voters' list and found 93 teachers out of 180 not registered.

He promptly went to work and in five days had all wives, husbands, and nearest relatives registered to vote.

That's the story around the province today as teachers form local committees, make sure teachers are on the voters' list, and organize for the protest vote against Social Credit. Teachers are also joining the political party of their choice.

Says Ian Weatherley, 'Most have paid the levy. We have only three or four holdouts.'

There is a joint Kimberley-Cranbrook action committee that includes Jim Patterson, of the East Kootenay Labor Council. It has

been meeting once a week for planning.

Peter Klassen, Nelson, reports four committees have been formed, for co-ordination, for internal teacher education, for press and radio information, and for research. Letters have been sent to local service clubs offering to provide speakers.

Dave Mitchell, Trail, says the mythical BCTF storm troopers have not arrived. He's waiting with interest to see who will get the nod for the Conservative nomination in the riding. (Liberal and NDP candidates are chosen.)

He reports 95 percent success on the levy, with only 9 holdouts.

Burnaby teachers have been busy with a 'contact a friend' approach. They ran a memo through the district asking teachers to call on friends and

neighbors to discuss recent setbacks in education. They are using the Crisis sheets as part of the contact a friend information giving.

Burnaby president Don Kelley says candidates contacted in the area want leg work from the teachers more than an official endorsement.

He reports 97 percent collection on the levy, with eight holdouts.

New Westminster reports 97 percent on the levy.

North Vancouver has planned a general association meeting for May 31 with all candidates invited. Teachers have an action committee that has met with all opposition candidates. They will support the candidates with the best chance of winning.

In Vancouver, constituency committees have been formed in

all six ridings. City wide proportional representatives meeting has been called for May 11, to hear detailed proposals from Elementary Bill 3 Action Committee.

Bob Adams, VESTA president, says the registrar of voters will be mailing voter registration cards to all teachers who live in Vancouver. Bob gave the registrar the computer print-out of names of teachers who live in Vancouver and the registrar is notifying everybody not on the voters' list.

Dale Gregory, Coquitlam Teachers' president, reports a good reception from PTA groups although they have not had big turnouts. They are having panel discussions in the district.

Coquitlam teachers have a Bill 3 committee and a voter registration

committee. They put a heavy initial effort into informing the membership, then they contacted other groups to promote the voter registration idea.

With 1100 members, Dale reports only a handful (12 teachers) won't pay the levy.

Denny Wagg, president of the Peace River South local, says he's encouraged by the response of the local to the levy. 'Our staff reps have done an excellent job,' he says.

His group has adopted a non-partisan stance. At present, Denny says, the action group is looking for support in the community. 'We will ally with other groups — for instance, the farmers have a real problem here — and we will be having town house type meetings to look at each others problems.'

Call for partnership

The following is the text of the message delivered by BCTF president Adam Robertson to the B.C. School Trustees Association convention at the Bayshore Inn, Vancouver, May 5, 1972.

It is only a few short months since I had the privilege of speaking to you at your last annual general meeting. But what months they have been.

The events of these months have reaffirmed my belief that the problems of education can only be solved if and when we see fit to establish a viable partnership among those bodies entrusted with the task of educating our children.

Permit me to identify the three bodies whom I believe should form this partnership — the Department of Education, the British Columbia School Trustees Association and the British Columbia Teachers' Federation.

To me, a viable partnership exists only when all partners are recognized as equals but are seen as performing differentiated functions. We each have distinct functions to perform but these functions must be performed in harmony. This can happen only if understanding and acceptance is demonstrated among the partners.

The day for unilateral action on the part of any one of the partners

— in view of the complexity of the total educational process — must be recognized by all of us as completely unacceptable. Any action contemplated by any one of us that cannot bear careful scrutiny by the rest of us must, of necessity, be highly suspect.

We all know where the action is — where the educative process develops. It is in the interaction between individuals — student and teacher — student and student — within the learning environment of the school community. The fundamental purpose of the threefold partnership is to enhance this environment — to make maximum development possible.

It is a purpose that requires our joint efforts — efforts directed toward a common cause and based upon a complete understanding and acceptance of each partner's role and function.

In my opinion British Columbia is without a viable educational partnership. The potential partners tend to react to the unilateral actions of one another. Each appears to be on the defensive, confused by the nature of the existing relationships, and uncertain of the future — perhaps frightened by the future as we face that future without clearly established acceptable guidelines.

We are at the crossroads in education in this province.

The people of British Columbia, through their elected representatives at the school board level must make perfectly clear to the government of our province what they expect from our public school system. The hopes and aspirations of the people must be reflected in the demands placed upon the senior government. This is the democratic approach that society must guard most zealously. I for one do not believe that democracy has gone too far.

If trustees accept this point of view then they of necessity become far more than trustees or guardians of the public purse. They must become trustees of our children's right to be exposed to a good educational environment, an environment capable of permitting maximum human development.

Acceptance of this challenge would necessitate the establishment of a very close positive partnership between trustees and teachers at the local level — a partnership not designed to erode each other's influence, but rather to strengthen it.

As a teacher and as president of our organization, I pledge my support in the initiation of this approach to the solution of the

problems facing education in British Columbia.

Our organizations will be judged in the future by the contributions we have made in the field of human development. This is an area that will demand maximum contributions from society in personnel and monetary resources if our efforts are to be judged as positive.

I ask you: Can we afford to do less? Education is an investment in our children — in their future — a future dependent upon the stage of development they are permitted to reach.

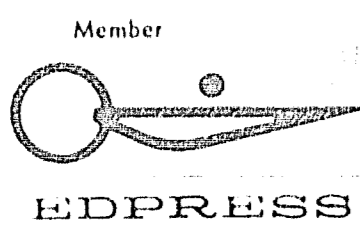
Can we in good conscience deny them a full opportunity for personal development? Our answer will depend to a great extent upon the vision, the dedication, and the courage of the three potential partners in education.

Yes, the answer lies in leadership. As partners we have the potential to provide the quality of leadership required — both present and future.

Let us not permit this potential leadership to remain dormant. Let it so shine forth that future generations will say that the Renaissance in Education in British Columbia had its origin in your 1972 Annual General Meeting.



BCTF president Adam Robertson



Comment

The government and teacher ads on education finance, like all advertisements, tell different stories or teach different lessons to different viewers, depending on the audience and what it wants to see.

Perhaps the most distressing aspect of the government ads lies in the deliberate misleading of the public. On each of those ads there is the seal of the government of British Columbia, a fact not to be taken lightly, because there is an important question of credibility at stake.

Deception has been with us since the beginning of recorded time as a tool of government to achieve political ends. Truth, candor and openness have never been counted as political virtues; deception, in our tradition of philosophical and political thought, has seemed casually acceptable in political dealings.

It was easy for the government to discredit teachers and degrade a profession with full page advertisements on teachers' salaries for the appeal was calculated to arouse feelings, envy and jealousy particularly among the have not, of our society.

Those forces set in motion by government deception will be long in abating.

There is a parallel with the Pentagon Papers that needs to be drawn. Deception whether practised by the Nixon or the Bennett

government is easy up to a point, because, as Hannah Arendt puts it: "It never comes into conflict with reality, because things could have been as the liar maintains they were; lies are often much more plausible, more appealing to reason, than reality, since the liar has the great advantage of knowing beforehand what the audience wishes or expects to hear. He has prepared his story for public consumption with a careful eye to making it credible . . ."

However, Arendt would argue that no matter how large the tissue of falsehood created by governments, the lies will be defeated by reality for which there is no substitute.

"In the Pentagon Papers, we deal with people who did their utmost to win the minds of the people, that is to manipulate them, but since they labored in a free country where all kinds of information were available, they never really succeeded," she writes.

The government's lies about the cost of education in this province will never fall into oblivion because the facts have a secure dwelling place in the minds of too many witnesses who bear testimony to the deception.

Truth or falsehood may not matter to a government struggling to stay in power. But the distinction is vital to people concerned with education. — John Hardy

Into oblivion — mercifully

Donald Brothers told the press during the Trustees' Convention that he expected the BCTF to send storm troopers into his constituency to try to defeat him in the election but that he was ready for them. Obviously he is trying to portray himself as a David facing up to a BCTF Goliath.

He's off base on two counts. First it's a BCTF David facing up to a Sacred Goliath. Second, Don Brothers as person just doesn't count. He's where he is, not as a spokesman for education, but as a mouthpiece for the premier's finance policies. When Social Credit goes, as sooner or later it must, so goes Brothers — into oblivion. — C. D. Ovens

Dear Sir:

A Vancouver Province editorial, March 28, 1972, "Teachers sailing troubled waters . . ." commits one to realistic and serious soul-searching.

That the present government must be defeated at the polls is unquestioned; and every civil-minded person must work toward this end, teacher or otherwise. However, to campaign explicitly for such defeat as a means of salvaging educational remnants is not our job as teachers; nor is it wise to so expose ourselves to such narrow terms of reference.

As educators, we must face each social development from economic (and democratic) necessity together with all other groups who are facing similar repressive challenge. We must organize for solidarity to confront issues at hand that immediately affect us. We must affiliate with others who are prepared to do likewise. Our purpose and our forces must be focused on long-range action to face contradictions not only from Social Credit bungling but also that from any other political party that may bungle in like manner for similar reasons in future.

Our course in B.C. today is currently revealed to us by brothers and sisters in Quebec; and our immediate concern is to resolve for ourselves the correctness of their approach; and also lend a hand individually, to defeat this government at the same time. IVOR J. MILLS, Vancouver.

Dear Sir:

I noted in the latest information release a letter from a teacher

pensioner announcing he had donated one day's pay to the teacher campaign.

I do not believe that we are going to convince anyone of our need by "advertising" or publishing "facts" for the public to digest.

Only active involvement in the political arena will get results. If every teacher would contribute one day's pay or its equivalent to the political party which in his riding has the best chance of defeating the Sacred, the Government would soon begin to pay attention.

Because I believe that, I am donating \$10 a month and a good deal of work to the constituency organization of the NDP in my riding. The Opposition is the only party which, to my analysis, has any chance of replacing the Sacred in the coming election.

In ridings where as a voter, a teacher believes the NDP has little chance of winning, I'd suggest supporting either the Liberal or Conservative candidate, whichever has the best chance of winning.

Yours truly,
FRANK SNOWSELL.

Dear Sir:

With reference to your item "For the Record" in your March issue I do not very often have to take issue with any newspaper accounts which have taken remarks I have made in the Legislature out of

Mr. Bennett and money issue

G. R. Kirby

One hears a lot of words about the virtues of the collective bargaining process and an equal number of words about its weaknesses. On the one hand it is considered to be flexible, democratic and effective as a wage-setting process, on the other hand it is time-wasting, confusing and ineffective process.

Those who are the recipients of its results are often inclined to say that they don't care about the process as long as the results are right. These people fail to understand the whole scene. The situation is analogous to the day-night phenomenon. Without one the other has less meaning. In the present situation there is a tendency for the short-sighted to say that the issue is whether or not we get 6.5% increase or 7.6% increase. They fail to realize that the 6.5% increase that the Bennett Government gave its civil servants this year represents a compromise between what he wants to give and what the teachers and the Hydro workers received. The 7.8% that

the school boards gave as an increase to teachers represents a compromise between what they wanted to pay and what the workers in the industrial sector received. The Vancouver settlement of 8.9% is more representative of industrial gains, and as such reflects the compromise between what workers wanted and what the industry was prepared to pay.

In fact then, our restricted bargaining process allowed us to do better than the school boards would have agreed to otherwise and forced Mr. Bennett to raise his ante to the civil servants.

If he can make us part of the dominated group, it removes from his government a pressure and therefore he can revert closer to his own stingy standards. It is predictable from his past record that he will increase salaries enough to barely cover the increased cost of living. This means that teachers will not share in the increased productivity of the economy.

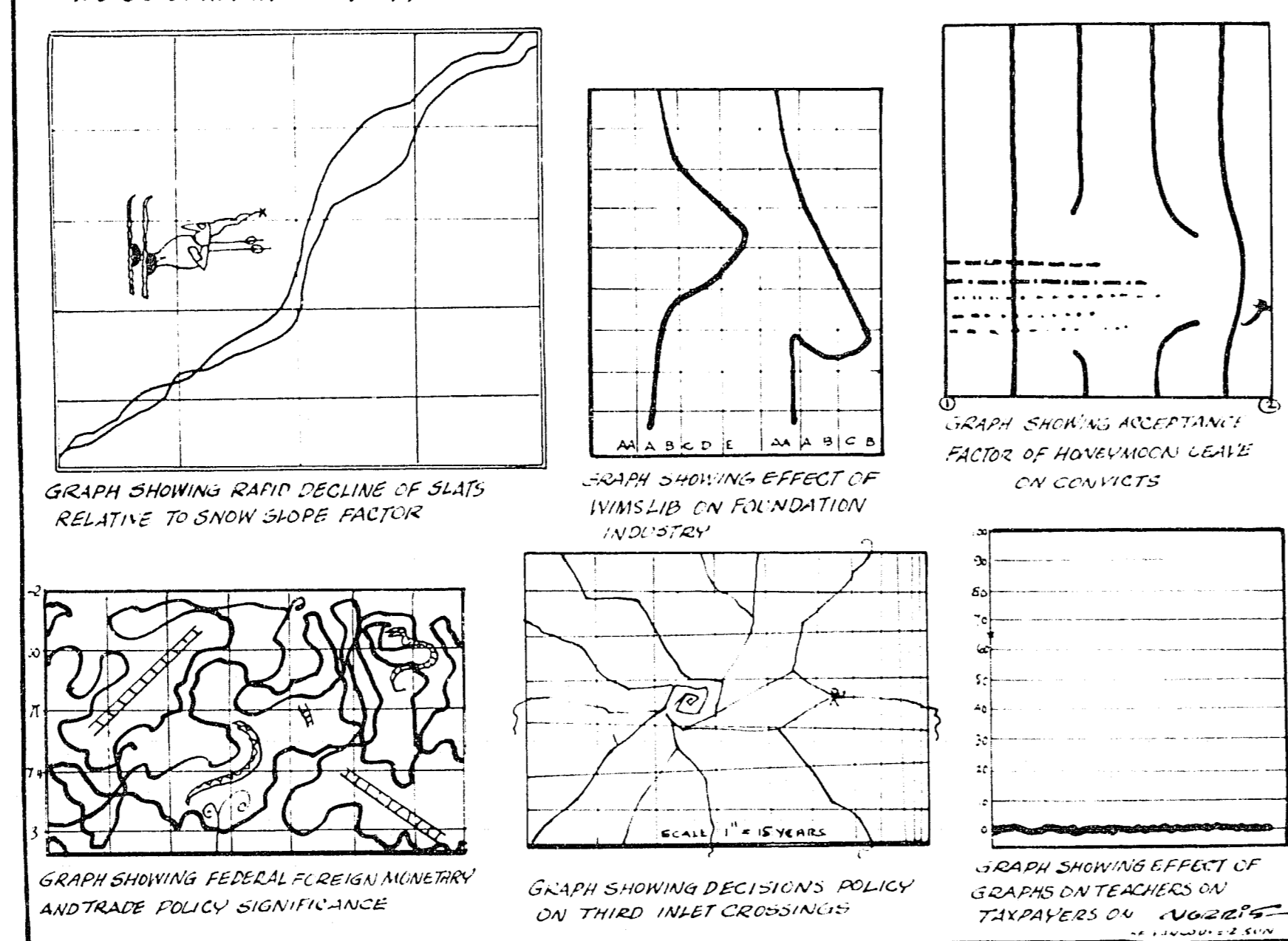
Further, when teachers or categories of teachers become scarce, Mr. Bennett through his

fiscal policies will force boards to increase class sizes rather than increasing teachers' salaries in order to make the profession more attractive to young people. Not until there is a parent revolt will salaries receive any significant upgrading.

It is also predictable that the first time he exercises his new power to dictate teacher increases the results will be moderate. In this way he will trap those who wish to believe in his benevolence and tone down those who speak against him. After that, of course, we will be relegated to the 'small salary and gold watch' crowd.

The foregoing analysis is not based on fantasy. Teachers have witnessed a similar saga in places like Nova Scotia, Newfoundland, Saskatchewan, Quebec, Great Britain, New York, Washington, Australia, etc. The lesson is clear that the teachers' organizations that fight for and maintain their rights at the bargaining table maintain the economic standards of its members and the standards of service that are provided to the public.

IF THE GOVERNMENT AND TEACHERS CAN GOBBLEDEGOOK EACH OTHER WITH GRAPHS



Letters

context. However, that certainly happened with respect to my statement on the matter of art and music being "baloney." I might say that even later during the debate on this matter I did rise to a Point of Order when the subject was being raised by the Member from Cowichan-Malahat to indicate my concern.

In the first place I was making the point that years ago the B.C. Teachers' Federation had fought vigorously against the proposition that it was desirable to have, at the departmental level, a whole raft of supervisory and co-ordinating personnel whose relationship to what was really happening in the field seemed to be limited. Provincial co-ordinators for art, music, drama, social studies, home economics, etc., were becoming fashionable, however, they were doing very little to the educational experience at the local level.

Today the situation has now found a counterpart within local bureaucratic structures. The School Boards are now in the process of appointing, at a Board level, a number of employees to be engaged in work of a supervisory and the "motherhood" word, co-ordinating nature. The effect of this, in my opinion, has been to downgrade the importance of the classroom teacher in any field, be it art, music or whatever. In the Legislature I was making

the point that the most important thing that could happen in education would be for the classroom teacher to once again regain the significance which was once attached to his position.

Yours sincerely,
DAN CAMPBELL,
Minister.

Dear Mr. Campbell:

Your letter astonishes me. You called teachers (because supervisors are teachers), tippy tap people; you called art, music and drama, baloney. What are you to tell the supervisory and co-ordinating personnel in your riding? Do we ask them not to take your remarks personally? Do we tell them that their work is 'downgrading the importance of the classroom teacher'?

Who is really responsible for 'downgrading the importance of the classroom teacher'?

You have unleashed a series of advertisements, province wide, calculated to degrade education and discredit teachers as an occupational group.

You have invited teachers to a street brawl: "If these guys want to fight Campbell in the streets of Campbell River, Port Hardy, or anywhere else, the battle's on, the die is cast." You have chosen to make a provincial issue of a list of suggestions put forward by an ad hoc

committee of angry and frustrated teachers. And you must have known this was not local association policy, nor BCTF policy, but an angry reaction from some teachers which you yourself provoked.

You dared to say that the most important thing that could happen in education is for the classroom teacher to regain stature.

You grossly insult teachers if you expect them, after what you have perpetrated against them, to see any sincerity in that remark. —JOHN HARDY.

Pollution control contest

Announcement has been made of a special contest for young people in British Columbia secondary schools interested in ecology-pollution control and conservation of fish spawning beds.

Students living in an area where there is a creek or river (excluding the Fraser, Nass, and Skeena but including their tributaries) supporting a run of spawning salmon or steelhead trout are eligible for entry.

Prizes include expense paid trips to England and Mexico City. Schools may order classroom lots of contest rules and application forms from the Department of Recreation and Conservation, Attention: Mr. John Buckley, Room 103, Museum Building, Parliament Buildings, Victoria, B.C.



BOOTH ADVERTISING BCTF services to education was a feature at the May Pacific Education Showcase. Visitors say it provided an oasis from the hardware on display.

Shift off property tax?

Delegates at the BCSTA Convention defeated by a vote of 200 to 105 a motion from the Greater Victoria School Board which said BCSTA policy should change to advocate financing education from the province's general revenues rather than from property taxes. Trustees accepted a research report prepared for the association by D. Phillip, H. White and Dr.

Stanley W. Hamilton of the Faculty of Commerce and Business Administration, UBC. Delegates to the convention instructed the BCSTA executive to prepare a program embodying changes recommended in the report.

Trustee Dr. C. B. Jamieson, Victoria, said he was encouraged by the 105 supporting votes for the motion to have the school costs

come from general provincial revenues.

He said the concept has been gaining acceptance gradually each year at the BCSTA Convention and predicted the idea of drawing upon general revenues will soon become an issue in school board elections in a number of districts.

BCTF Position
At the April 29 of the BCTF Executive Committee, the staff of the Division of Economic Welfare presented the following statements on the financing of education in British Columbia for the consideration of the Executive Committee.

"The BCTF believes that the following provides a sound basis for financing the public school system (kindergarten through Grade 12) in British Columbia.

1. Local school boards should be responsible for managing the public school system within their school districts.
2. All financial support for the public school system should be from general revenue of the province.
3. Funds should be distributed to local school boards through a system of basic grants from the provincial treasury to the school district. These grants should be calculated on a common basis with provision for supplemental grants to cater to varying needs dependent upon geography, sizes of school districts and the needs of the pupil population.
4. The federal government has a responsibility in the support of public education.

This statement will be presented to the May Representative Assembly as interim policy on education finance for use in the campaign against Bill 3.

In other business the Executive Committee tackled problems that have arisen in respect to the levy.

The Executive decided individual members may write to the BCTF instructing the levy be restricted to either publicity or political action and also state that their money may not be used for strike action.

The Executive decided however that individual members would not be able to direct their money to a particular party or candidate.

Members who do not pay the levy by June 30, 1972 will be termed members not in good standing until the levy is paid.

No special considerations will be given to members who lose their positions at the end of the present school term but if a local association is aware of a case in which imposition of the levy would create hardship, it should so advise the Executive Committee and a special dispensation may be made.

Whither the levy

How is the levy being spent? That is the question BCTF president Adam Robertson says, "and we will have a schedule of accounts post election campaign."

"At the present time," Robertson says, "there has been \$74,356.30 spent on a number of activities that the Federation has undertaken since Bill 3."

Money spent so far has gone to travel expenses for committees, meetings and rallies, advertising, referendum ads, commercial printing (including Crisis fliers), and public opinion polls.

As of April 28 the advertising spent so far by the BCTF amounted to \$14,110. But in May the BCTF ran a small ad through the weekly newspapers of the province reminding taxpayers that it was their money the government was spending to degrade the profession. That ad cost a little better than \$5,000.

"We anticipate spending the bulk of the money that will be spent in this campaign on two programs, one, a publicity program and the other, a local political action program," Robertson says.

Robertson also points out that the teachers need to think of a long

Socreds misleading public

In characteristic fashion the Social Credit Government has used public money to publish more complete and misleading information of teachers' salaries.

It is generally accepted that in the early 1950's teachers' salaries were too low. There were substantial increases in the late 1950's so that by 1960 the consensus was that teachers had achieved a reasonable economic status. Since that time teachers' salaries have increased at a rate consistent with economic indicators and changes in community incomes.

Why is it that salaries and incomes generally rise much faster than increases in the Consumer Price Index?

It has generally been recognized that wages and salaries should reflect the growth that has occurred in real wealth, which is indicated by the gross national product per person.

What happened to other salaries, incomes, and productive wealth during the same period? Have teachers' salaries risen at a rate which is in any way disproportionate to increases in community incomes or to increases in productive wealth?

Looking at the period from 1960 to September 1971 we see the following increases:

Average Weekly Wages and Salaries (B.C.)	93.1%
Personal Income Per Person (B.C.)	111.1%
Average Teachers' Salaries (B.C.)	84.6%
Gross National Product Per Person	104.4%

On the average B.C. teachers do have the highest salaries in Canada. But this has to be looked at in the context of at least these two factors:

- (a) B.C. teachers, as indicated in the government's ad are the best qualified
- (b) B.C. teachers' salaries are set in the context of the highest Average Weekly Wages and Salaries in Canada.

The only valid comparison of teachers' salaries is in relation to community incomes. Collective bargaining for teachers has only produced results which are consistent with increases in community incomes. — Mike Zlotnik

term public relations objective probably using the public relations firm hired for the campaign to promote the image of teachers and education generally in the province beyond the campaign itself.

Teachers committed — Robertson

BCTF president Adam Robertson, who has visited Sooke, Coquitlam, New Westminster and the Peace River country since the AGM, says he is encouraged by the activities teachers are engaged in in the local areas.

"Teachers are becoming committed," he says.

Robertson says many teachers who have misgivings about political action are nevertheless paying the levy because they realize that the political climate in this province has to change. "It's foolish to think that there are 23,000 people with swords ready to dip in to the Social Credit blood just for the joy of it," he says. "Instead, teachers are coming to the realization that Social Credit must be voted out at the polls."

Asked about those teachers who are writing letters to the public media denouncing the profession, Robertson says, "It has been our experience that those members who have criticized us in the press have in essence acted as crusaders for our cause."

After the trustees' convention Robertson commented that teachers never had a better image with trustees than right now.

Says Robertson, "There is a feeling I sensed coming out of the trustees at their convention — a feeling of concern for what was happening in the education world."

Many trustees from all around the province talked to him after his speech, he says, and commented on the correctness of his views that trustees must be much more than accountants and be concerned about the quality of education in the schools.

Priority given Bill 3 campaign

At the meeting of the Executive Committee on April 29, it was agreed that for the next few months (until after the Election) many of the usual activities and programs of the Federation would have to be slowed down or stopped in order to give sufficient priority to the Bill 3 Campaign. At each meeting of the Executive the President and Strategic Planning Group are to report on the extent to which programs have been amended.

In the discussion at the Executive Meeting, it was stressed that direct services to individual members in such matters as tenure and legal cases would continue as usual. Similarly advice on pensions and on employment, and services of the Resources Center and Lesson Aids, would not be affected. However, it was necessary that some other programs be curtailed.

The Executive Committee did not specify any programs that would be affected, but authorized the President to review the situation with the SPG and report back on May 20.

Charter flights

The BCTF Co-op reports on charter flights to England that they have 40 seats left. Cost is \$285; plane leaves July 16, returns August 18. All other seats are gone.

Short Courses

The In-service Committee of the Courtenay Teachers' Association has planned four courses which are open to other teachers in British Columbia. These courses will be held in Courtenay. The school will be announced.

Education Through Creative Drama

Dates — August 21 to August 25. Resource Person, Mrs. Betty Keller, a teacher in North Vancouver. Fee: \$50.

Mathematics in Kindergarten to Grade 3

Date — August 28 to September 1. Resource person, Mrs. Roberta Chivers-Hay. Fee: \$50.

Science for Elementary Teachers

Date — August 28 to September 1. Resource person: to be announced. Fee: \$50.

Registration for these courses is to be in writing to Mr. M. Zola, School District No. 71 (Courtenay), 892 Harmston Avenue, Courtenay, B.C.

A course emphasizing:

- instructional design and its relation to curriculum design.
- interrelatedness of all student learning.
- the need to be concerned about student interests and backgrounds in planning for learning.

Instructors:

Instructors are being chosen for their skill and knowledge in instructional design in those curriculum areas which have recently been revised:

- Art — elementary and secondary.
- Movement and Dance — particularly elementary.
- Music — particularly elementary.
- Environmental Education

Geography — particularly secondary.
 Science — elementary.
 Social Studies — elementary.
 Language Arts
 Commerce — particularly short-hand and typing.
 Arithmetic/Mathematics

Program Features:

Lectures, simulations, problem solving, films, work sessions to design instruction in area of interest.

Location and Dates:

Vancouver — August 21 to September 1. Times: 9:00 a.m. to 3:00 p.m. daily. Fee: \$80.

Purposes:

- examine the developing (new) curriculum in the social studies.
- build skills in using social studies to increase student understandings of themselves in relation to society.
- develop thinking skills.
- devise strategies that will assist students in clarifying values.

Participants:

This course is designed for teachers at all levels in all positions in the elementary school system who are concerned with the social studies.

Program Features:

Lectures, simulations: games and case studies, seminars, visual presentations, field trips.

Instructor:

Dr. Dan Birch, Faculty of Education, Simon Fraser University. Dr. Birch has specialized in social science curriculum.

Location and Dates:

Nelson, August 14 to 18 (1 week).

Times:

9:00 a.m. to 3:00 p.m. daily. Evening sessions may be arranged. Fee: \$50.

Project Overseas leaders meet

Project Overseas team leaders met with CTF officials in Ottawa on Friday and Saturday, April 7 and 8 to discuss the programs their teams will be teaching this summer in African and Caribbean countries.

Project Overseas, entering its 11th year, consists very simply of Canadian teachers who volunteer their time and their talents during the summer months in developing countries. Its aims are to help raise the academic and professional qualities of teachers in those

countries, to help these teachers strengthen their professional organizations and to promote understanding and goodwill.

British Columbia teachers selected for Project Overseas, 1972, are: Mrs. Erica C. Krohman (Ethiopia), Michael Roscoe (Ethiopia), Douglas V. Birch (Ethiopia), Mrs. Lois E. Voth (Ethiopia), Miss Lorrie R. Williams (Ethiopia), Mrs. E. Lillian Podwin (Grenada), William H. J. Ashwell (Guyana), William

R. Hulett (Guyana) and W. A. Wiebe (Jamaica).

Among the items discussed during the recent Ottawa meeting were the responsibilities of group leaders, reports of participants following their summer overseas, finances as well as tips on health and photography.

This year, 43 Canadian teachers will make up the six teams which will be going to Ethiopia and Sierra Leone in Africa and British Honduras, Grenada, Guyana and Jamaica in the Caribbean.



PICTURED ABOVE are the 1972 Project Overseas team leaders who met recently in Ottawa with CTF personnel to discuss the various in-service programs that will be taught in six African and Caribbean countries this summer. They are, from left to right, front row: Norman Goble, CTF Secretary-General, Erica Krohman from British Columbia, Ethiopian team co-leader, Janet Cass from Ontario to Grenada, Marg Hanlon, CTF staff and proceedings recorder, Bob Barker, CTF Executive Assistant and Project Overseas Co-ordinator. Second row, from left to right: Larry Young, former Project Overseas participant and CTF staff member who will be working with Mr. Barker on the Project next year, Mike Roscoe from British Columbia, Ethiopian team co-leader, Victor Schigol, Saskatchewan to British Honduras, Father Clare Malone from Ontario to Jamaica, Dick Klippenstein from Saskatchewan to Guyana and Roy Ito from Ontario to Sierra Leone.

1000 to 1500 teachers unemployed

Dr. Walter Hartrick, chairman of UBC's Education Faculty Center for the Study of Education Administration, recently completed a three year study of teacher supply and demand in the province. Hartrick began the study for the Educational Research Institute of B.C. three years ago when there was a prevalent teacher shortage in the province. He estimates now there may be 1000 to 1500 teachers out of work.

Ann Dahl of the BCTF employment service for teachers says she does not doubt for a moment there may be as many as 1000 to 1500 certificated teachers who are not employed as teachers.

Many married male teachers with families have taken other employment, she says, because they simply could not afford to play a waiting game.

Ann Dahl agrees with Dr. Hartrick that a part of the over supply

is due to teachers who are restricted to specific regions.

However, she points out, the Greater Vancouver and Greater Victoria areas had an over supply of teachers even during the time when there was a general shortage and the Department of Education had to recruit from out of the province.

'Inevitably the present school finance formula and defeat of referenda will worsen the situation in these areas, as well as in other major centers in the province,' she says.

Moreover, she fears that even if teachers would be willing to go anywhere, there would not be enough jobs to go around.

According to records, British Columbia teachers have been successfully finding positions in other countries and the trend is continuing again this year.

In his report, Hartrick suggests establishing a central teacher registry and data bank to provide up-to-date information on who is available, what they can teach, where they are willing to go and why they are not now teaching.

'Both the BCTF and the BCSTA serve as the central registry now for those seeking employment,' says Ann Dahl, 'although not everyone is aware of this service.'

She said the BCTF Employment Service gets most of its calls from principals and adult education directors, while the BCSTA employment service gets most of its calls from district staff. 'Relations are cordial,' she says, 'and the two services frequently co-operate.'

BCTF president Adam Robertson wrote to all school districts last year to find out what specialist teaching positions they had the most difficulty in filling with qualified teachers. Information from the districts replying was passed on to UBC's education student's newsletter and also made available to the other three universities.

Trustee chief slams referenda

The current financing of education is structured in such a way that the very mechanics of the process work against the passing of referenda, according to the president of the B.C. School Trustees Association.

Jack Smedley told about 450 delegates at the Bayshore Inn that he thought 'all school trustees would agree to the basic proposition that once expenditures pass a certain level, it is reasonable to give the electorate an opportunity to express an opinion.'

'But when only landowners are allowed to vote, and a 60 percent favorable vote is required, we have a situation which is more appropriate for fourteenth-century feudal England than twentieth-century British Columbia.'

Smedley said that in some districts only one-third of the electorate owns land and thus is allowed to vote on school budgets.

'One must seriously doubt the sincerity of people who hold this process up as an illustration of democracy in action.'

Smedley warned trustee delegates they would be facing great difficulties in the next 12 months contending with government restrictions on school finance, militant teachers, and a taxpaying public that has increasing doubts about the school system.

In other business the Courtenay trustees were critical of changes in the finance formula in October.

They asked that Education Minister Brothers give school boards more time to adjust to a reduction in the limit on spending permitted a district calling for disclosure of similar financial measures not later than May 15 of the year preceding implementation.

Major changes on short notice cause considerable disruption in the educational programs of many of the school districts of B.C., said the board.

Delegates knocked back a resolution from Saanich School

Board calling on the BCSTA to express displeasure at Brothers' 'apparent lack of serious consideration of the association's resolutions presented to the government.'

A surprise move came with the nomination of BCTF president

Adam Robertson to become honorary president of the BCSTA.

In an unprecedented vote, Robertson received about 80 votes against those of Education Minister Donald Brothers, who retained his position as honorary president.

CTF appeals tax laws

The Canadian Teachers' Federation is appealing to the Minister of National Revenue against a ruling that will see teachers serving overseas, with DND schools in Europe or on exchange, subjected to Canadian income tax.

Previously teachers were exempt from Canadian income tax since they did not fall within the extended definition of Canadian resident specified in the Income Tax Act.

The CTF is also appealing to the Minister to reverse a ruling that will require teachers to provide documentation to support the deductibility of annual fees paid to teacher organizations.

The Department of National Revenue has issued a bulletin which the Department maintains

applies to teacher organizations and that calls for certification in the case of each individual member of the amount properly deductible.

'This procedure is obviously not practicable for most of our members,' says Norm Goble, Secretary General of the CTF.

Teacher organizations, says Goble, should be treated as professional associations rather than trade unions and their fees therefore recognized as deductible under a different subsection.

Gillatt citizen of the year

Mr. J. A. (Jock) Gillatt was named the Citizen of the Year and presented the award sponsored by the Duncan Kinsmen Club at their meeting Tuesday, March 7 at the Tzouhalem Hotel.

Jock has been known in the Cowichan area as 'Mr. Basketball.' He has been the District Commissioner for Cowichan for many years.

Mr. Gillatt has been quite active in the Kinsmen Club. For many years he was secretary-treasurer. He is now a K-40 and a life member.

He has taught in the district for 37 years and has been principal of Duncan Elementary School for the last 17 years.

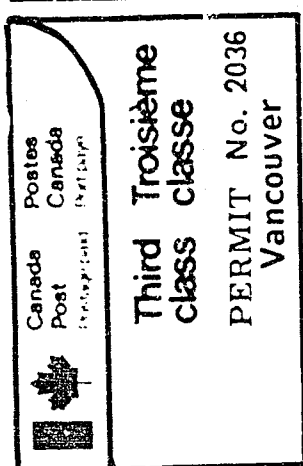
Cowichan Leader

Curriculum directors wanted

At the June meeting of the Executive Committee, two Curriculum Directors will be named to serve for a three-year period (beginning July 1, 1972). See Procedure Statement 9.B.02.

In recent years the Curriculum Directors have been made responsible to the Executive Committee for the general field of Professional Development. Meetings are held at least once per month during the school year.

Nominations should be submitted to the Director of Professional Development at the BCTF office on/or before June 5.



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