

Trail

Children real losers

'For seven years I've gone to the schools to get help. Now, when I've got help for the last one, he's being 'ropped,' says Gladys Phillips.

Her son, Dougie Phillips, the youngest of three has had a remedial reading teacher since September. But in December, his teacher is being dismissed.

When Dougie Phillips returns to school in January, he will have lost his teacher, and he won't be able to understand why.

Nor will his teacher. She was hired on September 8, after the board knew it had made a bad guess in June on enrollment, yet the reason given for dismissal is a decline in enrollment.

'Parents don't like the idea of losing her,' Gladys Phillips said. 'Every parent I've talked to has been hostile over it.'

'We are losing a grade one teacher as well, and we think the kids will have to double up in classes — about 36 or 38 in one class. What happens to the poor slow student?'

Disillusionment is the lot for the young teacher who is far from the political decision-makers and has been dismissed.

But the children in the district are the real losers.



Dismiss ten teachers in December and how many children are affected? Latest number of classes affected in the hasty relocations for January is 16. Here's Mrs. Gladys Phillips and her son Dougie — what happens to him in January?

Ten Trail teachers dismissed — why?

Ten teachers have been dismissed in Trail, heartland Social Credit, riding of Education Minister Donald Brothers, and teachers want to know why.

Is it because of an inadequacy of provincial grant?

According to board chairman, Frank Beinder, a public relations officer with Cominco, in a letter to Trail District Teachers' Association President Dave Mitchell on October 29 the reason is financial.

Beinder said, "An examination of the implications of potential budgetary restriction in 1972 has confirmed a major problem for this district."

"It would not be appropriate to discuss solutions at this time. However, it would be only fair to inform you that, as one of a number of courses which must be followed in overcoming the problem, it will be necessary to apply the provisions of Section 156 of the Public Schools Act to an, at present, undetermined number of teachers."

However, teachers' solicitors say there are no provisions in the Public Schools Act for dismissing teachers in December on the basis of financial problems or inadequacy of provincial grants. It would obviously be a strange clause in the Public Schools Act which is owned by the Education Minister Donald Brothers because provincial grants are also the responsibility of Education Minister Donald Brothers.

A month later, on November 24, Beinder contradicted his earlier reason saying the board's decision to dismiss 10 district teachers is in no way connected with budget problems now facing trustees. "The sole basis for staff reduction is a decrease of some 250 students in the school system."

"Again, board estimates of school population are made on a basis of an early survey and past experience of normal fluctuations. The board has no way of accurately assessing family movements in or out of the area during the summer months."

However, teachers say, the board is distorting unreasonably the true intent of Section 156 to solve a problem that is financial rather than educational.

Teachers' solicitors say there has been a decrease of pupils — in Trail the teachers' figures show 175 not 250 — compared to the "guess" that the school board made before the end of June 30, but that, in their opinion, there has been during the school term, July 1 to December 31, no decrease in actual enrollment.

Says Dave Mitchell, President of the Trail District Teachers' Association, "We do not feel the school board can penalize teachers for a bad 'guess' made in June for enrollment in September."

And one of the teachers who is being dismissed, Mitchell points out, was hired on September 8. "It seems strange for a board to point to a decline in enrollment as a reason after hiring a teacher when they knew the enrollment," he says.

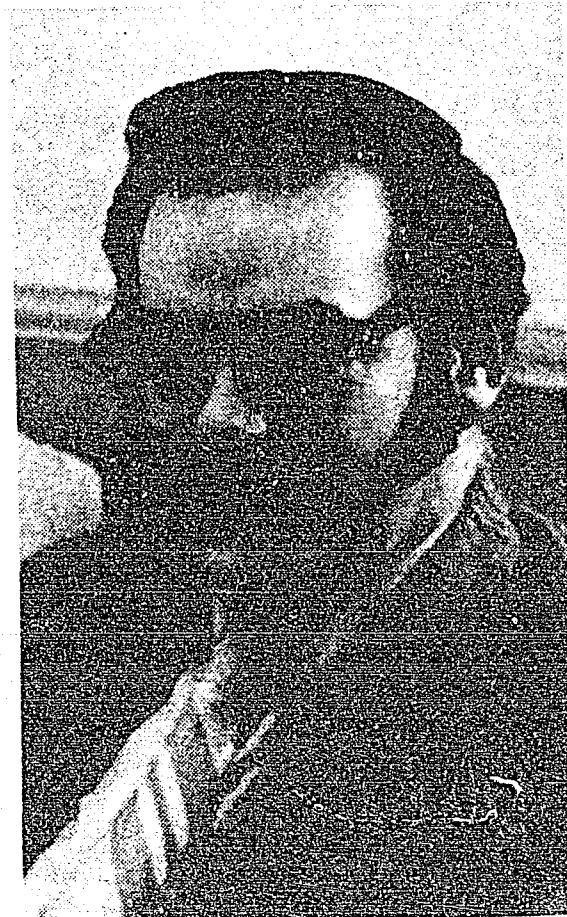
The real reason for the dismissals, Mitchell thinks, is that the board panicked in October when Education Minister Donald Brothers announced his proposed reduction from 110 percent to 108 percent in the provincial financial grants.

He thinks the Trail School Board which dropped its budget immediately from 110 percent to 108 percent was looking for a way to ease the situation and chose to dismiss the teachers for financial reasons.

"We would be interested in where the board is now since the cost of the basic educational program released on December 1 shows the government sharing will be allowed to rise 8.3 percent per pupil compared with 8 percent increase last year."

An official of the B.C. School Trustees Association has been quoted as saying most school boards were figuring on an increase of 6.5 percent to 7 percent. "This sounds like good news for them," said the official.

"Was the board over-reacting, and was all of this really necessary," Mitchell asks.



BCTF awards innovators

For the second year, the B.C. Teachers' Federation has given cash awards to teachers engaged in innovative projects in their classrooms.

Awards went to teachers in Coquitlam, North Vancouver, West Vancouver and Courtenay.

Based on personal application, the awards are to encourage teachers in elementary and secondary schools who are actively attempting through the application of innovative ideas to improve learning conditions for students.

One thousand dollars went to Meguido Zola, Courtenay, in recognition of his contribution to

the development of innovative educational practices leading to improvement of learning in a subject area.

District projects initiated by Zola include making a set of three 20-minute television films suitable for teacher in-service and producing short self-contained teaching-learning packages, each dealing with a single concept.

One thousand dollars went to teachers Morgan, Loney, Morrison and Sage for their mini school project in North Vancouver's Sutherland Junior Secondary School.

Aimed at providing an easy transfer for students into secondary school life, the mini school project attempts to preserve the best features of both the elementary and secondary schools. A core curriculum is used with activities related to community life.

Another North Vancouver winner, Mrs. Phyllis Macdonald of

Handsworth Secondary School receives \$750 for her individual progress method of learning in Business Education.

Successfully operating for four years, the completely individualized program uses learning packages designed by Mrs. Macdonald to enable students to progress at their own rate.

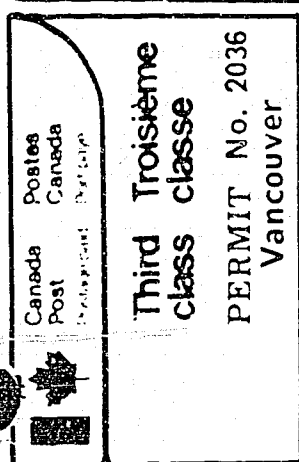
Paul Bailey, of West Vancouver's Cypress Park Elementary, will receive \$500 for a project that involved students in student-written and performed plays, creative dramatics, a student created film and slides using instamatic, polaroid and super 8 mm cameras.

A \$500 research grant was given to Gerald Sieben and Loretta Basso for a proposal to utilize both effective and cognitive measures of elementary science competencies in order to determine the viability of differentiated teaching.

Districts in arbitration

Fernie
Cranbrook
Kimberley
Windermere
Nelson
Castlegar
Trail
South Okanagan
Penticton
Vernon
Kelowna
Kamloops
South Cariboo
Chilliwack
Langley
Surrey
Delta
Richmond
Burnaby
Maple Ridge
Coquitlam
North Vancouver
West Vancouver
New Westminster
Sechelt

Powell River
Howe Sound
Queen Charlotte
Prince Rupert
Vanderhoof
Peace River South
Victoria
Sooke
Saanich
Gulf Islands
Cowichan
Lake Cowichan
Ladysmith
Nanaimo
Alberni
Campbell River
Agassiz
Summerland
Kitimat
Vancouver Island West
Vancouver Island North
Creston-Kaslo
Skeena-Cassiar
Shuswap



2-C

Resource Center,
B C T F Office.

IF UNDELIVERED, return to 2335 Burrard St., Vancouver 9.

comment

Trail is a company town. Giant Cominco wields an influence in the community that has been paternal, but that can readily become threatening in the perceptions of people living in its shadow.

One unfortunate aspect of the teacher cuts in Trail lies in the very human tendency of people to see Cominco as a threatening force behind the board chairman. We do not subscribe to this notion.

Instead, we feel the board was misguided and made a poor decision. We feel the board members over-reacted in panic and made the decision to cut teachers prematurely. But each board member made the decision as an individual with whatever information he had at hand, not with information from Cominco.

This matter is of considerable importance with respect to an editorial that appeared in the Trail Times and that is reprinted in this Newsletter. As far as the content of the editorial is concerned, what can one intelligently say about it? Obviously bad writing, bad thinking, and badly biased. Give it to your classes for analysis.

What concerns us about the editorial is the timing — it appeared the same day a letter to the editor from the president of the local association. And with the editorial, there also appeared a reply to the letter by the board chairman, not as a letter, but as a feature, complete with picture.

We can hardly fault the board chairman for taking advantage of an opportunity presented to him to attack teachers' arguments. But we are concerned that teachers get a fair hearing, that their message to the residents goes without being censored through a network of this kind.

We are concerned, further, over reports of board tactics to suppress dissent in the Trail District Teachers' Association.

Principals were brought in for a meeting, we understand, and given a lecture on expected behavior. Principals were told they were part of the management team, in keeping with a 19th Century model of management and workers. According to the Public Schools Act, principals are teachers.

At its worse, bureaucracy demands, not competence, but loyalty.

We are concerned over the pressure on teachers to keep quiet about the dismissals. We are concerned over a task force that has been established to move to schools where dissent appears and restore silence.

The board will fail in these tactics. The board has made a poor decision. It has chopped educational programs that have been carefully thought out and that require careful planning — throwing sand in the works at this time of year is gross management inefficiency.

Because of board tactics, because of bad decisions, and because contractual arrangements in Trail are now only four months long, we feel the board has lost good will with its teachers and quite likely with the community.

J. H.

'Realities, Realities'

Trail Times, Nov. 24.

Recent statements from teachers' associations throughout the province — and from the teachers' master union, the B.C. Teachers' Federation — deserve careful scrutiny from all taxpayers.

The hassle this year, as every year, is teaching salaries. British Columbia's teachers claim they deserve more money. Tax-paid trustees continue to point out the financial facts of life to the teachers — so far to no avail.

What the teaching 'profession' has done is this: Its members claim education will suffer if they (the tax-paid teachers) do not receive annual salary increases (often in excess of guidelines set by provincial, federal and municipal governments — and more often in excess of guidelines established by private business).

If teachers would admit facts as they now stand, two items can be noted:

Salary cuts to teachers have never been considered by local school trustees, and, more important, the salary paid any teacher should not influence the type of education that teacher provides his students.

In the Trail School District, local teachers claim a staff cut of 10 persons is an attempt by Trail trustees to save money.

Not so. Ten district teachers have been dropped from district payrolls simply — and only — because there are no students for them to teach.

Would Trail district teachers have the taxpayer contribute healthy salaries for persons without any job to perform?

The time for concern by the Trail taxpayer public will arrive only when — and if — education benefits (such as textbooks, visual aids, sporting activities, drama, music and the arts) are cut from the district's school curriculum.

Such educational benefits have not been cut. The only item dropped by trustees has been a number of employees with no job to do.

If teachers here and throughout the province wish to be considered 'professionals,' they had better adopt a more mature, realistic attitude in their dealings with trustees and the tax-paying public.

BCTF strongly opposed to staff reductions

The B.C. Teachers' Federation will back any of its local associations that act to prevent cutbacks in teaching staffs next month.

BCTF president Adam Robertson said that the Federation's Executive Committee will provide financial and staff assistance and legal aid to local teachers' associations in their efforts to stave off dismissals of teachers in December.

Several school boards recently announced staff reductions as a result of declines in student enrollments.

Robertson said the BCTF is strongly opposed to the projected staff cuts on three grounds:

- The services of the teachers are required to bring about badly needed improvements in learning conditions.

- Classes will be seriously disrupted if the teachers are released.

- The layoffs are unfair to the teachers, who were hired on annual contracts.

Robertson said that not a single school district in the province has the class size standards teachers

believe are desirable, and that any release of teachers is therefore educationally unsound.

"Last year," he added, "B.C. had the dubious distinction of having the second largest pupil-teacher ratio in Canada. Only Newfoundland was worse. The situation this year is certainly no better; in fact, all indications are that classes have grown even larger this year as a result of the provincial government's clamp-down on education costs.

"In our opinion this is no time to be letting teachers go. The adverse effects on children will far outweigh the salary dollars saved."

Robertson said that entire classes would have to be reassigned as a result of the cutbacks, and that this could mean major reorganizations of other classes and grades.

"The release of one teacher could have major repercussions on dozens, even hundreds, of students," he said.

He added that the releases were particularly unfair to probationary teachers (teachers in a school district for the first time), because such teachers have to sign contracts that prohibit them from resigning before the end of the school year.

Another editor's views

'Ten scapegoats'

Rossland Miner, Nov. 25

The news that was released at the end of last week from the offices of School District No. 11 has left us dumbfounded. Ten teachers are to be dismissed at the end of December, 1971. We think we understand the facts — or at least the public facts — and we wonder about it all. To us there are several issues that the public must wrestle with.

If we talk to any teacher we hear that the School District has been saying for years that this district is overstaffed. We don't pretend to have our degree in pedagogy, but we question one teacher to thirty pupils as a matter of over-staffing. However, be that as it may, we don't understand why this discovery was not crystallized until the middle of November. Surely this is something that can be acted upon in the summer recess from school, rather than in the middle of the school year. We think that ten unsuspecting teachers — at least they must have been unsuspecting when they applied to work in this district — are the scapegoats for someone else's inefficiency which should have been noted in July or August at the latest. We guess that that inefficiency lies somewhere in the predictions by principals and school district administrators.

It is our understanding that the ten teachers being released are those who are teaching for the first year in this school district. That does not necessarily mean that it is their first year of teaching any place, but just in this district. We can see that there would be no other obvious teachers to release when there is no rating in the area of competence upon which such decisions should be based. We believe that somebody should be pressing very hard for a scale of competence rather than a seniority schedule which is a viable unit upon which teachers are judged.

We don't hold to the concept that if one had been a teacher for thirty years that he is a better teacher than one who has been a teacher for only two or three years. In fact, it might be the case that the opposite is true. We have talked to some teachers who say that there is no supervision that deals with teachers' performances in the classroom. Some supervision deals with such trivia as whether the rows are straight and the children's physical appearances. Surely the B.C. Teachers' Federation can press for adequate supervision and self-evaluation procedures which would indicate whether a teacher is probationary or not. The ten teachers departing in December are scapegoats for this system, too.

We understand also that there might have been a possibility for the School District to approach the community in a referendum for extra money to finish the school year with the staff now presently hired. This would require the community to agree to an additional \$280,000, and would, of course, require the assent of the taxpayers. But the history of referenda sponsored by the School District in recent years has been so rocky that they did not have the confidence to approach the community again. So, we have ten scapegoats for narrow minded citizens' well.

Then, there are the primary people involved in the whole crisis — the pupils. The elementary school pupils who may just face this crisis with great insecurity. Imagine being a grade one pupil and having taken three or four months to trust another adult enough to learn facts and figures, but more importantly, to learn about human relationships. Then, all of a sudden, that teacher is whisked away, while his parents at home can give him no satisfactory explanation. What does such a move say to children about trust in authority, in adults, and in teachers? Ten teachers and three hundred people add up to three hundred and ten scapegoats.

We haven't said anything so far about the role of the Department of Education in all this. The reason is that we don't really understand what is going on there in Victoria! The member for Rossland-Trail doesn't seem to be showering us with illumination, but then we really didn't expect that much. It seems hard for us to reconcile Mr. Brothers' statement one week that there are no unemployed teachers in B.C., with the next week's pronouncement that teachers are being laid off in many centres in B.C. Ten teachers here — and their colleagues in Kimberley and Nelson — may be scapegoats for the Minister of Education and his Department, as well.

A scapegoat is someone who has had the burden of someone else's mistake cast upon him. From time to time all of us must assume this responsibility as members of the human race, but we think that this has been an excessive burden and we hope that it will not cause anyone to crumble under its weight.

We ask the Department of Education and the School District and the public at large, a question that we ask ourselves. What value is operative in this crisis? Is it the value of the dollar or the value of ten human beings who are teachers and three hundred other human beings who are pupils?

Who guides school boards?

By ADAM ROBERTSON
BCTF President

As one who has had the opportunity of working in close association with school trustees for many years and who has through this experience learned that, like the rest of us, they are human beings who generally try honestly to do the best they can, whatever the circumstances, I can appreciate that they find themselves caught in a double bind these days.

The bind, of course, is the desirability and need on the one hand to maintain and improve existing educational programs with dollars which have lost some of their value through inflation, opposed, on the other hand, by the Minister of Education's declaration that spending on education must be further curtailed.

Many school districts simply cannot operate existing programs, let alone contemplate providing more educational opportunities for pupils within the budgetary limits set for them by Victoria. It is understandable that in this situation they feel powerless. Unless they can get the support of local taxpayers they cannot escape the need to economize. Such support these days is not easily won, but without it how can they cut back without sacrificing the quality of education in the school districts?

To whom can they turn for guidance in this situation? In most cases their only educational advisor is the District Superintendent of Schools. But he is first and foremost a civil servant, an agent of the very government that imposed the financial restriction on them. However sympathetic he might be to the local cause, can he be expected to help the school board raise additional funds? As to ways and means of operating the schools effectively on less money, the District Superintendent typically has no answers either. He is not an innovator, an inventor or a magician. He is a pragmatist who knows only one model of school operation — the old one

which he came to know through experience. Old experience is not of much help in new circumstances.

So the trustees have two complaints against the government. First, the amount of money made available to them to operate the schools is cut back. Second, the staff personnel assigned by the Department of Education to provide expert advice as to how to operate the schools to quality standards on less money lacks the particular kind of expertise necessary to the solution of the problem.

Their own association, the BCSTA, has not proven to be of effective help to the local boards in this emergency. As an organization it has been strangely silent, perhaps because there is no unanimity of opinion within trustee ranks as to whether or not government policy should be opposed. The finance formula does favor some districts. A number have actually gained from it.

There is a danger as I see it that school boards not knowing what else to do will meekly give in to the pressure and simply cut back on costs by blindly increasing pupil-teacher ratios or by dropping particular educational programs. Human nature is such that people under stress tend to act first and find rationalization for their actions afterward.

The rationalization in this instance may well take the form of a denial that there has been any damage to the quality of education. And in the short run who other than teachers will be knowledgeable enough to reject the rationalization? Education is a growth and development process; growth and development occurs slowly over time.

A crisis in education in B.C. has not occurred as yet, but is unquestionably in the making. Granted that spending more money on education will not in itself produce better education, it is nevertheless self-evident that spending less money in itself must



produce worse education. If the crisis now threatening is to be averted, some way must be found of resolving both the financial problem — the fact that funds available for the support of education are no longer unlimited anywhere — and the educational problem — the fact that the school system at large, despite its many successes, is in need of reform if it is to succeed in the noble aim of releasing the creative energies potentially within every pupil.

Inflationary forces currently at work in the economy are such that

unit costs of education will and must increase even to maintain the status quo. These unit cost increases must come out of taxes at a time when there is a growing public resentment over existing taxation levels.

Obviously common cause must be made between those responsible for the operation of schools — the trustees — and those responsible for the educational process — the professional teachers. Such common cause must be established on the basis of co-operation. We teachers must never forget this.

SFU catalog of artists

Every teacher would like students to experience particular art forms live but how to reach the artists and how much would it all cost is always a problem.

Simon Fraser University's Maurice Gibbons has devised an imaginative way to solve the problem — a catalog!

Gibbons has assembled a catalog of 40 practising artists willing to work with children in schools.

"My hope is that through presentations of high quality workshops with talented professionals, and discussions in small groups, students can experience particular art forms live and at their best," says Gibbons. "In the larger sense, the intention is to develop a more aware audience for the arts and to stimulate a wider participation in them."

The catalog contains procedures by which teachers make their arrangements with the artist, a contract of conditions agreed to by the artist, and a list of funds available in school districts to finance the artist's visit.

Also included in the catalog is a brief biography and a description of services offered.

The catalog was published at SFU and circulated to all schools in the lower mainland. "Provided the service is used successfully," says Gibbons, "we will improve and expand it, finances permitting, next year."

We must find a way of co-operating with trustees, or move to get rid of the institution called a school board from which trustees derive their functions, or accept a situation wherein the schools which school boards administer will become unrelated to a true educational purpose but rather will serve only custodial, socialization, training functions. Such functions call for child-carers and technicians, not professional teachers.

Common cause can be organized only around a need for reform of our educational practices and structures to make them more effectively serve educational purposes. Such reform may result in a saving of money or it may create a need for higher levels of spending on education. At this stage no one knows for sure which.

In the meantime let us resist the very human tendency within us to make school trustees scapegoats for the troubles and problems now creating anxieties within us. Blameless will get us nowhere. Only a program of positive action based on a need for school reform can advance the cause of teachers and the cause of education. The cause of education is the cause of teachers.

Teachers cannot provide the money education needs; within the profession, however, is the expertise which can guide school boards in planning for school reform.

Victoria's principals study roles

The jobs performed by Greater Victoria school principles and vice-principals aren't always the ones they should be doing as educational leaders, says a two-year study released last month.

The report, 'A Study of the Role of the Administrator,' declares that the role has been expanding, and that task priorities must be re-evaluated.

The 100-page analysis was released by the principals' and vice-principals' sub-association of the Greater Victoria Teachers' Association. The project had the co-operation of District Superintendent A.J. Longmore.

A committee headed by James Ellis, principal of George Jay Elementary School, analyzed how principals and vice-principals spend their time, what tasks they consider important, and what work they would prefer to concentrate on.

Purpose of the study was to assist in setting job priorities for administrators, and to point the way toward better professional training.

Although the principal usually is thought of as a supervisor, actually he spends much of his time in classroom teaching, developing public relations, directing co-curricular and extra-curricular activities, and other work, says the report.

The vice-principal, supposed to be an administrator-in-training actually spends most of his time in 'low-level administrative duties in addition to regular classroom teaching,' the report finds.

If the vice-principalship is to be considered as a valid area of principal preparation, the vice-principal must be relieved of some of the teaching duties he now performs.

'Opportunities must be provided for him to engage in high-level

(Continued on Page 7)



W. V. ALLESTER

On November 24 the Honorable Donald Brothers, Minister of Education, announced that changes would be made in the structure of the senior secondary school curriculum. These will become effective for students entering Grade 11 in September 1972.

President Adam Robertson expressed satisfaction with these changes. He noted that they were generally in line with recommendations made by the Federation in recent years.

The 1968 Annual General Meeting accepted a report from the Curriculum Directors which proposed a number of amendments to the existing secondary school program. This report was subsequently considered by the Professional Committee on the Secondary School Curriculum of the Department. A special Professional Committee prepared a questionnaire which was sent to schools enrolling Grades 11 and 12. From a study of the returns, the sub-committee reported that there were three basic weaknesses:

1. that there was a discrepancy between course load policy and graduation requirements;

2. that the non-academic programs were too highly structured and lacked appeal for students;

3. that there was an apparent lack of flexibility within the organization.

The changes announced by the Minister include the addition of a "Combined Studies Program" to the existing senior secondary programs. Combinations of courses may be freely chosen provided that the specific subject requirements that may be established by the school are met. Another means of providing more locally developed courses, any student may use two "locally developed, Provincially approved courses" as part of his graduation requirements. Such courses may be organized to relate the curriculum of a given school to its

AUDITORS' REPORT

To the Members,
British Columbia Teachers' Federation.

We have examined the balance sheet of the British Columbia Teachers' Federation as at June 30, 1971 and the statements of income & surplus and cash flow for the year then ended. Our examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as we considered necessary in the circumstances.

In our opinion the financial statements present fairly the financial position of the Federation as at June 30, 1971 and the results of its operations for the year then ended, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Our examination did not include the information relating to the 1971-72 budget, and we do not express any opinion concerning the budget.

Rudd, Gould & Elliott
Chartered Accountants

Vancouver, B.C.
September 17, 1971

**STATEMENT OF INCOME & SURPLUS
FOR THE YEAR ENDED JUNE 30, 1971**

	Budget 1971-72	1971	1970
REVENUE			
Membership fees	\$1,906,184	\$1,811,335	\$1,717,347
Less			
Canadian Teachers' Federation membership fees	74,834	67,326	64,725
Allocation to:			
Benevolent Fund	4,530	4,527	2,168
International Assistance Fund	113,255	113,175	108,395
Salary Indemnity Fund	45,902	45,270	43,358
"The B.C. Teacher" subscriptions			
	261,172	252,927	240,325
Net membership fees	1,645,012	1,558,408	1,477,022
"The B.C. Teacher"	10,752	18,942	18,645
Property	27,286	5,429	4,500
Interest & miscellaneous	8,750	19,553	11,831
	1,691,800	1,602,332	1,511,998
EXPENSES			
Salaries—Schedule A	732,462	724,658	591,624
Travelling—Schedule A	75,250	59,207	67,134
Committees—Schedule A	98,405	111,781	114,754
Departments, Special Projects & General Schedule A	183,155	157,910	112,429
General Administrative—Schedule A	311,800	292,905	269,821
Grants—Schedule A	111,350	109,779	147,778
Property	112,600	101,657	102,012
	1,625,022	1,557,897	1,405,552
INCOME	\$ 66,778	44,435	106,446
SURPLUS at beginning of year		1,699,067	1,592,621
SURPLUS at end of year—Exhibit I		\$1,743,502	\$1,699,067

**STATEMENT OF CASH FLOW
FOR THE YEAR ENDED JUNE 30, 1971**

	Budget 1971-72	1971	1970
SOURCE OF CASH			
Operations			
Income for the year—Exhibit II	\$ 66,778	\$ 44,435	\$106,446
Non-cash charges—depreciation	54,850	60,474	66,786
Total cash provided by operations	121,628	104,909	173,232
Net decrease in benevolent fund loans		464	
Bank loans			130,000
Net increase in special funds		18,212	
Increase in current liabilities other than cash		29,642	
Decrease in current assets other than cash & securities		4,307	
Total cash provided	121,628	157,138	303,232
CASH USED FOR			
Furniture & equipment	20,000	13,885	26,639
Reduction of agreements for sale		2,691	1,874
Net decrease in special funds			16,805
Payments on bank loan			130,000
Increase in net current assets other than cash			22,991
TOTAL CASH USED	20,000	16,576	198,309
INCREASE IN CASH	101,628	140,562	104,923
CASH at beginning of year	\$290,100	\$149,538	\$ 44,615
CASH at end of year	\$391,728	\$290,100	\$149,538

BCTF FINANCIAL REPORT

ASSETS	1971	1970
CURRENT ASSETS		
Cash on deposit	\$ 5,258	\$ 5,214
B.C. Teachers' Credit Union	300,000	75,000
B.C. Teachers' Co-operative Association		100,000
Marketable securities		
Accounts receivable—fees	\$168,289	
—other	42,713	217,871
Inventories at estimated cost	38,381	
Prepaid expenses	18,626	22,500
	573,267	452,530

INVESTMENTS at cost		
Bonds (market value—1971 \$41,729; 1970 \$36,625)	48,151	48,151
Property & equipment—notes 1 & 3	188,077	190,588
	236,228	238,739

BENEVOLENT FUND LOANS	8,108	8,572
PROPERTY & EQUIPMENT—notes 1 & 2	1,249,516	1,293,594
	\$2,067,119	\$1,993,435

LIABILITIES, SPECIAL FUNDS AND SURPLUS		
CURRENT LIABILITIES		
Cheques drawn in excess of funds on deposit	\$ 15,158	\$ 30,676
Accounts payable	53,830	30,553
Prepaid short course and other fees	25,256	19,287
	94,244	80,516
LONG-TERM LIABILITIES		
Agreements for sale—Sixth Avenue properties	33,239	35,930
SPECIAL FUNDS		
Benevolent fund	11,584	12,507
Salary Indemnity fund	133,020	121,407
International Assistance fund	18,121	12,053
Provincial Specialist Associations	29,536	28,082
Quality Education fund	465	465
Charlesworth Memorial fund	3,408	3,408
	196,134	177,922

EXCESS OF ASSETS OVER LIABILITIES	1,743,502	1,699,067
Surplus—Exhibit I	\$2,067,119	\$1,993,435

**NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 1971**

	Cost	Accumtd. Deprecn.	Net Book Value
Note 1 Property & Equipment			
Investments			
1601 W. Broadway	\$ 56,528		\$ 56,528
Land	25,114	\$ 25,114	
Buildings			
Sixth Avenue—note 3			
Land & buildings	131,549		131,549
Total investments—Exhibit I	\$ 213,191	\$ 25,114	\$ 188,077
Federation			
Land	\$ 283,496		\$ 283,496
Buildings	983,421	\$169,065	814,356
Furniture & equipment	271,589	123,918	147,671
Parking lot improvements	5,044	1,051	3,993
Total Federation—Exhibit I	\$1,543,550	\$294,034	\$1,249,516

Depreciation amounting to \$60,474 has been calculated in the following manner:

Reducing balance	
Federation buildings	2 1/2 percent
Federation furniture and equipment	20 percent
Federation parking lot improvements	4 percent
Straight line	
1601 West Broadway	10 percent

Note 2 Furniture and equipment was appraised on a fair value basis by George and Munroe Appraisals Ltd. on September 6, 1968. The increase of \$79,553 was included in a surplus adjustment of that year and since that time has been depreciated by approximately \$46,000.

Note 3 Clear title to one of the properties on West Sixth Avenue, purchased in 1968, is subject to the life tenancy of the vendor.

Note 4 1972 Budget figures have been approved by the Representative Assembly in May 1971.

Note 5 This heading of "Salaries" does not include the following salary and staff benefit costs which have been departmentalized:

	Staff Salary	Benefits
Printing	\$ 91,528	\$ 5,492
Property	60,916	3,655
Lesson Aids	20,053	1,203
	\$172,497	\$10,350

Note 6 "Printing-in plant" expense has been reduced by the revenue of \$45,142 representing charges to Provincial Specialist Associations and Lesson Aids Service.

Note 7 Lesson Aids and "The B.C. Teacher" expenses do not include related administrative staff salaries or overhead expenses.

**SCHEDULE OF EXPENSES
FOR THE YEAR ENDED JUNE 30, 1971**

	Budget 1971-72	1971	1970
DEPARTMENTS, SPECIAL PROJECTS AND GENERAL			
Convention & Annual General Meeting	\$ 20,250	\$ 19,083	\$ 16,725
Resource Center	12,850	15,297	9,882
Annual Summer Conference	20,000	4,920	1,510
Newsletter	17,250	14,785	11,305
Public Relations	6,320	2,688	9,121
Information Campaign	38,500	55,655	12,425
Special Projects	27,345	3,832	10,434
Field Services			
Strategic Planning Group	2,740	5,958	
Continuing Education Program	30,000	32,334	39,383
Lessons Aids	7,900	3,358	1,644
Totals—Exhibit II	\$183,155	\$157,910	\$112,429

FINANCIAL STATEMENTS

This will be the last year financial statements are presented in this format. Next year's statements will show expenditures divided among the approximately 50 BCTF programs in an attempt to give the membership a clear and accurate picture of what is being spent in any given area.

Previous years statements have not allowed members to relate their fees to the organization's activities and accomplishments. By switching to a planning, programming, budgeting system approach we are attempting to answer the question of what specific objectives and accomplishments fees are used for rather than simply presenting expenses. The aim is to relate the expenses to the activities undertaken by the BCTF.

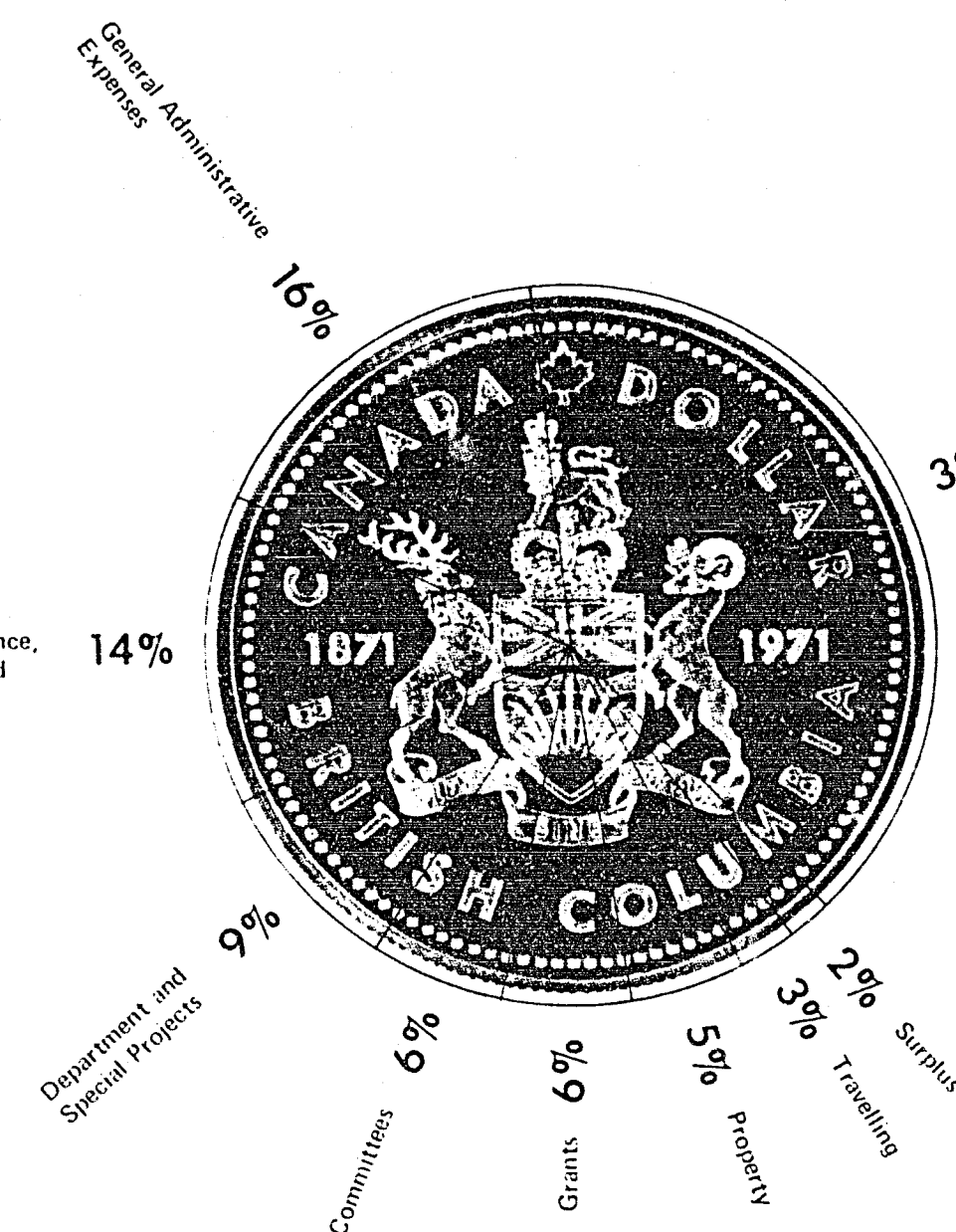
The year's activities resulted in a surplus of \$44,435 compared to a budgeted deficit of \$34,578. The substantially improved cash position is a step towards meeting the goal set at the last AGM of a \$500,000 increase in cash reserves.

Members who need complete financial statements should write to the Treasurer, BCTF, 105-2235 Burrard Street, Vancouver 9, B.C.

**SCHEDULE OF EXPENSES
FOR THE YEAR ENDED JUNE 30, 1971**

	Budget 1971-72	1971	1970
SALARIES—note 5			
Presidential	\$ 40,000	\$ 25,974	\$ 19,360
Administrative	368,180	363,484	301,762
Non-administrative	271,332	275,741	227,594
Staff expense—sundry	7,950	10,420	7,063
Staff benefits	45,000	49,039	35,845
Totals—Exhibit II	\$732,462	\$724,658	\$591,624
TRAVELLING EXPENSES			
Staff	\$ 48,000	\$ 43,563	\$43,548
Executive & Geographical Representatives	27,250	15,644	23,586
Totals—Exhibit II	\$ 75,250	\$ 59,207	\$ 67,134
COMMITTEES			
Agreements	\$ 15,000	\$ 20,209	\$ 22,237
Constitution & By-Laws	50	—	—
Curriculum	4,550	4,333	8,424
Education Finance	—	469	513
Executive	19,500	15,749	17,756
Finance	500	576	398
Learning Conditions	11,000	14,465	17,321
Pensions	3,770	2,116	5,083
Policies & Procedures	150	163	—
Professional Relations	1,000	2,554	1,793
Provincial Specialist Associations	—	284	1,319
Representative Assembly	31,200	43,547	28,303
Resolutions & Steering	—	360	782
School Buildings	—	512	1,491
School Mental Health	—	284	1,409
Teacher Education & Certification	—	524	843
Ad Hoc & Task Forces	11,685	5,636	7,082
General account	—	—	—
Totals—Exhibit II	\$ 98,405	\$111,781	\$114,754
GENERAL ADMINISTRATIVE EXPENSES			
Depreciation—furniture—equipment	\$ 34,500	\$ 36,918	\$ 42,688
Legal & audit	12,000	13,780	14,019
Postage & express	33,000	27,065	19,615
Stationery & supplies	23,100	20,278	18,320
Office furniture & equipment maintenance	3,500	4,557	—
Telephone & telegraph	27,300	30,589	28,758
Conferences	—	2,007	3,251
Office equipment rental	27,000	14,288	15,381
Interest on loans	—	—	2,788
Printing-in-plant (net)—note 6	115,000	96,419	96,284
commercial	20,650	21,553	12,283
Data processing services	7,000	18,938	9,579
General expense	8,750	6,513	6,855
Totals—Exhibit II	\$311,800	\$292,905	\$269,821
GRANTS			
Large urban locals	\$ 2,500	\$ 14,823	\$ 7,313
Arbitration	15,000	1,842	45,122
Scholarships—awards & prizes	1,300	1,100	8,501
Teacher Award Fund	5,000	4,126	—
District councils	18,000	16,220	18,284
Research	15,000	15,000	—
General	4,050	7,541	12,581
Provincial Specialist Associations	25,500	24,127	25,977
Provincial Teacher Qualification Board	25,000	25,000	30,000
Totals—Exhibit II	\$111,350	\$109,779	\$147,778

CTF, Benevolent,
International Assistance,
Salary Indemnity and
The B.C. Teacher



CAMPBELL RIVER



Evidence hidden!

— John Young

On five separate occasions in the last few months the school has attempted to obtain statistics from the Department concerning provincial passing and failure rates. All the requests were either refused or no reply was received.

The school now has in its possession a photocopy of a Departmental document providing some of the statistics the school has vainly sought to obtain. The document was supplied by a person who was outraged by the injustice done to the school. (Photocopy is available from the principal for visual inspection only).

We suggest that one of the reasons why the Department did not release the statistics is that the performance of our students was 4.6 percent ABOVE the provincial average on the basis of school recommendations and success on

government examinations. Also, the argument that we over-recommended students was not sustained because our average mark on regular government exams varied by only 1.2 percent from the average for all accredited schools in the province.

As long as the school was denied access to provincial failure rates it could not adequately defend itself against the charge that the school's standards were low. Now that we have these failure rates in our possession, the charge is clearly shown to be untrue.

The average failure rate for all schools in the province in the 8 courses in June 1971 was 18.1 percent.

The average failure rate for Campbell River Senior Secondary in the 8 courses in June 1971 was 13.5 percent.

COMPARISON TABLE — JUNE 1971

Course	Average percent Failed In Province*	Percent Failed in Campbell River*
Ph. 12	20.8	9.1
Hi. 12	21.0	15.8
Ma. 12	18.5	16.0
Bi. 12	24.2	24.4
Geo. 12	17.7	10.0
Ch. 12	15.1	15.4
Fr. 12	11.9	7.7
Lit. 12	15.8	9.7
Average	18.1 percent	13.5 percent

NOTE: The figures in this column are those which the Department refused to supply to the school, thus effectively preventing the school from making the comparisons in this Comparison Table.

* Based upon number of students recommended, number writing and number failed.

Nonsense!

— Department

It is unfortunately necessary to question the credibility of statements being made about accreditation in Campbell River Secondary School by the principal. The most recent statement refers to "an internal Department of Education document only for circulation within the Department". It is not correct. This document is not a Department of Education document. It appears to be a set of tables prepared in some school district using information which the Department of Education provides to all school districts for use in discussions with principals and school boards. The Department of Education has never refused to provide information on examination results to the appropriate authorities. The principal was advised to discuss examination results with the District Superintendent of Schools.

Accreditation

The table of failure rates prepared and issued by the principal is quite misleading. The comparison that is being made would seem to indicate a complete misunderstanding of accreditation. The appropriate comparison should be between Campbell River and the Provincial failure rates of those students in all other accredited schools who wrote Department of Education examinations. This comparison clearly indicates that the failure rate in Campbell River is 100 percent in certain subjects and is above Provincial failure rates in seven out of eight subjects.

Accreditation as it has been applied for many years in British Columbia senior secondary public schools has involved the evaluation of the schools by the Department of Education which is responsible for seeing that schools are operated in conformity with the Public Schools Act.

This evaluation has been concerned with: school organization (enrolment, courses, time allotments), testing and promotion, student organization, counselling and guidance, buildings and equipment, administration and teaching in the various subject areas.

Recommendation

One of the outcomes has been that the Department of Education has accepted the achievement grades awarded by the school in lieu of marks obtained from the Department of Education examinations. This means that the school can "recommend" a promotion of its students.

A long established policy in determining recommendation includes the following statement which has been issued and should be on file in all accredited schools. "Students about whom there is any doubt should write. Some of those writing may fail but some should pass because the

provincial failure rate is never set as high as 40 percent. (Applicable to candidates who are recommended or write exams in all types of schools and by private study). If no candidate who writes passes or if the percentage of recommendations in a subject exceeds 60 percent and is accompanied by a relatively high number of failures among those who do write, the principal concerned should reconsider carefully the school's recommendation policy as applied to the particular subject. If too many of those writing in an accredited school fail in any subject, the principal should consider carefully the school's recommendation policy."

Some should pass

The following figures apply only to the results obtained on June 1971 examinations by the pupils in accredited schools whose achievement was not judged to be sufficiently high to warrant recommendations and therefore who had to write. With this restricted group relatively high failure rates so far as Department examinations are concerned may be expected.

	Provincial Failure Rates	Campbell River Failure Rates
Literature	63.1 percent	66.7 percent
History 12	74	100
Geography 12	76.5	77.8
Mathematics 12	51.9	66.7
Chemistry 12	57.9	100
Physics 12	64.7	60
Biology 12	45.6	93.3
French 12	45.6	50.0



information can be provided which would indicate that these programs are in fact being offered under the terms and conditions set forth for the payment of grants.

In the matter of survey testing, this school has taken the view that the writing of any Department survey tests is voluntary. This is in direct conflict with the directions accompanying the tests as authorized by the Public Schools Act.

Survey test ignored

When this was drawn to the attention of the school a written statement was made by the principal that every step would be taken to ensure that students would write survey tests as required. On November 4th the Department administered a survey test in Mathematics which the school reported would be taken by 162 pupils. Announcement was made several times over the public address system "requesting" the students concerned to appear for the test. A total of 84 students out of the 162 actually wrote the test. A list of 78 names was submitted as a "list of absentees". It would appear that either these students decided to ignore the request of the school or there is an abnormally high rate of absenteeism.

In the matter of reporting to parents, the school was advised at the beginning of 1971 that its present procedures were not satisfactory and that it had two alternatives, either it could develop its own report card and submit it for approval to the Board of School Trustees, or it could use the provincially prescribed report card. Neither of these two alternatives has been applied to date.

Concern for students

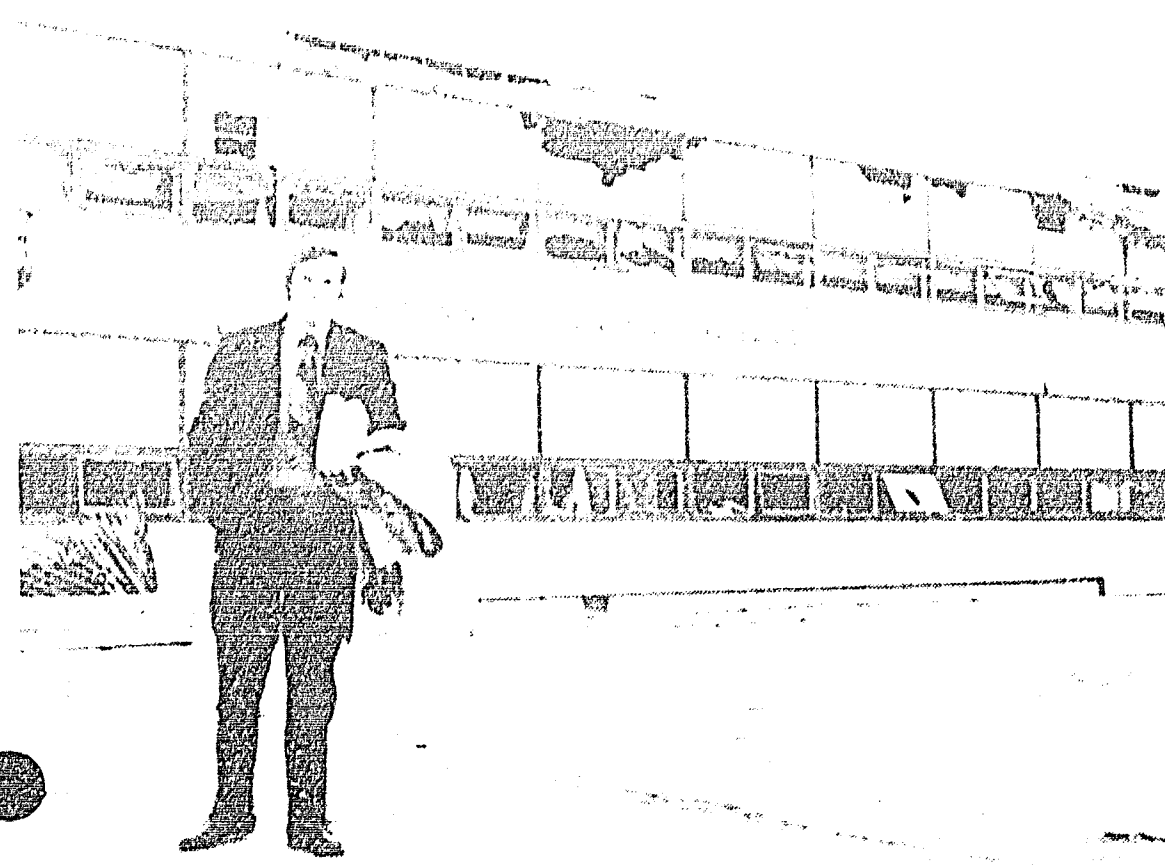
The school has been accredited over a period of time but since 1966 the accreditation period has been reduced and in the school year 1970-71 it was granted only a one-year accreditation with the advice that continuation of accreditation would be dependent upon improvement in academic standards. It should be emphasized that actions taken in this connection are not intended to be punitive or to involve personalities or politics. The sole concern is with the students. This school has been treated in exactly the same way as other schools. Over a period of approximately 18 months, accreditation has been withdrawn from four schools and several others have been provided with warning letters.

Over the past year the Department of Education has been revising procedures for accreditation for all secondary schools. As part of these procedures provision is made for a study of schools by teams of selected persons actively engaged in public education. These teams will visit schools including Campbell River early in 1972.

Special programs

It is reported that special programs are offered and close to \$50,000 is being provided to the school in support of these programs but it is now apparent that no

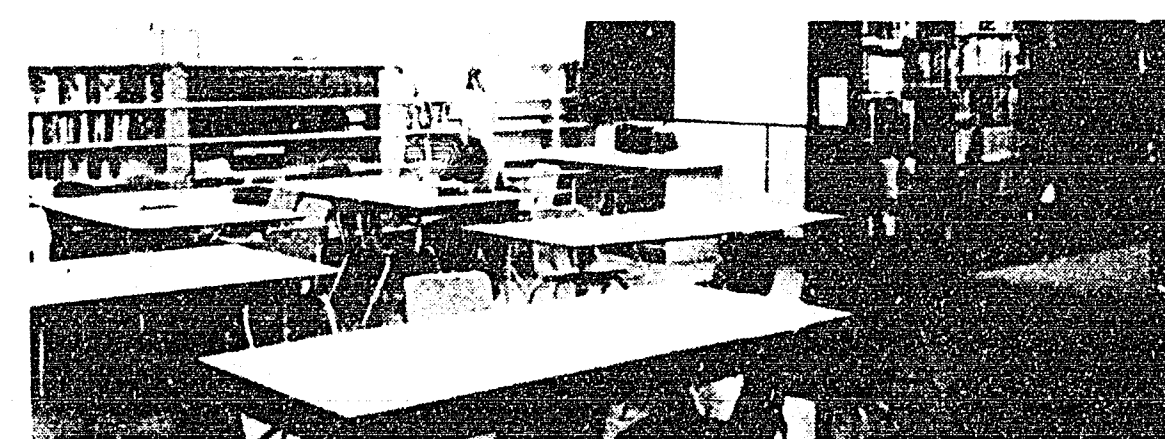
No staff cuts at Kimberley



Kimberley's decline in enrollment amounted to eight students yet board announced staff cuts affecting six teachers. Man on the spot, Ted de Boer, president of the local, kept his cool and provided good leadership to teachers during the uncertain period that followed.



Fire destroyed one wing of Selkirk Senior Secondary School and the lack of facilities affects everyone. Shortage of facilities makes for inefficient use of available resources, for example, some classes have to be scheduled twice.



Temporary library with a handful of books is shown above and below, the principal's office is in the basement along with the wood-working class. Teachers are coping as best they can, but cutting staff would have only caused further disruption.

Victoria principals

(Continued from Page 3)

administrative organization and decision-making.

The report is already under study by the principals' and vice-principals' sub-association. It has been received also by the Greater Victoria School Board.

Another finding is that Greater Victoria principals and vice-principals would like closer links with the community. However, the report adds, average community

participation in the schools is quite small.

It declares: "Administrators are generally of the opinion that the involvement of the community in the school is of increasing importance."

Reasons: "To take advantage of the community's vast reservoir of skills to assist in the learning process."

"To enable schools to act as community centres for the purpose of positive interaction between laymen and professionals."

Administrators reported that volunteer parent aides offer valuable service to the schools, and that they foster better community relations.

However, the research committee concludes:

"The study indicates that although the community was perceived to be a vital resource for the school, the involvement of the community in schools is generally very limited."

"A study of how community involvement can be effectively developed and maintained in schools should be undertaken in the very near future."

Work on implementation of the report has already been begun by the principals' and vice-principals' group. They have placed priority in reducing the teacher-pupil ratio, seeking to vary it according to the needs of each school and its surrounding community.

The principals and vice-principals also endorse the report's recommendation that paraprofessional and parent aide help in the schools be expanded.

Kimberley teachers dug in their heels over proposed staff cuts in December, and due to possible legal ramifications, the board retained its staff.

Kimberley teachers' president Ted de Boer reminded the board at a packed meeting that Kimberley was at one time known as a lighthouse district. "But the standard is being eroded," he said, "by continual financial cutbacks."

"We challenge the board to let the matter of the money required to retain these teachers be decided by referendum," he said. And he pledged support of teachers to help get the referendum passed.

The proposed cuts would have disrupted the system and demoralized teachers, he said.

He pointed to Selkirk Secondary School which was half destroyed by fire and where teachers are already coping with limited facilities. Students do part of their work in the remains of the secondary school and part of their work in a junior secondary nearby.

Another teacher at the meeting rejected the Board's offer for half time work saying she would receive more money on unemployment insurance.

Students and members of the

B.C. Celtic committee

Handicapped children project now underway

Following the publication of the major Canadian study, "One Million Children," the B.C. Celtic Committee considered the application of the report to British Columbia.

This report found that more than one million Canadian children are handicapped to a greater or lesser degree in their social, mental and emotional development because of conditions, many of which are remediable and preventable. Every one of these children could be helped.

The necessary knowledge and expertise now exist but these children are not getting the help they need. Why? Because of the inflexible nature of existing services, a lack of communication between these services, between different departments and levels of government, and between the different professional disciplines.

The B.C. Celtic Committee proposes a year of action to apply the findings of this report to British Columbia by involving the public in community committees in study and action. The intention of the project is to engage levels of government and other influential institutions in discussion of the needs of children with emotional learning disorders, to encourage professional participation in considering the relevance of this report to professional practice and education.

The B.C. Celtic Committee applied to the Medical Services of the Vancouver Foundation for the necessary funds to implement the Celtic project for one year. On receipt of these funds, the Committee appointed Miss Peg Klesner as Co-ordinator of the project. Miss Klesner has a background in education and nursing.

Several members of the Celtic Committee and Miss Klesner recently met with the Ministers in charge of Health, Education and Social Welfare to ask for their support for this project.

The reaction of the Ministers was



positive as far as support for authorizing their staffs to help in the work of regional committees throughout the Province. They also gave permission for the B.C. Committee of Celtic to have access to their Deputy Ministers and to members of the Youth Resources Panel, in order to establish a working dialog. Assurance was given that their verbal approval would be given in written form to their Deputy Ministers and Department personnel.

The objectives of the B.C. Celtic Committee are very similar to those proposed for a BCTF program on services for exceptional children. The Representative Assembly decided at its October 1971 meeting not to approve the proposed program on the understanding that its objectives would probably be served through BCTF involvement in the Celtic project. Isobel Cull of the BCTF staff is a member of the B.C. Celtic Committee.

public spoke up strongly against the board's action.

"I am very much against the sordid manner in which the teachers are being treated," one person said. "If a teacher is let go, I feel it is the board's responsibility to find him or her another position and pay the moving costs."

He said he was certain 80 percent of the people in Kimberley were opposed to the board's actions and felt the board was being grossly unfair to the teachers.

Canadian hair war continues

The great hair war still continues in Canadian classrooms. In Saskatchewan the Court of Queen's Bench has upheld a school board which decreed that male students' hair should not be longer than that shown in a photograph in *Canadian Barber* magazine, and suspended 21 offenders. Parents ignored an invitation to talk it over with the board, and went to court, armed with American precedents, to accuse the board of invasion of privacy and the right to self-expression by the exercise of 'arrogant authority.'

Judge W. A. Tucker was not impressed. For Canadians, said he, the law of Canada must carry more weight than the American Constitution. He warned against 'unconscious acceptance of the view taken by courts in the U.S.A. interpreting the effect of their Constitution on the powers of legislative and administrative bodies.'

The Canadian Constitution, said the judge, gave 'supreme' power to the provincial legislatures in the control of education. Even the Bill of Rights cannot be invoked, because it applies 'only to matters coming within the legislative authority of the Parliament of Canada. By provincial legislation, the province had given school boards the power to regulate the conduct of students, to settle disputes between parents and the school, and to suspend offending students. Even an unreasonable regulation must be held valid as long as it is within the powers granted by provincial law and is not made in bad faith or malice.

In a 'hands off' warning, the judge said that courts must not interfere with school principals or boards when they are administering discipline within the limits set by law. In this case, the board and the principal had acted within the power given to them by the Constitution and the law — including an offer of an appeal hearing which the parents ignored. The decision will set an important precedent for Canadian courts in similar cases in the future.

Self evaluation by schools

By W. V. ALLESTER

With the issuing of a greatly expanded Accreditation Booklet (177 pages instead of 35), the Department of Education has introduced some significant changes into the senior secondary school accreditation procedures.

The first stage of the process will be an internal "self-evaluation" by the schools. The school staff "should examine and reassess the school's objectives, ascertain how far performance meets these objectives and generates plans for improvement."

The aim is improvement of the school by its own initiative and effort."

A small steering committee, which should include the principal, will be set up in each senior

secondary school. Other staff sub-committees will be formed to consider different aspects of the school program. Two of the most important sub-committees whose work must be completed before the others begin, will be those on "School and Community," and "Philosophy and Objectives."

There is provision for an external evaluation of the school. The external agency will include representatives of all subject fields, administration, guidance and counselling, etc. Normal external evaluation would not take place more than once every five years.

Mr. J. W. Killeen, then President, was named by the BCTF to the Revision Committee. Through him, officers of several

the BCTF provincial specialist associations assisted with the revision.

Mr. H. E. Cullis, Chairman and other members of the Committee met with representatives of the PSAs in February, to discuss the work done to that time and to seek the close co-operation of the associations.

Drafts of the revision as prepared, were given to the PSA officers for their reactions before they were finalized.

In our view an important step has been taken in transferring more responsibility and authority from the Provincial level to the schools. We congratulate the members of the Revision Committee and the officials of the Department responsible for the changes.

Decadence

Dear Sir:

It was disturbing when last year for the first time teachers went on strike and for the cause — improved pensions. Such action had been rejected in the past on problems of far more significance and general concern to education and pupil welfare. There is something decadent about a profession so obsessed with conditions after retirement.

Pupils cannot be taught effectively by teachers and administrators more concerned about pensions than about educational progress.

As a beginning teacher I attended a convention in Armstrong 39 years ago. The main concern at the AGM then was pensions. I joined with the few who demanded: 'Give us decent salaries and working conditions and we'll handle our own retirement.'

I'm now retired and living on my pension. After almost 40 years of close association with education in B.C. I believe still that the few were right in 1932. From my own personal experience, teachers are far more handicapped by inadequate financing during their years of active participation in the profession than they are by their minimum pensions after retirement. (Incidentally, so are the pupils under their direction.)

Frank Snowsell.

Backward lot

During the Thanksgiving weekend, I approached the manageress of Harbour Mall Book Shop in Nanaimo to place my own book, *Stout Hearts Stand Tall*, on her stands. While doing so, I remarked that teachers particularly should be interested in this book since it appeals to education to weigh carefully thoughts which point the way out of the dilemma we are now in.

The lady is a seasoned, mature book agent; in her sixties perhaps, with plenty of experience evident in her manner and rapport. Her reply caught me off-guard, mixed with disbelief; thinking, surely she must be mistaken:

'Teachers don't buy books,' she said positively. 'They're a terrible example to young people!'

'Is that so?' I asked, puzzled. 'Of course it is', she hastened to reply. 'We seldom see teachers shopping for books here.'

Frankly, I was unable to find words to reply further; and so I submit this exchange to my colleagues.

Canadians generally are abysmally backward in their reading habits; and such state falls in large degree upon habits formed in early school life. The home that nurtures a practice of owning and caring for books does hold distinct advantage for the will to read; but the school, with the teacher in direct line of fire, remains the only other alternative.

For those who have not yet found magnetic attraction toward books (and, by inquiring around, I find there ARE some), let me quote Langford, a Canadian scientist and teacher of some renown:

'A wise man will select his books, for he would not wish to class them all under the sacred name of friends. Some can be accepted only as acquaintances. The best books of all kinds are taken to the heart, and cherished as his most precious possessions. Others to be chatted with for a time, to spend a few pleasant hours with, and laid aside; but not forgotten.'

And Goldsmith tops this off with: 'In proportion as society refines new books must ever become more necessary.'

With such words to guide us adverse comments may be largely avoided henceforth by teachers.

Ivor J. Mills, Richmond

Competence

Criteria

Dear Sir,

Your Newsletter is very welcome and is always read with interest. In the last issue was a report on 'Criteria for Teachers' — and I presume this is the current thinking of the BCTF on this subject. To say the least, I was greatly disappointed and discom-

forted by the point of view taken by the writer(s), as these criteria could apply fifty years ago since they are suited to an authoritarian philosophy. To read in the text the phrase, 'to provide for individual differences' which is all too frequently mouthed but too rarely applied by the kind of teacher being delineated was just too much. Hence this letter.

It has been widely circulated that in our schoolrooms today, learning is being stressed not teaching; that the classroom is pupil-centered, not teacher dominated; that pupils should progress at their own rate, not the teacher's; that the pupil's interests should be pursued, not the teacher's and so forth.

Yes, it is easy to criticize but hard to originate. For what they are worth, here are a few suggestions off the top of my head so to speak.

1. As the one skilled in fostering the learning process, as the one informed about the sources of materials, and resources to assist learning, and as the one with psychological insight into the personality of each child, the teacher with the active participation of the parents and of the pupils' plans, goals and activities for each child suited to his individual needs, interest, abilities and aims.
2. The teacher commends every child's successes however small and enables the pupil to build on each achievement.
3. The teacher encourages initiative, originality, creativity and resourcefulness.
4. The teacher develops in his pupils a desire for accomplishment so the classroom is pervaded by a hum of purposeful activity.
5. The teacher is alert to recognize a child in difficulty and quickly assists him to overcome the problem.
6. The teacher evaluates the abilities of volunteer assistants and assigns each suitable significant activities to further the learning of individual pupils.
7. The teacher keeps an accurate and up-to-date record of each pupil's progress and discusses this frequently with both the child and his parents.

Note: If these suggestions sound impractical, theoretical or plagiarized, they are not, but arise from my own experience as a teacher, as a school administrator and as an associate of Professional Foundations at Simon Fraser University. In this last position, I had the opportunity of visiting over one hundred and fifty classrooms and I am happy to say I was in many where these criteria were indeed relevant.

Yours truly,

K. R. Donaldson, Vancouver

Slap

I enjoyed reading most of the latest issue of the Newsletter regarding the Campbell River situation. The lead article, however, impressed me only as blatant propaganda which did nothing to set the stage for the matter-of-fact reporting in the remainder of the Newsletter. I was also not impressed with the supposed argument and with the following supposed fact that crept into the argument.

"Computerized exams such as the Department used must concentrate on recall of factual information and are inconsistent with educational objectives which stress inquiry and concept formation rather than memorization."

This supposed fact is not only biased in the use of loaded words but is factually incorrect. In fact, the whole article is most inappropriate for a "professional" organization.

In my opinion you would be doing the profession a service if you could help clarify the philosophical and political issues. For example what is the relationship between John Young's position and the myths outlined by Norman Goble in a recent issue of *The B.C. Teacher*. I have also found it very difficult to relate John Young's public statements, particularly his attacks on the system and the real basis on which his school operates. These are the sorts of things that need to be known in order to make conclusions that permit generalization to other situations.

Yours sincerely,
J. Douglas Ayers
Professor.

Registrar

Dear Sir,

There is an item on page 3 of the October 1971 issue of the B.C. Teachers' Federation Newsletter which I feel requires clarification. The item makes reference to an error on page 71 of the *BCTF Handbook*, regarding applications for higher certificates. I understand that a correction will be made to the Handbook after consultation with the Registrar of the Department of Education. Because of the number of teachers who will be making application for change of certificate I would appreciate it if you could print something in the next copy of the Newsletter as well.

Teachers working at universities within the province should inquire of the faculty of education of the university at which they are enrolled, as to the method to be used in making application for change of certificate. Those who completed training at a university outside British Columbia should

obtain transcript of marks from that university and forward it to the Registrar of the Department of Education of Victoria, together with a letter applying for the appropriate certificate.

Yours truly,

J. H. Wallis, UBC

Thanks

Dear Sir:

The B.C. Teachers' Federation in aiding students such as myself towards their goals, with the Charlesworth Memorial Scholarship, is extending that guidance which I have felt throughout my years at school. I am indebted to my many teachers, who have given me the inspiration and desire to continue my education at a university, eventually to become a responsible member of society.

And I am indebted to their Federation, for enabling me to do so.

Yours sincerely,
Lynette Harper

In case you missed it

Dear Sirs:

Re: New look at grants urged by trustees.

At a time when increasing numbers of women are returning to work outside the home, the teachers in our public schools are assuming heavier responsibilities for our children in addition to full-sized teaching loads.

As a mother of five I have been most impressed with the calibre of both men and women teachers in our North Vancouver schools, as extremely dedicated persons who seldom confine their efforts to mere school hours, but give voluntarily and regularly hours of their time at lunch, after school and on weekends to extracurricular activities, meetings, course work and a whole host of other jobs, to help raise, in a better way, your child and mine.

Our schools, unlike regular manufacturing plants, do not produce another inanimate article to be consumed; they take what we consider our most precious 'raw material' and attempt to create a civilized, thinking young person who will be capable of dealing with far more complicated problems than we even dream of today. It takes only a short time as a teacher to fully realize the importance of your job, and to know what amazing results are possible — how much interested help means in working with young people — if you can just give the job the time and effort required.

We ought to remember that a good percentage of teaching women also have families of their own to work for, when the school day is over; and that many men who teach have connected work in the evening as well.

Therefore, I think as parents we are obligated to give these important people a very special kind of support, by means of our taxes or whatever it requires. While many of us worry and talk about the problems in society, our public school teachers are doing all they can to help the next generation deal adequately with them. We cannot do less than provide them with salaries which will make their continued dedication possible.

Yours sincerely,

Elizabeth Sherbaniuk

Extended year

There is much interest at the present time in developing schemes whereby schools may be operated on a year-round basis. A variety of different plans have been tried in numerous places.

The Educational Research Institute of B.C. gave a grant to a group of Vancouver educators to finance a preliminary study involving a review of past experience and current practice on the extended school year.

Copies of the report are now available from ERIBC.

Ecology Movies

As a further extension of their national ecology education program, Canada Dry Limited has sponsored production of a twenty-two minute full color, 16mm movie, which teaches the real meaning of ecology through the study of animals and their loving habits.

The movie, narrated by Harvey Kirch, television news personality, from CTV National Network, follows a young boy as he goes on a nature discovery tour, where he studies animals of the world as well as those he will find in his backyard.

Distribution of the film began October 15, on a loan basis. There

are no costs involved for schools, groups or organizations who want to borrow this movie and it can be purchased through "Our Living World" along with group sets of the book, lesson outlines and related concrete material, for \$150.

All enquiries should be addressed to: Eric Conroy, Concept Creative Communications Limited, c/o Our Living World, Box 519, Willowdale, Ontario.

Scholarships

Two or three scholarships of a value up to \$2,500 each are available for teachers actively engaged in classroom teaching in a British Columbia public school.

Applicants should hold a university degree and teacher training as well as have had a minimum of seven years successful teaching experience, normally in British Columbia schools.

Deadline for the applications is January 15, 1972. Prospective applicants should write to: Mr. Philip J. Kitley, Director of Guidance Services, Department of Education, Parliament Buildings, Victoria.

Slide contest — geology

A color slide contest of geological features has been initiated by the B.C. Science Teachers' Association.

Aimed at making teachers and students aware of geological features, the contest is open to all — students, parents, teachers — and winning slides will be selected by a panel of judges.

Persons entering each one of the seven best slides will receive one geology slide contest set free, and there is an additional cash prize of \$20 and \$10. The STA reserves the right to retain the originals of the prize winners.

Deadline is January 31, 1972. Further information or submissions go to: Armand S. Atal, Royal Oak Junior Secondary, 6037 Marlborough Ave., Burnaby.



The geology slide contest aims to have people become aware of the environment. Agreed.

BRITISH COLUMBIA TEACHERS' FEDERATION

NEWSLETTER

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