

West Vancouver signs learning conditions contract



PROBLEM FOR THE YOUNGSTER is to guess what Meguido Zola is holding, then say it in French. Winner of a BCTF teacher award for an elementary school French language project, Zola is shown here in Wendy Tippett's class at Comox Airport School.

West Vancouver's school board and teachers this month signed the first learning and working conditions contract of this school year.

Signing the contract were Mrs. Agnes Radcliff, last year's board chairman, and Peter Minshull, president of the West Vancouver Teachers' Association, who say the contract is important for what it guarantees in the way of learning and working conditions. The contract deals with six main areas, including:

- **Staff committees** — staff committees are established in each school to work with the administration in the creation of optimum learning conditions within the school, and reviewing each teacher's workload.
- **In class size** the board explicitly recognizes a correlation between size and learning conditions and will endeavor to provide the provincial average staffing ratio in elementary and secondary schools.
- **Teacher exchange** recognizes the procedures and outlines the qualifications for domestic and foreign exchange.
- **In teacher transfer** the right of a teacher to a hearing before being transferred is recognized, together with the right of the association to represent him in such a hearing.
- **Insurance for damage** to personal equipment that has been registered with the principal at the beginning of the time that it is kept in the school is provided for.
- **Leave of absence** — conditions governing various forms of leave of absence with full pay, part pay and no pay are removed from board prerogative and governed by agreement.

Administered by a professional development committee from the West Vancouver Teachers' Association, the fund will be used to pay expenses for teachers who attend non-credit courses, conferences, and workshops. These activities may occur during regular school hours when leave is granted or on the teacher's own time.

Under professional improvement leave the right of a teacher, after long term leave, to expect re-appointment to his original position or its equivalent is expressly recognized. This guarantee, according to the board, shall be effected by the utilization of temporary teaching appointments.

Upon return to duty, a teacher shall be credited with an increment for each year on professional improvement leave.

The West Vancouver school board, through a clause in the agreement, retains all of its powers. The clause reads:

'The selection, employment, promotion and direction of personnel, and the determination of methods of operation and administration of the school system is vested exclusively in the public through the local elected school board; and such matters at all times remain in the control of the public through their elected representatives.'

Another clause in the terms of agreement constitutes an explicit recognition of the association as the official and sole voice of the teachers in respect of learning and working conditions — although there is no commitment to heed the teacher voice.

Class size recognized by the West Vancouver school board is no more than 37 pupils in elementary grades four to seven or in secondary classes. Split Grade 1 classes shall be no larger than 30 pupils according to the contract and split Grade 2 and 3, no larger than 34.

For special classes, the board recognizes 15 pupils as the desirable limit.

The explicit recognition of the correlation between class size and learning conditions may be an important statement of position, teachers say.

Burnaby faces crisis

Burnaby's budget is short about one million dollars and the local association wants the Burnaby school board to do something about it. In the 1971 school year, president

Don Kelley points out, the district's educational system lost \$432,000. 'Cut another million,' he says, 'and the whole program will suffer serious effects.'

'So far a moratorium has been placed on spending for field trips, markers, visual aids grants, and supplementary supplies pending decision by the new board,' he says.

'We believe the board should budget to meet the educational needs of the students,' Kelley says.

Effective January 1, 30 teaching positions were eliminated and Burnaby teachers considered holding a strike referendum.

Kelley says the action was considered because the problem is province wide and political in nature. 'Action by the Burnaby teachers alone would not solve it,' he says.

Kelley says education in Burnaby is facing a severe crisis. 'The board's actions over the next few weeks will determine whether a reasonable quality education system will be maintained or whether Burnaby students are going to be faced with a marginal program.'

For the past several years, he says, Burnaby teachers and board have worked co-operatively together developing a learning conditions contract that provides progressive features in Burnaby's educational program.

'We have assured the board that Burnaby teachers will support their efforts to maintain the program's quality,' he says.

'We believe that school trustees should be publicly accountable for their actions.'

'Should the board, through budget cuts, choose to eliminate the more progressive features of Burnaby's educational program, we intend to inform the public of the effect this will have on our educational system,' he says.

BCTF opposes admission tests

The Executive Committee is recommending that BCTF members not co-operate in the preparation and administration of subject achievement tests prepared by SACU, the Service for Admission to Colleges and Universities.

At its 1971 annual meeting, SACU, which represents departments of education and universities across the country, decided to begin preparation of subject achievement tests at the grade 11 level. These would be developed initially in mathematics and would later be prepared for other subject fields with the ultimate objective of expanding to the grade 9 and 10 as well as the 11 level.

The Canadian Teachers' Federation, fearing the standardization of curriculum and the rigidity which would occur if these tests were adopted nationally, took a firm stand against the tests at the CTF general meeting in July, 1971.

CTF general secretary, Norman Goble, pointed out that the decision to set up subject achievement tests had been carried by a very narrow vote.

Most of the departments of education across the country opposed the move while the majority of universities supported it.

The BCTF Executive Committee decision was reached following the report of a delegation made up of Professional Development Director, Bill Allester, and first

vice-president, Jim MacFarlan, after meeting with Phillipson, (Deputy Minister) and John Meredith (Instructional Services) to discuss the matter of SACU.

MacFarlan said he felt the meeting had been very useful and that department officials shared our concern on the matter of the subject achievement tests.

SACU is attempting to set up committees of teachers and university personnel in each province. These committees will prepare sample test questions and work out procedures for administering the tests.

The decision of the Executive Committee means that all Federation members are urged not to participate with or co-operate with SACU in preparation of test materials or in the administration of such tests in the schools.

Several Executive Committee members commented on the danger of such tests. There was agreement that since department examinations had been abolished, the BCTF does not want a new, and even more rigid, form of testing.

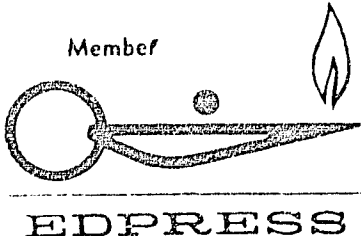
The BCTF has opposed SACU since its inception some five years ago. MacFarlan concluded, 'SACU represents all of those things which we have consistently opposed. Standardization of the curriculum, rigidity, restriction of individualization, restriction on the individual creativity of teachers and a denial that students have varying needs in terms of the curriculum.'



LAST YEAR'S school board chairman in West Vancouver, Mrs. Agnes Radcliffe signs the learning conditions contract with WVTA president, Peter Minshull.

Editor
JOHN HARDY

105 - 2235 Burrard Street, Vancouver 9, B.C.



Perspective from CHQM

Gov't playing 'cute politics'

It is rapidly becoming obvious that the efforts of the provincial education department to reduce spending on education in British

Columbia are going to have an adverse affect on the quality of education offered in the province.

A clear indication of this was given this week when the Vancouver school board ordered its administrative staff to provide for an increase in the pupil-teacher ratio when preparing budgets for this year.

That means that unless Victoria has a change of heart, which isn't likely, there will be more students in each city classroom next year. It also means, of course, that each student's education will be diluted just a little bit — that the amount of individual instruction time will be reduced, not that there's all that much now.

It's perfectly valid for Victoria to be concerned about spiraling education costs. So is everyone else.

The total amount of education costs in which the province will share has been arbitrarily reduced and at the same time Victoria has put an unrealistic limit on pay increases for teachers' saying it won't share the cost of increases beyond 6.5 percent a year.

The stupidity of this edict is underlined by the fact that conciliation boards have recently been making binding awards higher than that. And those boards are set up under provincial legislation and are chaired by a provincial government appointee.

Public school education will suffer in this war of words.

If the Minister is genuinely alarmed over rising school costs, he should translate his anxiety into constructive action. Instead of exaggerating and amplifying, he should be seeking solutions to problems in education finance.

Our advertising campaign recognizes the problem of inflation; we also recognize a problem in management and we ask, therefore, who provides the management expertise to school boards so that they may maintain the quality of the educational program with less money. We say the Minister has a constitutional responsibility to help school boards find solutions to the very management problems he has created.

Taxpayers do have the right to demand that every education dollar is wisely spent, but the responsibility for assisting school boards in this task is the Minister's.

However, if you have had previous service, have not taken a refund and re-enter the service after age 55, it is recommended that you apply for permission to make contributions. At time of retirement you are entitled to apply to the Commissioner of Teachers' Pensions for special consideration for the granting of a retirement pension based on your total service.

Resources Centre

HELEN McCRINDLE

Year-end statistics show that in the last three years the Resources Centre has doubled its volume of business. In 1968 it answered 3800 requests for information. This figure rose to 7800 in 1971.

The number of audio-visual materials circulated in 1971 increased to: 444 films and 356 in-service kits were sent on loan to teachers all over the province.

A new professional film has been added to the Resource Center's collection: Behavior Modification in the Classroom. It is a 22-minute, black and white film showing how the principles of behavior modification are put into practice in elementary classrooms.

New books received include the Films of Jean-Luc Goddard; Volunteer Helpers in Elementary Schools; Society, Schools and Learning; The Raspberry Exercises: How To Start Your Own School (and Make a Book); The New Elementary School Science; Nobody Can Teach Anyone Anything; Reach, Touch and Teach; Student Concerns and Process Education; and Humanizing English: Do Not Fold, Spindle or Mutilate.



We feel the point is being missed here. The point surely is that nothing Victoria has done helps school boards reduce costs. The education department seems only to want to reduce its own budget and is leaving local boards to their own devices.

This is nothing more than cute politics. What will happen seems obvious. The public will become aware of increased crowding in the classrooms, which they will interpret as a reduction in the quality of the education being given their children and they will complain. At this point, Victoria will disclaim any responsibility and refer the inquiring parents to the trustees on the local school board. The local taxpayer will react immediately that he is already over-burdened by taxes to pay for local services.

It seems to us that the fairest method of education financing is to take the money from the general revenues of the province. That's what a responsible government would do. But as things stand now, local school boards are being required to do the government's dirty work by reducing standards in order to keep within the bounds of unrealistic budgets over which they have virtually no control.

In Victoria, all this is probably regarded as good politics. From our vantage point, it looks more like political cowardice.

Pension news

The present regulations on re-instatement preclude a person who has less than 20 years' pensionable service, who has not taken a refund and is absent for more than two school years from reinstating his previous service if he re-enters after age 55.

Further, the Teachers' Pensions Act states that a person who is over age 55 on appointment to a school district does not make contributions to the pension plan unless he requests permission from the Commissioner of Teachers' Pensions to do so.

However, if you have had previous service, have not taken a refund and re-enter the service after age 55, it is recommended that you apply for permission to make contributions. At time of retirement you are entitled to apply to the Commissioner of Teachers' Pensions for special consideration for the granting of a retirement pension based on your total service.

Income tax fee receipts unnecessary

Even though the 1971 individual income tax returns state that receipts must be attached for professional association dues, we have received approval from the Income Tax Division that it is still not necessary for a BCTF member to file a receipt for BCTF and local association fees with their 1971 income tax returns.

Also, the change from compulsory to voluntary membership has not created significant problem because number of teachers that have opted out of membership is small relative to the total number of teachers in the province, and we can supply the Income Tax Division with the names of the persons who have opted out of membership.

Members may claim a deduction for income tax purposes the BCTF fee, local association fee, district council fee, and any arbitration levies. Excluded would be payments for any local association insurance and salary indemnity schemes. In addition, provincial specialist association fees are not claimable as deduction for income tax purposes.

If the income tax return of a BCTF member is challenged, it will be necessary for that person to obtain a receipt for fees paid. Such a receipt can be obtained by writing or phoning the BCTF accounting department.

In order to obtain this privilege, it is necessary that we supply the Income Tax Division with a list of all the local association and district council fees.

(c) has returned to B.C. teaching service on or before September 30, 1971, and

(d) has not applied for and received permission to make a double contribution in respect to service in the foreign country, and

(e) wishes consideration to be given to a request to make a double contribution must make application to the Commissioner of Teachers' Pensions prior to May 31, 1972.

Do women have status? Three Hilroy winners

What is the status of women in the government of the BCTF and in the B.C. education system? A task force to study the status of women will be appointed at the March Executive meeting. Prior to this meeting, the Executive would like to receive suggestions on the terms of reference and the specific problems that might be assigned to the task force for investigation.

The Representative Assembly in October, after receiving a report from an earlier committee on the status of women, budgeted \$2,000 for a further study.

The findings of the earlier committee, plus submissions from WIT (Women in Teaching), along with the report of the Royal Commission on the Status of Women sparked the decision for a full task force.

Teachers with suggestions about the terms of reference for the task force should forward these to the President at the BCTF office before the end of February.

Courtenay School Board Chairman, Doug Sankey, left and District Superintendent, Reg Cox, right, were enthusiastic about the BCTF award.

The BCTF award specifically is for the making of a set of three 20 minute TV films, the production of unipacs — self-contained sets of teaching-learning materials focused on a single concept — and the making of TV lessons based on the En Avant course.

The Hilroy Foundation has just announced the 1971-72 awards. The B.C. winners are: Mr. Douglas George Player, North Vancouver — 'Remedial reading in a curricular context with a major emphasis on counseling toward improved reading attitudes.'

Mr. Paul Frederick Bailey, Vancouver — 'A non-print media extension of the primary and intermediate language arts program.'

Miss Joanne Frances Proctor, Vancouver — 'The classroom as an oasis for learning — an application of the British Infant School approach in the creation of family groupings for individualized instruction in various learning centers within the classroom.'

BCTF awards Courtenay project

Meguido Zola says his objective, in a nutshell, is to give children the feeling that it is fun to use French and perfectly normal to do so.

Zola, a Co-ordinator of Elementary French in Courtenay, won a BCTF Teacher Award for a project that will see all children in the elementary schools being given the opportunity to receive instruction in the French language in their earliest years.

The project involves instruction by regular classroom teachers and could collapse if teachers lose their enthusiasm. Zola expects the project will maintain an acceptable quality of instruction while keeping costs considerably lower than elementary language projects that use large numbers of traveling specialists.

French taught in secondary schools doesn't impress him, because the students don't gain strategies for learning. 'You couldn't call them functionally bilingual,' he says.

He answers the argument that British Columbians may well learn French, but, with less occasion to use it, will quickly forget it, with the research of Wilder Penfield and other neurologists.

If all the research and cumulative experience of foreign language teaching has ever shown anything conclusively, it is that the younger the school child the more willingly, easily, quickly, and efficiently does he learn a foreign language; and what is more, the more permanently does he retain its use,' he says.



COOKIE CHOWN may have been trying to identify the object over her head, or she may forgotten her French . . .

Courtenay in-service well funded

Teachers in Courtenay are developing an in-service program that is probably unique.

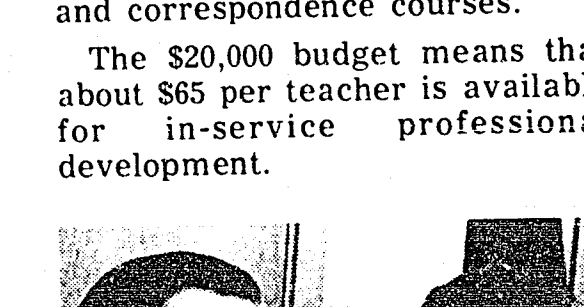
Courtenay School Board provides a budget of \$20,000 in any one year.

According to an in-service bulletin, there was an observable need to beef up professional development of teachers and to focus on updating and upgrading teachers' services in the classroom.

Started in 1970, the program at present involves most of the district's teachers, many of them in a continuous long term project.

Already the fund has supported an administrator's professional development program, a twin schools math project, primary math weekly workshops, elementary French weekly classes, a media project, and a learning disabilities project. The program also covers winter credit courses and correspondence courses.

The \$20,000 budget means that about \$65 per teacher is available for in-service professional development.



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LETTERS

Dear Sir:

The Lemuria Film Society will be conducting a series of high school film workshops in the Lower Mainland. The workshops are being funded by the Department of Manpower Local Initiatives Program.

In addition to the workshops the eight instructors involved would like to offer their services without fee as consultants on film and other media projects being done by students and teachers in the Lower Mainland.

The eight instructors have a wide background in film, television, still photography, and mixed media. They are willing to make themselves available for short periods and extended periods of time and to offer any assistance.

We request a fee of \$10 for expenses.

For further information of this resource service call or write:

Peter Bryant,
4187 Atlin Street,
Vancouver, B.C.
434-8845.

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Editor,

In the latest issue you praise the December issue of the B.C. Teacher as the 'best ever.' In one respect it was the worst, and that was a remark in the article by James Balderson that you so unwittingly reprint. It says that the community can demand better teaching to match the better pay that teachers demand. I believe that the community is in fact getting better and better teaching.

But teachers are not getting better and better pay. It incenses me that Mr. Balderson repeats the false claim that one might expect from a spokesman for the BCSTA. The fact is that we are getting more and more dollars, but that our position vis-à-vis other occupations is not getting better. It may be getting worse, and certainly is in the area of fringe benefits.

It is a mischievous statement that Mr. Balderson has made, and it is foolish of you to have given it further publicity.

ALAN S. CROLL.

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Dear Sir:

In the December issue Vol. 11/6 of the Newsletter appears one over the name of Frank Snowsell. I have been waiting for one more able than myself to take up the cudgels but all seem to be treating it with the contempt it deserves. But not so with me, as it is the most ill-advised epistle I have ever read.

If the epistle represents his ability as a teacher after 40 years in education he must never have had much ability, or he degenerated badly the more his salary was increased.

Why? If he had done a little investigating he would have come to some startling conclusions. I note he had no objections to new salary contracts with \$ to 10% increases in his salary yearly; the results of efforts of the BCTF; hence his salary must have been adequate. Then why does he say that he is LIVING on his PENSION? He states that 'when salaries are adequate the teacher can look after his own retirement.'

Very consistent! He has overlooked the fact that both salaries and pensions are now the result of efforts by the BCTF and his fellow teachers.

To be consistent he should return his pension or hand it over to the R. R. Smith Benevolent Fund administered by the RTA, for assisting those on their monthly insult. But not him, sitting pretty with a pension above \$500 a month, supplemented by two old age pensions of \$80 each for

himself and his wife. Oh yes, he is all right, so why should he, or others be concerned about others not for fortunate? If they do they are 'DECADENT.'

'Who sees his brothers have need and shuts up his bowels of compassion, how dwelleth the love of God in him?'

When the teachers in convention had their attention drawn to the inadequate pensions being paid to those who had served their time they decided to do something about it. The sufferers were those retired before 1961 who had sacrificed to bring the scheme into being and establish it. Agitation and token strike resulted.

Then the three B's in Victoria began to sting. Result: Compulsory membership in the BCTF was dropped from the Act, and the retroactive clause in the Pensions Act was abrogated. They had asked for bread and got a stone thrown at them. And now the same three B's are continually sniping at the teachers through the schools and the trustees, if you keep in touch with what is going on.

But these things do not concern Mr. Snowsell who is sitting pretty enjoying the fruits of the efforts of those he is pleased to call 'decadent' the essence of which he is the outstanding example.

My case is well known to my fellow teachers and the BCTF. I taught 45 years in Vancouver Secondary schools, 25 of which count on my pension (65:25 making the magic 90) and 20 more because I had to continue teaching. What else could I do, legislated out of the means of earning my livelihood? My pension was less than \$50 per month (JL and LS) hence I was paying for a pension for my wife, should she outlive me. City taxes \$500, upkeep on my house \$590 over two years, and now rusty water pipes to replace. The birth of the RTA, of which I am a founding member, directly resulted from these inadequate pensions. And I, and many others, are very grateful to those who cared even though they are termed 'DECADENT' by the said Snowsell who owes a very humble apology for his thoughtless and ill-considered outburst. If he is man enough it will be forthcoming.

C. F. CONNOR

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Dear Sir:

I wish to reply to the letter from Ivor J. Mills in the BCTF Newsletter of December 1971. He quotes the manageress of a Nanaimo book store. 'Teachers don't buy books,' she said positively, 'they're a terrible example to young people.'

I pass the questions which follow, and suggest that Mr. Mills should have asked them:

• How does the manageress recognize the absence of our 490 teachers?

• Does she have records of the number of teachers purchases from large retail outlets such as Duties and Harry Smith?

• Is she aware that her small stock, and the delay which results from leaving an order, compel teachers to purchase and order books elsewhere?

• Has she statistics relating to teachers borrowing frequency from the District resource centre, the Malaspina College Library, the Regional Library and the libraries of our secondary schools?

• Is she aware that teachers are at present not able to claim book purchases as income tax deductions (as some other professions may)?

The answers to these questions may have confirmed Mr. Mill's first impression — 'surely she must be mistaken.'

L. E. Dickason, Nanaimo

Accountability — students or teachers?

—Dr. H. E. May.

'The concepts of the accountability movement are the reincarnation of a recurring theme which has taken two almost diametrically opposed positions . . . The accountability to the child which is demonstrated in the movements to humanize the educational system and make it relevant. The other demonstrates accountability of educators through the child. . . .

I hope we will not force children into molds of sterile learning in our frantic quest for a panacea. We are now at a fork in the road, and as I see it, we can go three ways:

'We may respond too strongly to the demands of society that we prove we are doing a good sound job of basic education. We can buy the simplistic approach to accountability which too often hides a return to traditional fact-learning education programs, in new technological terminology. We can reject modern terminology and revert to the "good old days" of external examinations, cookbook teaching with 50 percent of the students dropping out of school physically and 90 percent dropping out psychologically. We can revert to the routines which characterized the education profession for years.

Or we can go to the opposite extreme. Disregard the three R's to create more and more effective educational system and hope that it will work. We can let our hearts lead us, and surely society will recognize that in our pureness of purpose and love of the child we should be supported.

'Another, and the only viable alternative which I can see, is a synthesis of sound innovation and recognition of the society's demands for accountability. The ideas of accountability and of modern approaches to educational reform are both defensible and not necessarily antithetical to each other. In modern innovative programs of instruction and in accountability we have a common fault. We have not developed the tools necessary to carry out the philosophy.

... I believe humanism and accountability can live in the same house. As we acquire skills of implementation of ideas, we can surely become more efficient, effective and economical in our school organizations.

'Society wants both humanism and the three R's. I believe we should get to the task of the new synthesis demanded of us.'

Current & Upcoming Events

Robert Heilbroner has said that ecology has become the Thing. 'There are ecological politics, ecological jokes, ecological bookstores, advertisements, seminars, teach-ins, buttons. The automobile, symbol of ecological abuse, has been tried, sentenced to death, and formally executed in at least two universities (replete with burial of one victim). Publishing companies are fattening

on books on the sonic boom, poisons in the things we eat, perils loose in the garden, the dangers of breathing. The Saturday Review has appended a regular monthly Ecological Supplement. In short, the ecological issue has assumed the dimensions of a vast popular fad, for which one can predict with reasonable assurance the trajectory of all such fads — a period of intense general in-

volvement, followed by growing boredom and gradual extinction, save for a die-hard remnant of the faithful.'

That would be a tragedy. Staying off the approaching ecological Armageddon may well be the most dangerous and most difficult challenge humanity has ever faced.

However, the fact that ecology may have become a fad has enabled Kamloops teacher Ralph Shaw to derive some positive benefits for his outdoor education campaign.

'If you are interested in environmental education,' Shaw says, 'no better climate will exist than right now.'

Shaw maintains anybody who is interested can obtain funds and other assistance. 'Our group has received \$60,000 in federal grants. And, most encouraging, industry has recognized a need to come to grips with the problem. Local sawmills have said, "Come and choose the logs you want" and then carted them, free, to the ecological reserve at McQueen Lake. Weyerhaeuser will publish our curriculum when we have it finished. We have support from every level of the community.'

(The curriculum is being produced by four unemployed teachers as part of a winter opportunity program.)

Chairman of the BCTF task force on environmental education, Shaw has been pressing for 10 years to have ecology recognized in the curriculum. At present, he is a resource person touring the province, showing slides and explaining possibilities in outdoor education.

A 4.5 million dollar grant from the federal government gave a boost to environmental education. This will be used to buy parcels of land throughout the province and preserve them in a natural state. Called the Second Century Fund, the grant provides \$320,000 a year in interest which is used for environmental education, according to Ralph Shaw.

The task force met January 7 and 8 to review progress to date. Present were Ralph Shaw, P. C. Grant, Y. Haffenden, Dr. Milton McLaren, Harvie Walker, John Church and special guest B. M. Hoffmeister. Hoffmeister, as chairman of the National Second Century Fund of B.C., administers the fund.

A National Environmental Education Conference was recommended for Kamloops, possibly in late May 1972.

The task force reviewed the prevailing climate in the province, the centers that now exist in B.C., and the resources available. It concluded that its meeting had been profitable, encouraging and reassuring.

New lesson aids

9018 Index of Reading Materials, 40 p., \$2.00. An index of elementary school reading materials organized into the following categories: Skills, Recreational, High Interest, Low Vocabulary, and Basal Series. A coded description of each title is included. In addition, there are comments on the usefulness of each title.

2315 Both Sides Now, 16 p., 1-10 copies 30c each, 11-30 copies 25c each, over 30 copies 20c each. Through group discussion, this booklet encourages young people to depend more on their own inner strengths and less on substances. Although the focus is primarily on alcohol, the principles involved apply equally well to other drugs. For Grades 8, 9 and 10. A Teacher's Guide is included with each order.

2360 Worksheets on Driver Education, 29 p., 75c. Discussion questions, worksheets and tests based on the B.C. Guide to Safe Driving. These materials were prepared specifically for 15 year

old Occupational students, but would be of value to other students.

Curriculum reviewers needed

The Department of Education is seeking nominations for several new curriculum committees:

1. Elementary Language Arts Review Committee
2. Elementary Science Review Committee
3. The Visual and Performing Arts Program Review Committee
4. The Community Recreation 12 Review Committee
5. Spanish Revision Committee

Teachers interested in serving on any of these committees should apply to the Federation Curriculum Directors in care of J. S. Church, BCTF, No. 105 - 2235 Burrard Street, Vancouver 9. Deadline — March 1.

Unemployment Insurance

—CTF NEWS SERVICE

WHAT BENEFITS DO I GET?

That depends on how long you have worked in insurable employment. It goes like this:

If you have worked eight weeks, but less than 20, in the last 52 (a so-called "minor attachment") — or since your last claim was filed, whichever is the shorter period — you can claim benefit if you have an interruption of earnings due to loss of your job.

If, on the other hand, you have worked twenty weeks or more in the last 52 (a "major attachment"), you can claim benefit if your income is interrupted by reason of loss of job, illness, injury or quarantine. You can also claim if you lose income because of pregnancy provided that at least 10 of your qualifying weeks (at work or on claim) came between the fiftieth and the thirtieth weeks before the week in which the baby is expected. This complicated arithmetic is to insure that women who discover they are pregnant will only qualify for benefit if they are bona fide members of the labour force.

If you have established "major attachment," are about to retire, and advise the UIC that a Canada Pension is payable to you, you can collect a special benefit amounting to the equivalent of three weeks' unemployment insurance benefit. (Note that this applies only if you are old enough to qualify for a Canada Pension — 65 or over.)

Note these special rules:

If you have had an interruption of earnings during the last year, and have been paid benefits, the qualifying weeks mentioned above (eight for "minor" status, twenty for "major") must have been worked since the previous interruption occurred.

If you are pregnant, any weeks for which you have been receiving benefits immediately before the thirtieth week before the expected date of confinement will count as working weeks.

Female teachers are not eligible for regular benefit prior to receiving maternity benefit if they voluntarily left their employment. However, if they were laid off by their employer (or were sick), they can claim benefit while awaiting the start of their maternity claim. It should be noted that in order to draw regular benefit, the teacher must be capable of, and available for work.

For teachers coming under unemployment insurance for the first time on January 2, 1972, and who have been teaching since the fall of 1971, the special requirement of ten weeks' insurable work before the thirtieth week before confinement does not apply. Eligibility for benefits for pregnant teachers will begin at the end of the summer vacation of 1972. To be precise, any teacher on a continuing contract whose baby is due on or after September 24 will be eligible for benefit as of the first working day of the 1972-73 school year — provided that she was employed continuously during 1971-72.

HOW MUCH AND HOW LONG?

Fifty-one weeks is the outside limit for benefits — and that's only for loss of job.

You start with an "initial benefit period." It always begins on a Sunday. If your earnings stop part way through the working week (e.g. Wednesday or Thursday), the "initial benefit period" is dated to begin on the previous Sunday. A working week not completed is a week of unemployment for official purposes. But if your pay carries you through Friday, your week is complete and the "initial benefit period" does not begin until the following Sunday. Remember that we are talking about the day when you cease to receive salary, not the day on which you stop showing up at work. And especially, remember the "advance-pay" catch we pointed out in the last article.

For that first week and the next week after it, you receive no benefit. This is called the "waiting period." On the other hand, if sick leave pay or a wage loss insurance plan has taken the place of your

salary then the waiting period can be served during the last two weeks of such a plan, so that there is no gap between the ending of salary continuance payments and the beginning of unemployment insurance benefits.

After the waiting period, benefits are payable within the initial benefit period, for a number of weeks that varies according to the length of time you have worked in your qualifying period. If you have worked eight weeks, you are entitled (for unemployment only, remember) to eight weeks. If you have worked for 20 or more weeks, loss of income due to unemployment or sickness will get you benefits for 15 weeks.

The "initial benefit period" lasts longer than the number of weeks of benefit allowed, and varies from a minimum of 18 weeks to a maximum of 29. The reason for this arrangement is that your first attempts to get back to a job may not work out. Suppose you find a job and it falls through after ten days; the "initial benefit period" idea allows you to go back to collecting whatever benefits are still due to you, without delay. Whatever the length of your initial benefit period, though, it is cut off as soon as you run out of benefit entitlement.

If you are without income because of illness or injury, that's the end. No more benefits are payable.

If you are fit but jobless, however and have found nothing when your benefits run out, you get an automatic ten-week extension of benefits — and further extension after that, according to a set scale, if national unemployment rates are exceptionally high.

Special extensions to recognize exceptional unemployment rates in particular regions of Canada may then bring the duration of benefits up to the maximum of 51 weeks.

The rules for pregnancy are different. Benefits are payable for each week without earnings, starting eight weeks before the expected week of confinement and ending six weeks after the week of the birth (or fifteen weeks after the start of benefits, whichever date comes first).

Recapitulating:

Eligibility for benefits under Unemployment Insurance always begins on the Sunday before the working day on which loss of income begins.

For loss of job or illness, there is a two-week initial waiting period before benefits can be paid.

Maximum for illness or injury or pregnancy: 15 weeks.

For loss of job: minimum 18 weeks; maximum (under exceptional circumstances) 51 weeks.

On retirement at age 65 or over, if you have a major labor force attachment, an amount equal to three weeks' benefit is payable without a waiting period if a Canada Pension Plan or Quebec Pension Plan is payable to you.

A further point: you can only draw benefits for unemployment (other than in cases of illness or pregnancy) if you can prove that you are available for work and unable to find suitable employment.

I ASKED HOW MUCH, DIDN'T I?

The basic rate of benefit is two-thirds of the average weekly insured income you earned during your qualifying weeks (the last weeks you worked, up to a maximum of twenty, in the preceding year or since your last claim). But remember that the maximum insurable income is \$7,800 per annum (equal to \$150 per week); so the largest benefit anyone can draw is \$100 a week (two-thirds of \$150).

If unemployment benefit periods are extended because of high rates of unemployment nationally or regionally, claimants with dependants will have their benefit rate raised, during the period of such extension, to 75 percent of their average income during the qualifying weeks. As well, claimants whose average insured earnings are \$50.00 per week or less are eligible for the 75 percent rate from the start of their claim, if they have dependants.



RALPH SHAW, center, shown here with Ron Dzuba, l., and Barry Thornton, r., at Courtenay where he presented a visual essay on the Kamloops outdoor education program.

LETTERS

Dear Sir:

On page six of the December 1971 Newsletter is an article "Evidence hidden!" by John Young. It is true that evidence has been hidden, but John Young is doing the hiding. The main part of his argument is based on the 'average' percent failing in the Province (18.1 percent) and the 'average' percent failing in Campbell River (13.5 percent). He contends that this shows that the performance of Campbell River students was 4.6 percent ABOVE the provincial average.' This argument is

completely fallacious. Mathematically, the averaging of averages is meaningless. To find the percent of students failed the total number of students involved and the total number failed must be considered.

For example, suppose only two subjects were being considered and suppose just one student wrote physics and passed and one student was recommended, and 10 students wrote geography, 3 failed and 10 were recommended. Mr. Young's reasoning is as follows:

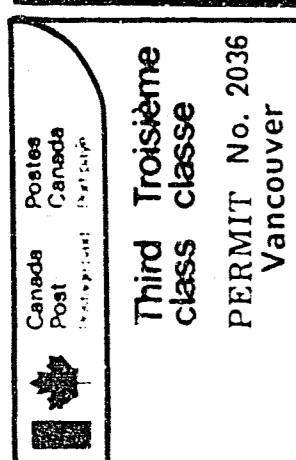
Course	No. Writing & Recommended	No. Failed	Percent Failed
Physics	2	0	0.0 percent
Geography	28	3	10.7 percent
Average	0	0	5.3 percent

However, the actual failure rate is 3 students out of 30 or 10 percent failed.

This is the second time Mr.

Young has used this spurious argument and it should not go unchallenged.

R. E. Warburton,
Director of Instruction.
Sooke



IF UNDELIVERED, return to 2235 Burrard St., Vancouver 9.