

'40 YEARS IS ENOUGH'

Charlie Ovans, general secretary of the BCTF since 1945, will resign on July 31.

'It's an early resignation,' Ovans, 59, said 'but 40 years of teaching and working with the Federation is enough for me.'

Long regarded as the Dean of General Secretaries, Ovans has had a distinguished career during which he has received recognition as an educator at the provincial, national, and international level. Many regard the resignation and the choice of successor as the most significant event affecting the Federation for the next ten years.

By agreement, he gave the Executive Committee 12 months notice to provide adequate time to find a successor. Advertisements have been placed by a search committee composed of table officers Adam Robertson, Jim MacFarlan, and Gary Onstad, with only the committee having access to applications which are being mailed to a post office box away from the BCTF building.

Deadline for applications is January 31.

Pension news

If you had been denied reinstatement in the Teachers' Pension Plan prior to October 1971 and have not re-applied, you should check Regulation 251/71, copies in each school. If you would now qualify for reinstatement you should re-apply to the Commissioner of Teachers' Pensions, Parliament Buildings, Victoria.

If in doubt, contact the BCTF office.

Charlie Ovans is winding up a long teaching career that began in a one room school in Pouce Coupe, 1933, and then to North Vancouver in 1936. He had completed a B.A. in psychology at UBC through summer sessions and the course work for a Masters, when, in 1942, he joined the Federation's staff as assistant general secretary.

A highlight of his career was a seven months' stint in 1964 with the International Labor Office in Geneva where he worked on a joint ILO-UNESCO project concernin the status of teachers.

Termed a teacher's 'magna carta,' the document called for study leave and maternity leave with full pay for teachers, as well as providing procedures for due process in dismissals.

'The document is really a set of minimum standards that a government must abide by if it is to have an effective teaching force,' he said.

FERGUSON WINNER

Another highlight of his career came in 1966 when he was presented with the Ferguson Award for having made a significant contribution to education.

Isobel Cull, then immediate past president of the BCTF, presented the award, saying 'Ovans has helped many teachers to see their problems in the appropriate light, to understand themselves better, and, consequently, to have been better able to improve their service to the education of young people.'

She also paid tribute to the 'great interest and enthusiasm' Ovans always showed for the professional improvement of the teaching force.

QUANCE LECTURE, 1972

'He always says something original and striking which starts other people thinking,' she said. 'He is held in high regard by other prominent educators, not because of his position, but because of his stature as a philosopher and an original thinker.'

Last year Charlie Ovans gave the Quance Lecture in Saskatchewan and threw out a number of challenges, one of them a call for school reform.



CHARLIE OVANS

In the lecture, he outlined the properties of the new, humanistic school organization. Ovans said the schools would be goal oriented with purpose directly related to human growth and development. 'It has been our fixation on education as preparation for the world of work that has led us to adopt a work oriented form of school organization,' he said, and called for schools to abandon the bureaucratic form of organization in favor of decentralized structures.

'If we will only decentralize, turn the schools loose, it will not be long before some groups of teachers here and there will create an image and develop it to the point that it can serve as a model for all others.'

He also saw a need for a new structure for teachers' organizations, which he says, will be integrated around a central purpose to which teachers will freely commit themselves. This purpose will define their calling, discipline their functioning, and unify their objectives.

School library updating now 10 years overdue

'We have already waited too long,' said the provincial Learning Conditions Committee when it set September 1974 as the target date for attainment of library standards recommended as reasonable 10 years ago.

Concern for standards of school library service was a dominant theme when the LC committee met with Gerry Constable, president of the B.C. School Librarians' Association, who said many school libraries still fail to meet standards recommended in the Levirs Report, published in 1964.

In 1973, said Constable, educators should be vigorously pursuing the more enlightened and sophisticated concepts of John Church's report, 'Personalized Learning.' 'Instead we find ourselves, a decade in arrears, striving to meet standards that Levirs described as reasonable immediate objectives.'

Sharing Constable's sense of urgency, the Learning Conditions Committee adopted a set of minimum criteria for school libraries, based essentially on the Levirs recommendations, and set the

target date, September 1974, for attainment of these conditions throughout the province.

The new minimum criteria will be presented to the 1973 AGM for adoption as BCTF policy. Local associations will be urged to make every effort to secure school board commitments to meet these criteria in full by September 1974.

The Executive Committee will be urged to bring the new library criteria to the attention of the Minister of Education. Three specific requests, in the committee's opinion, should be placed before her.

First, she should be asked to survey the present state of school libraries in terms of these minimum criteria. Secondly, she should be asked to notify school boards of her department's endorsement of the criteria and of the target date of September 1974. Finally, she should be asked to consider the possible need for special purpose grants to assist school boards to meet the cost of immediate upgrading of deficient library situations.

Minimum criteria adopted by the Learning Conditions Committee in respect of school libraries are as follows:

1. Implementation date of these criteria shall be September 1974.
2. Each school shall be provided with a one-fifth time teacher-librarian for every 100 students enrolled.
3. Each school shall be provided with a one-fifth time librarian's supportive staff for every 100 students enrolled.
4. School library space shall be provided at the following rate:

100 or fewer students	384 sq. ft. minimum
101 to 500	864 sq. ft. plus workroom
501 to 900	1824 sq. ft.
over 900	2400 sq. ft. plus workroom
5. A minimum of 10 print and non-print titles per student shall be provided in each school. No school library collection shall number fewer than 2,000 titles.
6. Minimum annual appropriation for replacements shall be 10 percent of the total collection.

Time for a new path

by Adam Robertson

The New Year is traditionally an occasion for a review and re-assessment of life goals and purposes — a time for resolution to be better, to do better.

We are living in a time when not only a new year replaces the old but when the old order changeth giving way to new. Such historical periods are always marked by confusion, uncertainty and anxiety. So many demands, so many choices, so many pressures fall on us, bringing with them so much stress!

Much as we might like to, we can't change the world. We can only live in it. We can, however, and I suggest we do, each one of us, resolve to treat all others within our

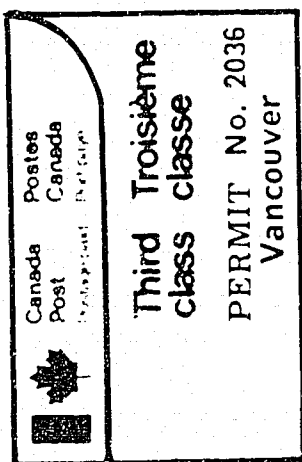
professional family with sympathy and understanding. To put it simply we can set out to make our day-to-day relationships friendly and co-operative, lending strength to each other. May I suggest that to do this be our New Year's resolution.

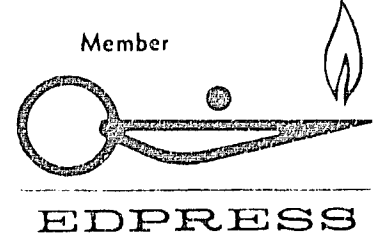
At the same time we will need to learn to create the new order that seems to be so slow in coming. New structures have to be created through learning. Often a little pain has to be experienced as part of the learning process. We know what kind of school structures we need. They are inherent in the goal established by the Vancouver School Board for the city school — the goal of helping every pupil attain a positive self-image

through the development of personal competencies.

What new structures are required to make possible the realization of this goal? Certainly I don't have the answers. I am sure, however, that there are teachers within the BCTF who can provide us with good ideas to consider. So let's resolve to be alert and open to suggestions that our colleagues may offer. Those that seem promising we can try out. If they meet the test we have set for them — that of contributing to the growth and development of human potential — we can use them to build new forms which in time will give us the new order we seek and so badly need. This is a resolution to try to do better.

My wish for all is that new directions leading to ideal schools will be identified in the New Year. If they are found, the New Year will be a happy and professionally rewarding one.





Comment

In setting a target date of September 1974 for universal attainment of a set of minimum standards for school libraries, the Learning Conditions Committee has sounded a clarion. The call may be echoed and amplified in due course by the Executive Committee and the AGM. If action follows, it will be local action through local association initiative.

Today is not too soon for local planning to begin. The new library criteria do not yet have the status of established BCTF policy, nor can they have such status until the 1973 AGM has come and gone. They do not yet carry the additional weight of the Minister's endorsement, although it is hoped that this may come. They do have the status of recommendations of a broadly representative BCTF committee, and the support of the B.C. School Librarians' Association. And this is basis enough on which to begin at least to plan.

Truly decisive pressure for implementation of the minimum standards may have to await the reinforcement of appropriate action by the Executive Committee and the AGM. Meanwhile, there is much a local association can do.

It can survey the schools in its district, to determine how their libraries measure up. It can examine ways and means whereby existing deficiencies may be corrected. It can draw blueprints and estimate costs. In some cases it can even engage the school board in at least a preliminary examination of the merits of the proposed standards.

The fall of 1974 is not that far away. Action deferred is time irretrievably lost. Why wait for spring? Do it now!

— Allan Spragge

BCTF reorganization, membership studies launched by Executive

The Executive Committee has struck two task forces, one for Membership the other for Reorganization. Both areas are of considerable importance to members of the organization, therefore both task forces invite member contribution of relevant information and opinion.

MEMBERSHIP

The membership group will consider those membership options which have a possible practical application to the Federation, comment on the relative merits of each and

Superintendents mobility patterns

The following changes in assignments of District Superintendents of Schools will be effective on January 1, 1973:

Mr. W. F. Ramsay, District Superintendent of Schools, School District No. 72 (Campbell River) has requested the Department of Education to re-assign him. Mr. Ramsey will become Relieving District Superintendent of Schools with headquarters in Victoria.

Mr. C.I. Taylor, formerly Superintendent, Administrative Services, has accepted a temporary appointment as District Superintendent of Schools, School District No. 72 (Campbell River) for at least the balance of the school-year.

Mr. Henry Sayers, formerly a principal in the Revelstoke School District, has been appointed to the staff of the Department of Education and will succeed Mr. P. B. Pullinger as District Superintendent of Schools in School District No. 2 (Cranbrook). Mr. Sayers assignment is temporary for the balance of this school-year.

recommend its preference of one or more. They will also study the relative advantages and disadvantages of having membership provisions established under the Public Schools Act and under a Teachers' Professional Act and make a recommendation with respect to this matter.

A progress report will go to the Representative Assembly in February as well as a report for consideration by the 1973 Annual General Meeting.

People on the Membership Task Force are: Kelly Slater (Chairman), Maureen Kennedy (Campbell River), Dale Gregory (Coquitlam), Bob Reilly (Courtenay), Don Wamsley (Boston Bar), and Stan Evans, staff.

REORGANIZATION

An open letter to the members has gone out from a task force charged with reviewing the program and structures of the BCTF.

Members of the task force, Peter Minshull (Chairman), Bob Buzza, Doug Steinson and Jim Cairnie (staff) will eventually be submitting recommendations for change to the Executive Committee and Annual General Meeting.

"We would welcome your comments, suggestions and criticisms (as an individual member or as part of a group of members) on any aspect of the BCTF operation. Please put your submissions in writing and send them to us care of the BCTF before March 15, 1973," they say.

In the letter distributed to members, the group suggests that a member interested in reorganization should consider looking at the organization in terms of its stated goals and programs. The task force has for starters, assigned programs to the three major objectives of the BCTF.

Letters

Dear Sir,

A circular issued by Vancouver Elementary and Secondary Teachers' Associations, November 30, 1972, naming certain candidates for Vancouver School Board in the forthcoming civic elections, makes for convenience to teacher-voters in the city; but, because of bias, does little else.

I personally question such positive promotion. Teachers may offer a more general line, safely and with merit — perhaps, promoting support for 'progressive' candidates who stand for desirable educational principles as against entrenched candidates who traditionally make 'business' of their elected positions — but always allowing political maturity of the individual take over from there. Naming specific candidates, and appealing for specific support is running a political gambit of which teachers could well be sorry. Besides, such prompting from the side-lines warps the normal democratic process; and moreover, it tends to insult those of us who know better.

There are several candidates in the running, not listed in the circular, who are well informed, positive, and knowledgeable in educational needs; and who would make very worth while Board members. What about these people? Are teachers to turn their backs on them to please the whims of a few? 'Sheep' might do just that; but let's not anticipate such a course for teachers.

The BCTF also leaves itself wide open for allowing use to local groups of facilities to publish and mail such circulars. By this token, any local in the province may use these same facilities to promote whomever they wish. The situation could conceivably get out of hand.

Henceforth, I wish to suggest that BCTF administrators should take a second look at this practice before allowing it to continue; and teacher-locals themselves may well question the risk of identifying with any specific group in the dirty game of politics.

Yours truly,
IVOR J. MILLS.

* * *

A reply . . .

Dear Sir:

This circular, issued by two Vancouver Associations, was done so in compliance with established policies. BCTF policy states that the local Association should involve themselves in a responsible fashion in civic/municipal elections for the position of School Trustee so that a positive promotion of progressive education policies could take place.

The circular does not deny a teacher the right to vote for his or her choice of candidates. The circular clearly indicates the basis by which the Associations judged the prospective candidates.

There were over 115 candidates for the various positions of office. In a city the size of Vancouver, this action is indeed a service to teacher-voters. For the position of School Trustee there were 35 candidates: two independents with the rest divided between TEAM, NFA, COPE, and NDP slates.

The position of the Associations was not to align itself with any political group or endorse a total slate of an organized group.

Our efforts were directed at determining which of the 35 candidates would best serve in the promotion of progressive education for Vancouver. In our attempt to do so, it was clear to us that the general calibre of the candidates was certainly not what we expected of people who intended to run for public office. At times where the calibre indicated that the individuals may be competent for public office, their policies may well have conflicted with those which the Associations felt would best serve the needs of education in Vancouver. As a result, the Associations saw fit to indicate to its members that they give consideration (not endorsement) to seven individuals who we felt could adequately serve public office.

It has to be recognized that the action of the provincial government in placing greater responsibility on the local School Boards in determining their education program and the amount of money that they can raise to provide for education has placed a greater responsibility on the BCTF and the local Associations in influencing policy change at the local School Board level. Consider Bill 7 which allows a School Board to spend over 100 per cent of its budget only if passed by a 2/3 vote.

Lie it or not, teachers are now being placed in a position where they must become acutely aware of the responsible need for political involvement in determining the future progress of education, both on a provincial and a local level. The circular attempted to serve this purpose.

A. Blakey
President VESTA President VSTA

J. Uzelac

Dear Colleague:

The VESA and the VSTA, concerned for the well-being of education in Vancouver, are involving ourselves in the elections for the Vancouver School Board.

One of our activities is the holding of an all candidate meeting for School Trustee Candidates on Wednesday, 6 December, 8:00 p.m., at Mackenzie School.

In addition, we have met with candidates of all the political groups to ascertain more completely the candidates point of view. The following areas were discussed in most detail:

1. The improvement of direct service to the children (i.e. smaller class sizes, appropriate material resources, expanded services for children with learning disabilities) even if it costs more than the 110 percent provincial government share.
2. Collegial and co-operative processes in planning and introducing educational change and innovation.
3. The involvement of teachers in the decision making.
4. The involvement of the community in education.

After discussion on these and other subjects with the candidates we felt that the following indicates the most positive and knowledgeable response in terms of the policies of the Associations and the BCTF for the betterment of education. We forward this information for your consideration when you determine your preferences.

* * *

Dear Sir:

I must confess that I agree wholeheartedly with Mr. Ewen's point that we have as yet, no real consensus of a philosophy of education. Certainly we never shall have one acceptable to every taxpayer.

As for the rest of the letter, Mr. Ewen has been guilty of nearly every mathematical error he protests — "little useful mathematics" — like generalizing from the particular? or from too little information? "Greater and greater numbers of graduates who read poorly and write hardly at all" — shades of Socrates — weren't his words the first permanently recorded on the subject of the younger generation?

A philosophy of education cannot reflect the society in which we live. It must be the product of the most enlightened minds of the time. Surely the Hall-Dennis report, the Worth report and the BCTF report indicate very clearly in their unanimity the direction we must go.

We are not teaching mathematics for the sake of mathematics, or biology for biology's sake but we must teach people to be better people for society's sake. Too many teachers become too wrapped up in their subject area. They forget the object of their attention and so the attention of their objectives wanders off and as a result, quoting Mr. Ewen again "are not capable of linear thought."

Every teacher has a philosophy of education and no explicit formulation of any one will fit all. A philosophy of education can only emphasize a direction. This is well within Mrs. Dailly's capacity as Minister. Certainly it will be a vast improvement over the rudderless poverty-stricken vessel which has served over the past 20 years.

The basis of every teacher's philosophy must be that he loves people. The explicitness demanded by Mr. Ewen springs exactly from this, since love means caring and caring means giving help

whenever help is needed. Fear, distrust and even hatred now existing, must be replaced by concern, not for subjects and curriculum, but for people. Children are people, you know, and we teachers must do more than fill little vessels, maintain silence in rows, and enforce attention to irrelevant data.

In short, Mr. Ewen, you don't express explicitly a philosophy, you live it or you cannot teach.

Sincerely,
J. HARLEY ROBERTSON,
Counsellor

* * *

Dear Sir:

We, the undersigned individual members of the British Columbia Teachers' Federation call on Prime Minister Trudeau to convey to the President of the United States, Canada's firm opposition to the recent American massive bombing of North Vietnam. We ask members of all parties in the new parliament to join the resolution expressing the overwhelming desire of Canadians that the war be ended immediately. Finally we call on our colleagues and on Canadians generally to exert themselves as individuals in every possible way to help secure an early end to the killing in South East Asia.

Yours truly,

Betty Griffin, Burnaby
Karen Gerber, New Westminster
Sylvia Rayer, West Vancouver
Dale Gregory, Coquitlam
Allen Blakey, Vancouver
Gerry Powlik, Surrey
Dave Janzen, North Vancouver
Gary Onstad, Burnaby
Bill Broadley, Victoria
Frances Worledge, Vancouver
Peter Minshull, West Vancouver
Bill Karny, Maple Ridge
Jim MacFarlan, Burnaby
Kelly Slater, Kelowna
Cliff Greer, Vancouver
Larry Davies, Maple Ridge
Doris Fuller and Frank Fuller, Sechelt

Public service announcements distributed to all TV stations

Three more 60-second color television clips produced by the Western teachers' organizations have gone to the national networks and to the nine station outlets in British Columbia where they will be aired as free public service announcements.

These public service announcements, produced jointly by the British Columbia, Alberta, Saskatchewan and Manitoba teachers' organizations cost the BCTF just over \$2,000. They deal with new

curricula, individualized instruction, and students in community service.

Ron Orioux, the talented young film-maker responsible for the films 'Half School' and 'Smorgasbord' produced the clips. An official in the CBC described them as being 'beautifully done.'

Estimates for the free air time given the announcements on individual stations in the four Western provinces is expected to approach half a million dollars.

Travelling drama in Nanaimo

Nanaimo and District Secondary Drama Club, in an ambitious pre-Christmas project, took drama to 3,000 kindergarten and elementary students representing 37 schools.

Les Dickason, drama teacher and counsellor, says a cast of eight students, a technical crew of four and from 10 to 15 others set up a car pool to transport every one to the eight performance schools to present the play 'The Mouse Who Wouldn't Believe In Santa.'

"There was an opportunity for audience participation," he says "and young audiences overwhelm the cast with their reactions, warning the nice, booing the cat, screaming advice at Santa and generally joining in vigorously with all chanting, clapping and other activities." One little boy gave up trying to scream advice at 'stupid Santa' and sat with his back to the stage with hands over ears for a short while.

R. E. Watson, Director of Secondary Instruction, commented that live drama of this kind not only entertains the pupils but also educates them in essential art skills. "As a result of your performance, we can likely expect more interest and participation in the performing arts by pupils and teachers throughout our district."

Scholarships to change this year

Extensive changes in the provincial government's systems of financial awards and financial aid for post-secondary students who are residents of British Columbia were announced.

A complete revised program of scholastic awards will come into effect April 1, 1973, that will replace the present complicated system of Government of British Columbia Scholarships.

The Minister announced at the same time that the regulations under which the provincial bursaries are administered are to be made less restrictive, by broadening the eligibility of requirement, and by permitting the granting of bursaries to British Columbia students undertaking eligible study programs outside this province.

Politics in classroom

Al Garneau relays the story that during the federal elections he took advantage of the publicity to discuss government with a Grade 5 class. Asked after the lesson about the three parties, one little girl replied Halloween, Birthdays and Christmas.

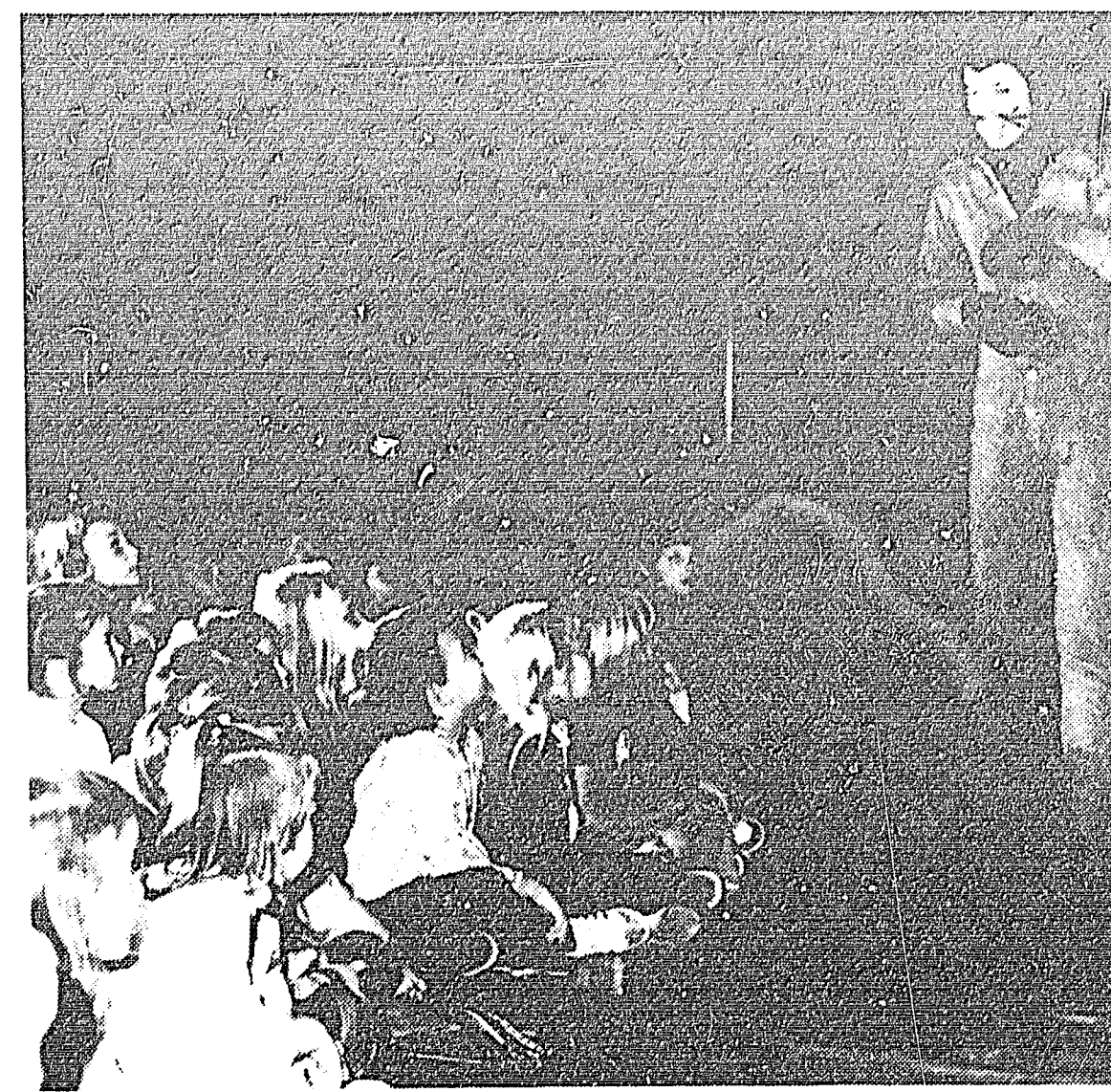
by Norm Goble, CTF Secretary General.

In the last couple of years, the national organization of teachers and of trustees have both been examining and updating their policies with regard to goals in Canadian education. Working separately (although there is regular communication between them), they have arrived at very similar conclusions in a number of cases.

Both have taken the position that native peoples must be consulted much more closely and effectively in the design of school programs for their children. Both see a need for greater access to the fiscal resources of the federal government for the financing of education, though they differ in their ideas about how this should be accomplished.

CTF wants a Canadian Office of Education which would bring the eleven governments together to discuss priorities of need and means of filling those needs; the trustees' association goes further and calls for a constitutional amendment allowing the establishment of a federal bureau of education to operate agreed programs of assistance to the provinces.

In the interest of students, CTF policy calls for sufficient cooperation among provinces in relation to courses and credits to minimize the confusion



— Tim Chisholm photo
Great emotional happening for Nanaimo's youngsters.

Project Canada 'twins' classrooms across the land

More than 500 British Columbia public school classrooms have "twinning" with comparable classrooms in Ontario in a new project to make students in various parts of the country more familiar with the history, geography, economics and culture of other parts of the country.

Known as Project Canada because it is aimed at furthering national understanding, the program involves the pairing or "twinning" of elementary and secondary classrooms with classrooms at the same levels in Ontario for the purpose of exchanging information — personal correspondence, photographs, information on class projects reflecting local conditions and in fact anything that the students and teachers consider interesting.

Altogether, to the end of November, 1,461 schools outside of Ontario were participating in Project Canada. British Columbia schools are representative of most areas of the province — Port Simpson, Bella Bella and Lower Post among them, as well as the more metropolitan areas.

Project Canada was conceived in Ontario, which for three years had paired classrooms with Commonwealth Caribbean schools and given 100,000 Ontario students the opportunity to extend their learning. Ontario teachers regarded the plan as so valuable that many of their numbers requested a Canadian pairing which was approved

by the Executive of the Council of Ministers of Education.

In British Columbia the project is being coordinated by John Walsh, Superintendent of Special Services for the Department of Education. Walsh has said that Kindergarten and any other type of special class can be included in the plan. At the post-secondary level student committees, rather than actual classrooms, can be paired.

Australian teachers fined

Australian teachers and their unions are struggling for better working conditions, according to the WFTU publication *Flashes*.

They are demanding substitutes and a change in the policy of current practice of sending a replacement to a school only after a staff member has been away for three days.

Following militant action by the teachers, some have been fined and their union has been threatened with withdrawal of official recognition.

The FISE secretariat considers that this victimization and persecution of Australian teachers is a blatant violation of the UN Declaration of Human Rights and of the UNESCO-ILO recommendation concerning the status of teachers.

suffered by students transferring across provincial borders. The trustees this year adopted a resolution favouring more articulation of curricula among the provinces.

The liaison between the two organizations led to the adoption by both of almost identical resolutions urging that a sufficient degree of uniformity should exist in the criteria and procedures used in the licensing and certifying of teachers to permit reciprocal acceptance of certificates across Canada.

As far as educational policies go, then, it seems that teachers and trustees are sailing under very similar sets of sails. Unhappily, though, their vessels are on a collision course. Two of the resolutions passed by the CSTA in 1972 will be bitterly contested by teachers. The first calls for the exclusion of principals from the teachers' bargaining unit; the second declares that working conditions should not be subject to negotiation.

Two months after the annual meeting of the CSTA, delegates to the Canadian Teachers' Federation Annual Meeting passed a resolution urging resistance to any attempts to remove administrators from membership in teacher organizations and in collective salary agreements.

Anarchy prevails in educational TV

The best description of educational television both nationally and provincially at the moment is "anarchy."

Federally, the CTF has been arguing with various groups for some sort of order. And, provincially, the BCTF Executive Committee in December endorsed two briefs, one for the Educational Media and Specifications Committee the other for the Educational Broadcasting Authority of BC, in an effort to bring co-operation and co-ordination in the development of ETV.

The BCTF briefs, presented by Henry Friesen, Wayne Blair and Roy Ronaghan (staff), will be presented to the Education Minister with a view to making improvements in policies and procedures governing the use of video tape and film in educational institutions in B.C.

"Most educators are totally confused by the array of new hardware and a rapidity of change," they say in one of the briefs. And, pointing to a departmental circular of 1971, considered 'seriously dated,' they ask for continuous studies to update specific recommendations pertaining to ETV systems.

There is a need in B.C., they say, for the broadcast authority to move quickly in the area of clearance of video tape and film rights for the purpose of video tape copying. 'School districts cannot negotiate for video tape copying because they are too small a market for commercial interests and/or fee structures are unrealistic.'

Good work relations developed in Nelson

Good things are happening in Nelson, according to the Learning Conditions Chairman, Margaret Watson.

Co-operation started last year, she says, when financial restrictions were forcing educational cut-backs in the district. At the time the School Board, District Superintendent, Administrators' Association and Learning Conditions Committee made a decision to cause as little change as possible in the progress being offered students in the district. What cuts were made came in the area of in-service library budget and equipment and supplies.

In October the principals and teachers again received a request from the School Board asking for opinions and suggestions regarding financial priorities. A list of items felt to be essential in improving and broadening the educational programs in the Nelson School District was submitted by the L.C. Committee and the Administrators' Association, among them: a reduction in pupil-teacher ratio; an increase in elementary administrators' relief time; use of non-teaching personnel in supervisory duties; and improved library facilities and supplies.

"It was very gratifying to learn," says Margaret Watson, "that the Board had included all the items submitted on behalf of teachers in the provisional budget for 1973."

"Because of the close co-operation, concern and planning between the School Board, the District Superintendent, the Administrators' Association and all the teachers, the students are the ones who will benefit — and that is just as it should be."

The argument turns on the concept of the principal's role. Some school boards are trying to revive the image of the principal as plant manager, detached from the educational processes of the school and charged with the job of enforcing compliance with rule and regulation. CTF rejects this in favour of the collegial model, in which the principal, as a teacher among teachers, provides leadership, advice, support and coordination in the educational effort in which they are all jointly engaged.

As for working conditions, CTF maintains that teachers must be able to negotiate for acceptable participation in educational planning and decision-making, and for an acceptable mode of participation in establishing work loads.

"Teachers," says Dr. Peter Bryant, Head of the Manitoba Development Corporation, "have to be imaginative professionals who will not submit to arbitrary and authoritarian organizational structures. If they were willing to accept such structures, they would not be the right people for the job. Teachers can only perform their roles properly in new organizational structures characterized by new styles of leadership and involvement."

More names for levy refund

Andersen, D.N.
Anderson, J.E.
Andrews, M.J.
Apland, J.M.
Archer, D.F.
Bartel, A.R.
Beckenkamp, J.
Bergquist, M.D.
Bertucci, A.G.
Black, S.T.
Bosker, W.S.
Brookes, S.J.
Bubner, K.M.
Buhr, J.C.
Burkett, M.M.
Cameron, J.M.
Campbell, A.L.
Campbell, C.L.
Capon, E.S.
Card, C.A.
Cave, P.A.
Cavers, D.
Chaprun, H.E.
Charpentier, M.D.
Clark, E.C.
Clark, F.L.
Cole, M.J.
Collins, A.G.
Corfield, L.H.
Cousins, D.R.
Cousins, J.G.
Cox, G.B.
Czank, G.N.
Davies, D.G.
Davies, D.J.
Davies, S.M.
Debalindard, L.D.
Derrah, Y.K.
Dickson, G.V.
Dolynuk, L.A.
Edgett, W.M.
Embury, H.M.
Emmett, D.M.
Erickson, M.B.
Erwin, L.A.
Falk, C.M.
Frolek, C.M.
Goodridge, L.W.
Gordon, M.C.
Grieve, C.G.
Halvorsen, M.F.
Harding, G.A.
Harley, G.E.
Haugan, H.M.
Hearn, C.A.
Henly, A.C.
Hiebert, L.P.
Hodgkins, J.L.
Holtz, J.R.
Hughes, E.F.
Hutchison, C.L.
Irons, E.J.
Johnston, S.M.
Johnston, W.P.
Keating, B.E.
Kennedy, C.M.
Kent, A.D.
Koski, P.
Lancaster, L.
Lauga, D.A.
Leard, S.M.
Lees, A.M.
Letham, B.
Lorenz, V.L.
Loucks, V.L.
Lowe, J.

Macijauskas, B.M.
MacLean, S.G.
Malnachuk, M.A.
Marshall, D.L.
Marshall, S.B.
McClean, W.
McCombs, A.
McDaid, J.J.
McGregor, H.M.
McKay, B.C.
McLean, D.
McRae, V.A.
Meek, E.A.
Metzner, G.M.
Minchin, C.L.
Mithen, L.S.
Mori, H.M.
Morris, B.M.
Munro, R.A.
Murphy, D.J.
Newell, D.
Nielsen, E.M.
Nielson, P.O.
Nordli, C.M.
Pallan, M.H.
Pankratz, E.
Pattle, K.L.
Payerle, L.E.
Peacey, J.P.
Phillips, D.P.
Phillips, G.D.
Plotnikoff, J.M.
Pollock, D.K.
Price, J.E.
Pue, E.A.
Purakal, T.J.
Purvis, J.L.
Rajala, K.G.
Reading, G.M.
Riecken, K.E.
Rigler, G.E.
Rilkoff, J.E.
Roe, E.A.
Rowe, M.E.
Sauer, J.A.
Schultz, E.A.
Selle, L.H.
Sewell, E.B.
Sherneck, J.
Sibley, R.H.
Sivorot, E.A.
Smith, B.F.
Smith, M.L.
Smith, W.F.
Snidal, P.K.
Sorenson, L.
Stanfel, S.D.
Stanley, L.
Steinerts, A.
Stevens, B.J.
Stevens, F.G.
Stickley, L.M.
Sundher, M.S.
Taggart, A.K.
Thomson, G.R.
Truscott, D.J.
Tyler, B.R.
Walrond, L.M.
Ward, W.H.
Wheat, N.E.
White, D.F.
Wickson, C.I.
Wigg, V.J.
Winship, P.A.
Winter, I.F.
Wisnicki, J.M.

Wood, J.E.
Woodage, P.J.
Woodford, V.L.
Yokota, J.S.
Young, E.M.
Zibin, D.
Zibin, J.M.
Zoerb, S.E.

Reading failure sues system for 1 million

A high school graduate in San Francisco has sued local and state education agencies for more than \$1 million because he is reading and writing at the fifth-grade level.

The Superior Court suit contends that, under the state's constitution and education laws, the state and local superintendents and school boards are responsible for his deficiencies and the fact that he is "unqualified for employment other than the most demeaning, unskilled, low-paid manual labor."

The suit also charges that the youth's mother was defrauded because she was repeatedly assured by school officials that her son was achieving grade level and needed no special help. The youth, who is unnamed in the suit to spare him "public stigma and humiliation," is seeking \$500,000 in general damages, \$500,000 in punitive damages and the cost of private tutoring.

The suit is the first example of a trend predicted by a recent article in *Saturday Review Education*.

The authors, Gary Saretsky and James Mecklenburger, suggested that "schools could soon become a target for the militant consumer movement" for failing to live up to an "implied warranty" that children will learn. "If quality schooling is indeed a legal right . . . many customary school practices could be seriously jeopardized by court challenges," the authors said. As examples, they cited teacher certification, collective negotiations and "autocratic policy making."

National School Public Relations Assn.

Register now for journalism workshop

Journalism workshop for teachers of student newspapers goes February 10 in the BCTF auditorium. Send copies of school papers (and bring extras to the workshop), to Peter Feltham, Agassiz.

When it's 15 below students are transported

The Honourable Eileen Dailly, Minister of Education, announced that school districts would be enabled to provide transportation in cold weather to pupils who do not receive transportation to school on a regular basis. Effective January 1, 1973, boards will be permitted to include in their operating expenses an amount calculated on the basis of the number of months in which the mean daily temperature in the school district is below 15 degrees F and the number of pupils not already being conveyed on school buses or receiving transportation assistance.

In making the announcement,

Mrs. Dailly said: "We have received many requests that walk limits be reduced throughout the Province. I must point out that there are no actual 'walk limits' in the sense that these limits prohibit boards from transporting pupils. School Boards are and always have been able to provide transportation for any student. However, under the previous regulations the Department was not able to assist the boards in meeting the cost of this service for pupils who lived within two and one half or three miles of the school or two miles of a bus route."

Brief Takes

Anyone interested in a class reunion of the last Normal School of Victoria Class of 1955-56, please contact John R. Landis at Box 745, Castlegar, B.C.

★ ★ ★

The Department of Consumer and Corporate Affairs, Ottawa, is urging teachers to make use of the free assistance the Department offers in the form of a monthly bulletin, *Consumer Contact*. The publication contains up-to-date information designed to help consumers make sense of the often confusing marketplace. Teachers wishing to receive the publication, free of charge, should contact The Consumer, Box 99, Ottawa, Ont.

★ ★ ★

The government of the Northwest Territories has launched a new publication, *Arctic in Colour*, to report on life in Canada's northland today. The magazine will be published three times a year and will be sold at an annual subscription fee of \$2.00. Single copies are 75c. Direct requests for details and subscriptions to Paul Wilson, Information Services, Government of N.W.T., Yellowknife, N.W.T.

★ ★ ★

Up to eight awards of up to a maximum of \$8,000 each will be made available by the Canadian International Development Agency, Ottawa, to Canadians who wish to develop or further their careers in the field of development assistance during 1973-74. Successful candidates will not be required to participate in formal academic programs but will be expected to propose a study pro-

gram of up to two years, including related practical experience, field observation or research in a developing country.

The awards may be used for studies in Canada or approved developing countries. Application deadline is February 15, 1973. Information and application forms from CIDA, Scholarship Program for Canadians, Training Resources Division, Ottawa, Ont. K1A 0G4.

★ ★ ★

The Northern Interior Teachers' Curling Bonspiel goes on February 23, 24 and 25, 1973 in Prince George. Open to teachers, school board employees, and in some cases, non-teaching spouses. It is a mixed bonspiel and limited to 48 rinks. Registration fee is \$48 per rink, \$10 deposit to enter, and deadline is February 9. Contact: Dave McMurray, 904-2905 15th Avenue, Prince George.

★ ★ ★

The United Community Services has arranged a conference with Dr. William Glasser February 5 and 6 at the Bayshore Inn, Vancouver. This will be an in-depth presentation, with ample opportunity for questions and discussion, by Dr. Glasser on reality therapy, schools without failure and the identity society. Dr. Glasser's approach to education is a most contemporary and challenging one. Registration fee, two full days, \$45.00. Contact: B.C. Committee, Canadian Council on Children and Youth, 1625 West 8th Avenue, Vancouver 9, B.C.

Requests made for pension changes

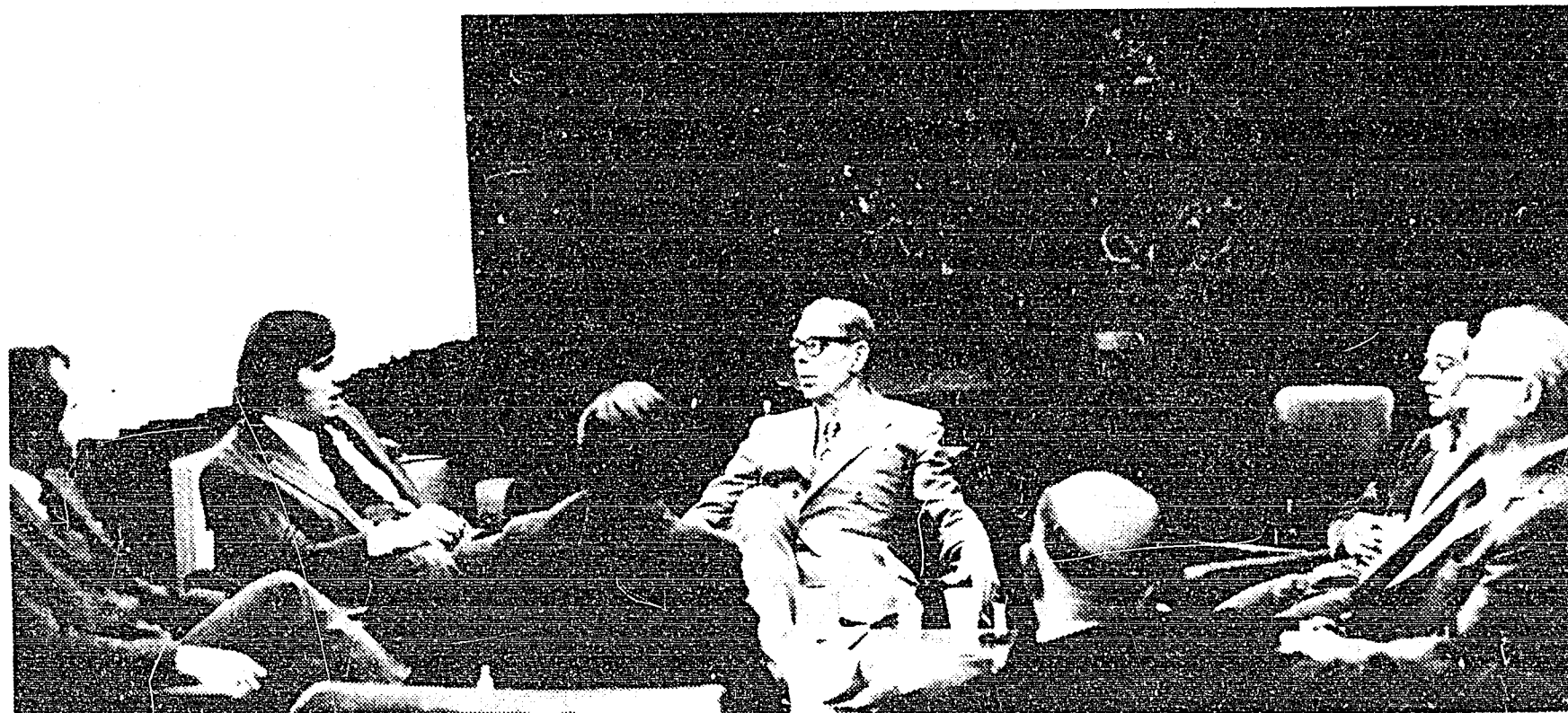
A series of meetings between the Commissioner of Teachers' Pensions, the Provincial Secretary, and BCTF representatives has culminated in requests for amendments to the B.C. Teachers' Pensions Act to be considered at the next Legislative sitting.

The requests for amendments

were centered around BCTF pension policy with greatest emphasis placed on increases to existing allowances, improvements to the formula for calculating pensions of teachers with less than 30 years of service at age 60, and the removal, where practical, of clauses discriminating between

male / female and single / married teachers. In addition, many other requests for improvements were discussed with government.

The Pension Committee will continue to investigate ways and means of improving pensions both for retired teachers and for future retirees.



Pensions committee chairman Don Jorgenson, center, and Vancouver Secondary president John Vzelac, left, talking with teachers at David Thompson Secondary.

Yukon polarized on job security issue

This, our first edition, raised the issue of tenure. The matter has split our membership. Some do not want the YTA to stand behind job security. They are the "professionals."

Demonstration library visit schedule

Please note that because so many visitors have been coming to the Lord Selkirk Elementary School, 1750 East 22nd Avenue, it has been necessary to make a few changes. These are as follows:

1) January 15 to February 13, 1973. Visitation restricted to School District No. 39, teachers, principals, etc.

2) February 19 and 20, 1973. No visitors.

3) March 5 - March 9, 1973. Visitation restricted to School District No. 39 teachers, principals etc.

Otherwise, visitors from any part of the province will be welcomed on any Monday or Tuesday. Please phone the school (876-7619), or write first to make arrangements for the visit.

The rest want a strong position taken defending teachers from dismissal after the probationary period. They are the "unionists."

I'm one of them.

I think the professionals are sadly deluding themselves. They honestly believe teachers can advance by giving away hard won bargaining positions.

They think respect comes from naive blind faith in arbitrary authority.

It doesn't. Respect comes from power. As it stands, we have none. We rely entirely on good faith. We have a naive conception of how our destiny can be manipulated. And we'd better shape up and define a solid front protecting our livelihood.

Because if we don't — and the big crunch comes — one or two or three or maybe more of our members will be axed — unjustifiably. Then we will know who the professionals really are.

They're the guys who wield power.

The power of arbitrary dismissal.

Not the power of the hollow platitude.

—The Yukon Teacher