



RA members questioned university personnel about the new teacher training programs.

Learning conditions chairperson

RA rejects full-time provincial position

The Representative Assembly defeated a motion to endorse an Executive Committee decision not to hire a full-time provincial Learning Conditions chairperson by a vote of 104-102.

However, after disagreeing with the original Executive position, and, in effect, saying that a paid full-time learning conditions chairperson is needed, the Representative Assembly voted 108-104 against making the appointment.

Debate came after Frances Worledge, Vancouver Elementary, drew attention to the defeated motion on the full-time position in the May 10-11 Executive Committee Minutes. Members of VESTA, Worledge said, wanted to know why, if learning conditions was a priority for the BCTF, the Executive would make such a decision.

Ralph Sundby, provincial Learning Conditions Committee chairperson, replied the impetus for the proposal came from a questionnaire a year ago in which 80 per cent of the membership rated learning conditions as the top priority. There has been an increased demand for assistance at the local level for the LC chair-

person to speak on issues, defend policies and outline plans of the committee, he said.

'Another rationale was the committee's desire to have direct representation in the ongoing work of the program, because the committee itself only meets four times a year, and they felt they would like to have someone directly involved in the program.' And there had been some direct disagreements between the committee itself and members of staff concerning procedures in the program, he said.

Four members of the Executive, he pointed out, were strongly in favor of it as were local learning conditions chairpersons in attendance at the Executive meeting but the BCTF staff, he said, were opposed to having more political people engaged in the ongoing work in the office.

'I require more justification,' Frances Worledge said, 'from the people who would not permit this practice by defeating this motion. I have to go back to my members in the local and explain why this was not permitted because the local is very concerned.'

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Teacher education

Exciting programs developed

Changes in teacher education programs endorsed by the May Representative Assembly include internship programs to be established by the University of B.C. and the University of Victoria.

In addition, UBC will provide a program for native Indians, among the first of its kind in Canada, designed to encourage more Indians to enter teaching. It is funded by a \$150,000 grant from the provincial government.

Special operating grants in addition to the \$435,000 already provided for incentive programs will be made available by Minister of Education, Eileen Dailly, to enable the universities to proceed with these and other programs.

Emerging in response to the class size campaign and new demands in education, these new programs offer some exciting possibilities the RA was told by faculty of education deans, Dr. John Andrews, UBC and Dr. George Pedersen, UVic. Others in attendance were Dr. Marsha True and Dr. Gil Johnston, BCSTA, Fred Macklin and Ted Killough, Department of Education.

University personnel, working off campus in the classrooms will be available as resource people for teachers. And there should be more involvement of the professional teacher in the training programs, the deans said.

There will be no diminution in quality, they assured the Assembly.

The BCTF, MacFarlan says, does have some reservations regarding the speed with which the new programs were assembled as well as the greater burden that will be placed on sponsor teachers to meet additional responsibilities.

During the internship year students will be in pairs with an experienced teacher. Full-time supervision is to be provided on the basis of approximately one faculty member for 12 interns. UBC will have secondary and intermediate internship programs with faculty supervision provided at approximately the same ratio.

In addition, UBC plans several alternative programs for student teachers to spend all or half of the professional year in schools. Where all of the program is in the school, professors will give their courses there.

One program, for example, involves five West Vancouver teachers who will be released from some of their regular duties to become teacher associates.

In another program approximately 80 fifth year transfer students will work closely with eight members of the faculty in several schools in Vancouver and North Vancouver. About half of the student teachers' time will be spent in the schools.

UBC's native Indian teacher training program will have 45 students in September. There will be three teams, one team located in northern B.C., another in the interior, and the third in the lower mainland.

ther in the interior, and the third in the lower mainland.

An increase in the number of Indian teachers, it is believed, would help overcome the massive drop-out rate (about 90 percent from Grade 1 to Grade 12), the low achievement level (more than 30 percent below standard on the average), the interest level and problems of adjustment.

The Representative Assembly supported in principle the proposed University of Victoria and University of British Columbia internship programs for 1974-75 on the following bases:

(a) that applications be screened on the bases of an appropriate university degree or its equivalent, maturity and general suitability;

(b) that faculty supervision be provided on the basis of no less than a 1.15 full-time equivalent ratio;

(c) that a co-operating teacher be one who is voluntarily prepared to accept responsibility for working with not more than two participants, and that such a co-operating teacher be allowed half-time off for such responsibilities;

(d) that course work be not less than that required in the normal teacher education program;

(e) that participants not be used as substitute teachers;

(f) that participants take responsibility for no more than a half-time regular teaching load.

White Paper hearings

Briefs presented on bargaining

Board members don't participate in local bargaining; therefore Victoria teachers and school board have achieved a negotiated settlement only three times in the past 12 years, a legislative committee was told in Victoria last month.

A brief submitted by the 1400 member Greater Victoria Teachers' Association to the Standing Committee on Health, Education and Human Resources said the pattern of bargaining is a familiar one — a preliminary meeting, lack of free interplay of ideas leading to complete breakdown and arbitration. 'Surely not an enviable record.'

Representations to the Standing Committee were made by the BCTF, Victoria, Sooke, Cowichan, Nanaimo, Vancouver Island North and agreements co-ordinator for Vancouver Island South, Bob Peach. Trustees made no representation on bargaining.

Other regional hearings scheduled for June have been cancelled, probably due to the extended session in the legislature. It is expected the

hearings will resume in the fall.

GVTA president Mavis De Girolamo says the hearings are 'generally a good thing. We're being listened to — the other government had become so close minded regarding teachers. Standing Committee members appear to have done their homework and gave teachers a fair hearing,' she says.

Telegraph Creek school "shocking"

BCTF president Jim MacFarlan registered concern directly with the Minister over what he calls 'shocking conditions' at Telegraph Creek Elementary School.

'I've spoken to Eileen Dailly twice about it, and to Department officials,' says MacFarlan, 'and I want immediate action because the situation there is very dangerous.'

Of concern are the sanitation facilities in the school. MacFarlan witnessed students drinking from one glass when there is an outside toilet facility, no running water for

What emerges from the briefs, says Mavis, is that there is no problem with the machinery for bargaining but rather with the attitudes of individual boards.

Jurd Kirby, Director, and Mike Midzain of Economic Welfare, presented the BCTF position that province-wide bargaining between teachers and trustees would be 'less satisfactory' than the current

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students to wash their hands, and therefore 'a grave risk of an epidemic of hepatitis, typhoid or God-knows-what' sweeping through the school.

The school should be closed now, he says. 'I'm particularly shocked that members of the Department could visit the facility and not even try to improve the conditions.'

All but two or three of the seventy-odd children are native Indians and MacFarlan argues the conditions would have been corrected long ago if the ratio were reversed.

Dear Sir:

McPherson Park Junior Secondary School in Burnaby is developing a new program at the Grade 10 level entitled 'Canadian Studies.' This program will be multidisciplinary and interdisciplinary, combining and co-ordinating the resources of seven teachers in the areas of English, social studies, home economics, industrial education, art, music and drama. Some exciting course outlines and team teaching activities are developing, and we teachers are being more deeply aware of Canadian life and culture as we prepare for our venture.

We would like to invite interested teachers to contact us so that we can set up an information exchange and share book lists and/or course outlines. Teachers developing courses in Canadian literature, Canadian foods or Canadian performing and visual arts are especially urged to contact us. Please address correspondence to 'Canadian Studies' at 5455 Rumble Street, South Burnaby, B.C.

Yours truly,
Steve Bailey

Dear Sir:

With regard to the furor created by Mr. Sundby's letter about C. Ovans' editorial: everyone seems to be missing the point, including Mr. Sundby. The real complaint should be that Mr. Ovans' comment had no place in a newsletter. It should have gone into *The B.C. Teacher*, along with all the other pap and crap about how to turn a sow's ear (our school system) into a silk purse (whatever model the writer espouses).



Youngsters from Lower Post with Bill and Frances Stocks paying a visit to the Maritime Museum.

Busy schedule for youngsters from northern school

Fourteen young people, most of them native Indian children, came with teachers Bill and Frances Stocks from Lower Post, a school on the Yukon-B.C. border, to see the town — and that's exactly what they did.

Their itinerary reads like a timetable compressed to accommodate a lifetime in five days: Stanley Park zoo, shop at Eaton's, Gastown walking tour, Bloedel conservatory, planetarium, harbor ferry tour.

At the end of the week they go to Peachland where Brian Chamberlain, principal of Peachland Elementary School, has arranged billets.

More sightseeing, then a night bus back to Vancouver to fly back home.

Hectic? 'Better believe it,' says Bill Stocks, 'but we're enjoying it very much.'

To help finance the expedition they sold about 500 filmstrips showing life at Lower Post to schools across the province. They will meet Premier Barrett in Victoria and present him with a film-strip.

There's simply no way to adequately describe the excitement and educational value of these trips, but the Newsletter salutes teachers like Bill and Frances who make it all possible.

Letters

The BCTF Newsletter is a model publication, far better than most house organs, partly because it is well written and edited, but mostly because it prints NEWS, rather than subjective self-aggrandizement. Please keep it so.

Ian Cameron
Victoria

Dear Sir:

May I suggest a 'collegiality model' to replace that pictured on page 2 of the May issue. It requires a set of mutated humans, each capable of kissing at once as many whatever as presented to it by its colleagues, twining about frantically to pay particular homage to the colleague who momentarily has the halo.

Such a confused lot should readily accept the right-think Mr. Winstanley displays in his defense of Recommendation 58. ('That's the one which says you can get kicked out of teaching for wrong-think, i.e., thinking not carrying the BCTF Star-of-Excellence').

Shrinking from such extreme statements as, 'too extreme,' he has flavored his defense with the milder, 'turn a blind eye,' 'inquisition,' 'grim-faced court martial,' and 'fuzzy-minded liberalism.' Thus he soothes the effect of 'such dramatic and emotional overstatements' as 'taking a sledge-hammer to crack a nut,' while he justifies kicking the odd bum out.

And, just to be safe, he implies that conservatives, not radicals, are afraid of policing

and conservatives, not radicals, are aided by inertia and apathy.

What a paper-saver such a defense is. It attacks itself.

Gordon R. Scott
Surrey

Dear Sir:

Do the decision-making groups in the BCTF truly represent the teachers? I do not believe so.

Think of the composition of the Executive, of the policy committees, of the convention assembly, or, for that matter, of any local association meeting. Are one-half women? Are one-quarter kindergarten or primary teachers? Does anyone ask their opinions?

It seems to me that large segments of the profession are being ignored, unintentionally I'm sure, but nevertheless ignored. Special efforts should be made to learn what all teachers think about controversial matters such as those which have been raised by the Task Force on Teacher Competence.

We need better communication between BCTF leaders and the membership.

I can hear male voices saying, 'Why do only a few women come to meetings?' The answer is simple. Many good women teachers are so involved in the classroom and in the home that they are unable to attend meetings.

No one should equate their absence with lack of interest. They are vitally concerned in the welfare of children and their education. They have contributions to make to our association. Leaders, ask and then listen!

Jean M. Harris
Comox

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Briefs presented on bargaining

system of local bargaining. The present bargaining method is relatively conflict free and fairly quick.

'The BCTF believes that the mixture of centralization and decentralization proposed by Dr. Cameron was a sound formula,' said Kirby. 'Salary policies, working conditions, learning conditions and educational services are all inextricably linked and therefore any processes dealing with any part would have to take into consideration and allow for the effects on other parts. We think all items coming under this heading of administration must be dealt with by a single unit — to the extent that they are not, there will be created inequities and there will be a failure to compensate adequately for inequities that already exist.'

Kirby provided the committee with a feasibility test of four propositions that he said have been applied when the boundaries of school districts were to be enlarged. 'Where feasibility was proved, we usually tried the larger unit, if not, the attempt was abandoned. We really cannot agree with enlarging the bargaining unit just so some trustees may get out of an unpleasant and difficult task.'

'It is vital to the continued improvement of services,' Kirby concluded, 'to allow teachers to have some say in things that influence the learning environment. One effective way to do that is to change the legislation to permit bargaining on such matters as school staffing and class size.'

Glen Plueckhahn, Nanaimo teachers' president, said in a brief there has been a history of good relationships between teachers and trustees in the district. Policy for teaching personnel has always resulted in changes through mutual agreement between both parties, and the district has traditionally been able to reach agreement without recourse to arbitration.

Involvement of trustees and teachers came out in marked contrast to the Victoria situation described earlier.

In fact, the brief says, the only recourse to arbitration in recent years was due to external pressures rather than a breakdown between teachers and trustees. 'This was in 1971 when a six percent guideline was introduced by order-in-council while negotiations were in progress.'

Nanaimo has an eight increment salary scale, the only one in the province, because trustees wanted to attract young teachers with promise, and to develop and maintain a highly qualified and professional staff. 'During negotiation, both parties were under pressures to which they did not concede as their objectives were mutual and they valued the respect and independence both were displaying.'

Plueckhahn called for more say by teachers in the learning environment of a school.

Glen Plueckhahn stressed that provincial bargaining would destroy all that has gradually developed in Nanaimo over the years from local involvement.

people in the field and the fact that we do not have a well developed, established routine, which learning conditions people can follow.'

'We require someone other than a staff person who can essentially promote the political posture of the organization in learning conditions. That is not a staff function. And if it has been, essentially, it ought not to be.'

MacFarlan also rejected Minshull's comparisons on a full-time Executive Committee in relation to a full-time Learning Conditions chairperson as 'absurd' because of the great difference in costs.

MacFarlan reminded delegates that in local after local full-time positions were now being created and therefore he could not see anything shattering about creating a new position in the BCTF that had not been seen before. 'It is something new, but so was the establishment of a full-time President of the Federation.'

Rob Wilson, Executive, rejected the process, arguing that if the person is to be a political person, appointment must be made by the Annual General Meeting.

'I would like to see more political people in the office,' he said, 'but it's the wrong way to do it. There's considerable support in staff and money for learning conditions — any charge that we are not putting learning conditions as a priority is totally wrong.'

Kettle Valley has small classes but needs more support staff

The Kettle Valley School District has a high quality class size situation, the bulk of classes falling in the 16 to 25 range.

That makes the district something of an anomaly in this province.

Yet some variables don't show in class size statistics that nevertheless affect the teaching and learning situation. Small can then be actually a necessity, a form of compensation.

Shaped like an inverted 'T,' the Kettle Valley runs east to west along the 49th parallel with the perpendicular stem of the 'T' going north to Beaverdell, a small community 55 miles from Kelowna. It's a mixed economy of mining, logging and agriculture.

The district has six elementary schools, one in each community, Bridesville, Kettle Valley, Greenwood, Beaverdell, Westbridge and Midway. Midway also has the junior secondary school for the district.

What doesn't show in a class size statistic of 20 to 1 is that the 20 can be three or four grades. That's more likely to be the case than not in a rural district particularly in the elementary schools.

Joe Sherley, for example, teaching at Westbridge has 21 in a class, but the 21 are in Grades 4, 5, 6 and 7 — lots of preparation time.

'People are always curious about how I keep up,' he says, 'but it seems to work out. It's an advantage to have the same students for four years.'

John Hiberson and Ruth Van Gelder, the principal at the Kettle Valley Elementary School, have 50 students Grades 4 to 7.

They like the atmosphere of a two-room school and they say that they get a lot of help from families in the community.

Hiberson has 20 in his Grade 4 and 5 class and the small number is particularly important to him because one of the reasons he is in a two-

room school is that he really wants to stress social aspects of living in his teaching. He mentioned two areas especially: one, the capability of students to get along with each other, the other, the development of character in each of them.

According to the BCTF criteria there are three poor size classes in the district, all three are at the Greenwood Elementary School. Grade 5 has 32, Grade 6 has 34, Grade 7 has 32.

On the other hand, kindergarten has 12, Grade 2 has 21, and Grade 3 has 15.

There's 44 Grade 4's which means that to have a reasonable class size there has had to be split classes in Grades 2, 3 and 4.

Greenwood Elementary shows some signs of an urban type school. It has 214 students and 11 teachers, the 11 including a half-time principal, a district librarian (the district resource center is located in the school) and the district's remedial teacher.

The learning conditions chairperson for the district, Pat Hutchins, teaches at Boundary Central Secondary, a small school of 228 students and 15 teachers — the 15 including a principal, librarian and special education teacher.

Hutchins points out that the school does have small classes, but teachers don't have repeat subjects often having five to eight course preparations.

Principal Tony Rainbow commented that 'few resources exist in the community and we have limited course offerings. In shop, for example, there is no metal course, no power mechanics and in home ec there is no senior foods.'

It's hard to say if the narrow range of courses offered to the students, and the many course preparations that teachers do have is completely offset by the smallness of the classes.

'We have a good school board here and generally there's agreement that an extra tea-

cher or extra resources helps offset shortages in other areas,' says Tony Rainbow. Teachers throughout the district were in agreement.

As far as learning conditions go, Pat Hutchins points out, class sizes are adequate, physical plant is adequate, supplies are adequate, but there is definitely a need in the district for more support personnel.

Stewart Ladyman, president of the Kettle Valley Teachers' Association agrees. 'The numbers game,' he says 'doesn't really fit here.'

'It's not that teachers in the Kettle Valley are against the class size program — they know and have sympathy with teachers in urban centers who have large classes.'

'It's that the problems for rural teachers are different,' Ladyman argues.

Pictures from left to right show John Hiberson at the Kettle Valley Elementary School, Stewart Ladyman and Tony Rainbow talking to students, and below, Ruth Van Gelder with her Grade 6-7 class.

Teachers in rural areas are looked at for leadership in community activities,' he points out, so that most of the teachers in the district are involved in some form of recreational and community service.

He agrees with the school board that small schools should be maintained in each community rather than making one regional school because it is better for the child and the community.

'We're already below Eileen Dailly's three-year plan for reducing pupil-teacher ratio but the answer for the education in this district is really more resource people and more specialist help,' he says.

Ed Carlin, superintendent of the district, says it's 'meaningless to compare this district to a large center.'

Split grades? 'They don't



matter,' he says 'If you have one grade the difference between the slowest and the brightest is great anyway — so if you have a small enough group the grades don't matter.'

A class of 32 is too big, he says. Small classes are crucial if a teacher is going to give all children a feeling of self-esteem. The group has to be small enough so the student has a sense of personal worth.

He also agrees on the need for strong support staff for teachers in the district to help in areas of curriculum development, the gap between home and school, and as a special counsellor for staff.

'You people have done a good job of bringing class sizes to the public attention but now you have to start helping teachers understand the significance of these instructional styles,' he said.



Subsidize housing says MacFarlan

School boards should offer subsidized housing to teachers to attract them to many parts of the province this year, Jim MacFarlan has told groups of teachers across the province. 'The price of qualified teachers is going up and up because of a province-wide teacher shortage,' he says.

Parts of the Kootenays, the northern Interior and the entire North Coast must be prepared to offer salary bonuses and other incentives to attract qualified teachers this year.

Teachers living in the metro area, MacFarlan pointed out, are often hard-pressed to get any accommodation at a reasonable price; therefore school boards offering housing subsidies would provide a real incentive for those teachers to move north.

Because of the teacher shortage, MacFarlan said, the BCSTA plan for provincial salary bargaining is 'doomed to failure.'

Williams Lake survey shows

Part-time teachers preferred over aides

Right on, Leo Treichel, Williams Lake learning conditions committee, for a survey sent out to the district's teachers, 226 replying from 315.

The survey tried to determine teacher opinion on such matters as sharing a classroom, part-time teachers or part-time teacher aides, feelings about going on shifts to reduce class sizes, and ideas on the way to reduce class sizes.

Those reading the returns, Leo Treichel says, should find it 'interesting, informative and, in some instances, provocative.' And so it is.

Asked if they would be willing to share a classroom with another teacher to effect a reduction in the pupil-teacher ratio, the replies were: per- anently 29.3 per cent, temporarily 44.7 per cent and no 25.9 per cent.

'If I were to share permanently, I would want a larger room than the regular

classrooms,' says one teacher while another says it would probably mean more work just organizing the situation — 'I don't need more work!'

Most teachers expressed a preference for a part-time teacher (44.9 per cent) to a part-time paid teacher aide (17.5 per cent).

'A teacher aide can reduce the workload of a teacher; however, by no means can they affect the reduction in the pupil-teacher ratio,' says one. 'I would like a smaller class,' says another, 'and in a matter of choice, a part-time teacher.' 'Just take some kids away' is another comment.

'Teacher aides are a definite asset, but they do not reduce the problem of excessive workload on teachers. They make more individual attention available to pupils but the teacher bears the responsibility for their work and organizing it.'

'You can share responsibility with a teacher but a teacher aide is another responsibility. (I'll take an aide though.)'

Fifty-seven percent expressed the willingness to go ahead temporarily to effect a reduction in class sizes in an overcrowded facility. But even temporarily most of the comments indicate a strong reluctance: if it is inevitable, it must be but a most unsatisfactory solution, they say.

An interesting group of replies came from a question on justifying smaller classes in the district.

One teacher replied, 'I have been teaching a split one-two class. Over half the class are native Indian children. They are not fluent in English and it would greatly benefit the children if they could receive more individual help. I like to have a lot of individual contact with my students and it would be far more satisfying if there were less students.'

Another says, 'The bigger the class, the less personal and humane the situation becomes out of the necessity for efficiency and control. The shy ones stay shy and the slow do not get the attention they need. A smaller class size would allow me to diagnose more thoroughly and remediate in my own classroom.'

One teacher replied the Riske Creek School provides an excellent example of what can be done when a low child-adult ratio exists. 'Currently we have on staff four teachers, two human resources and two volunteer teacher aides for 80 children. There is less aggressive behavior, the atmosphere is positive and generally one fantastic learning environment.'

Generally, teachers say, assignments can be marked and returned much faster, discipline problems decline, and more variety can be done in teaching.

Broadcast hassle

If you are in the process of taping the National Dream for rebroadcast, take care, there could be a lawsuit.

An act to amend the broadcasting act was referred to the Commons Standing Committee on Broadcasting, Films and Assistance to the Arts on January 9, 1974. A submission from the Canadian Teachers' Federation giving observations and recommendations on educational broadcasting has gone forward to the committee.

The CTF recommends that provision be made for free authorization for recording of CBC broadcasts 'off the air' by a teacher or pupil for instructional purposes within a specified time limit. Reason for the specified time limit apparently is that artists making a production for the CBC are paid on a one shot basis and rebroadcasting through the schools would have to alter the fee structure.

Group life rates down

BCTF/BCSTA Group Life Insurance Plan rates were slashed an average of 20 per cent on February 1, 1974.

The 48 districts participating in the BCTF/BCSTA Group Life Insurance Plan now have premium rates from as low as 12c per \$1,000 of insurance. Half of these districts are below 20c, two-thirds are below 24c with only one district at the high of 40c. In most cases the school board shares in at least half of the premium cost.

In 1974 the plan was again amended to permit married females without dependents and all single teachers to opt for either the \$15,000 or the percentage of salary coverage, depending upon the plan in which they were participants. Satisfactory evidence of insurability would be required.

These changes now insure

that all local associations may arrange excellent insurance coverage for their teachers at a minimum cost.

Information on the 1974 changes and the new rates have gone out to all participating districts.

Teachers in districts not now participating in the BCTF/BCSTA Group Life Insurance Plan should review their own insurance program to insure that it is at least equal to the percentage of salary plan now available.

Information on premium rates may be obtained from the Great-West Life Assurance Company, No. 980, 1 Bentall Center, Vancouver, B.C.

Blackboard Odyssey

Vancouver teacher Jan Drabek has written 'Blackboard Odyssey,' an account of his impressions from visits of schools in 10 European systems.

The classes he visited two years ago were classes of young Swedes, Britons, Rumanians and Danes.

'My plan of investigation,' he says, 'was to sit in the classrooms, listening to students and teachers rather than to sit in administrators' offices, listening to stories about students and teachers.' The book is available from J.J. Douglas Ltd., Vancouver.

Faculty exchange with teachers

A proposal for exchange arrangements with UBC faculty members and the schools or other agencies associated with education has received approval according to Dr. Anastasiou, chairman of the committee on professional development.

All of the districts responding to a letter of inquiry from the committee indicated a strong willingness to enter into exchange arrangements with

members of the Faculty of Education at UBC — these arrangements, in the short term, to include direct exchange with the teacher for a period of five weeks to a term in which the faculty member will assume the duties of the teacher and vice versa.

Full year exchanges were most enthusiastically endorsed by school districts according to the report. A faculty member would teach a school class and the teacher would assume the duties of the faculty member including methods instruction and the supervision of practice teaching for a full year.

B.C. Teacher wins Edpress awards

For the sixth year in a row The B.C. Teacher has won awards of excellence from the Educational Press Association of America (Edpress).

The magazine won three awards this time, two for feature articles and one for an editorial. All awards were for the calendar year 1973.

Lesson aids survey made

Many teachers wonder who actually uses the Lesson Aids Service. With this in mind, the Lessons Aids Staff did a survey of sales for the period September 1, 1972 through August 31, 1973.

The results were interesting, especially to those who think it mainly serves the 44 per cent of teachers in the Lower Mainland. Lesson Aids found that the total value of orders from the Lower Mainland was in direct proportion to the number of teachers — 44 per cent!

It was also surprising to note that the orders from outside the province (even with the 20 per cent surcharge to non-members) constituted over 20 per cent of the total orders.

The Lesson Aids Service welcomes your orders wherever you teach!

BCTF summer courses booming this year

Interest is high with large enrollments expected in BCTF summer courses, something which pleases Roy Ronaghan, who co-ordinates the courses from the BCTF Professional Development Division.

Short courses, he points out, have been a thriving activity for teachers for some years now in B.C. and, while they offer no university credits, have enjoyed a growing popularity, primarily because they emerge in response to teachers' needs. 'The focus is on an approach to learning, rather than curriculum content as such,' he says.

Last summer, 800 teachers participated in short courses in various centers throughout the province at a cost to themselves of \$52,469. This summer, enrollment could be two times that number.

Of particular interest is Jericho '74 — a joint venture of the BCTF and the Department of Education — where teachers, parents, and children will participate in an extensive in-service training program at Jericho Hill School. Facilities being made available by Eileen Dailly, Minister of Education, include residences, classroom space, hospital area, dining rooms and recreational space — gymnasiums, swimming pool, bowling alleys, tennis courts and acres of grass.

A flyer with information on all BCTF courses including the Jericho program was released from the Federation office in early May. Every member received a copy.

Victoria, Kelowna and Prince George have been chosen for several courses and it is hoped that this will lead to the development of professional growth centers for teachers around the province.

To encourage teachers to enrol, the BCTF this year has subsidized the program more than ever before and advertised on the personal basis. 'So far it seems to be working,' says Ronaghan. Fees have been significantly reduced. The cost of participating in a one-week course of at least 25 hours is usually under \$1.50 per hour.

Teachers who have been hesitant about enrolling for a course should not wait. Some courses are filling rapidly, others may have to be cancelled because of insufficient registration.

Retired teachers

The Victoria chapter of the Retired Teachers' Association will be welcoming newly retired teachers at a tea in the Oak Bay Beach Hotel, 2:30 p.m., July 3, 1974. Margaret Mitchell, on behalf of the RTA, extends a vote of thanks to the retiring executive, Miss G. Mockridge, Mr. W. Auld, Mr. I. Douglas, Mr. H. Northrop and Mr. P. Whitley. The new executive is: Mrs. M. Campbell, Mrs. F. Croker, Miss I. Steele, and Mr. G. Harris. Membership, she reminds members, extends until June 30, 1974.

Mark your calendars, she says, for a coffee party to be held at Langara on October 19.

RA boots Richmond proposal on substitutes

A proposal from the Steveston Senior Secondary School staff to use four aides as an alternative to substitute teachers was not endorsed by the Representative Assembly.

The plan was to use, on an experimental basis for a period of at least one semester, four aides who, the staff said, would provide assistance throughout the year and, at the same time, 'fill in' for teachers absent because of illness.

The staff felt that aides, because of their familiarity with the school scene, would be more valuable than would 'casual' substitutes who were unfamiliar to the students or to the school routine.

However, the Representative Assembly appeared to agree with the reasoning contained in a report from the School Staffing Committee, an on-going committee examining such matters in the Federation, which had not endorsed the proposal.

The proposal, said the staffing committee, is in

conflict with a number of BCTF policies, appears to contravene the intent of the Public Schools Act and is not educationally desirable.

The School Staffing Committee suggested that Steveston Senior Secondary School staff consider assigning a specific number of substitute teachers to the school on a regular basis and developing a training program for substitutes to improve their effectiveness.

PSA grant up

The grant to provincial specialist associations will be increased in 1974-75 to \$5 per member, from \$3 per member, provided that each PSA charges a fee of at least \$5.

Victor Guenther, president of the PSA council, told the Representative Assembly that PSA executive members 'perform heroically' with limited resources, that PSAs are the backbone of the entire Profes-

sional Development Division of the BCTF, forming the single, most important component of the entire division.

There was an intensive debate on the grant increase at the Assembly with a number of GRs wanting an evaluation of PSAs and more justification for the increase.

Boost pre-1971 pensions

In other business, the Representative Assembly passed a motion that will have the BCTF adopt a forceful approach to right 'the iniquitous position of colleagues who retired prior to 1971.'

The motion told the president, the first vice-president, chairperson of the Pensions Committee and members of the BCTF staff to meet with the Provincial Secretary and the Commissioner of Pensions to inform and impress upon them: (a) the urgent desire of BCTF members to bring their aged colleagues to an equitable level of pension calculation; (b) the willingness of the BCTF to finance a qualified person to

recalculate the pension scales to five years for pre-1971 retired teachers;

(c) the determination to pursue a far more public stand if the plight of the pre-1971 retired teachers is not substantially improved.

The Assembly also endorsed a strong publicity campaign to publicize the plight of the older pension colleagues in the event that the approach to government is not successful and suggested plans be developed for an eventual withdrawal of services to impress on the public and the provincial government the 'deep concern for the penurious and unjust condition of teachers who retired prior to 1971.'

Concern for grants

Members of the Assembly expressed concern over the supplemental grants given out this year to school districts.

They told the president to urge the Minister formally to make a full disclosure without delay on the amount and rationale of supplemental grants made to school districts this year.

