

March 25, 26, 27

# Annual General Meeting

This year's Annual General Meeting will be held March 25-27 at the Bayshore Inn in Vancouver.

Business sessions will be held Monday morning and afternoon, Tuesday morning, afternoon and evening, and Wednesday morning and afternoon.

If an eighth session is required, it will be held on the Wednesday evening. An announcement will be made at 9:00 A.M. that day to let delegates know whether or not the evening session will be necessary.

A highlight of the meeting will be the presentation of the BCTF's highest award, the G. A. Fergusson Memorial Award, at 5:15 p.m. Monday, March 25. Nominations for the award must be submitted by February 20 (see page 12 of the Members' Guide to the BCTF).

Another highlight will be the election of table officers and members-at-large of next

year's Executive Committee. These elections will occur on the Wednesday morning and afternoon. Nominations for Executive Committee positions must be submitted by December 31 (By-Law 5.4).

Resolutions from local associations and reports and recommendations from the various BCTF committees, to be included this year as part of the Executive Committee's report, will be circulated as usual in the publications, Reports and Resolutions, Book 1, at least four weeks prior to the opening of the AGM.

A second booklet, containing last minute business will be distributed one week prior to the meeting.

The two main social events will be the President's Reception for delegates and their escorts on the Monday evening and the Delegates' Dance on the Tuesday evening. The dance is arranged by the Vancouver elementary and secondary associations.

# newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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FEBRUARY, 1974

## Resistance from Victoria?

# Superintendent opposes hiring more teachers!

By BILL GRAHAM,  
Reprint Prince George Citizen

The school board has made a "dramatic move" to reduce the size of elementary classes.

Twenty-five additional teachers will be hired at a cost of roughly \$275,000, for a reduction of five pupils in each primary grade class, the board agreed in principle at a meeting Tuesday.

Elementary director Don Bosnich termed the plan a "dramatic move" which is unusual in the province.

The decision was spearheaded by freshman trustee Dr. Charlie Boyd, who campaigned for significantly reduced pupil-teacher ratios during the November board election. (Dr. Boyd topped the polls)

In addition, the board agreed to substantially increase the numbers of teachers aides and other support staff in the

district at a further cost of a \$250,000.

Uncertainty lingers about where the 25 new teachers will be housed. Boyd said enough classrooms will be available in September if the board's building program proceeds on schedule, and urged that all 25 teachers be hired at once.

He said principals have assured the education committee that space can always be found for additional teachers, whether or not there are empty classrooms.

This was opposed by district administrators (including District Superintendent Dave Todd), however, who urged that the teachers be hired as space becomes available. The difference of opinion led to considerable debate.

"I wouldn't want to force teachers on principals," Boyd said, "but I feel the principals who would turn down an extra

teacher are few and far between.

"It's so essential to get these classes into manageable sizes," he said. "To put off hiring teachers at this point because of lack of classroom space effectively shelves for another year a problem which I think is intolerable."

Supporting Boyd was trustee Steve Wood. "We have to look at this from the point of view of the child," he said.

"With smaller classes there is more opportunity for individual pupil help, and teachers can experiment with different styles," he said.

The board eventually agreed with elementary director Don Bosnich that logistical problems might make the force-feeding of schools a difficult venture, but that strenuous efforts should be made to find space for 25 teachers.



## 17 Nominated

# RA chooses candidates for office

At this time of year the Representative Assembly turns itself into a nominating committee.

Shown here, the Nominating Committee was voting not on candidates for office at the February 1 and 2 Assembly but rather on the procedure for nominations.

Wes Janzen, chairperson of the Nominating Committee, called for a vote on the procedure, and as you can see by the overwhelming response a decision was made.

Once that decision was made the Nominating Committee went ahead and nominated 17 people for office.

FOR PRESIDENT Broadley, Bill (Victoria)  
MacFarlan, Jim (Burnaby)

FOR FIRST VICE-PRESIDENT Glass, Dorothy (Campbell River)  
Uzelac, John (Vancouver)  
Wilson, Rob (Lake Cowichan)

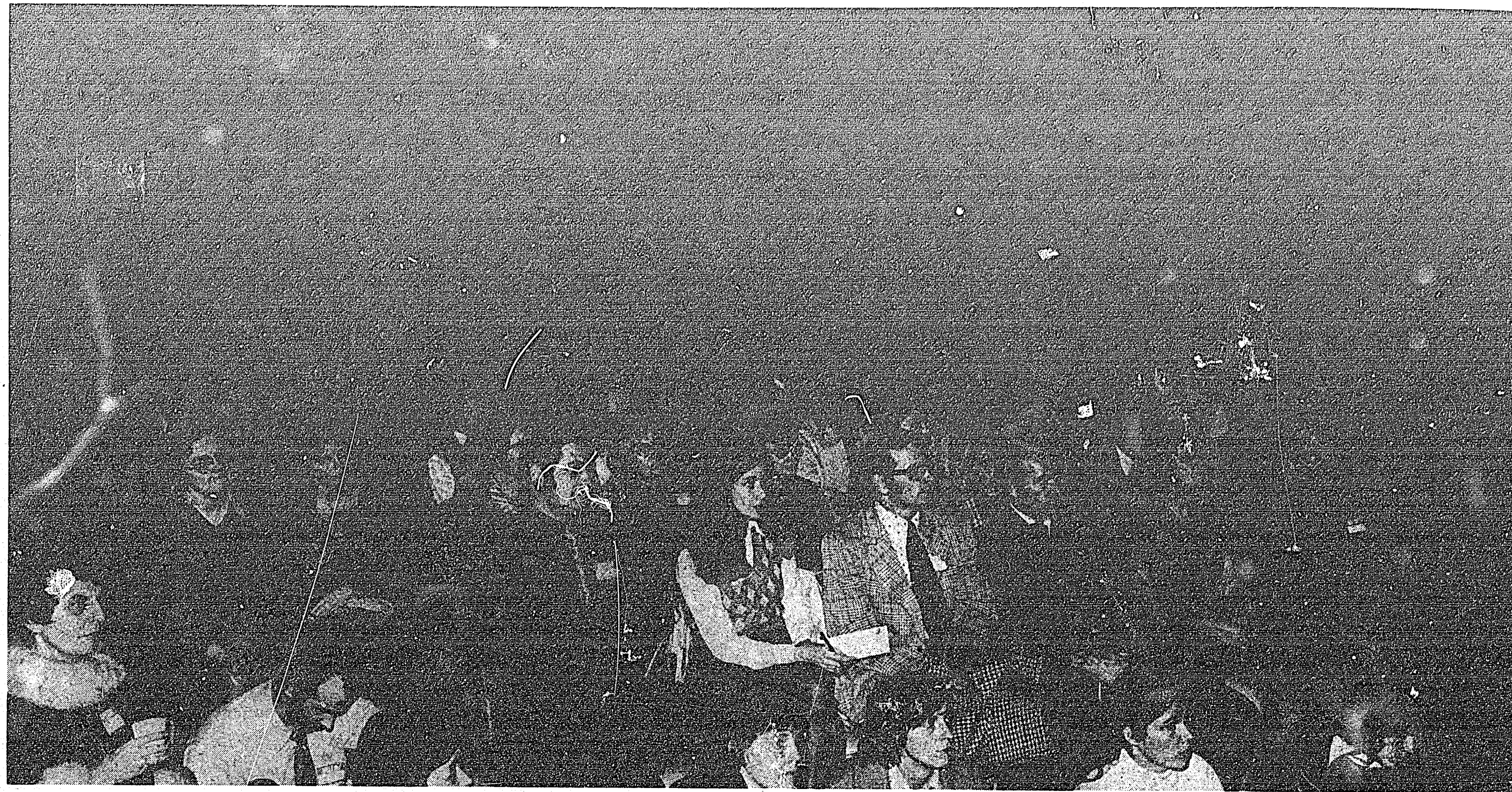
FOR SECOND VICE-PRESIDENT Kelley, Don (Burnaby)  
Winstanley, John (Grand Forks)

FOR MEMBER-AT-LARGE Blakey, Allen (Vancouver)  
Boldt, Cliff (North Vancouver)  
Brady, Pat (Prince George)  
Campbell, Neil (Cowichan)  
Joyce, Jerry (Lake Cowichan)  
Neuberger, Gale (Coquitlam)  
Rayer, Sylvia (West Vancouver)  
Roscoe, Mike (Trail)  
Tearne, Jack (Nicola Valley)  
Thomas, Ben (Delta)





## Large classes draw public concern



More than 600 people in Vancouver signed petitions to protest large classes

### Vancouver teachers hold class size rally

Eileen Dailly attended Brock and Wolfe Elementary Schools in Vancouver's East End as a child.

As an Education Minister, Eileen Dailly was confronted by delegations from Brock and Wolfe Elementary School in January, each presenting her with petitions of 600 names, calling for 'sufficient financial support to ensure a substantial reduction in class sizes.'

The rally was a joint venture organized by Al Blakey, President of the Vancouver Elementary School Teachers' Association, Steve Cuthbertson, President of the Vancouver Elementary Administrators' Association, and Dick Durante, Table Officer in the Elementary Administrators' Association.

Al Blakey made sure that parents were very well in-

formed about the Olson study on quality education and pointed out that 91.6 percent of Vancouver classes are larger than the ideal accepted by Olson. In fact, Blakey said, Vancouver was 62nd of 74 school districts in B.C. in terms of class size and was last among the major urban centers of Canada.

An overwhelming majority of people at the rally endorsed Vancouver teachers' demands.

Eileen Dailly gave a hearty endorsement for the campaign to reduce the number of children in each class, saying the government would take action through its next budget coming down in February.

After the plenary session in the Van Brock auditorium, people at the rally were dis-

persed to classrooms where teachers working in small groups explained the importance of smaller classes, the sizes of the classes in Vancouver, and answered parents' questions.

Observers called it a very successful rally.

### North Van active in by-election

Members of the North Vancouver Teachers' Association executive deserve a lot of credit for some excellent work done for the class size program during the North Vancouver-Capilano provincial by-election.

Education became a central issue in the campaign, not through any accident, but through hard work by local association president, Cliff Boldt, and table officer, Claus Spiekermen.

The teachers' association organized a public meeting for the candidates as well as mounting an advertising program to familiarize the voters with the issues.

Cliff Boldt reports that Conservative candidate Peter Hyndman said that for three out of four doors being knocked on, people almost invariably asked about education.

Education, and specifically the size of classes in the province, touched a responsive chord in the district where the candidates spoke.

### Teacher competence report



Shown here Tom Hutchison, chairperson of the RA, with Colin McDougall, chairperson of the Task Force on Teacher Competence, explaining the report of the task force.

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### Collegial model advocated for reporting on teachers

Teachers do not accept the proposition that 'outside' evaluators can effectively, honestly and justly ensure competence among teachers, according to the chairperson of the Task Force on Teacher Competence.

'The present system has not worked,' says Colin McDougall, 'I believe a collegial system will. In fact, I'd put my lot in with teachers any day as opposed to evaluation by district superintendents.'

McDougall and his group

presented their report, which had been endorsed unanimously by the Executive Committee, to the Representative Assembly where it also received overwhelming approval.

The report, five years in the making, now goes to the AGM for consideration.

An essential pre-condition in the report for successfully implementing criteria of competence in teacher evaluation is the formation of

staff committees in every school. (For schools of four or fewer teachers, local associations would form evaluation committees.)

'The focus of the first five steps in the evaluation procedure is remediation,' Colin McDougall says. The staff committee is expected to propose a plan for assisting the teacher and propose a redefinition of role. This would include help in planning lessons, setting goals, watching demonstration lessons through to changing teaching assignments and grade levels.

Following remediation, the staff committee is expected to report on whether the teacher is competent or incompetent, with a copy to the teacher and to the BCTF.

If the committee finds the teacher incompetent, a panel consisting of an evaluation coordinator and two practising colleagues in the teacher's area of specialization, formed by the table officers, will then make a formal evaluation.

If the panel indicates incompetence, it can recommend that the BCTF Executive Committee terminate the

teacher's membership and recommend cancelling certification.

'We're aware there could be some abuses,' says McDougall. 'All the task force members recognized the difficulty for teachers in changing a frame of reference, changing a mind set. But, once that is done, I do believe teachers can do an effective job of evaluating their peers.'

BCTF president Jim MacFarlan spoke strongly in favor of the collegial model at the RA.

'I do not condone those people now writing reports a competent or efficient group. Personally, I would sooner throw my lot in with my peers.'

Evaluation, he reminded delegates, is probably the most complex thing facing teachers in the educational process. He urged scrapping the existing system, devised 100 years ago, with superintendents positioned hierarchically in favor of the proposed collegial model.

Full copies of the competence report are contained in AGM Reports and Solutions Book 1 in staff rooms.

# Public Attitudes Toward the Quality of Education and the Reduction of Class Size in the Public Schools of British Columbia

The British Columbia Teachers' Federation has become increasingly concerned with the negative effects on the overall quality of public education being created by the large class sizes existing in many areas of British Columbia. Although the correlation between class size and the academic and personal development of the student is well-known among educators, the BCTF recognizes that both public and professional support is going to be required before class sizes can be reduced in the province, since such a change will require major modifications in the present educational system and corresponding increases in expenditures.

To determine present public attitudes toward the quality of education in British Columbia, the BCTF has commissioned the study presented herein. The objectives of this study were:

1. To determine what criteria are being used by the public to evaluate the quality of education;
2. To determine satisfaction with the present quality of education in British Columbia and;
3. To determine what changes, if any, the public sees as necessary to improve the quality of education in the province.

#### METHOD:

To meet these objectives 509 telephone interviews were conducted from December 7 to December 19, 1973, with adult residents (19 years of age and over) throughout British Columbia. To ensure representative results that could be projected to the province as a whole, the sample used was stratified on the basis of age, sex and area of residence.



## Factors Important in Evaluating the Quality of Education

1. First of all, I would like to find out what things you think are important in determining the quality of education a student is receiving. To do this I am going to read you a number of items and ask you to rate them on a 10-point scale. If you think an item is an extremely important aspect of education you would give it a rating of 10. If you feel an item is not important at all, you would give it a rating of 1. The numbers in between are for your feelings in between.

In evaluating the quality of education being received by a student, the public places a high degree of importance on all aspects of the individual's personal, social and academic development. However, levels of differentiation do exist. From the public's point of view the most important criterion is the development of student's basic skills like reading and writing. Second in importance is the development of the student's social skills, such as the ability to work with and a concern for other people.

Factors Important in Evaluating the Quality of Education, by Sex and Area of Residence					
Average Rating * Given to Importance of Developing a Student's —	Total	Sex		Area of Residence	
		Male	Female	Metro Vancouver	Other Areas of British Columbia
Basic skills like reading and writing	9.26	9.16	9.35	9.04	9.46
Ability to work with other people	8.95	8.68	9.19	8.74	9.14
Concern for other people	8.87	8.64	9.08	8.58	9.14
Intellectual Curiosity	8.43	8.20	8.64	8.27	8.58
Personal Growth and Independence	8.42	8.12	8.68	8.18	8.64
Vocational Skills	8.39	8.24	8.53	8.09	8.67
Creativity	8.24	8.18	8.29	8.06	8.40
* Average ratings based on 10-point scale where 10 equals extremely important and 1 equals not important at all					

Although the overall ordering of these factors does not vary notably, there do exist differences in the emphasis placed on them by some segments of the population. Generally speaking, women place more importance on the student's social and per-

sonal development that do men, and people living outside of the Metropolitan Vancouver area place more importance on virtually all the factors than do people living within Metropolitan Vancouver.

## Evaluation of the Quality of Education in British Columbia

2. Overall, how would you rate the quality of education provided by the public schools in your area? Is it excellent, good, satisfactory or poor?

2. At the present time the quality of education in British Columbia is generally thought to be only a little more than satisfactory.

Overall Rating of Quality of Education Provided by Public Schools, By Children and Area of Residence						
Quality of Education is:	Total	Children		Area of Residence		
		Attend Public School	Do Not Attend Public School	No Children	Metro Vancouver	Other Areas of British Columbia
Excellent	8	12	1	7	7	8
Good	26	32	22	23	21	30
Satisfactory	34	40	35	29	34	34
Poor	16	12	18	19	22	12
Don't Know	16	4	24	22	16	16
	100	100	100	100	100	100
Average Rating *	2.29	2.46	2.08	2.22	2.16	2.42
* Average ratings based on 4-point scale where 4 equals excellent and 1 equals poor.						

The feeling that the present system is providing students with a mediocre education is particularly evident among people who have children who are

not attending public schools and residents of the Metropolitan Vancouver area.

3. In determining any changes that should be made to improve the quality of education in your district, how important would you consider the opinions of —, very important, fairly important, not too important, or not at all important?

quality education, the public generally does not attribute this problem to mismanagement of present education funds. The majority feel that their communities are receiving fairly good value for the money being spent on education. But, not surprisingly, the evaluation of the value received correlates with the individual's perception of the quality of education being provided.

## Value Received for Tax Dollar Spent on Education, By Perceived Quality of Education

	Perceived Quality of Education			
	Total	Excellent or Good	Satisfactory	Poor
The Community is Receiving —	%	%	%	%
Excellent Value	7	15	3	—
Fairly Good Value	51	69	61	21
Fairly Poor Value	17	7	20	36
Extremely Poor Value	8	2	6	29
Don't Know	17	7	10	14
	100	100	100	100
Average Rating *	2.69	3.05	2.69	1.92

\* Average rating based on 4-point scale where 4 equals excellent value and 1 equals extremely poor value

4. Now I would like to find out what value you think this community is getting for the portion of your tax dollar which is spent on elementary and secondary education. Would you say the community is receiving excellent value for the money, fairly good value, fairly poor value, or extremely poor value for the money?

4. Since the public feels that the money presently available is being well spent, if they are really concerned about the quality of education they should be

willing to spend more money to improve it. In fact, there is a great deal of support for increasing the amount of money spent but, much of this support is dependent on the source of these funds. At the moment, majority support will be given only if the money comes from the general funds of the province.

As usual, the highest level of support comes from parents with children attending public schools and the level of support decreases as age increases.

Attitude toward Spending Additional Money on Education		
	If Money Obtained by Raising Property Taxes	If Money Obtained From the General Funds of the Province
	%	%
In favour of	40	75
Opposed to	46	15
No opinion	14	10
	100	100

## Priorities for Improvements in the Educational System

5. At the present time, would you vote to raise your property taxes to improve the quality of education in your school district?

5. If additional funds are made available, the public has definite feelings about the way these funds should be spent. They give top priority to reducing the size of classes, improving the quality of teachers, and making more vocational training courses available.

Priorities for Improvements	
Highest Priorities	%
Reducing the size of classes	66
Improving the quality of teachers	66
Making more Vocational Training courses available	65
Second Highest Priorities	
Increasing the number of teachers	56
Improving the quality and quantity of materials in school libraries	51
Third Highest Priority	
Building more schools and improving existing ones	46
Fourth Highest Priority	
Providing nursery or day schools	37
Lowest Priority	
Offering a wider variety of classes in courses such as Art, Music, Drama	28

Each of the high priority items is receiving disproportionately strong support from one or more segments of the population. The main support for reducing class size comes from women, young people and those who feel that present classes are too large; for improving the quality of teachers it

comes from those who consider the present education provided as being of poor quality; and for making more vocational training courses available it comes from parents who have children who are not attending public schools.

Main Areas of Support for High Priority Items			
Total Giving High Priority to:	Reducing The Size of Classes	Improving The Quality of Teachers	Making More Vocational Train. Courses Available
	%	%	%
TOTAL	66	66	65
By Sex:			
Male	57	69	66
Female	74	63	64
By Age:			
19 to 34 Years	76	68	63
35 to 54 Years	62	65	66
55 Years and over	56	65	67
By Children:			
Children attending Public Schools	70	62	62
Children not attending Public Schools	68	68	78
No Children	63	68	63
By Perceived Quality of Education:			
Excellent or Good	64	60	68
Satisfactory	74	67	65
Poor	60	79	60
By Perceived Size of Classes:			
Too Small	*	*	*
Too Large	89	69	63
About Right	39	59	66
Don't Know	52	66	67
* Sample too small for results to be valid			

6. Would you be in favor of the provincial government spending more money from the general funds of the province to improve the quality of education?

6. With respect to class size reduction, it is not surprising to find that the highest priority given this potential change comes from those who feel the present classes are too large. However the overall position of class size reduction as one of the top priority items, is largely due to the relatively strong support given by those who have no opinion on the size of classes in their communities. The support of these people is important because they represent one-third of the total population.

7. If more money was to be spent on education in your district, I would like you to tell me whether you personally feel each of the following items should have a high priority, medium priority or low priority.

7. Attitudes toward class size are dependent, in part, on the individual's knowledge in this area.

Attitude Toward Class Size	
Feel Classes are:	Total %
Too Large	45
Too Small	2
About the Right Size	21
Don't Know	32
	100

Of those who have an opinion, the majority feel present classes are too large.

Those who have no opinion generally have no knowledge on which to base one, and those who feel that classes are about the right size are usually referring to a smaller elementary school class than are those who feel classes are too large. Interestingly, the two latter groups are in total agreement on the size of the average secondary school class.

Number of Students thought to be in Average Class, By Perceived Size of Classes					
Number of Students in Elementary School Classes	Perceived Size of Classes				
	Total	Too Small	Too Large	About Right	Don't Know
	%	%	%	%	%
25 or Less	6	*	4	13	3
26 to 30	23	*	23	38	13
31 to 35	27	*	36	24	16
36 to 40	14	*	20	9	10
41 or more	2	*	4	—	1
Don't know	28	*	13	16	57
Number of Students in Secondary School Classes					
25 or Less	5	*	6	7	3
26 to 30	13	*	16	16	5
31 to 35	20	*	23	19	15
36 to 40	14	*	17	13	11
41 or more	2	*	2	3	1
Don't know	46	*	36	42	65
* Sample too small for results to be valid					



Overall, the public thinks it is better informed on the size of elementary classes and says they are usually smaller than secondary classes.

8. (a) Do you personally feel that the classes in your community are too large, too small, or about the right size.

(b) Why do you say that? Are there any other reasons?

(c) What, if anything, do you feel should be done about this situation? Anything else?

8. The main reasons for considering present classes too large are a lack of teachers, crowded classrooms, and insufficient individual attention for the students.

Individual Attention Received from Teachers, By Perceived Size of Classes

	Perceived Size of Classes				
	Total	Too Small	Too Large	About Right	Don't Know
Students are Receiving —					
Too much individual attention from their teachers	1	*	1	—	1
About the right amount of individual attention from their teachers	28	*	17	65	22
Too little individual attention from their teachers	46	*	70	24	27
Don't Know	25	*	12	11	50
	100		100	100	100

\* Sample too small for results to be valid

Those who feel classes are the right size or who have no opinion also exhibit some concern about the amount of attention students are receiving. But, in this instance they usually feel the solution is to improve the quality of teachers rather than reducing class size.

9. Do you feel the students in your district are receiving too much individual attention from their

teachers, about the right amount of individual attention from their teachers, or not enough individual attention from their teachers?

9. Among those who feel present classes are too large the consensus is that reducing the size of classes would make a great deal of difference to the achievement and progress of students.

Effect of Reducing the Size of Classes, By Perceived Size of Classes

	Perceived Size of Classes				
	Total	Too Small	Too Large	About Right	Don't Know
Reduction in Size of Classes —					
Would make a great deal of difference to the achievement and progress of students	59	*	82	27	47
Would make very little difference to the achievement and progress of students	20	*	13	41	16
Would make no difference to the achievement and progress of students	10	*	1	28	10
Don't Know	11	*	4	4	27
	100		100	100	100

\* Sample too small for results to be valid

Those who have no opinion on present class sizes also show fairly strong support for this idea, and it is for this reason they place a high priority on class size reduction. In other words, 10 per cent to 15 per cent of the total population is supporting class size reduction not on the basis of facts, but because they simply believe that the smaller class the better it is for the student.

10. If the size of the classes in your community

were reduced do you think this would make a great deal of difference, very little difference, or no difference at all to the achievement and progress of the students?

10. In spite of the individual's stance on present class sizes, it is generally agreed that the reduction of class size would be more important in elementary schools than it would be in secondary schools.

Importance of Class Size Reduction by Type of School, By Perceived Size of Classes

	Perceived Size of Classes				
	Total	Too Small	Too Large	About Right	Don't Know
Reduction of Class Size —					
Would be more important in Elementary Schools	61	*	73	59	46
Would be more important in Secondary Schools	19	*	17	25	20
Would be important in both Elementary and Secondary Schools	4	*	4	1	5
Don't Know	16	*	6	15	29
	100		100	100	100

\* Sample too small for results to be valid

Influence of Selected Individuals in Improving the Quality of Education.

11. Do you feel the reduction of class size would be more important in elementary schools or in secondary schools?

In summary then, out of every 20 people about

— 9 support class size reduction because they think present classes are too large, students are not receiving enough attention, and smaller classes would make a difference to the achievement and progress of students;

— 8 support class size reduction on general principles although they think present class sizes are about right or they have insufficient information to evaluate class sizes;

— 2 do not support class size reduction for various reasons; and

— 1 has no opinion.

Obviously, the 8 people who support class size reduction on general principles or who have no opinion are in a position where they could be easily swayed by any publicity on the subject. (It may be that 8 of them have taken their present ambiguous stance on the basis of publicity to date.)

Influence of Selected Individuals in Improving the Quality of Education

Average Rating * of the importance of opinions from —	Total %
Teachers	3.63
School Principals	3.49
The Minister of Education	3.07
Local School Board Trustees	2.99
Friends and Neighbours	2.83

\* Average ratings based on 4-point scale where 4 equals very important and 1 equals not at all important

The question that now arises is 'Who is in the best position to change or enforce public opinion on the reduction of class sizes?' When it comes to changes to improve the quality of education the public places the greatest importance on the opinions of teachers. Second in importance are the opinions of school principals.

Within this — the influence of teachers is somewhat weaker among those who are particularly critical of the present quality of education;

— the influence of school principals increases as people grow older, but as with teachers is somewhat weaker among those who are particularly critical of the present quality of education;

— the influence of the Minister of Education is greater among women than men but also is weak among those who are critical of the present system; and

— the influence of the local trustees is somewhat stronger outside the Metropolitan Vancouver area and increases as people grow older, but again is somewhat weaker among those critical of the present system.

Only the relatively unimportant influence of friends and neighbors does not vary from one segment of the population to another.

## Teacher librarian first and foremost a qualified teacher

The question of staffing school libraries with teacher-librarians or professional librarians has once again come to the front.

Mel Rainey, President of the B.C. School Librarians' Association, says a teacher-librarian is first and foremost a teacher who has the same academic training and the same professional training as a classroom teacher, followed by further professional training in librarianship.

'School libraries must be staffed with a teacher-librarian and the necessary supportive staff to carry out an effective program,' he says.

Part of the problem, according to Bill Broadley, BCTF First Vice-President, lies in the perceived role of school librarian by many people as a keeper of books, whereas the actual role, he says, should be nurturing pupil growth and development by working with teachers and pupils in the school.

The librarians' association notes that a person in charge of a school library is in constant communication with students, is assisting with assignments, is organizing material for curriculum content, and is, in a very real sense, teaching pupils. Professional librarians, on the other hand, generally do not have the competence or the experience to carry out the role of a teacher.

Thus, the argument runs, the person who assists inquiry by pupils into the world around them through books is surely just as much a teacher as he who facilitates a process through microscopes. The process is the same; only the medium is different.

'Perhaps as librarians, we have not effectively demonstrated what the professional teacher-librarian's role should be,' says Mel Rainey. 'The teacher-librarian is a member of a team, who supports what is being done in the classroom by the teacher.'

### On Minister's committee

## MacFarlan calls for wide discussion

Proposals for changes in areas of salary bargaining, teacher certification, competency and learning conditions may or may not have led to government legislation, BCTF President Jim MacFarlan told the Representative Assembly, February 1 and 2, in his report of the Minister's Committee.

Nevertheless, he went on, these proposals, some clearly detrimental to teachers' interests, posed very real difficulties because of this uncertainty. 'The proposals could have led to draft legislation; they could have been withdrawn, removed, or even partially implemented. No one knew for sure.'

The Minister's Committee, which was struck to discuss changes in provincial bargaining, a four-level salary system with election of principals, a teachers' professional act and provision for negotiated learning conditions contracts, now stands adjourned and

there is little likelihood of major changes in the Act during the spring session.

MacFarlan criticized recent petulant statements by trustee president Pat Walsh. 'When the trustees didn't get their way,' MacFarlan said, 'they threaten to take their ball and play in another court and say the Minister should resign.'

Teacher representatives initially had gone to Victoria December 20 to meet the Minister after her surprise announcement that school boards had shown 'fiscal irresponsibility' — a blanket condemnation MacFarlan insists was 'totally unjustified.'

'Our position from the beginning was that we would not accept any redefinition of our responsibilities and remuneration without an equally searching redefinition of the responsibilities of school boards, the Department of Education, superintendents, secretary-treasurers and others in the bureaucracy. You can't tinker with the system. You can't ask a committee to do in 29 days what you fired a \$28,000 commissioner for not doing in a year.'

MacFarlan called for an extensive discussion by teachers in staff rooms and local associations throughout the Federation on the topics, particularly where BCTF policy is unclear or nonexistent so that a Federation position could be developed.



Mrs. Grace Funk in Vernon's Harwood demonstration school library

'Selecting and promoting the use of materials, the cooperative planning of teaching units and the actual planning of curriculum development are basic functions in the role of the teacher-librarian within the school.'

'Teacher-librarians must understand the philosophy of the school and seek to make the library an integral part of that philosophy. They are not an

extension of the school; they are a vital and necessary part of the school.'

Library technicians, Rainey says, are trained in the technical skills necessary for the smooth and efficient operation of the library.

'Their role can best be defined as working with materials under the supervision of the teacher-librarian. This role must be clearly

defined by job descriptions and in all cases the technician is responsible to the teacher-librarian, who in turn is responsible to the principal.

'The supportive staff give a most valuable service to the teacher-librarian and play a vital part in assuring the library gives the kind of service that students, teachers and the public have a right to expect from our schools.'

## Olson's group kept the faith in schools

by John Hardy

There are two main philosophical streams at work on public school education, one group saying bury the schools, starve them, the other group saying the schools can be better, give them more money.

In the first group you have the high priest Illich, and lesser-lights like Bremer, who said recently that public schools are unnecessary, that youngsters don't need expert teachers, that walking and talking are the two most difficult skills to learn and they don't require professionals.

Members of the intellectual strata consistently have sold each other on the proposition that education costs are too high, effectively convincing each other, teachers, and public, in what has been a colossal form of propaganda.

Against that negative approach, there has been another group of people, such as Dr. Norman Olson from Columbia University, who have never lost the faith that the public schools can be improved.

Olson's group was interested and dedicated enough to the concept of a public school system that they went into 28,000 classrooms to look at process. It's important to recognize that Olson listed values that we accept, values that accord well to our own, such as interpersonal regard, creativity, personalizing learning, group processes and so on.

From the research, teachers were given solid evidence that in small classes the personal, physical, social, emotional and creative needs of children were being met. Teachers, very simply, have to adjust teaching style to the number of bodies facing them.

Stated otherwise, we can say that if schools today must meet a broader range of educational needs than ever was formerly expected, that if parents are demanding that personal, physical, social, emotional and creative as well as the intellectual and vocational needs of their children be met, then a necessary step toward that objective is to reduce the size of classes.

But small classes is not an end in itself. It is a means toward introducing a broader range of instructional styles into the schools.

It is not possible for schools to meet the broad range of needs recognized by a progressive, democratic and humanistic educational system with present class sizes. The symptoms of this are everywhere apparent — student absenteeism, discipline problems, alienation, emotional disorders, drop-outs, drug use — and most if it can be attributed to the result of a dehumanizing, impersonal, mass instructional process, the inevitable result of large classes and inadequate instructional resources.



## TV clips for free ads

You will be seeing new 60-second color television clips produced by the western teachers' organizations on the nine station outlets in British Columbia where they will be aired as free public service announcements.

These public service announcements, produced jointly by British Columbia, Alberta, Saskatchewan and Manitoba teachers' organizations, are the third series produced for the free public service spots.

The theme of the three one-minute film clips is 'learning to build a better tomorrow.'

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.

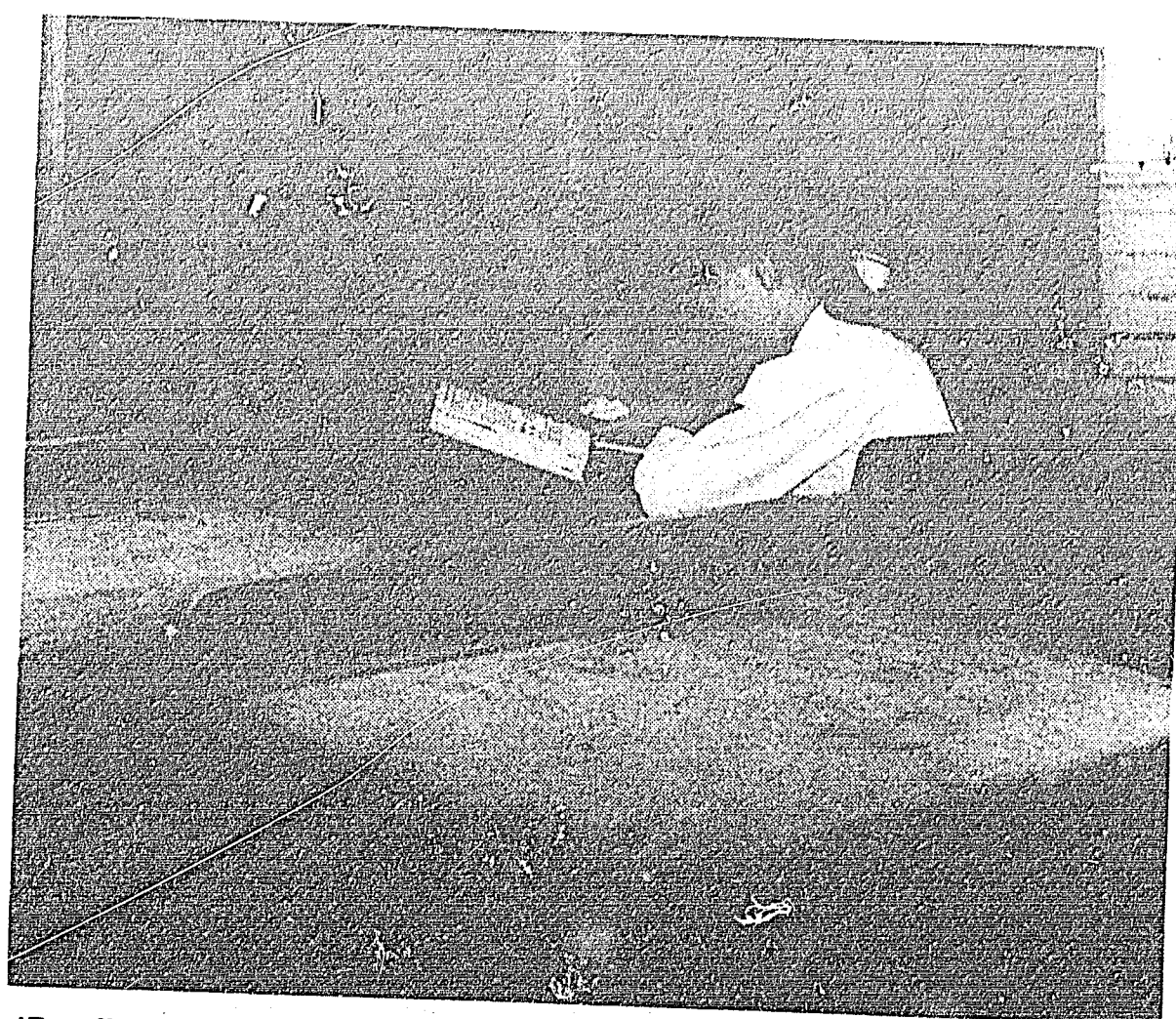
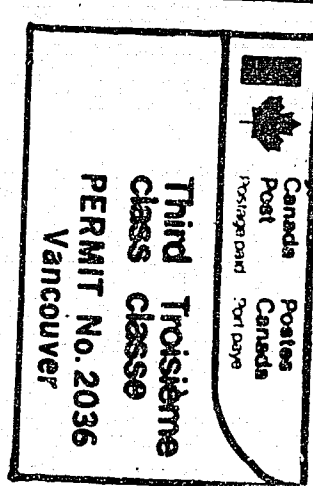
CHAN-TV Channel 8 and CHEK-TV Channel 6 have sent detailed statements to the BCTF office showing that from February to December the TV clips were shown 1540 times for a total of \$113,092 worth of free air time.

## Purchase wartime service now

Teachers planning to retire in June 1974 who are eligible to apply to purchase service should do so now.

Generally speaking, teachers who have taught in the B.C. public school system for all but three years (not counting full-time attendance at a Canadian university) since discharge after wartime military service or transfer from another province are eligible to apply to purchase. Documented proof of eligibility must be submitted to the Commissioner of Teachers' Pensions and should be submitted without delay.

For further information, write to the BCTF office.



'Reading', 'Ritin', 'Rithmetic' ... the 'good old' school days are recreated in Regina Exhibition Grounds' one-room school for a television film clip to be shown in western Canada. The opening shot of one of the television spots shows Cynthia Stroppa in the one-room school, in sharp contrast with school life today. The theme of the three one-minute film clips is 'Learning, to build a better tomorrow.'

## Retired teachers news

C. Frank Way, president of the Federated Legislative Council of Elder Citizens Associates, states that he has received a great number of requests for information since the article appeared in the November Newsletter. He regrets that he is unable at this time to reply to each individual request. At a later date, a mimeographed letter will be mailed out to those wishing information, provided a self-addressed stamped envelope is included to offset the cost to the Council.

## Salary continuance revisions

Great-West Life Assurance Company has completed a review of the claims experience to December 31, 1973, and has advised the BCTF office that the premium of \$0.56 per \$100 of salary is guaranteed until December 31, 1974.

The company, the BCTF consultants (William M. Mercer Limited) and the BCTF staff will continue to monitor the plan. If the present trend in experience continues, improvements may be anticipated in 1975.

However, no major changes are contemplated at this time as the evaluation period under the plan as revised last June has not been of sufficient length to allow for a detailed study of the implications of past changes and possible future changes.

Effective January 1, 1974, salary continuance premiums to Great-West Life Assurance Company will no longer be payable during the 105-day elimination period. Therefore any teacher who has had salary continuance premiums deducted from pay cheques to the date of expiry of sick leave will no longer have to arrange for payment during the elimination period.

## Student aptitude tests

# SACU proves poor predictor

SACU, the Service for Admission to Colleges and Universities, has admitted its batteries of tests have very serious deficiencies.

These tests, which have been strongly opposed by teachers, were supposed to predict 'the success' of a student in his or her university studies and detect, among applicants in the marginal grade area, those students with high potential for university studies.

Calling SACU a new straitjacket, Norm Goble, Secretary General of CTF, once described the achievement test as 'a disreputable, discredited and obsolete device.'

During the past two years, Carleton University has directed a substantial effort into extensive studies involving SACU tests, studies designed to evaluate the significance of SACU scores.

Results show SACU scores were found to be 'extremely variable in usefulness.'

'Correlations between SACU scores and first year university average vary from faculty to

faculty and often from year to year. In general the correlations between SACU scores and first year average have been mediocre, .15 to .45. After Grade 12 and Grade 13 averages have been taken into consideration, the correlation is very low and variable, seldom significantly different from zero. In other words, SACU tests were adding no significantly new information on students once their high school averages were taken into consideration.'

The BCTF has opposed

SACU tests and has urged all members not to participate or co-operate with SACU in preparation of test materials or in the administration of such tests in the schools.

'SACU represents all things which we have consistently opposed,' says BCTF president Jim MacFarlan, 'standardization of curriculum, rigidity, restriction of individual realization, restriction on the individual creativity of teachers and a denial that students have varying needs in terms of the curriculum.'

## BCTF Office Hours

Monday to Friday — 9:00 a.m. to 5:00 p.m.

### Lesson Aids

Monday to Friday — 9:00 a.m. to 6:00 p.m.  
Saturday — 9:00 a.m. to 1:00 p.m.

### Resources Centre

Monday to Friday — 9:00 a.m. to 5:00 p.m.  
Saturday — 9:00 a.m. to 1:00 p.m.

## Status of women

# Brief to Minister well received

A comprehensive brief on the status of women in education was presented to the Minister of Education on Thursday, January 24.

Eileen Dailly met with representatives of the Task Force on the Status of Women, Gale Neuberger, Pi Kalaidzis and Julia Goulden, Linda Shuto, in charge of the program for the BCTF, and Bill Broadley, First Vice-President of the BCTF Executive. The Minister received the brief very favorably and congratulated the group on a fine brief and the Executive for approving it. She has indicated several

times publicly that she is concerned about sex discrimination in education, but has been waiting for the presentation of this brief to know the BCTF's recommendations in regard to action.

Kathleen Ruff, Director of the Human Rights Commission, was also present at the meeting and indicated that several of the recommendations in the brief were of concern to the Human Rights Commission. The need for co-ordination between the Department of Education and the Commission was discussed.

Some of the major recom-

mendations contained in the brief were received very favorably and the Minister indicated a direction or specific action on many of the recommendations, e.g. working committees to investigate prescribed texts for sex discrimination and implementation of the women's studies course included in the brief.

A liaison person from the Department has been established and the task force will be meeting with this person soon to plan further action that will ensure the implementation of many recommendations in the brief.

Barrett says:

## Small classes a commitment

Premier Dave Barrett, on a T.V. program January 10, made the following statements.

BARRETT: Reducing class size? It won't happen overnight.

Now remember. The statistics you quote in terms of our position on education relative to the rest of Canada are ones that we inherited, not created by us.

We have been in office 16 months. There will be a significant increase in the education budget. You will have to wait till February to see the amount relative to the amount asked.

We have a long way to catch up. You'll recall some of the controversies of the day weren't Bill 71 but were the freezes on the construction of schools, the construction of auditoriums, the construction of facilities.

We have no freeze on the construction of facilities. The relative increase in the amount of money we are spending on education has risen dramatically and that will show up again in February.

We are still committed to reducing class size.