

Assembly endorses balanced budget

Slashing \$254,000 in proposed expenditures for the year, the fall meeting of the Representative Assembly approved a balanced budget of \$3,087,000.

The cuts were recommended by the Executive Committee, which found that the cost of the programs it believed were desirable for this year exceeded the Federation's revenue.

Following procedures inherent in PPBS (Planning, Programming and Budgeting Systems), the management technique used by the BCTF,

the Executive Committee had approved objectives, activities and evaluative criteria for 50 programs.

When cost estimates for the various programs were worked out, however, proposed expenditures were \$266,567 over expected revenue.

The Executive Committee therefore went through the budget with a fine-tooth comb, formulating recommended cuts for the Assembly. As the group responsible for managing BCTF affairs, the Executive prepared its recom-

mended cuts in line with priorities it had earlier established for the year.

The Assembly approved all the cuts except a reduction of \$7,000 in grants to district councils.

Budget cuts were made in all areas of BCTF programming. Among the casualties was the Resources Center, which will no longer serve teachers throughout the province. It will serve only an 'in-house' function — service restricted to such groups as the Executive Committee, the Representa-

tive Assembly, BCTF committees and staff.

The Assembly approved the decision 121 to 100. Some delegates pleaded earnestly for a continuation of the service, saying that teachers and students all over the province really needed it.

Others said that the BCTF could not meet all the educational needs of the province, and that any criticism of discontinuing the Resources Center service should be directed to the authorities responsible for providing library resources in the school districts.

Grants to PSA's were increased by the May Assembly meeting, but faced with the budget crisis, the October meeting reduced the increase by \$15,000, despite arguments presented by Velma Haslin and Victor Guenther, of the PSA Council.

Most Assembly members approved the cut in grants. Some advocated grants to local associations, 'where the action is,' rather than to PSAs. Others contended that PSAs were an important part of the BCTF, but that they should attract members on the basis of service they provide and try to pay their own way.

Despite the cut, grants to PSAs this year will be \$40,000, an increase of 50% over last year's grants.

The B.C. Teacher was reduced from eight issues a year to five, despite a plea from Bernard Holt, chairperson of the Editorial Board, to continue the regular publication schedule.

The President's Reception, one of the social highlights of Annual General Meetings in

recent years, was discontinued.

The budgets of several committees were cut, and major cutbacks ordered in printing.

Main causes of the budget problem were inflation and the expansion of such high priority programs as learning conditions. Derek Holden, BCTF Treasurer, estimated that inflationary costs have outstripped increases in fee revenue resulting from last year's salary increases by \$100,000 to \$200,000.

Another problem was that the average teacher's salary, on which the BCTF fee is based is that of January 1973, and inflation has made that fee inadequate to meet the operating costs of the organization almost two years later.

As the Assembly began its budget examination, President Jim MacFarlan told the delegates, 'The BCTF is neither destitute nor bankrupt; in fact, it is very healthy. The problem arises from a possible deficit position of 10%, a deficit that could undermine the health of the organization in the long run.'

When the Assembly had completed its lengthy examination of the budget, MacFarlan told the Geographical Representatives, 'This was the healthiest process of budget setting I have seen in all my years in the Federation. It was a creative process. What we are saying is that some resources can be used better somewhere else — and that is a good process.'

Details of the budget and of the 50 programs to be carried out this year are available from any Geographical Representative.

On the left, Velma Haslin spoke on behalf of provincial specialist associations. And below, a crowded Representative Assembly listens intently.

Despite the cut in budget, grants to PSAs this year will be \$40,000, an increase of 50 per cent over last year's grant.

Further details on the Resources Center will be mailed to schools.

newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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MacFarlan says:

BCSTA did not score at Salmon Arm

'We congratulate local associations for very effective presentations on local bargaining to the Legislative committee,' BCTF President Jim MacFarlan told the October Representative Assembly.

The BCSTA, he said, did not score any points at the last hearing in Salmon Arm when its brief was presented. And, he suggested, local trustees would be surprised to hear the kind of presentation made on their behalf to the Select Standing Committee.

The essential argument presented to the Standing Committee by Henry Armstrong, Executive Director of the BCSTA, was that the present system of arbitration was not working and therefore strike and lockout should be part of the negotiation process. This view of strike and lockout as improving the present system puzzled members of the Standing Committee because only a few days of instruction time have been lost in 30 years under the present system.

Local autonomy

'Teachers do not want people in Vancouver to do their bargaining for them,' MacFarlan said. 'Generally what emerged from the hearing is an overall picture of local autonomy that teachers want to preserve.'

'Many trustees do not understand what they have done in signing away their bargaining rights,' he said, charging that Henry Armstrong of the BCSTA has 'hoodwinked' trustees into what will essentially be the 'death knell' of local rights. He charged the BCSTA central office with a dangerous form of centralization of power, with the central office the only beneficiary because it would have all local school boards under its control.

MacFarlan also summarized the BCTF position on school

district amalgamation as given in the brief to the legislative committee. The most important criterion must be that of providing services to students. 'Geographic, economic and political considerations must take second place to fulfilling the basic function for which our school system is organized.'

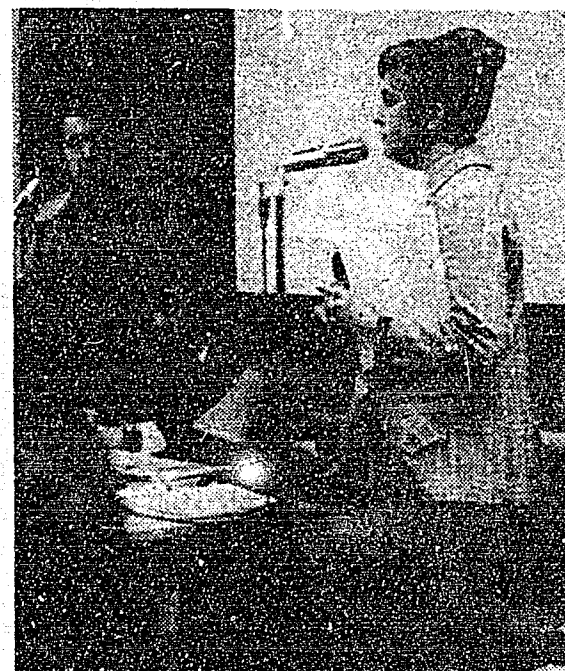
'If amalgamations are advisable, plans must be made to convince the public in the areas concerned that the actions are justified. Forced amalgamation without consultation and explanation can lead to ill feeling and bitterness, which can have a negative affect on the school system.'

'In summary, our view is that certain services can be provided best at the local level; others should be handled regionally, and still others provincially. But passing legislation to force a particular

course of action would be unwise.

'We congratulate those members in districts where there have been strikes,' MacFarlan said. Teachers have maintained excellent relations with striking members of the non-teaching staff and favorable reports have come from union officials commending teachers' behavior during the strikes.

He was especially pleased, he said, with the success of the status of women program, noting that more women than ever before are now involved in local association work. 'We note with approval, as well, that Reva Dexter has been appointed to the Department of Education to work as a consultant in the women's program. We have begun an integration of the status of women program into the Federation's general programs this year.'



Assembly tackles scholarship exams

The Representative Assembly has approved four recommendations that, if implemented, would mark the end of provincial government scholarship exams.

A proposal to discontinue scholarship exams was made to the 1974 Annual General Meeting by the Professional Development and Curriculum Committee. The AGM referred the recommendation back to the committee for further study and report to the Assembly.

The recommendations approved by the RA are:

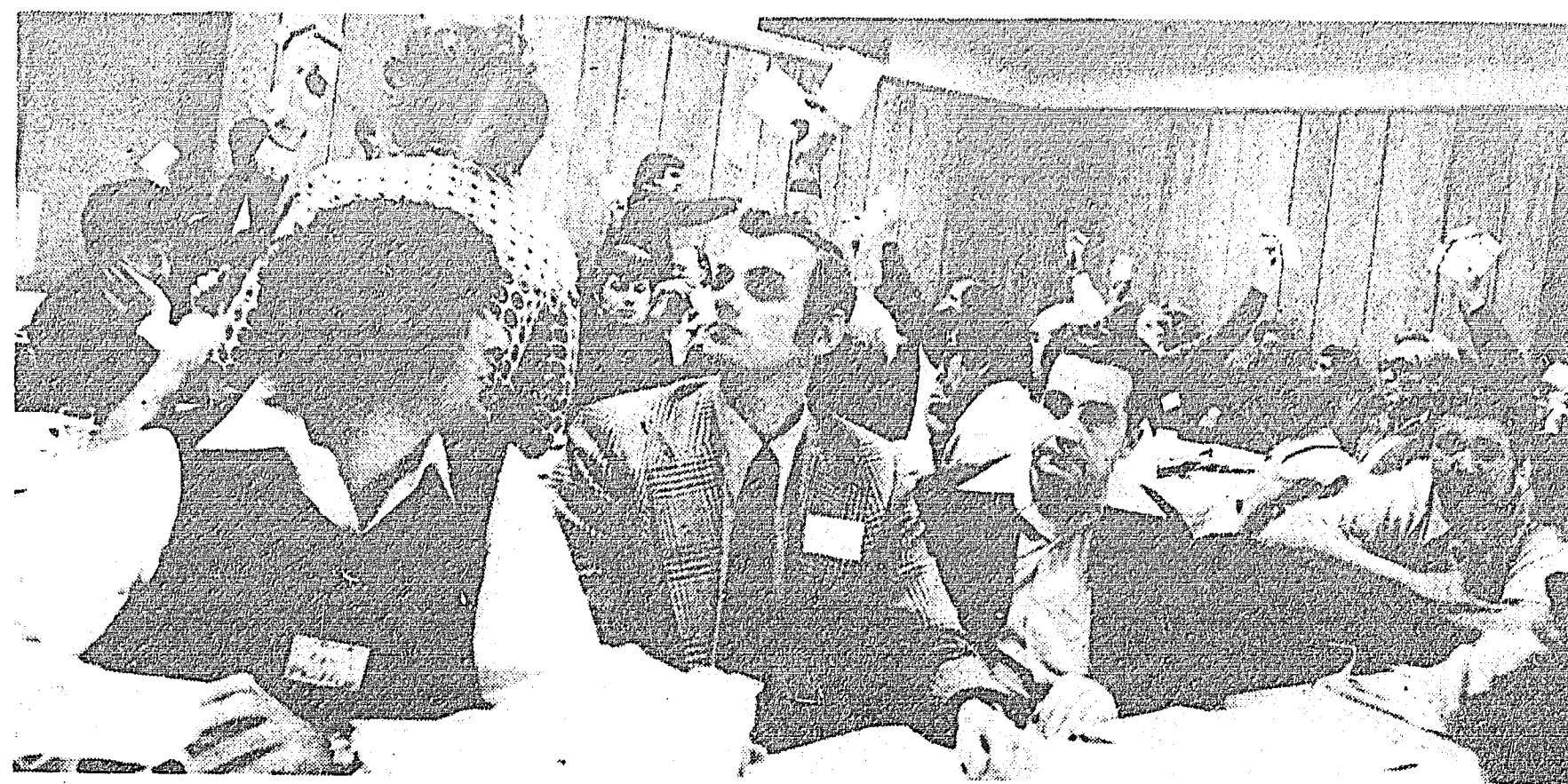
1. That the BCTF encourage the provincial government to expand its financial assistance program to any student who requires assistance to start and/or continue his/her tertiary education.
2. That each school staff, in consultation with its students, should decide what, if any, kinds of excellence should be rewarded, and if so, at what stages of pupil growth and development, and in what form these rewards should be made.
3. That the BCTF encourage the provincial government to

reallocate its present budget for government scholarship examinations on an equitable basis to schools that want to reward graduating students for any kind of excellence.

4. That the BCTF promote structures and processes to the end that secondary school staffs recognize and reward from a provincial fund secondary school students who are prepared to undertake practical, creative and self-initiated projects that will advance personal career goals and/or benefit society in some tangible manner.

Among the objections to the scholarship was the fact that rewards went to a limited number of students, regardless of need, who displayed a certain kind of academic excellence.

Ross Regan, chairperson of the PD and C Committee, told the Assembly that abolition was not designed to save money. Indeed, he said, the government should provide more money for students, but school staffs should decide who should receive the awards and on what basis.



Voting time at the October Representative Assembly.

Teacher's responsibilities delineated

Acting on a recommendation from the School Staffing Committee, the Representative Assembly has replaced all statements in Section 22.E of Policies and Procedures with 18 new statements.

The new statements are interim policy only until ratified by the 1975 Annual General Meeting.

The new statements delineate as prime responsibilities of the teacher:

- diagnosing the learning needs of pupils;
- prescribing the learning activities;
- implementing the learning activities;

• evaluating learning activities.

The statements also provide that auxiliary school personnel shall not:

- infringe in any way upon the responsibilities of a teacher;
- assume any instructional responsibilities in the absence of a teacher;
- tutor or instruct on a one-to-one or group basis;
- provide any form of direct or independent remedial instruction.

Copies of the new policies have been sent to all local association presidents.



Sylvia Rayer, school staffing committee, answers questions.

'I prefer small class'—students.

By RALPH SUNDBY

The importance of small class size is a matter of experience to some students. Some Grade Eight students of Don Walmsley, BCTF Executive member, had an opportunity to try both large and small classes last year. The students started the school year in a class of 34. Beginning January 3 they spent half their time in one large class of 32 and the other half of the time in two classes of 16.

Walmsley asked them to express their preference without leaning toward the bias they undoubtedly recognized in him. Here are some excerpts from their responses:

Out of the two, large classes and small classes, I think I prefer small classes. It is better for the individual student as well as the teacher, as the student is willing to express his ideas without being shy or held back. As for the teacher, he or she can get around to all the students and help them with any difficulties they might have. Therefore both the student and the teacher can accomplish more.

Ralph Sundby is chairperson of the Provincial Learning Conditions Committee.

If I had a choice of enrolling in a big or small class I would enroll in a small class. In our school we have different sizes of classes for different subjects and I can't really learn anything when there's a larger class. Most of the time in big classes the teacher asks a student a question and most of the time it's the same people that answer the question when it should be another person or persons.

I prefer small classes because I can learn more. If I

have a large class, I don't get involved in the subject.

When I was in the large class I didn't do much work. When I am in a small class I can ask questions that I would not in a large class. I like it when we get math and science because we are in groups and I can do my work better in a group.

I prefer a smaller class to a large class, because in smaller classes it is easier to study. In a large class there are usually people talking and fooling around in the back of the room where the teacher can't see who's doing all the talking.

I prefer small classes even if it does cost a little more money. We learn a lot more in small classes. In our large class there are 34 students. It is hard to concentrate in a large class. It is also very crowded in a classroom with the whole class.

To be fair, it should be noted that not everyone agreed small classes are better. One student commented thus:

Some people say you learn more in a small class but really you don't. Big classes mean less teachers and the government saves money.

Status of Women

Discussion sought by Dep't.

A memorandum from W. D. Reid, Superintendent of Field Personnel for the Department of Education, was sent to all district superintendents. The purpose of this memorandum was to invite all districts to consider four specific topics and contribute their perceptions of the problems involved and their constructive suggestions regarding practices which they have found effective.

The specific topics for study, investigation, and report are as follows:

1. Classroom management, with particular reference to student discipline.
2. Racial discrimination, sex role stereotyping, and discriminatory practices affecting boys and girls.
3. Communicating with parents. (It may well be that some schools will wish to involve some parents in considering this topic.)

The BCTF Status of Women Task Force commends the Department for initiating discussion on these important issues.

It is hoped that if teachers are not yet aware of this memorandum they will contact superintendents and request that discussion of its contents take place immediately.

There has been, over these past few months, a vicious smear campaign conducted by the central office staff of the BCSTA. Its intention is clear: to destroy the credibility of individuals and of the BCTF as an organization.

The message from the central office staff of the

BCSTA is also clear: keep classes large and costs down.

We find the call for large classes currently being orchestrated by Henry Armstrong and his staff badly at variance with the feeling of trustees, parents, students and teachers.

Some measure of the difference in tune can be gained by statements of elected people in the province.

In this Newsletter we seek to answer this smear campaign.

We re-affirm our position on class sizes. B.C. teachers have sought reduced class sizes for

many years — probably as long as the Federation has existed. We have referred to a number of studies over the years: Olson's is the most significant.

The foundation of our 1973-74 campaign was the 1969 Annual General Meeting when long-

term objectives in class size limits were set. Each subsequent AGM has served to affirm the consensus of professional teachers' experience and judgment about class size.

The collective opinion of 24,000 teachers should not be ignored.

Co-operation and integrity should prevail

BCTF answers four charges made by Henry Armstrong

In a page six article in June 20's *Vancouver Sun*, Henry Armstrong, Executive Director of the BCSTA, charged BCTF staff officers with being people who 'exhibit a total lack of social conscience, wisdom, or high ethical standards.'

Armstrong was responding to a June 4 page six article by BCTF staff members.

'Educators,' Armstrong said, 'must be concerned about not only the quality and ethics of the debate, but also the consequences of those ethics on the educational system.'

We agree. We shall therefore answer the four specific charges Armstrong made.

1. According to Armstrong, 'Statistics Canada did not publish any reports which would indicate that B.C. had the highest elementary class size (in Canada, 1971-72).'

Statistics Canada did produce the class size reports. These reports were provided to the Canadian Teachers' Federation. That Statistics Canada did not 'publish' in the narrow sense of the word is a red herring which can only serve to confuse.

The figures were collected by Statistics Canada,

were made available to anyone on request, and the ranking they show is valid.

2. The second charge by Armstrong was that 'The BCTF quotes an analysis of class size by H. E. Blake in 1954 and grossly misinterprets or misrepresents the findings of that analysis.'

We said in the *Sun* article: 'An analysis by H. E. Blake in 1954 of the 167 studies reviewed in the *Encyclopedia of Educational Research* showed that only 22 of these studies qualified as real research. Of these, 16 favored small classes, three favored large classes and three were inconclusive.' Page 76 of Blake's dissertation states: 'If these 22 studies are looked at collectively, 16 favor small classes, three favor large classes, and three are inconclusive.'

3. In his third charge, Armstrong said, 'Reports of Dr. Norman Olson's studies fall into the same category. At no time has Dr. Olson stated that smaller classes will produce better quality education. I phoned Dr. Olson in Syracuse, N.Y., and he confirmed this.'

Dr. Olson writes: This is simply not true; never in

What is this week's position?

Armstrong out of tune

Henry Armstrong, BCSTA Executive Director is badly out of tune with trustees, government and public.

Most local boards of trustees generally support the reduction in pupil/teacher ratios. Many made submissions to government stressing the need for increased provincial government support to reduce pupil/teacher ratios.

For example, Vancouver School Board chairperson Peter Bullen said at a board meeting Monday, December 3, 1973, that the board would have to appeal to Education Minister Eileen Daily for extra money to cut down on large classes, reportedly the largest of any big city in Canada.

The North Vancouver School Board presented a brief to government supporting smaller classes and seeking increased fiscal support to make reductions in class sizes and pupil/teacher ratios possible.

Surrey school trustees joined the teachers' association in asking the provincial government for supplementary funds.

Pat Walsh, then president of the BCSTA, welcomed the news on pupil/teacher ratio reductions.

Letter to Vancouver Sun

Boy blossomed in small class

Sir — With all the controversy regarding class sizes I feel that I would like to relate my experience. I am not a professional educator, I am a parent.

Our child for five years experienced difficulties at school. This past year in Grade 6 he was fortunate enough to be in a class of 19 children. The teacher, as well as being

especially adapted to his profession, had enough time to put into practice many philosophies that were incentive-oriented.

Our child, now in a reading group of six instead of 12, stood out more if he did not participate; he could no longer sit quietly and go unnoticed. He was therefore forced to think

and take part in the discussions.

As a result our child caught up to the majority of his peers. For the first time in six years he is not drowning in a pool of frustration but swimming with the tide.

PAT SEEBACH
4975 Lorraine,
Burnaby

Public school expenditure in relation to provincial wealth

	Spending on public schools for ever \$1,000 of personal income	Percentage greater effort than B.C.
Saskatchewan	\$91.26	57.9%
Quebec	80.65	39.6
New Brunswick	76.81	32.9
Alberta	76.76	32.8
Nova Scotia	71.90	24.4
Prince Edward Isl.	71.74	24.2
Manitoba	68.22	18.1
Ontario	68.21	18.1
Newfoundland	64.52	11.7
British Columbia	57.78	—

SOURCE OF DATA: Statistics Canada.

- Geographical Distribution of Personal Income and its Main Components 1926-1971.
- Education in Canada 1973.

Kindergarten's needs.

By JIM BOWMAN, BCTF Staff

Children starting kindergarten at age 5 are already well spread out on the learning spectrum. Their competencies might range in any given class from a self-reliant and assured child who is already reading to one who cannot dress and may well appear mute for the first few weeks. Whatever their competencies these children have many needs in common. A need for love and security, a need to know, a need to be creative, a need to be manipulative in co-ordinating body and brain, a need for competence and a need for self-assurance and self-worth.

At this age children learn best in a variety of ways. Perhaps the most important way is by creative play (which is a child's work) but also by learning from one another, by imitation of older children and adults and in performing a variety of tasks involving concrete materials that demand a whole range of learning styles from rote to discovery.

The kindergarten class has then to be a learning environment which is active not passive, concrete not abstract and which involves a number of activity centers established to help children meet a variety of needs and develop many competencies.

It should be self-evident that the teacher's role in such an environment must be one of careful observation of individual children. He/she must note how each child performs certain operations and then plan what next to place before the child. This careful observation is intimately related to the stages of development through which young children pass. There is little point in attempting to have young children perform tasks if they have not reached the stage of development which gives them the capability to perform those tasks; indeed a great deal of damage may be done to the child's future learning. The best example to illustrate this in the field of language development which pervades the whole of the kindergarten program. A child who comes from a language rich environment in which his fluency and vocabulary had many opportunities for growth may be quite ready to translate his speech into writing, reading and spelling. On the other hand a child who has not had these opportunities, and there are many, needs a great deal of verbal inter-reaction before he is ready to perform other language skills.

Most of these activities take place on a one to one basis with the teacher or with small groups of the child's peers and the teacher. Some activities such as movement and rhythm, story time and some musical activities can take place, and beneficially, with total class participation but for the major portion of the child's time in kindergarten he is observed and his learning behaviors analyzed as an individual.

Though disagreements may arise over a precise figure, authorities in early childhood education generally agree that the maximum number of children that can be handled successfully by a teacher should not exceed 20. At the other end of the scale perhaps 12 or so is the lowest that will allow for a full range of social interaction. It is of critical importance for the years of learning that lie ahead, as well as for the immediate needs of children that teachers must be allowed to practice sound principles of early childhood education. They cannot do this if they are overburdened.

Music educators

Music educators conference this year, 'Kalaidescope of Classroom Music' moves to a new time slot, November 15-16 at Richmond. 'Whether your particular interest is instrumental, choral, general music, Orff, Kodaly, ETM — there's something for you,' says Al Gasser.

Woodlands Outpatient

Help is available for the mentally retarded and their families in the community from Woodlands Outpatient Department, New Westminster. There are specific clinical teams composed of resource people including teachers who give consultation and aid to prevent institutionalization.

Business educators

Fifth Canadian Conference on Business Education takes place at the Faculty of Education, University of Manitoba, August 17-21, 1975. Contact Miss A. Kruse, Crocus Plains Regional Secondary School, First Street and Maryland Avenue, Brandon, Manitoba, R7A 1A8.

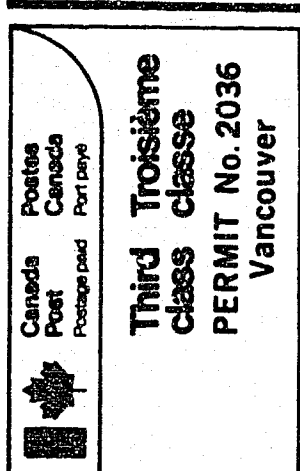
Iris McIntyre

Burnaby teacher Iris McIntyre was elected president of the Canadian Council of Teachers of English at the annual convention held in Saskatoon this summer.

The Canadian Council of Teachers represents teachers of English across Canada from schools to universities.

She has served a two-year term as president of the B.C. English Teachers' Association as well as serving on the Provincial Specialist Associations Council for the BCTF.

She teaches at Alpha School in Burnaby.



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



More than 600 teachers packed the gym and overflowed into classrooms, corridors and library applauding loud and long in a strong show of support for teacher leaders who called on the board to begin negotiations.

Vancouver Elementary president Al Paterson and Vancouver Secondary president Linda Wilson shared reading a three-page brief at a school board meeting at Carnarvon School, Monday, October 7.

It was the first public showing of bargaining unrest among the province's teachers.

On September 30, Nechako, one of the six boards that retained local autonomy, settled with teachers on a five year agreement based on an economic formula. The agreement makes provision for either party to seek renegotiation of the formula after it has been in effect for three years.

In their brief, Vancouver teachers said the decision for provincial bargaining widened a rift in trustee-teacher relationships that had already got underway when the current trustees pulled out of agreement on a formula during last year's bargaining.

'The intent of the Public Schools Act is very clear — that local bargaining or mutually agreed zonal bargaining shall

Wage stall fought in Vancouver



take place. Nowhere in the Public Schools Act are local teachers' associations required to meet at a central location for a very costly and impossible provincial bargaining process,' they said in their brief.

'Teachers and other citizens should be alarmed that this centralized bargaining is the first step in total centralization of education. Soon purchasing, hiring and firing, school design, and use of nonteaching staff may be centralized through the BCSTA,' they told the board.

'We suggest that the Vancouver School Board may not even know what its agent is doing.'

They said that at a recent hearing before the B.C. government Select Standing Committee in Salmon Arm, the BCSTA staff wanted trustee/teacher negotiations conducted under labor laws with strikes and lockouts used as weapons by either side.

'Our contention, which is most strongly held by our membership, is that the board has wrongfully abrogated its responsibility to Vancouver citizens and to its teacher employees to negotiate under the spirit of the Public Schools Act and under the spirit shown by your own past practices and stated desire for open communications.'

'Associated Professionals' eligible for membership

A new category of persons is now eligible for associate membership in the Federation.

These are 'associated professionals.' That is, individuals who are fully trained and qualified in a profession other than teaching and who provide professional services to teachers and/or students in a public school.

This change in membership policy was recommended by the School Staffing Committee and was accepted by the Executive Committee and Representative Assembly. The rationale is that when such persons are working closely with students and teachers they should have the opportunity to

become associated with the teachers' professional association.

'Associated professionals' should be distinguished from 'auxiliary school personnel.' The latter fill supportive roles under the direction of teachers, and are not eligible for BCTF membership.

Associated professionals, on the other hand, have knowledge and skills which are complementary to those of the teaching staff. They may receive referrals from teachers, or consult with them, but they do not work under their direction. Some examples of associated professionals are: physicians, dentists, nurses, psy-

chologists, social workers, speech therapists.

If you have any inquiries or comments on this, please contact Thelma Landon, BCTF Membership Registrar. Application forms can be obtained from the Membership Department — the fee is \$15 for the 1974-75 school year.

Membership cards

The BCTF will be sending 1974-75 membership cards to all active members as soon as the September payroll information is received from the school boards and entered on our records. Some will already

have been sent by the time you read this notice, but most cards will be mailed out during November.

They will be sent to the teacher's mailing address as we have it on our files. There will be a 'Change Card' attached which can be used to notify us of any corrections that should be made in name, address, or social insurance number. It should also be kept and used to notify us of any changes in name or address that occur during the year.

Cards for absentee and associate members are being mailed as these applications are received and processed during the year.

'Slow down the rise in prices' says labor.

The following editorial is reprinted from the September 1974 issue of Canadian Transport, newsletter of the Canadian Brotherhood of Railway, Transport and General Workers (CLC).

'The greatest benefit of the living cost payments included in the Hall arbitration award was that they were built into the base rates, not divorced from them as is the case with most conventional COLA clauses. Only a few other unions — notably the Steelworkers and some PSAC components — have had similar special cost-of-living adjustments incorporated into their wage rates.

'However, this "roll-in" formula, as it is called, will no doubt be the goal most unions will be aiming at in their next contract negotiations. Together, of course, with the same full protection against inflation granted by Mr. Justice Hall to the railway unions.

'As more unions obtain this protection, they will block any government move to impose wage controls. For once major wage hikes are tied to the Consumer Price Index, they become automatic. No government is likely to try to annul a negotiated COLA agreement. The only way it could then slow down the wage spiral would be to slow down the rise in prices.

'And that, of course, is where the unions have always insisted that controls should be imposed.

'Labour's call for price controls without wage controls has always been dismissed as special pleading. But if, as most economists now concede, rising wages are an effect of inflation rather than a cause, the case for price ceilings alone is soundly based.

'If prices are restrained, it automatically reduces the COLA segment of wages. It removes the unions' primary reason for escalating wage

demands. And, by cutting employers' profits, it stiffens their resistance to such demands.

'All that the recent avalanche of COLA clauses and bonuses has done is to formalize the horse-and-cart (or cause-and-effect) relationship that has always existed between prices and wages. COLA simply narrows the time lag between them, enabling wages to respond more quickly to price jumps.

'There should be no doubt about which comes first. Unions don't hesitate to tie their wages to the price index. But what employer would be

willing to tie his price increases to a wage index?

'Governments should realize — and perhaps they do — that the quickest way to stop the cart is to stop the horse. But that takes more political courage than most governments possess. It's easier, and more popular, to zap labour than business.

'At least, it has been, up to now. But as more and more unions tie their wage horses to the price carts, through automatic cost-of-living adjustments, the more difficult it will be for any government income policy to put the cart before the horse.'

BRITISH COLUMBIA TEACHERS' FEDERATION

letter

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