

PTR drops but three year pledge watched

Figures released by the Department of Education in September show that B.C. pupil-teacher ratios dropped by 1.74 from 21.56 in October 1973 to 19.83 in October 1974.

The 1.74 reduction in pupil-teacher ratio represents an 8.8% increase in the number of teachers in relation to the same enrollment. The number of teachers increased by 2241 (9.3%) while enrollment increased by 2409 (0.5%).

BCTF learning Conditions chairperson Ralph Sundy said he is pleased with the success of the LC program this year but warns that teachers must not let up in the drive for smaller classes.

Local learning conditions people deserve much praise for the tremendous work in budget presentations, Sundy said. 'Their efforts brought more than \$42 million in the form of

additional teachers in the current year.'

The local staffing and budget presentations require local learning conditions committees to survey class sizes and other learning conditions, to document the resources provided to the schools in their district, to identify inadequacies and to make a case for improvements. Often it is necessary to meet with MLAs

as well as school trustees and to work with local parent groups. The task of the local learning conditions committee is difficult but the results have been impressive.

Sundy also praised the provincial government for fulfilling the first year of a three-year commitment to reduce pupil-teacher ratios. However he stressed that teachers intend to hold the government to

its commitment to reduce the average pupil-teacher ratio in B.C. to 18.5 in 1975-76 and 17.0 in 1976-77. 'Local associations should also maintain pressure in their respective districts to see that final budgets are adequate.'

Breakdown of the figures for the current year show great deal of variation in progress

(Continued on page 2)

BRITISH
COLUMBIA
TEACHERS'
FEDERATION

newsletter

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Vancouver's northeast sector

Children in a culture of poverty

by Wes Knapp, BCTF staff

Children in the public schools of the northeast sector of Vancouver are not receiving equal educational opportunities and are often forced to leave school

frustrated, defeated and resentful, a report from teachers in this 'inner-city' area indicates. The report urges the Vancouver School

Board to alleviate the apathy, alienation and sense of helplessness that is reflected in the children of the northeast sector by staffing each school according to its unique needs.

The report, prepared by Vancouver's elementary teachers (VESTA) zone 4 learning conditions committee, was released in November 1974 after several weeks of surveying such elementary schools in the northeast sector as Hastings, Strathcona, Seymour, MacDonald and A. R. Lord. Although the secondary schools (Britannia, Templeton and Vancouver Technical) in this area were not included in the survey, the report urges an immediate expansion of existing programs that deal with inner-city students in these schools.

The report seeks the support of the Vancouver School Board, the Metropolitan Health Department, the Human Resources Department, and the provincial and

federal governments for ensuring that the public schools provide for the adequate intellectual, physical, social and emotional growth of each individual student. The report also urges:

- smaller classes for schools in the northeast sector
- special staffing to meet the particular needs of each school
- no more than 12 students in a new Canadian class and provision of a new Canadian class in every school where there are at least 12 children who do not speak English
- more public health nurses to work with school personnel
- the availability of federal funds to improve the opportunities for immigrant and poor people
- more provincial funds, distributed on an unequal basis, to meet the educational needs of every student
- an increase in Vancouver's mill rate to overcome the deficiency in the Vancouver School Board budget

— an on-going, intensive study of the problems in the schools of the northeast sector of Vancouver.

Reduction of class size is stressed. 'Small classes are particularly important because of the varied cultural backgrounds of the students,' the report states. 'Many speak another language exclusively at home and therefore have little practical English language experience.' It follows, the report claims, that students who do not speak English require smaller classes if they are to succeed in our public school system.

The schools in the northeast area of Vancouver have in attendance roughly two-thirds minority groups and one-third English-speaking Canadians. The schools reflect, quite obviously, the ethnic and economic mix of the surrounding neighborhoods.

There are numerous occasions when every urban ill is present in these schools. The effects of drug problems and unemployment, apathy and neglect are felt in almost every teaching day.

The report indicates that a significant number of the families in the area live in housing projects and are single parent families. 'Can we compare these children with the families who have experienced success, who have instilled aspirations in their children to succeed and to cope with society? We think not!'

Physical facilities, the report continues, are appalling. 'We discovered schools that have not been painted in years, dingy rooms without windows, playgrounds that are bleak and dusty, inadequate in size and design. It is rare to find a grassy spot or a tree.'

One school's ventilation system is so poorly designed that it pumps the fumes of burning garbage from the incinerator into classrooms every day the wind is from the west. Repeated requests for relief have so far remained unanswered.

(Continued on page 3)



Photo by John Hardy

Children's smiles brighten the environment of Vancouver's inner-city schools. Here's what they see on their way to Strathcona in background.

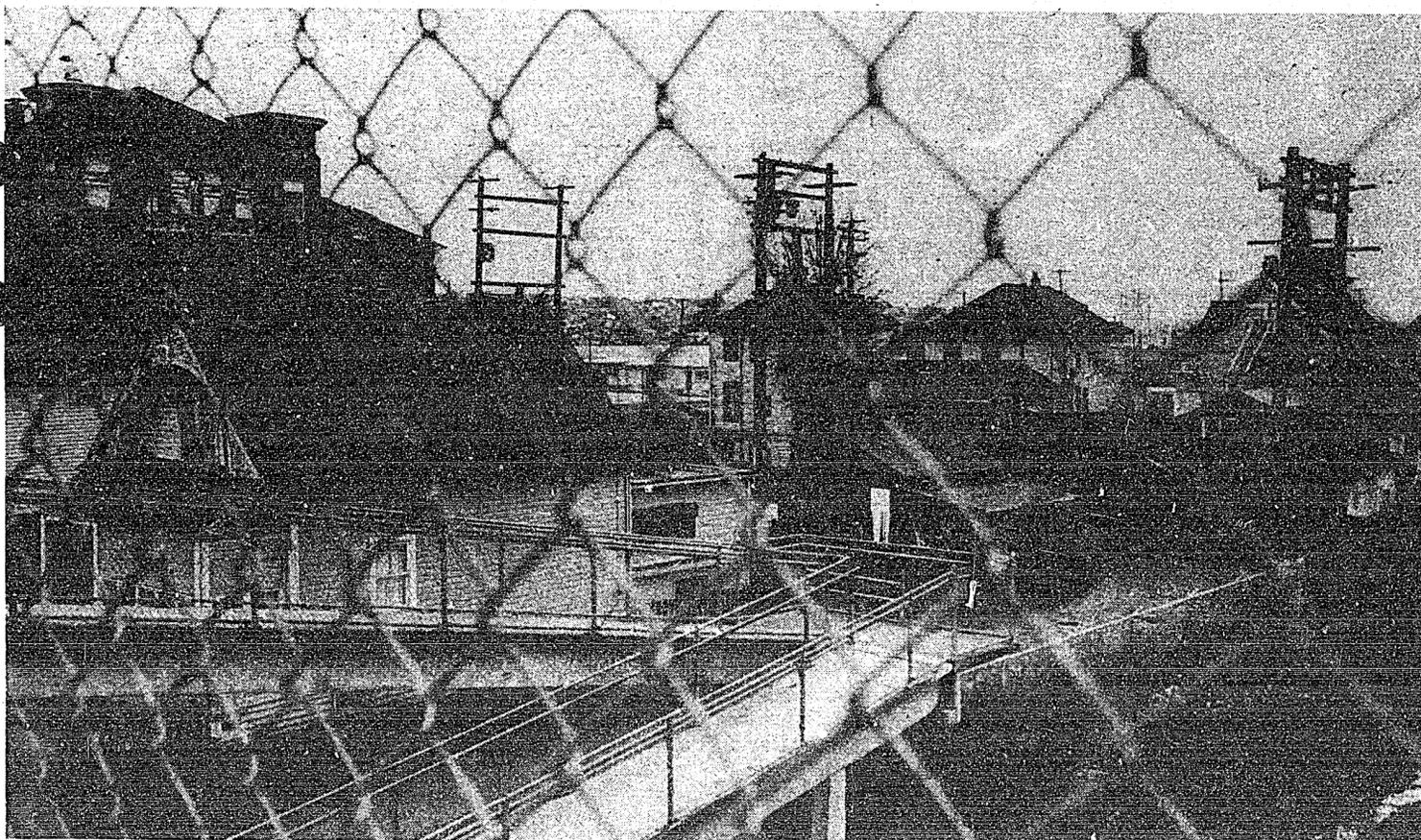


Photo by John Hardy

Income protection plans termed "inadequate"

By BETTY GRIFFIN AND
DAVE SMITH

'I've just had my appendix out and because of complications I can't go back to work for two months. How can I keep my family with no income?'

'One of our members is in hospital with a fractured skull and she has three dependent children. Can the BCTF help?'

These are typical of the calls for help received daily at the BCTF office. With soaring living costs, most of us would suffer economic problems if our incomes suddenly stopped because of illness or accident, and for many young families it could mean a major disaster.

Income protection plans now in effect do not adequately provide protection for our members. For this reason, the Representative Assembly last May adopted a four-point resolution on income protection as follows:

1. That the provincial government be requested to replace the present accumula-

five type statutory sick leave with the guarantee of at least 66 2/3% of regular salary for up to 200 teaching days at full salary for each full year of teaching service completed in British Columbia.'

2. 'That if Recommendation 1 is not accepted by government the present BCTF Salary Indemnity Fund should be re-structured to provide between 60 and 66 2/3% of salary for 175 working days after statutory sick leave. Membership in the plan would be automatic for all active BCTF members.'

3. 'That the elimination period under the long-term salary continuance plan be the completion of benefits under Recommendations 1 or 2 with the benefit level being in-

creased to between 60% and 75% of salary; (75% if benefits are taxable). Benefits should be guaranteed to the point where benefits from the Teachers' Pension Plan are at least equivalent to benefits under the salary continuance plan (probably 30+ years of

service and 60+). Membership in the plan would be optional.'

4. 'That the feasibility of a self-insured long-term salary continuance plan be investigated further.'

Last September the BCTF requested government for immediate action regarding portability and extension of sick leave. We do not yet have an indication of any significant changes.

Last October the BCTF Executive Committee appointed five members to form an Income Security Committee, whose responsibility for 1974-75 is:

(a) to develop a sick leave, salary indemnity and salary continuance package;

(b) to prepare for submission to the winter 1975 Representative Assembly a full report on sick leave, salary indemnity and salary continuance plan as directed by the May 1974 Representative Assembly.

This report, with recommendations, has now been sent

to all geographical representatives and local presidents. The Representative Assembly will meet at the end of January to decide if the matter shall be placed before the Annual General Meeting.

The recommendations of the Income Security Committee are as follows:

That the Representative Assembly recommend to the Annual General Meeting:

1. a. That each active member of the Federation pay, in addition to the fee for operation of the Federation, a fee equal to 0.2% of salary plus the employee share of reduced employer contribution to Unemployment Insurance;

b. That these sums be allocated, pursuant to By-Law 16, to the Salary Indemnity Fund, from which such benefits shall be paid as shall from time to time be recommended to the Executive Committee by actuarial advisors;

c. That the Federation renegotiate, and/or assist local associations to renegotiate

existing salary continuance contracts with insurance companies with a view to reducing premiums commensurate with the extended elimination period.

2. That the Income Security Committee continue its study into the feasibility of self-insurance in the long-term disability field.

If the above motion is passed, delegates to the AGM this spring will make the final decision. The proposal would provide a year of security at approximately 60% of salary for an average cost to members of \$3 a month.

However, because the majority of members now pay premiums to insurance companies for salary continuance benefits, there would be a significant reduction in the cost of those premiums, because such a plan would then have to offer only long-term disability benefits rather than both sickness and disability benefits.

Teaching Profession Act

Dear Sir:
Some of the contents of the article under 'Jim MacFarlan says' from the December Newsletter are of concern to me.

I certainly agree with him when he states that we, as members of the BCTF, have a tradition... of expressing our disagreement without resorting to misrepresentation and unsubstantiated charges. Surely such tradition must be basic to an organization such as ours.

It concerns me, therefore, when I see in the same article, an unsubstantiated charge such as: '... some administrators who fear that if Federation policy was to become a reality they would find that the absolutism and divine right which they practice and believe in would have to give way to democratic and collegial practices.'

Perhaps Mr. MacFarlan was angry when he wrote that. Perhaps he simply overlooked the fact that it is possible to have honest disagreement among honest men. While I personally agree with much of what he says in the article I cannot agree with his tone of saying it.

Perhaps it is time Mr. MacFarlan showed some of the courage he refers to by withdrawing his allegation as referred to above.

H.A. LaFontaine
Lumby

Teaching Profession Act

Dear Sir:
Our President might like to comment on several matters which tend to weaken his December defense of the brief on the Teaching Profession Act.

1. If the brief was based on existing policy, could it not in total represent something its parts were not intended for?

2. If the October RA was to approve this brief, were the individual representatives able to obtain prior direction on it from the people they represent, did they merely represent themselves, or

should they be considered 'representative' in the sense of a selected sampling of opinion?

3. If collegial responsibilities were to be included in the brief should it not have been made clear which of these had been given cautious and tentative approval by the 1974 AGM, and that the intent of that approval had been to allow experimentation on a permissive basis?

4. If it is the intent of the brief to enable local associations to negotiate provisions governing such matters as the manner of hiring administrators, or teacher evaluation, can it also be the intent of the brief to enable teachers to choose actions in this regard that are contrary to the provisions they are bound by as local association members?

5. Why would a sympathetic administrator, reporting in the STA Bulletin his impressions from a speech Mr. MacFarlan made to the BCPVA Conference, relate that our President believes most principals work against BCTF principles and the best interests of teachers, and that all teachers want collegial evaluation and the administration of schools by staff committee?

Gordon R. Scott
White Rock

Teaching Profession Act

Dear Sir:
In response to the recent attack by the President of the BCTF on the president and officers of the BCPVP Association, I must protest.

In the guise of freedom, dictators destroy all those who disagree with their idea of the perfect state. In the same manner, you the President, are seeking to destroy all who disagree with your so called Teacher's Professional Act. If adopted in B.C., it would destroy that which you profess to promote — 'professionalism.'

I also feel that if our professional newsletter is continued to be used as a tool to destroy members of its own group, it should state the purpose for its existence. At the moment it promotes the vision of a powerful committee of the association (the executive of the

Letters

BCTF) and the calculated destruction of all opposition to their vision.

Ralph Shaw
Kamloops

Teaching Profession Act

Dear Sir:
This letter is written in response to Jim MacFarlan's article in the December Newsletter.

As a teacher, a Federation member and a member of the Executive Committee, I am most concerned by the tone and implications of the article. I have consistently supported the concept of a Teachers' Professional Act and the principle of collegial decision making both within the school and within the Federation itself. I continue to do so.

However, I feel that the accusations our President makes and the general tone of the article, far from promoting unity, are such that they may be divisive, driving a wedge between groups within our profession. Such action may well be detrimental to the attainment of the legitimate goals of all teachers.

Our President berates members of the BCPVA for unsubstantiated charges with regard to both the content and handling of the Teachers' Professional Act. I am therefore surprised at his allegation that such criticism by some members of this group is a result of malice and dishonesty, for this charge, too, is unsubstantiated opinion.

Moreover, because it lacks substantiation and is hurled in a volley at "some administrators," it has a buckshot effect on all "administrators."

As a member of the Executive, I allow that the whole matter could have been handled more wisely. The process followed was chosen, not through any desire for secrecy, but rather through a desire on the part of both the Task Force and the Executive to expedite this most important matter and make our presentation to the Minister.

The fall RA indicated clearly

that representatives from various locals in the province had major concerns about the draft act — concerns based on lack of full membership discussion of the document which they received at that time. The Executive, recognizing these concerns, should have released the draft act for study, discussion and membership input before submission to the Minister.

I do not feel that such action would have substantively changed any part of our presentation, for as MacFarlan points out, the draft is merely a collective embodiment of present policy. However, the delay in the process of submission might well have been worthwhile if we had knowledge that the submission made had the full support of our members and would not become a contentious issue within the Federation.

Our decision not to follow such a course certainly leaves the Executive open to criticism, and has precipitated factionalism within our Federation. It has further created public confrontation between our President and a portion of our membership.

Jim MacFarlan's article serves only to inflame the situation and to set teacher against teacher. The art of rational persuasion is replaced by frontal attack and sweeping generalizations which do not dignify the office he holds.

Jack Tearne
Chilliwack

Lock remembered

Dear Sir:
Enjoyed reading Ken Aitchison's article re: Ernest H. Lock, president of the 1925 AGM who will attend the 1975 AGM.

I had the pleasure of having Mr. Lock as a homeroom and English teacher at the Duke of Connaught High School in New Westminster. This school was noted for its excellence of teaching.

To the students, Mr. Lock was a guide, philosopher, friend and true master of his profession.

Best wishes to Mr. Lock who is now in his ninetieth year.

Kay Jones
Vancouver

From page 1

PTR drops . . .

from district to district. Golden School District, aided by a slight drop in enrollment achieved the greatest reduction, 3.77 in the current year. Five districts actually increased their ratios in the current year. These were led by Arrow Lakes with an increase of 2.01.

Arrow Lakes superintendent Tom Ellwood, contacted by the Newsletter, says one teacher has been added since January 1. The board, he says, has tried very hard to hire support staff but have been unsuccessful in finding anyone. Class sizes are not bad in the district, he said, but some situations are in urgent need of support.

New series

'TOPIC TODAY'

TOPIC TODAY, the Vancouver Province's one page "textbook" for grades 6 to 11 begins a new series on AFRICA on January 14 — every Tuesday on page five.

Tax Deductions

A list will be sent to all schools and locals soon which will show, for each district, the BCTF and local association fees paid during 1974 by full-time teachers. Use this list as a guide to the amount of fee deductible for income tax purposes.

Librarians' Conference

The B.C. School Librarians' Association Spring Conference, Kamloops, April 25 and 26, will have two well-known school librarians as its main speakers — Shirley Lewis and Harry Newsom. Interested BCTF members who would like to attend this conference may find further information about the conference in the BCSLA BOOK-MARK, or can contact Glen Pinch, BCSLA Public Relations Chairperson, at 17154 - 16th Ave., Surrey, B.C. V4B 5A8.

Inner-city schools continued from page 1

Children caught in a culture of poverty

Sir Alec Clegg, in a recent article in the Times Educational Supplement, stated that 'if I was asked to promote the growth of youthful and costly crime, I should lay my foundations in an ugly, dirty and ill-kept school. The task of ensuring good behavior is infinitely more difficult in a squalid, ugly and dirty school than it is in a bright, colorful and clean one.'

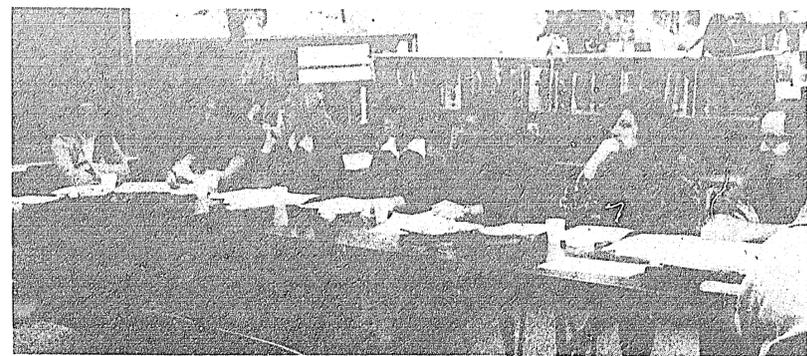
Since the living accommodation of many of the families in the northeast sector of Vancouver is overcrowded and depressing, the report suggests that schools should provide relief from this situation. Children who live in these surroundings are part of the culture of poverty, the report argues.

Referring to a Vancouver Province story on a study by the National Council of Wel-

fare, the report states that for the children of poverty the effects become distressingly apparent when they encounter the education system. Children from poor and lower paid working families are often defeated in the educational system before they reach Grade 1. Such children are often predestined to failure.

Chairperson of the learning conditions committee that prepared the report in the northeast area of Vancouver, Sam Fillipoff, says: 'Children in the northeast area of Vancouver are not receiving equal educational opportunities.'

VESTA's newsletter, The Classroom Teacher, stated recently that teachers who work in schools east of Main Street recognize as mere political rhetoric the claim that funds are apportioned equally



There are immense social problems affecting teaching and learning in the northeast sector schools. Language problems are fundamental, say the group of teachers from Zone 4.

to all city schools. Evidence to the contrary is considerable, the newsletter states. The report of the learning conditions committee in the northeast corner would appear to support this disparity even more.

Schools with the most severely crowded conditions and violations of class size minimum criteria exist on the east side of Vancouver.

Last year, a report of the

VSTA learning conditions committee revealed that 80% of the class size violations were in schools east of Main Street.

Reaction to the report has been mixed. 'The Federal MP for the area has been most supportive but provincial MLA's have been more reserved and non-committal,' Fillipoff said. 'Local health and welfare agencies have yet to reply. The school board supports teachers' efforts.'

There are feelings of inertia, apathy, futility or complacency in several of the elementary schools. The Vancouver Secondary Teachers' Association has not yet responded. Other schools in the area are prepared to tackle this problem in a vigorous manner. Schools outside the zone have also shown interest and indicated support. We welcome and need all the co-operation possible.'

Reaction from the Department's Research and Development division has been cautious, but several aspects of the report relate to the Department's White Paper and Fillipoff expects positive reaction to the report's recommendations.

Dr. Stan Knight, Director of Research and Development, said that the idea of a differentiated base for staffing schools calculated on need was well received by his Department, but is currently in the exploratory stage.

BCTF President Jim MacFarlan has promised Federation support of the project. 'It may represent the first time a group of teachers has adopted the approach that we need a co-ordinated and concerted effort to examine the child's total environment — social, cultural, economic and ethnic — in relation to the effect of those factors on the child's education,' MacFarlan said.

Fillipoff is convinced that if the inequality is to be removed from the schools in Vancouver, tremendous amounts of energy and money will have to be spent.

The problems of Vancouver's 'inner-city' schools are just as severe as other city school systems. 'Let's start treating these problems as quickly, and as aggressively as we can,' Fillipoff argues. 'We can't afford to ignore the problems any longer.'



"It is rare to find a grassy spot or a tree."

Who to imitate?

We're all looking for a model

by Norman Goble, Secretary General, CTF

One of the key questions for teachers is 'whom are we going to imitate?'. Everybody who makes any decision in education is looking for a model. Everybody who trains for decision-making in education is taught where to look for models — in American literature. We have been, and are, massive importers of American ideas, including a vast quantity of solutions that we have no problems for.

Now, of course, we are beginning to wonder. Some of us are asking whether the educational ideas that were supposed to turn people into better Americans are really going to turn Canadians into better people. Others argue that that isn't the right question. One of the loudest voices is that of the industrial community, declaring that it would be a better world — and far more economical — if we

could just get back to training workers to know less and perform more predictably, their way.

Teachers, who tend to feel that economics doesn't hold all the answers for people, are nevertheless shy of getting into the debate. One reason is that it's a national and international debate, and teachers are more hung-up than anybody on the matter of 'provincial autonomy' in education. Provincial autonomy is a purely governmental matter, but governments, in one of the best con games of the century, have used it successfully to muzzle teachers and everybody else, while they themselves develop and impose common policies — as they must do in the face of common problems.

It's happening internationally, too. In November, in Paris, the nations belonging to the Organization for Economic Co-operation and Development (OECD — an association of the major industrial countries outside the Soviet bloc) are holding a conference on teacher policies: looking at the question of what direction the development of schools should take for the future, what kind of a profession teaching ought to be, what training, classification and status will be appropriate for teachers. It's an inter-governmental conference, and the governments are particularly interested in economic aspects. National autonomy will be respected, of course, but the goal is the development of common policies on what to do about teachers.

Some of the national delegations include teacher representatives familiar with their national scene. Canada is one nation that does this. Fortunately, homework has been done. A three-year study by the Canadian Teachers' Federation on teacher education and its needs for the future drew a lot of teacher input from all over Canada. So did a three-year CTF study of education finance based on up-

dated ideas of what schooling should be about. So did last year's study of what Canadian teachers mean by 'quality' in education.

These studies have produced reports that are major documents — potentially a strong influence in Canadian education, if teachers will give them enough backing. The Canadian teacher voice can also be a strong influence on the world scene (it already has enormous influence among other national teachers' organizations), if we are prepared to put our weight behind the expression of our own opinions.

One thing is very sure. The results of the unending series of national and international meetings will show up in the classroom — are showing up more every day, in fact, because they influence the policies of governments; and it doesn't take long for government policies to take effect in departmental circulars and provincial budgets. We're on the receiving end, no doubt about that. That's why we have to keep insisting on the right to be heard at the idea level, the decision level. Since nothing happens unless something real exists, that means building a working mechanism for communication.

It has to be more than just communication, of course. The moral force of solidarity is needed, too, because there are two objectives that cannot be reached without it.

First, teachers must be strengthened in their decision-making role as individuals. Their own organization must be strong enough to insist that the power to make professional decisions in the field, at the level of the school and the student, must not be weakened by governments, nor overruled by 'policy,' nor undercut by financial measures.

Second, where pursuit of common policies is the sensible or necessary approach, the teacher voice must be authoritative and strong, and must be uttered by the teachers' own representatives.

Unless, of course, we are really content to go on letting governments tell us whom to imitate. But wouldn't it be nice if we could learn to stand by our own statements, and let other people imitate us?

Time needed for local courses

PTR by district

Several provincial revision committees and PSA officers met November 30 to discuss various aspects of curriculum decentralization. The seminar, which was conducted by the Professional Development and Curriculum Committee and the BCTF Professional Development staff, examined numerous problems inherent in the recent legislation permitting local approval of courses.

Uppermost in the minds of many provincial revision committees is the extent to which they will be expected to revise courses once decentralization becomes fully operative. Ross Regan, PD and C Committee chairperson informed the

meeting that the regulations to accompany the recent legislation on decentralization are presently being written by representatives of the BCTF, the BCSTA and the Department of Education. Decentralization per se is not a debatable item, he said, it is a platform of the present government as well as BCTF policy approved by the AGM, the RA and the BCTF Executive Committee.

John Church, BCTF staff, assured the meeting that the BCTF is concerned that curriculum decentralization is not a matter of simply transferring the location of decision-making from the provincial authority to 74 district authorities. It is

rather a matter of transferring the process of decision-making. The process should be collegial, not authoritarian or elitist.

Although the meeting did not reach a consensus on the role of revision committees in a decentralized system, there was a strong feeling that teachers must be given substantial amounts of time and encouragement to function convincingly in the realm of local development of courses. To the extent that such elements are not provided, provincial committees will continue to play a vital role in curriculum development, especially in the realm of core material.

Research and Standards Branch, Department of Education

B.C. PUBLIC SCHOOL PUPIL/TEACHER RATIOS

BY SCHOOL DISTRICT

October 31, 1972 to October 31, 1974

School District	1972 Pupil/Teacher Ratio	1973 Pupil/Teacher Ratio	1974 Pupil/Teacher Ratio
1. Fernie	21.93	21.45	20.41
2. Cranbrook	22.35	22.07	19.95
3. Kimberley	22.28	20.96	19.42
4. Windermere	20.87	20.90	18.74
7. Nelson	21.43	19.32	20.16
9. Castlegar	23.07	22.99	20.91
10. Arrow Lakes	20.85	18.84	20.85
11. Trail	21.93	20.86	20.37
12. Grand Forks	22.12	21.44	20.53
13. Kettle Valley	19.40	18.96	19.08
14. Southern Okanagan	23.46	23.14	21.45
15. Penticton	21.88	21.71	19.92
16. Keremeos	21.75	20.70	20.71
17. Princeton	21.91	20.28	19.91
18. Golden	22.94	21.86	18.09
19. Revelstoke	22.34	21.84	18.87
21. Armstrong-Spallumcheen	22.17	21.36	19.50
22. Vernon	22.13	21.59	20.62
23. Central Okanagan	23.49	22.33	20.66
24. Kamloops	22.01	21.26	19.33
26. North Thompson	22.13	20.44	18.28
27. Cariboo-Chilcotin	23.60	22.83	20.24
28. Quesnel	23.39	22.06	20.02
29. Lillooet	21.70	21.05	17.75
30. South Cariboo	20.51	20.90	19.28
31. Merritt	23.28	21.98	20.78
32. Hope	21.23	21.09	20.54
33. Chilliwack	22.34	20.89	20.33
34. Abbotsford	22.32	21.34	19.61
35. Langley	23.11	21.67	19.01
36. Surrey	23.24	21.55	19.05
37. Delta	22.48	21.65	19.69
38. Richmond	22.95	21.67	19.82
39. Vancouver	23.65	22.64	21.12
40. New Westminster	23.18	22.08	20.32
41. Burnaby	22.80	21.66	19.60
42. Maple Ridge	22.43	21.70	20.41
43. Coquitlam	22.96	21.34	19.60
44. North Vancouver	23.27	21.16	18.78
45. West Vancouver	24.01	22.46	20.59
46. Sechelt	21.23	21.47	19.85
47. Powell River	22.63	22.12	19.16
48. Howe Sound	23.92	21.61	20.47
49. Ocean Falls	13.40	16.93	17.96
50. Queen Charlotte	19.36	18.04	16.21
52. Prince Rupert	22.33	22.02	20.28
54. Smithers	22.71	21.55	20.16
55. Burns Lake	22.31	20.67	18.39
56. Nechako	23.53	22.16	20.19
57. Prince George	23.24	21.64	19.08
59. Peace River South	21.56	20.93	19.16
60. Peace River North	22.12	21.59	20.15
61. Greater Victoria	22.88	20.97	19.27
62. Sooke	23.82	22.78	19.35
63. Saanich	21.76	21.86	19.22
64. Gulf Islands	19.80	19.56	17.91
65. Cowichan	21.48	21.28	19.85
66. Lake Cowichan	19.47	18.64	18.31
68. Nanaimo	21.88	21.94	20.88
69. Qualicum	21.77	21.13	20.21
70. Alberni	21.36	20.50	19.42
71. Courtenay	23.46	21.58	20.67
72. Campbell River	22.57	20.91	20.43
75. Mission	20.70	20.38	20.38
76. Agassiz-Harrison	18.78	18.96	18.77
77. Summerland	23.14	22.82	21.51
80. Kitimat	22.17	20.73	19.47
81. Fort Nelson	20.21	20.46	18.82
84. Vancouver Island West	18.65	16.80	16.57
85. Vancouver Island North	21.77	19.68	17.82
86. Creston-Kaslo	22.06	20.99	19.14
87. Skeena	18.19	16.95	16.22
88. Skeena-Cassiar	21.85	21.25	19.71
89. Shuswap	21.90	21.13	19.95
GRAND TOTAL	22.68	21.56	19.82

Dep't completes reorganization

A reorganization of the Department of Education, designed to make it more responsive to the increased demands placed upon it by new developments in education, is in the final stages of completion, according to an announcement by the Honourable Eileen Dailly, Minister of Education.

Mrs. Dailly said the restructuring plan has been developing for more than a year. It actually began when the Government learned that the Department had only minimal staffing and was subject to frequent, and valid, criticism for the lack of service it was

able to supply to the public school system, the growing number of colleges, vocational and technical training institutions and the universities.

Mrs. Dailly said the Department has been unable to take advantage of technological developments, particularly in the fields of educational television and data processing. She mentioned the review of school building plans, and the very small staff working on provincial programs in the special education field as examples of the Department's more critical shortcomings.

She added that until very recently the Department's pro-

fessional staff was small compared to those of other provinces including some with smaller public school and post-secondary enrolments than British Columbia has.

The Department now has seven operational divisions, four of which co-ordinate or administer public school educational programs, post-secondary programs, special services to pupils with learning handicaps, and communications, which includes audio-visual services to schools and educational television. The other three divisions are responsible for the supervision of field personnel, administration and finance.

Research and Development Division

Schools have a social function

On July 31, Dr. Stanley B. Knight, was appointed by the Minister as Director of Research and Development, a new division specifically charged with implementing the Department's concerns and approaches to the White Paper. The division also recei-

ved last summer a complement of research officers, most from public service competition.

Nothing much was heard about the group until December when the Minister announced that the Department is now prepared to undertake — in co-operation with boards of school trustees, teachers, parents and students — research and development activities in three areas of primary concern: functional literacy, the right to education and equality of educational opportunity.

Responsibility for directing these activities was given to the Department's management committee which is composed of all Department superintendents, the deputy ministers and the director of the new Research and Development Division, Stan Knight.

BCTF President Jim MacFarlan expressed concern at the news. "The Minister has placed the Research and Development Division under control of the Management Committee, a shift that could result in this staff of highly competent professionals becoming simply data collectors and supervisors of assigned projects." Such a move, MacFarlan suggests, will not likely threaten anyone in the educational establishment, nor will it yield much in the way of positive results for change in the school system.

Members of the Research and Development Division are: Jean Burgess, Ontario, former director of rural educa-

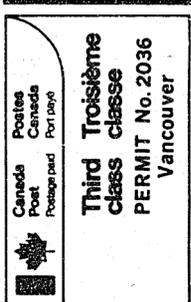
tion alternatives; Paul McGeachie, Ontario, educational sociologist and secondary school teacher; Maureen Stirling, sociologist and former manager of *This Magazine is About Schools*; Marion Wallace, formerly associated with ERIBC; Gary Onstad, Burnaby teacher and former BCTF Executive member; Ken Novakowski, Langley; Jack Hutton, Prince Rupert; George Smith, Vancouver Community College; Connie Clarke, Department of Education; and Marguerite Reid, Manitoba.

A basic proposition advanced by the Research and Development Division in a working paper is that a proposed program of the school be viewed as something more than simply the curriculum.

They would see the school program as encompassing the attitudes and values of both teachers and the community, as a vital part of the preparation for work and the development of competent, critical citizens, as concerned with the training and certification of teachers, and a program that bears a major responsibility for righting the inequalities of society so that people can live positive, hopeful lives.

"The difficulties of the school are a reflection of the problems of society," they say.

Decision-making processes must be used at the local level to develop programs that respond to local educational needs. And they see the involvement of parents, teachers and students in decision-making as vital in the development of programs.



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