

newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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Surrey gavel signals strife



Jock Smith, standing right, looked out over a crowd of angry teachers, some carrying banners saying 'Strap Jock' and 'Forgive them, they know not what they do'.



There should be no doubt that teachers are angry in Surrey. Picture is of the teachers standing at the back in the board meeting room.

Jock Smith broke his gavel starting the Surrey board meeting February 16.

The sound, which is being heard all round the province, is enraging a teaching staff, undoing years of board-teacher relations, and threatening to turn Surrey into a laughing stock in education.

Surrey Teachers' Association president Doris Hahn has led the teachers into what she calls a 'steamroller,' a caucus on the board of four votes that does not discuss issues.

Jock Smith, now chairperson, has served as a trustee for seven years, 'a champion of weathervane diplomacy,' according to Columbian reporter Andrew Ross, with a 'keen sense of survival'.

His survival is tied to trustee Doug Gibson, who says he attends White Rock tabernacle and has two children in an independent school run on the basis of Accelerated Christian Learning; John Forster, an Englishman who may vision the British grammar school as the ultimate; and Jean Walker, president of the Surrey Concerned Parents.

(Walker has proposed a six point motion to delete sensitivity training, values clarification, and exercises in moral decisionmaking, but sees no contradiction in voting for a value school.)

Conflict that has raged in Surrey these past months boiled first at a Surrey Teachers' Association meeting Monday February 16, and spilled over at a board meeting that evening.

About 750 Surrey teachers passed a series of motions, most unanimously, opposing censorship, religious conformity of students and

teachers, and transfer of teachers as a result of the creation of the new 'Judaeo-Christian' school.

At the board meeting, about 150 teachers crowded the room with another 250 standing outside.

With Jock Smith ramming motions through and cutting off discussion whenever he could, one trustee, Gary Watkins somehow managed to speak. Watkins slammed the four for their 'reckless and wanton' behavior. A school board, he agreed, is there to protect the assets of the district but in the six weeks the new trustees had been elected they had done away with a family life program, a review program, and now a learning conditions agreement.

'Our task is to work with teachers, not just pass dictums,' he said. And he warned that if the group thought that there was an outburst now, 'wait till you actually pick one of our neighborhood schools and parents find they have to have their children bused to another school.'

However, the four trustees want their value school starting September 1976, without the Judaeo-Christian label, but still with the religious undertones that have characterized the Surrey Value School Association.

Also swept away is the learning conditions contract primarily because the four trustees did not want to bother with consultation with teachers as clause Q in the agreement stated, or with 'administrative matters of mutual interest' as specified in clause P.

'Unworkable' claims Smith, because they involve too much time in meetings.

What is a 'value school'?

It's rather like a 'mood ring' — it depends on who's wearing it.

A new expression has slipped into educational jargon — 'value school.'

The words echo through community meetings, school board meetings, teacher meetings and club meetings.

To some, value schools are heresy; to others, a panacea.

The command is 'about face!'. Children will be taught the good old virtues. Motivation toward learning will increase. Respect for persons and property will be revived. Discipline will improve public and private behavior.

There's just one catch.

What do the words 'value school' mean.

It seems to be just a vague expression that means — precisely what those using the term think it means.

In fact, the term 'value school' is being applied to a number of different forms of school organizations.

It can mean:

- a highly structured school that has more rigid code of dress and conduct than have other schools in the district;

- a fundamental school based on the Judaeo-Christian ethic;

- a process whereby children arrive at a set of personal values;

- a sequestered school created by parents whose values and standards of behavior are so different from those of the community that they wish their children to be physically separated from other children;

- a school that would include emphasis on basic education, but would stress intellectual values such as adequacy of evidence, search for truth, clarification of conflicting claims, fair sampling and careful observation.

The latter would follow the philosophy of the Association for Values Education and Research (AVER), UBC.

Ironically there is no school in B.C. that AVER considers to be a 'value school.'

The very term 'value school' in itself causes difficulties. Its use implies that all other

schools in the district are value-less — that in no other school are children given the opportunity to develop a set of values.

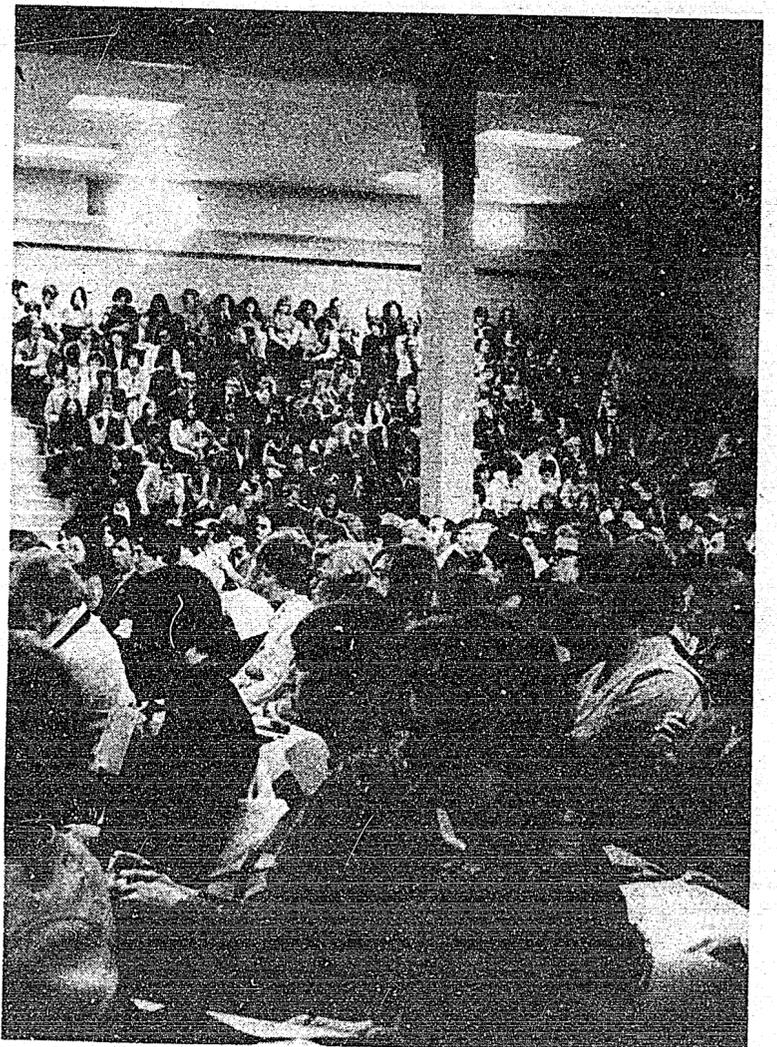
And it is this very inference, probably more than any other factor, that has caused indignation among many teachers and principals alike.

In September 1975 the Vancouver School Board's Administrative Co-ordinating Team on Alternative Education (ACT) established a subcommittee charged with the responsibility of making a full inquiry into the 'value schools' movement.

The study was conducted in response to a presentation by the Vancouver Value School association in the spring of 1975, that was followed by a request from the Vancouver Correspondence School for support for their separate, highly structured school.

During early October members of the subcommittee visited Langley Central Fundamental School, Sentinel School, Victoria, Old Yale

(Continued on page 3)



About 750 teachers packed Newton Secondary auditorium and soundly endorsed STA Executive motions against board actions.

PE and Athletics are different

By LYNNE BEGIN
The article, 'Participation needed' by Don Walmsley BCTF Newsletter (Jan. 8/76) has so enraged the teachers at this school that I demand equal time to reply. Walmsley made so many statements that are debatable that one hardly knows where to begin. For the sake of brevity, I will confine myself to disputing the more blatant points.

1) Walmsley continually tends to consider physical education programs and athletic activities as one and the same — they are not. The former are a compulsory part of the school curriculum, the latter are extra-curricular enrichment activities.

2) Walmsley seems to think the BCTF should have the power to set policy for teachers' after school hours. The 'sex discrimination' statement Walmsley proudly refers to... all courses, programs, activities and clubs sponsored by schools shall be open to all students regardless of sex, attempts to police extra-curricular activities sponsored during out of school time by volunteers.

These activities that include clubs for drama, music, travel, athletics, photography, excursions, etc. are sponsored by

generous individuals — often not teachers on staff. Volunteers cannot be told they must sponsor any extra-curricular activity, let alone be given restrictions as to the activity's membership. These extra-curricular activities are essential as enrichment opportunities for our students. Walmsley should not destroy them by attempting to legislate to their volunteer sponsors.

3) I would like to know where Walmsley gets his statistics when he claims 'The rate of women's participation in extra-curricular physical education activities is only 1/8 that of men.' Walmsley is again confusing physical education and athletics. Surveys conducted by the BCFSAA show that the participation of women in interschool athletic programs is 3/4 that of men. Most schools offer sport programs that are fair to both sexes with equal opportunity for participation.

4) Turning his attention to athletic competition between the sexes, Walmsley cries, 'discrimination' and claims 'The differences in abilities within a sex are as great as those between sexes.' This statement is true, but is not a valid reason for pitting men against women in athletic events as he seems to reason. The very best woman athlete in any sport would only be a mediocre athlete if she had to compete amongst men. A quick glance at the Provincial, National, or Olympic records for any sport would quickly illustrate this point. Nancy Green would never have been heard of if she had had to compete against men.

5) Obviously Walmsley is against inter-school athletic programs and claims that they serve only a minority of the students. I must argue against this narrow reasoning. Sports is the only extra-curricular

activity that offers two distinct programs in our schools; intramural and interschool competition. The skilled athletes in a school are given an opportunity for maximum 'growth and development' by training for an interschool team. Physical education teachers and coaches show their concern for all students by offering intramural athletic programs so that every student in the school has the opportunity to get involved in sports. How many school bands, drama clubs, or debating teams have ensured the opportunity for every student to take part?

6) Walmsley is against school athletic teams because they are 'elitist'. If this were a reason to do away with athletic teams, then it would also mean eliminating school bands, drama clubs, academic scholarships, citizenship awards, 'Reach for the Top' teams, the Honour Roll, and even grades — since there will always be students who fail to make these.

7) Finally, Walmsley queries if it isn't... time that we paid more than lip-service to the ideal of encouraging every individual to develop to his/her fullest potential? Might I suggest that this is the goal towards which coaches are striving by donating so many hours of their time to work with students in our school athletic programs. If they received support, rather than criticism and restrictive policies from the BCTF, it would certainly make the coaching role easier.

Clarification needed

After reading the January 8, 1976 and January 22, 1976 issues of the Newsletter, I am wondering about PDAC. The questions raised by Dorothy Glass (January 8) were answered to some extent by First Vice-President Don Walmsley in the January 22 issue. However, there are still a number of points raised by Glass that need further clarification.

Mike Downing put this issue into yet another perspective and has confirmed the doubts expressed by Glass. Without all the facts and figures concerning PDAC one finds it very hard to draw some definite conclusions. Downing writes, '... Never before has a member of our profession had to fear our policy. Never before have our elected and paid staff conspired to threaten us, to prevent us from seeking our normal democratic right to question and disagree with an action. Never before have we had to deal with an insidious attempt to usurp our rights by constantly being under the threat of legal action if we do not follow the rigid dictates of our centralistic hierarchy...'

I think this is a very strong statement and deserves an answer from PDAC. It is appropriate that Don Walmsley and Cliff Boldt make an extra effort in this connection. A comprehensive statement and/or report touching upon the points raised about PDAC by Glass and Downing might clear a lot of confusion about PDAC.

Bal Sanghera
Lillooet, B.C.

Course survey

Dear Sir:
We want to contact those teaching locally developed courses on religion. The purpose of this search is to determine the extent religion is finding its way into the public school curriculum, to share experiences, and to develop a mailing list. There are, for example, three teachers in Burnaby teaching world religions 11E and a teacher in Surrey and a course in Surrey on world religions at the Grade 10 level.

When responding, please give the name of the course, the number of years it has been taught, and a brief description to Ivan Johnson, 1955 Larch Street, Vancouver, B.C. V6K 3P2.

Principals petty tyrants? Not so

Without reference to the merits of the controversy that has raged in the Newsletter during the last few months, regarding the motion of censure on the Principals' PSA, I should like to comment on the letter by one Lloyd Edwards.

During my nearly 35 years of teaching in schools, public and private, in British Columbia and other provinces of Canada never did I encounter a principal who could, by any stretch of the imagination be classified as belonging to a group of 'petty tyrants puffed up with their own self-importance.' Nor did I experience or witness any instances of 'harassment or intimidation of teachers' which the tone of Edwards' letter would lead one to believe is the most characteristic mark of a majority of principals of the schools of B.C.

If Edwards' habitual choice of words in the staff room and in the classroom is of the same calibre as that used in his letter to his peer group in the BCTF I

BRITISH COLUMBIA TEACHERS' FEDERATION
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newsletter

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EDPRESS

Letters to the editor must be signed by and bear the address of the writer. The Newsletter may edit letters for brevity, clarity, legality or taste.

Education on the cheap

'Education costs: the writing is on the wall' says the headline. But a look at the real costs tells a different story. The true costs of education, particularly in this province, should be printed large on the wall to the shame of the provinces leaders — because the real story is education on the cheap.

The November 13 Newsletter contained an interesting pie graph that showed elementary-secondary education took 19.7% of the provincial budget in 1972 but had declined by 1975 to 14.3% of the B.C. government expenditures.

But the most startling evidence of what is really happening in education finance comes from the 1976-76 issue of Advance Statistics of Education, issued by the Education Division of Statistics Canada, that analyzes data for a period 1971-72 to 1976-77.

Education costs have risen but the impact of the increases is somewhat different than popularly believed when the effects of inflation are considered and when they are related to per capita income.

During the period 1971-72 to 1974-75, the costs for elementary and secondary education in Canada rose an average of 8.1% annually. Measured on a per capita basis, the costs increased from \$250 in 1971-72 to \$306 in 1974-75. However, if the same costs are adjusted for changes in the Consumer Price Index, the annual rate of increase for Canada during this period was 0.6% and the per capita costs actually decreased from \$187 to \$184.

Calculated on the basis of per pupil enrolled, the costs measured in current dollars rose from \$933 in 1971-72 to \$1,222 in 1974-75. Adjusted for the CPI, the costs measured in constant dollars for the same period rose from \$699 to \$733, an increase of \$34.

In British Columbia, the average yearly increase in total expenditure on public elementary and secondary education for the period 1971-72 to 1974-75 was 14.7%. Measured in constant dollars, adjusted for the CPI, the average yearly increase was 6.2%.

British Columbia residents feel that educational funds are well handled and that they are receiving good value for the money spent in education, according to the survey conducted by the Federation last fall. And the majority of people are willing to spend more to improve the quality of education, particularly if the schools put more stress on basic skills. To hear some local boards during budget time, however, one would get the impression that taxpayers are screaming all across the province.

What is the impact of education costs on the individual taxpayer in B.C.?

One acceptable way of measuring or determining the educational effort made by countries, provinces or individuals is to relate educational costs to personal income. This is an indicator of effort. It tells you the percentage of personal income spent on education.

Applying this measure in Canada and in British Columbia, the trend is downward. Canadians, including British Columbians, spend only a small percent of their personal incomes on elementary and secondary education. Statistics Canada reports that during the period 1971-72 to 1974-75, the percentage of personal income spent on elementary and secondary education in British Columbia was less than the average percentage spent in Canada as a whole and decreased from 5.5% to 5.3%. Every province except New Brunswick experienced a decline in the percentage of personal income spent on public school education.

But the most startling fact about personal income spent on public school education in B.C. is that we have consistently been last. That's right, we are number 10. People in B.C. pay the least.

The writing is on the wall but it's not the message that critics want to hear.

The BCTF Executive Committee voted February 14 not to continue support of provincial learning assessment programs.

The six to five vote not to continue support culminated a six month monitoring of that program by the Professional Development Advisory Committee.

Following the vote by the Executive, PDAC moved a series of recommendations for Executive Committee consideration that would have all BCTF representatives on the Joint Committee on Evaluation (JCE) and its associated committees cease to participate. PDAC will also request the Executive to ask other

teachers not to accept appointments to the JCE and its associated committees until such time as the JCE has become a vehicle to help schools design their own learning assessment programs.

The recommendations from PDAC will be on the Executive table February 28.

BCTF education policy 12.25 has supported the following process for evaluating the B.C. public schools system as four sequential steps. These are: (1) a goals assessment, (2) the outcomes assessment, (3) the discrepancy analysis, and (4) evaluation arising from discrepancy analysis.

Arguments against support

of a provincial learning assessment program are:

—There are always detrimental affects surrounding these assessment programs.

—It would be unfair to compare two schools in one district let alone a school in Telegraph Creek and one in Vancouver.

There is no adequate instrument yet developed in North America that will give goals, values, outcomes, etc., on an equitable and fair basis.

The Federation has asked for preparatory work to be done with school staffs to enable them to carry out their own assessments of their own programs.

Arguments for accepting the provincial assessment program are:

Good cooperation has been given by Department officials, particularly Jerry Musso.

Department officials have assured the Federation that the present language assessment program will not become a model for subsequent provincial programs.

Teachers have been involved in all phases of developing assessment instruments.

In a public education system, the public has to have some assurance that the Minister of Education is assessing programs in the schools.

John Church, BCTF staff member assigned to PDAC, argues that if the assessment program is school-based, students, teachers and parents — the central relationship in any educational endeavor — can become directly involved in the evaluation of the discrepancy, enabling those directly involved to find ways and means of closing the gap.

If short, there are clearly defined levels of responsibility. The Department has a responsibility to ensure that school-based systems of learning assessment are developed and that important information is reported to parents and students, says Church.

University people should be used as technical advisers, not as designers of the instrument. He says the school should be responsible for designing and

implementing its own assessment program.

The co-chairpeople of PDAC, Frances Worledge and Cliff Boldt, emphasize that the essential evaluation of student learning is that which occurs in the classroom and which involves the teacher, the student and the parent.

They want continuous classroom evaluation that will provide helpful feedback and guidance to the student and also to the teacher. Boldt says, 'If the teacher encourages, smiles and shows general approval, then that is a positive kind of reinforcement to the student. On the other hand, if the teacher suggests alternatives, or poses numerous questions, the teacher is trying to help the youngster to design a new path or structure. It is immediate guidance to the child. It is positive. It should lead to a new approach, or to a discovery.'

Worledge says it is important to have continuous feedback and guidance to students who will grow and develop as they experience success. 'Parents are really anxious for their students to grow, and to feel happy about the success they are experiencing. Teachers can provide quick and consistent feedback to students; students can build their self-evaluation skills and their self-respect. Parents can know their children are becoming self-reliant and self-disciplined. Isn't this what education and evaluation are all about?'

What is a 'value school'?

(Continued from page 1)

Road Value School, Surrey and Johnston Heights Junior Secondary Value School in Surrey.

Interviews were conducted with Bud Grondahl and Cec Leng, of the B.C. Value School Association in late September and with Dr. Jerrold Cooms of AVER on October 15.

In a report based on their study, the committee divided the various structures of 'value schools' into six types, all of which share similar basic goals: 'the improvement of the education of children and the creation for each child of a set of values that will allow him to function as a good citizen throughout his life.'

The committee believes, however, there are two distinctly different groups that can be identified in the six types.

- Group One: Value Clarification, which would include AVER and Values Clarification.
- Group Two: traditional-fundamental which would take in the B.C. Value School Association, more structured schools, fundamental schools and sequestered schools.

AVER

In group one, AVER holds that schools should increase the capacity of students to make rational decisions, clarify personal values, justify the values held, and assume responsibility for actions taken based upon the values held.

To provide a learning climate that would enable these goals to be reached, AVER recommends an existing neighborhood school be transformed into a 'value school' by taking the following steps, not necessarily in the order presented:

1. Identification and appointment of 'just' persons to administer the school. These persons would set the tone of the school. Any rules that existed would have to be fully justified.
2. Emphasis in the program on the development of intellectual, rather than instrumental skills. The school should exist for the sake of personal development rather than as a means to university entrance, getting a good job, etc.
3. Careful selection of all staff. AVER is concerned that

teacher preparation is inadequate to lead children through the process of values clarification and justification.

4. Involvement of the community. The advice and consent of parents is crucial in the creation of a value school. Children will be encouraged to test their own and their parents' values, and the parents must be aware and approving of the process if it is to succeed.

VALUES CLARIFICATION

This, according to the committee report, refers to a process by which students are encouraged to define a set of personal values and live according to their own values system. Some leading proponents of Values Clarification are Louis Rath and Sidney B. Simon in the United States; and Brian Burnham in Canada.

The values clarification type is a program within a school, rather than a form of total school organization. Formal values clarification programs are in effect in many parts of the U.S. and in York and Halton Counties in Ontario.

The VSB Canadian Studies Program, perhaps the closest example, includes, in a number of learning packages distributed to all secondary schools, one entitled 'Value Clarification in Canadian Studies.'

Some social studies teachers, according to the committee, have expressed concern over the use of this learning package. They feel they do not possess the necessary skills to lead children through the process of values clarification. Others feel they will be forcing their own values on their students.

B.C. VALUE SCHOOL ASSOCIATION (VSA)

The VSA believes a 'value school' should apply, uphold, and explain a set of defined values, based on Judeo-Christian beliefs.

Such a school would emphasize discipline, both individual and group, as the foundation on which students would develop their full intellectual and creative potential.

A VSA values school would not be a religious school but would reinforce and support traditional values on which participating parents base their family life.

There are two particular

features of the VSA value school that distinguish it from the two previous types:

1. Unlike the other two, it is not concerned with children working out their own set of values. Rather it requires strict adherence to a predetermined value system.

2. Strict discipline is an essential part of the program. There are a number of schools that VSA recognizes as value schools in B.C. They are Old Yale Road and Johnston Heights in Surrey; Langley Central Fundamental in Langley and Nechako at Vanderhoof.

According to the committee these schools have accepted and implemented new methods of instruction where they have proven effective.

The attitude of the administration in discipline is to set rules and explain them to students. The entire staff must share a deep commitment to the school's principles in order for the program to be effective.

MORE STRUCTURED SCHOOLS

While values are important in the more-structured school, emphasis is on control of student behavior.

The more structured school, says the committee, tends to be authoritarian, with considerable power vested in the principal.

Externally-imposed discipline is maintained through a clearly defined and well understood set of rules and regulations.

The staff assumes responsibility for student behavior after school hours and away from school. Parent co-operation in the administration of discipline is required. Examples of more-structured schools are: Old Yale Road School in Surrey and Sentinel School in Victoria.

FUNDAMENTAL SCHOOLS

There are no fundamental schools, as defined by the committee, in B.C.

SEQUESTERED SCHOOLS

Examples of sequestered schools are: (1) private schools, (2) Correspondence School, Vancouver.

The second in the three-part series dealing with 'value schools' will feature particular schools, so designated, on the lower mainland and comment on the effectiveness of such schools.



Three Surrey trustees Gary Watkins, Barbara Girling, and Claudette Gamble spent a frustrating evening watching the other four members of the board banish programs, teachers and agreements at will.

Indicators of fear

Surrey school board motions:
That with reference to the motion passed at the meeting of January 19, 1976 within the framework of the family life education program, the following be approved:

- (a) The policy — conduct of schools — A — No. 15 re: family life education program, be deleted, subject to submission of the matter to the board — Surrey Teachers' Association executive liaison committee for discussion.
- (b) The provincial curriculum guidelines for health / guidance be returned to its former state before introduction of the family life program (which would be prior to 1972), with no morals or sexuality included.
- (c) Human sexuality involving the use of contraceptives, methods of intercourse, intercourse before marriage, masturbation and deviant forms of sexual behavior not be part of the curriculum.
- (d) All sensitivity training (which has many titles including role playing, magic circle and the duo kit), not be included in the curriculum.
- (e) Values clarification involving exercises in moral decision-making and foul language not be included in the curriculum.
- (f) Family life texts and supplementary materials be taken out of circulation by the supervisor of instruction (library).

Part (a) Carried, February 2
Parts (b) - (f) Withdrawn, February 2

English teachers urged to join forces

English teachers at all levels, from elementary school to university, should speak with a common voice to correct learning conditions that are inhibiting the teaching and learning of the English language.

This was the message of Dr. Jonathon Wisenthal, Director of Freshman English, UBC, to some 50 English teachers in Trail, February 17.

Dr. Wisenthal was a resource person at Conference '76.

'It is of concern to all of us that the number of students taught by a teacher in the secondary school is much larger than it should be,' he said.

'That's the kind of issue that can be publicized and dealt with by English teachers working together. If English classes are too big in the secondary schools that has implications not only for the secondary schools but also for the colleges and universities, as we're now discovering.'

Student's time

The question of the proportion of a student's time spent on English is another issue to which English teachers should address themselves.

'We all know that in the secondary school system that proportion has been declining. I think most of us, as English teachers, would feel that our subject is being edged out by other subjects.'

'I assume that we have enough confidence in our own subject to believe that it ought to occupy more than 10 or 12 percent of a student's time.'

'If we're going to satisfy the obligation that the public places on us to interest our students in reading, to enable them to write the English language reasonably well, we have to have enough time to do it.'

'It can't be done if a teacher has 225 students and only 12 percent of their time.'

Dr. Wisenthal scored administrators who 'are often prepared to bring in just



Dr. Jonathon Wisenthal

anyone to teach an English class.'

'If we thought of ourselves as a united profession, people who are teaching English at all levels, we would get up and shout about it when a P.E. teacher is dragged in off the football field and told to take an English class for a year. We shouldn't allow it. It's an outrage on our discipline.'

At the risk of being accused of 'elitism,' Dr. Wisenthal answered protests of teachers that not only were their classes too large but that many students, who were not university bound, were indifferent to English, by suggesting in a 'round about way that 'streaming' might be the answer.

Standards needed

Dr. Wisenthal urged that standards must be imposed at all levels of education from elementary grades through university or the whole educational system would be weakened. Loss of standards, he suggested, had already weakened the system to the degree that the university was doing the job of the Grade 6 teacher.

'If students can come to university to get three units of credit for learning about nouns and verbs then we've weakened the whole educational system,' he said.

Getting into the touchy area of remedial work in English being given many English 100 students, Dr. Wisenthal said

consideration was being given to the possibility of having remedial work precede English 100. Queried by one teacher as to the significance of this statement, Dr. Wisenthal said it was hoped that a diagnostic test would be administered to Grade 12 students and that the UBC Senate Committee on English standards would by 1977 be approaching the school system to establish a Grade 12 diagnostic test in English.

'It would be unfortunate if UBC or the three universities simply imposed testing on Grade 12 students. I hope teachers at different levels can get together and decide which is the best way in which to carry out diagnostic testing for post secondary institutions.'

'I feel now it is definitely going to be done.'

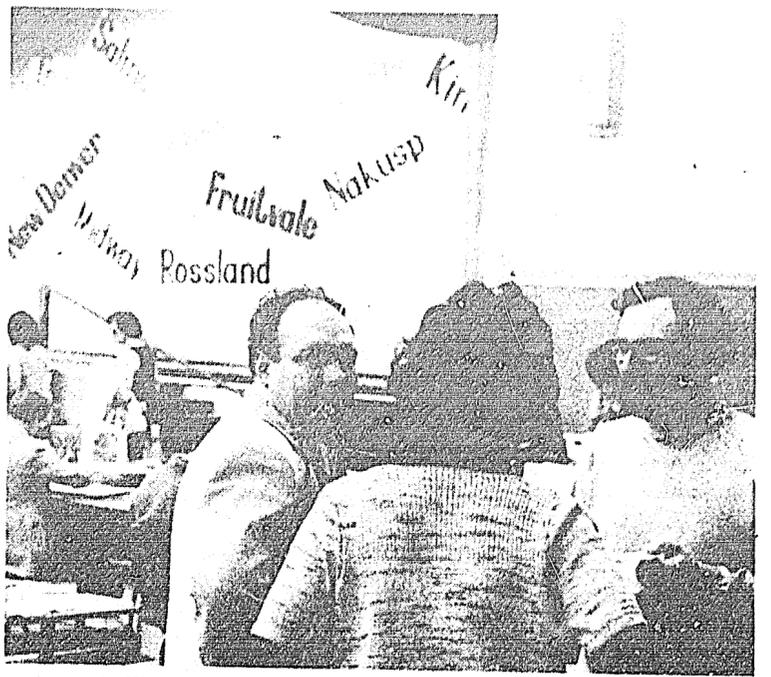
'Literacy test'

Taking issue with the so-called 'literacy test' being administered to English 100 students, English teacher Joe Ranallo of Trail said that he had queried his Grade 12 English students who were taking first year university this year when they were home at Christmas. He had found that out of 20 taking English 100, eight had failed the 'literacy test' but their English 100 mark was almost identical to their final Grade 12 English mark.

'We found a strong correlation between our mark and their performance in English 100.'

Dr. Wisenthal said the final mark in May might change that correlation. Preferring to call the test a 'composition' exam, he said it had received unfair publicity since it was meant to be simply an internal exam to ensure students who graduated from English 100 were able to write 'reasonable English.'

He said it was now definite that the University of Victoria would be introducing College Boards entrance examinations and he thought it probable that eventually the three universities would co-operate in establishing a single entrance exam, acceptable to all three.



Lloyd Coffin, principal of J. Lloyd Crowe Secondary School in Trail, who organized 'Conference '76' is pictured with Frank Santesso, right, chatting to a delegate.

Educational smorgasbord

It was as advertised — the biggest educational smorgasbord in the West Kootenays in seven years.

It attracted 800 delegates within a 100-mile radius and some 50 consultants from as far as California and Montreal.

It took six months to plan and involved five participating school districts.

It was a showcase of professional development activities, one that was supported by teachers, administrators and the school boards.

The individual who deserved credit for brainstorming the program, organizing the conference and whipping up enthusiastic commitment to its success was E. Lloyd Coffin, principal of J. Lloyd Crowe Secondary School in Trail.

His idea had reached its time and with the aid of an enthusiastic committee made up of representatives from Trail, Castlegar, Nelson, Grand Forks and Salmo, the conference was 'sold' to four districts, Castlegar, Grand Forks, Nelson and Trail; Arrow Lakes joined in just a week prior to the Conference.

The smorgasbord selection was varied and delectable, offering everything from 'New Directions in English Language Arts Program' for primary teachers to 'The Teacher is

Alive and Well and Reading at the Front of the Classroom' for intermediate teachers to 'Who Are the Role Models for Students Today?' and 'Sex Discrimination in the Classroom' (with Julia Goulden as chef), for secondary teachers and other interested delegates.

Other notable 'chefs' included Barbara MacDougall, University of Calgary; Dr. John Breckenridge, Selkirk College, Roger Purdie, manager of the Imperial Oil Refinery, Ioco, ; Dr. Marvin Lazerson, UBC; Ross Alexander, Department of Education, Victoria; Dr. Jonathon Wisenthal, Director of Freshman English, UBC; Dr. Rey Carr, University of Victoria; Ann Vincente, coordinator of professional development, Prince George School District; M. E. Moran, Q.C.; Dr. Bill Ross, Kinesiology department, Simon Fraser University; textbook representatives from Toronto and Montreal and a host of knowledgeable teachers from throughout B.C.

The fact that the Conference was held on Tuesday, February 17, ensured its success. Most consultants arrived by plane Monday; Tuesday the planes were unable to land. Teachers from throughout the five districts traveled at their own expense through fog and snow and over icy roads for distances up to 100 miles.

It was worth it. The isolation gap of the West Kootenays was bridged. Teachers not only gobbled up the educational feast provided at the workshops, but they delighted in sharing with each other their ideas, expectations, frustrations and progress.

Need day care?

Daycare will be provided free of charge for children of delegates to the AGM, provided there are not more children than can be accommodated.

The daycare service will be run by fully qualified daycare supervisors.

Local associations have been asked to notify the BCTF office of the number of children for whom daycare services will be required. If you will be an AGM delegate and would like to use the daycare service, notify your local association immediately.

Sessions start Sunday evening

1,000 expected to attend AGM

This year's Annual General Meeting will depart from a long-standing tradition; it will begin Sunday evening.

For many years AGMs have begun Monday morning. This year the first session will be held 8:00-9:30 p.m. Sunday, March 28.

It will be followed by a meet-the-candidates session, in which delegates will be able to converse with the candidates for table office and member-at-large positions on the Executive Committee.

The AGM will be held at the Hyatt Regency Hotel in Vancouver. Business sessions will be held in the Regency Ballroom. In addition to the Sunday evening session, the AGM will meet for morning, afternoon and evening sessions on Monday, Tuesday and Wednesday, March 29-31.

The AGM is the largest one held by any teachers' organ-

ization in Canada. Business sessions usually attract 800-1,000 people, including 648 voting delegates.

Anyone may attend the meeting, but only delegates holding voting cards are permitted to vote. Any BCTF member may participate in the debates.

The recommendations from the Executive Committee and Representative Assembly and the resolutions from local associations to be debated by the AGM will be sent to all school staffs in Books 1 and 2 of Reports and Resolutions. Book 1 will reach the schools no later than March 1; Book 2, no later than March 22, as required by statement 39.06 on page 72 of the Members' Guide to the BCTF.

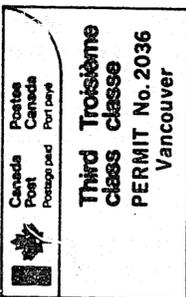
Delegates to the meeting must be elected by general meetings of local associations, to satisfy requirements of the Societies Act.

Dr. Pat McGeer, Minister of Education, and Mike Berg, president of the B.C. School Trustees Association, have been invited to address the delegates.

A highlight of the AGM will be the presentation of the G.A. Fergusson Memorial Award, the highest honor the BCTF can bestow, to a person who has made an outstanding contribution to education in the province.

The election of table officers and members-at-large of next year's Executive Committee will occur on Wednesday, March 31, beginning at 9:30 a.m.

The annual Delegates' Dance, organized by the teachers' associations of Vancouver, will be held Monday, March 29, 10:00 p.m. to 1:00 a.m., following an evening business session.



IF UNDELIVERED, return to 2235 Burrard St., Vancouver, B.C. V6J 3H9