

## 25% cut in budgets

# Education facing severe disruption

'The greatest single disruption to B.C. education that has ever occurred in the history of the province.'

So said Bill Broadley, BCTF President, after Education Minister Pat McGeer on March 10 indicated that any school board budget increases over the 'eight and one-half percent' anti-inflation guidelines would not be provided out of provincial tax revenue.

School board budgets for 1976

are barely holding their own against inflation.

When the bookkeepers, with their eye on the last line of the balance sheet, decree a 10% cut, such an action is totally without concern for the programs that will be cut out of the budget. And they fail to account for inflation.

Broadley said that because school board programs and staff budgets are already committed to the end of the school

year in June, the cuts will have to be made in the last several months of the year which means a reduction of 25% for the four-month period.

What will be the result? According to Broadley, the disruption will include eliminated programs such as special classes for trainable mentally retarded, hospital and home-bound children, non-English speaking students, Indian children, children with visual,

hearing or speech impairments.

It's possible to foresee increases in class sizes of one-third and a loss of 6,000 to 7,000 teaching positions — one in four teachers — by fall.

Accordingly, the BCTF President pushed the early warning button and sent staff fanning out across the province to pass the information along to teachers. In local after local, as teachers got the facts, there

were gasps at the prospect of such a massive disruption in education services. But the locals, according to all accounts, have responded in a variety of activities.

One, for example, is North Vancouver, where Ilse Link reports the teachers will distribute a newsletter to all householders, hold a public school board meeting to discuss the implications, and seek publicity through any of the local media. They plan a television program on Cable 10, the community station.

Broadley himself called a press conference immediately after meeting with McGeer and has appeared on a number of local programs.

He has drawn attention to the fact that in Vancouver alone there were 45 classes for non-English speaking children in 1975. 'In 1976 the Department more than doubled the number by adding another 50 programs to accommodate those students needing special help in learning English. Theoretically all these programs could be eliminated.'

'Teachers just wouldn't have the time to identify those children with learning disabili-

(Continued on page 2)



Shock and disbelief characterized meetings as many teachers found it difficult to believe that the situation could be as bad as made out — but who would have thought four months ago that a 21 year old man would

pay \$1100 for car insurance. Mike Zlotnik, left, and Russ Kidd, local president, explain to Coquitlam teachers.

## Budget cuts 'political' agrees McGeer

A newsletter from the B.C. School Trustees Association confirms the impression received by BCTF officers and staff that teachers must be ready for extreme cuts in provincial financial support for education.

Trustees president, Mike Berg, after meeting with Education Minister Pat McGeer, March 10 reports: 'The Minister agreed that any decision to increase the basic mill rate will be a provincial political decision necessitated by the state of the provincial economy, recognizing that such a decision would force school districts to cutback services and to increase the pupil teacher ratio.'

On the concern that school board programs are largely committed for January-June, therefore cutbacks in spending for 1976 would only affect September-December, McGeer responded: 'While there will be more basic provincial funding in dollar terms for school districts in 1976 over 1975, they will not be much more... certainly not a 19.3 percent increase.'

The Minister said he could give no commitment that special funds will be available this year for school districts with unique geographic or climatic problems.

## The way we were . . .

# Librarians eliminated in elementary schools

We don't have to go through the 25% reduction in budgets to know what schools will look like — we've been there in very recent times.

Consider the report of a BCTF commission that visited Powell River and Kitimat in November 1969, after a referendum defeat earlier in the year. Here are some samples of what they found:

- number of teachers reduced despite enrollment increases;
- school buses for field trips cancelled;
- band programs cut, library services reduced.

'A much less tangible, but perhaps more important and significant result of the referendum defeat has been its impact on the morale of the teaching staff,' noted the commission, a point that would be made again in 1971 when they

visited Nanaimo and West Vancouver.

By 1971, with seven districts having to go to referenda, all defeated, the picture looked like this:

Referendum defeats bring 'filthy conditions' say the headlines in the BCTF Newsletter. And they literally meant it because they found schools cleaned only twice in six days as the norm, from janitorial services being almost cancelled.

Classroom teachers in both districts were reduced in number, and class sizes increased.

'In West Vancouver, members of the central office staff were eliminated; special counsellors were eliminated; French and music programs were cut; library budgets cut by 60%,' says the item in the

BCTF Newsletter, March 1971.

Nanaimo was short at least 30 classroom teachers according to staffing policies of the last year.

Librarians were eliminated from elementary schools.

Learning conditions had 'deteriorated seriously' in both districts, hence across the province.

'The budget cuts did not eliminate unnecessary spending,' said the commission; 'they simply reduced the number and scope of learning opportunities for youngsters in both districts. The quality of educational program has been sacrificed.'

Slowly but surely schools across the province were being starved. The education finance formula introduced in 1968 took its toll.

Then in November 1971 came

## wasteland revisited

the startling announcement by the Minister of Education that the even less money would be available from provincial coffers: the formula would drop from 110% to 108%. Go to referendum, he said, for any extra money. With the history of referendums as it was, teachers looked to a very gloomy future for education.

The Federation had consistently opposed the formula. It opposed the reduction. The Federation called on teachers to become active at the constituency level.

Today, the Federation is again asking teachers to become active at the constituency level.

Are we doomed to repeat history? We hope not. One thing is certain: education cannot be allowed to slip back to those gloomy 1971 days.



## Schools—a mirror?

by Linda Wilson

Change — social and economic change at a constantly accelerating pace, characterizes our society. That a sense of disorientation approaching panic is pervasive in a society undergoing such change is not surprising. Change is like an addictive drug — initially resulting in euphoria, followed by less pleasant sensations such as dizziness, anxiety, headache and nausea.

When society has a 'hangover', or any other symptom of malaise, a favorite nostrum is: change the schools.

It is flattering to us who work in schools to be perceived as the agency that can remedy all the ills of society. We must be wary of accepting such a flattering estimate of the capacity of schools to effect change, and especially to direct change. School is only one of the influences in the life of children. There is conflicting evidence about the importance of school in the development of the moral values of individuals, but the weight of evidence indicates that parents and peer groups have more influence than formal schooling. Values are probably 'caught' more often than 'taught.'

Those who propose 'value schools' are convinced that if we return to an authoritarian model of administration, impose rigid predetermined modes of behavior, and insist on unthinking obedience, society will miraculously return to stability. It is ironic that schools very like the ones proposed were attended by the children who grew up to be the activists of the '60s. Consider what schools were like in the late forties and early fifties. Did that kind of schooling lead to a generation strongly committed to punctuality, hard work, and respect for their elders?

What part did the authoritarian and rigid schools play in creating Haight-Ashberry, Berkeley, Fourth Avenue and Watergate?

Can future citizens of a free society be trained in a completely authoritarian setting to make responsible decisions? Can swimmers become expert by doing dry-land exercises?

Schools reflect the society of which they are a part. To propose schools that are self-contained 'museums of virtue,' insulated from the world of reality, may be appealing but is wholly unrealistic. Our pluralistic, changing, growing society is a challenge for all of us.

What can schools do to help young citizens face those challenges? We can teach them the skills they need to deal with the flood of information thrust upon them in our society. We can teach them to read, to listen, to question, to assess, to communicate clearly, to define problems and seek solutions. By being honest we can encourage them to be honest, by respecting their rights and sensibilities we can help them learn to respect the rights and sensibilities of others.

Teachers can lead. Some may be able even to inspire, but to force-feed the young on someone else's dogma is not a task a teacher should be asked to perform.

To me, indoctrination is inconsistent with education.

We can soberly re-examine our practices, we can vary school organization to better serve our students, we can talk to parents and attempt to implement the dreams they hold for their children.

What we cannot do is allow a noisy and confused splinter group, however well intentioned, to stampede us.

There is no panacea for society's problems.

There is one value teachers must cling to in this kaleidoscopic world — to look at truth without fear, and help children to do the same.

## Surrey situation investigated

An education commission struck by the BCTF to assess the direction of education in Surrey, including allegations of censorship and other restrictive practices, has met with the Surrey Teachers' executive and recommended re-establishing teacher-trustee cooperation as a first step.

Recent events in Surrey, they say, have had a serious negative effect on teacher-trustee cooperation and they suggest the board and teachers reopen discussions to attempt to settle areas of dispute.

Members of the commission, formed by the BCTF Executive Committee February 27, are Jim Carter, a West Vancouver principal who served on the MacKenzie Commission on Education; Jeanie Moutray, a Victoria teacher and a past president of the Primary PSA; and Bert Wales, retired, formerly a director of continuing education in Vancouver.

A second recommendation from the group to the BCTF Executive suggests that should the Surrey Teachers' Association executive not be successful in its efforts to re-establish a good working relationship with the trustees, that a joint teacher-trustee commission be established.

From page 1

## Disruption

ties. This in turn could cost society a lot more in terms of dollars and cents and heart-break down the road 15 to 20 years.

McGeer, he says, has concluded there are only two routes school boards can go — reduce budgets or increase local mill rates by 8 mills.

The Minister has termed as 'unrealistic' the 19.35% increase in school board budgets, amounting to \$130 millions dollars over 1975.

Broadley points out that school boards are victims of inflation like everyone else. Operating costs, including everything from paper supplies to heat and electricity have soared upward.

Although teachers' salaries are part of the operating costs, the fact that the profession supported measures to stabilize the economy was shown clearly in provincial salary settlements, which averaged a 12½% increase — 6% below what they would have obtained had there been no wage controls.

'Teachers have foregone \$30 to \$40 million already by accepting anti-inflation restraints. What B.C. needs is a more planned, business-like approach to education, rather than the impulsive gutting of 1976 programs,' he says.

'We may be told to sell our cars, but I sure hope nobody's going to tell us to sell our children!' he quips.

Quoting statements made by Premier Bennett to the Central Okanagan Teachers' Association in which he promised education would be a top priority in the Social Credit scheme of things, Broadley warns, 'It is by the actions of this government, not their statements, that they will be judged.'

## Goulden—

## Lack in PE programs

I have been following the debate on integration of physical activity programs at the school level with great interest.

As educators we are all dedicated to the principle of equality of educational opportunity for both sexes. Where this principle is not working in the public school system, we should most carefully examine why it isn't working.

There are some very pertinent questions we should be asking ourselves as educators:

1. Are girls and boys receiving meaningful, positive and enjoyable physical education programs through which all children can experience some real degree of competence?

2. Are we as educators following sound physical educational policy by stressing team sport activities which have a marginal carry-over to adult life?

3. Do the highly competitive aggressive physical activity programs in our schools work against mass participation?

4. What types of programs and physical activity opportunities would ensure a greater mass participation of our students?

The Saskatchewan Child Growth and Development Study, completed in 1972, found that 40% of all girls and 30% of all boys have been involved in no sports or games run by either school or community over the 10 year period from age 7 to 16.

In 1974, the Canadian Medical Association completed a study which showed that 47% of teenage girls tested fell in the low to fair physical fitness category.

These statistics alone indicate that we as educators are falling short of our responsibility to turn out after thirteen years of public education, young adults who are physically fit and have the knowledge to maintain their physical fitness throughout their adult years.

The present athletic model used in most B.C. schools has fallen short of the concept of physical fitness for all. We must carefully examine the athletic model and be prepared to change it so that we can serve the full range of needs and interests of students regardless of their sex or ability levels.

Sincerely yours,  
Julia Goulden,  
Program Consultant on  
Sex Discrimination in  
Public Education

## Desegregation materials here

Speakers, resource materials and printed articles on desegregation of classes and activities are available from Wes Knapp, BCTF Professional Development division. Phone 731-8121.

## Pensions to increase

Employee and employer contributions to the Teachers' Pension Plan will increase by one half percent each, effective May 1, 1976.

The increased contributions will be reflected on the May 31 pay cheque.

Reason for the increase is that since July 1974 the estimated total amount paid out in escalation benefits has soared to \$5 million.

The B.C. Teachers' Pensions Act was amended in 1974 with the agreement of all parties, to provide for automatic quarterly indexing of the lifetime portion of pensions in payment to reflect increases in the Canadian Consumer Price Index. Indexing commenced in July 1974.

The automatic escalation of benefits feature is financed equally by employees and employers on a pay-as-you-go basis under the terms of the Act. There was no increase in contribution rates at the time automatic indexing was initiated, but the Act provided that when the accumulated amount of escalation benefits became equal to 1% of contributory salaries for the immediate preceding 12-month period, both employee and employer contribution rates were to be increased by one half percent.

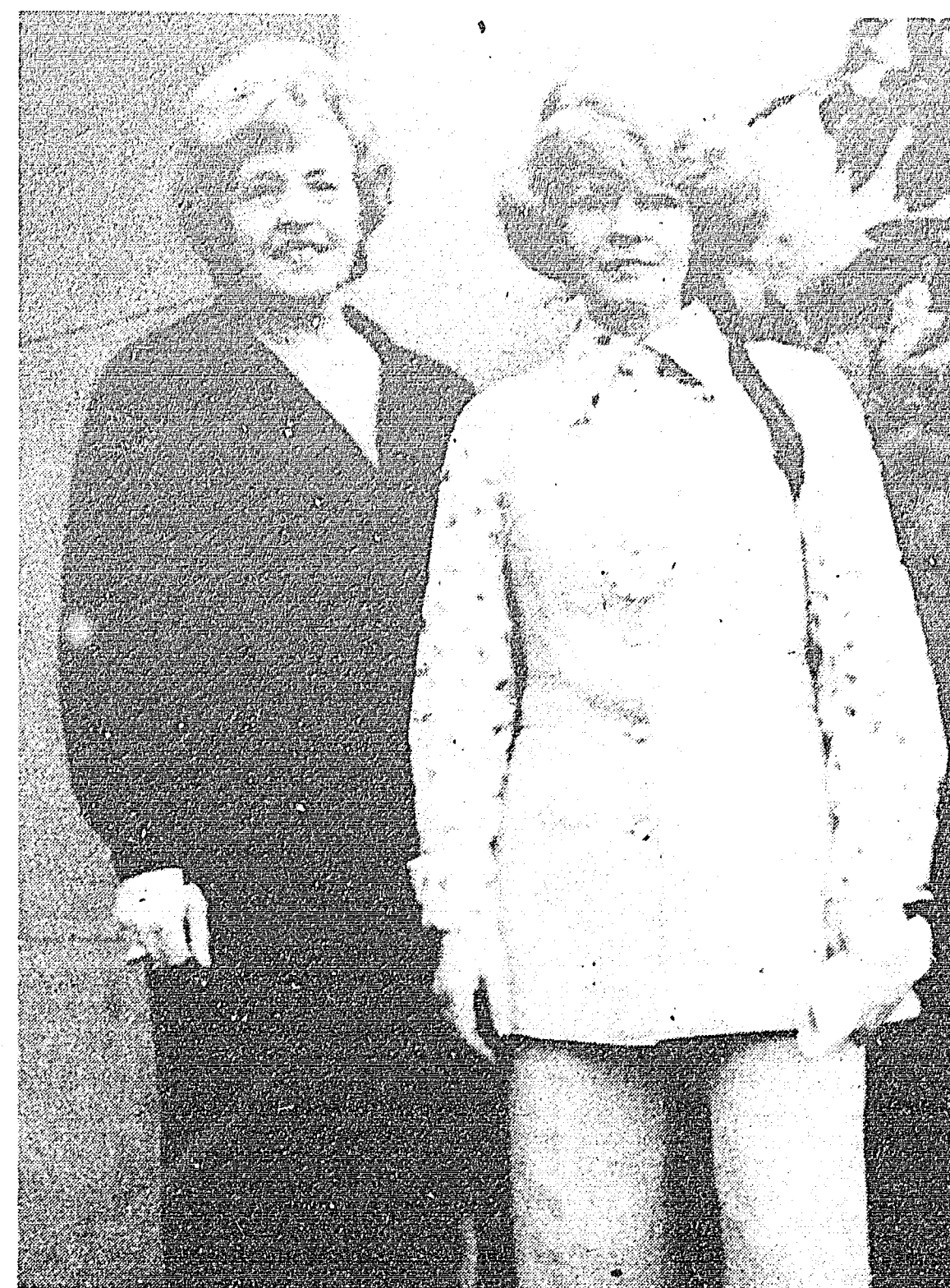
As of April 30, 1976 the preceding 12-month total teacher payroll is estimated to be \$467 million, with the estimated total amount paid out in escalation since July 1974 being nearly \$5 million.

Although escalation is paid monthly the following table shows the amounts paid in selected months from July 1, 1974 to April 1976.

### TEACHERS' PENSION FUND ESCALATION ACCOUNT

Date	Escalation Paid During Month	Total Escalation Paid at Month End
July 1974	\$104,087.13	\$ 104,087.13
Oct. 1974	103,582.73	415,490.04
Jan. 1975	103,234.81	725,599.43
Apr. 1975	241,675.23	1,173,294.63
July 1975	271,591.12	1,926,577.28
Oct. 1975	300,852.22	2,767,874.39
Jan. 1976	354,363.11	3,723,578.32
Apr. 1976	388,000.00(E)	4,819,600.00(E)

(E) = Estimated



Linda Wilson, president of VSTA and Maud Vant, teacher at John Oliver School, discuss the successful response to the school staff's Learning Conditions brief.

## School takes action, gets action

## J.O. brief provokes debate

We featured excerpts from a number of briefs prepared by teachers in the November Newsletter to show the need to expand the scope of bargaining to include working and learning conditions and due process.

One of these briefs, 34 pages long, came from John Oliver Secondary School in Vancouver. The length is most clearly related to the sheer scope and variety of problems that teachers were encountering in the school. But the main news is that there has been some action taken on the brief.

Maud Vant, the teacher mainly responsible for the brief, likens it to Luther's 95 theses because it has challenged established conditions.

'However, the Vancouver School Board is wiser than persons in history,' she says. 'Dr. Lupini, the superintendent, accepted an invitation to debate, not only showing his good intentions but also admitting that learning conditions must be at an unfortunately low level inasmuch as the brief came into existence.'

Students were dismissed early from school. The meeting, she said, was lively. Main areas of concern were the sad condition of the physical plant, including electrical wiring, low level lighting, critically inadequate storage space throughout the school and many other deficiencies.

In addition, Vant says, she questioned Dr. Lupini on matters such as class sizes, teacher aides in lieu of teachers, and teachers used as substitutes in their spares.

'We pointed out that the Vancouver system is the 67th worst in B.C. And although Dr. Lupini replied that the Vancouver School Board has gone on record in favor of reduced class size, the teachers here

feel that being 67th worst in the province requires more effort.'

Year after year, she said, we vote on whether we want more aides or more teachers: 'may we have more of both?'

Another sore point is dollar credits in lieu of substitutes to replenish the equipment fund — something she says indicates a lack of money in both the equipment fund and the salaries for substitutes.

We did get three commitments, she says: if the teachers want substitutes then they have substitutes; those items needing immediate attention in the physical plant will have it; the rest will be dealt with in 1977 under the major modernization program.

## 'Teacher Talk' voice of Richmond teachers

'Teacher Talk' is not some group of teachers gathering after school to talk among themselves, neither is it some obscure bulletin published monthly, passed out to 'members only.'

Rather, it is a serious attempt by Richmond teachers to reach out and 'talk' to the community via 'Teacher Talk', a weekly column appearing in the local newspaper, the Richmond Review.

'So far, the comments we have received from the public and fellow teachers have been very positive,' says Angela Waber, one of the five-member Public Relations Committee for the Richmond Teachers' Association which organizes and sometimes writes the articles submitted.

The articles discuss everything from pupil report cards, to kindergartens, to non-instructional days. They are primarily informational, says Waber, although occasionally controversial. 'We had a two-fold objective when we launched this project last October.

'We wanted to explain areas of concern to the public and perhaps raise some questions. Also, we wanted to let parents know that there is a lot more happening in the school system

now than when they went to school.'

Waber says there is no longer a structured vehicle, such as the PTA, for parent-teacher interaction. 'And we feel parents have a right to know what is going on in the system.'

The committee, which works very hard 'brainstorming' ideas for teachers to write about, is composed of Waber, who teaches at Richmond Senior Secondary School; Lorna Robb, a retired Richmond primary school teacher; Fred Nienaber of Maple Lane Elementary, and Suzanne Haibeck and chairperson Peter Welton, who teach at Alfred B. Dixon Elementary.

The articles, usually no longer than 325 words, appear on the editorial page of the Friday issue of The Review.

The Review's editor, Jean Baker, thinks the whole idea 'just great' and fully supports it. The articles are put in the paper exactly as they are written.

Waber said although such a venture requires a lot of hard work and a great deal of organizing, the RTA feels it worthwhile because it believes 'good public relations is vital for a healthy educational system.'



From left to right Angela Waber, Lorna Robb, Richmond Review Editor Jean Baker and Suzanne Haibeck discuss the teachers' latest contribution to 'Teacher Talk.'

## Basics defined

Basic Education Program for the province is defined in terms of the previous year's expenditures as approved by the provincial government.

Basic Education Program for the district is defined in terms of the provincially-determined dollar amount multiplied by the number of Instructional Units in the district plus certain other special approvals. For 1976 budgets, the amount is \$21,055.

Instructional Units, by district, are based on one IU per 20 students in each school plus one additional IU for each school.

Basic tax levy is set by the provincial government and must be levied in each district as each district's share of the cost of the basic education program.

Each district must levy a total tax to cover the basic tax levy plus the tax levy required to pay each district's costs of its education program which exceeds the BEP.

The provincial grant is the difference between the district's BEP and the money raised by the basic tax levy in the district.



## Workshop focuses on learning problems

'We tried to focus on what the regular classroom teacher can do to assist children who may be experiencing learning difficulties.'

So said Barrie MacFadden, co-ordinator of the 'Learning Problems in the Regular Classroom Workshop' held Friday, February 27, at John Oliver Secondary School. The workshop was jointly sponsored by the Vancouver Elementary School Teachers' Association and the Vancouver School Board.

'We were not really attempting to become involved in specialized areas,' said MacFadden, 'but brought in experts to show teachers how they can alter their normal programs to deal with children who are inattentive, are hyperactive, have poor language habits, show a lack of interest, or have other such learning problems.'

Both morning and afternoon sessions were held, to allow teachers to participate in such workshops as Ideas and Activities for the Non-English Speaking Child in the Intermediate Classroom.

Eileen Yeung and Joy Ohashi of Strathcona Elementary School led this particular workshop, at one point demonstrating their teaching methods by using a mock-up of a classroom setting and students from their own classes.

Both Yeung and Ohashi stressed repetition in teaching, along with numerous visual demonstrations as well as vocal instructions.

'Buddy' systems, in which two children work together, were pointed out as particularly helpful to a child who enters a class halfway through a year. 'Also, many of these children have come from school systems that do not encourage individual learning; the buddy system also helps in this area,' Yeung said.

Another workshop was on Auditory Perception for the Classroom Teacher.

Roy Huish and Elaine Clemens led this particular workshop, which dealt with the difficult topic of children with hearing problems.

Clemens said the classroom teacher must first determine if a child can actually hear, or if there is another problem.

Some children simply cannot analyse or synthesize sound, said Clemens.

She suggested that the teacher first find out what it is the child does not seem to hear and go on from there. 'Give short instructions, and slow down your speech. Look at the complexity of word order and words. Sometimes the problem is caused by poor speech or spelling,' she said.

If the problem turns out to be physical, there is little the teacher can do until it is corrected, she added.

## Food, medicine, clothing needed in war-torn Africa

Food, medicine, clothing. These are all desperately needed by the thousands of refugees in war-torn Angola, Mozambique, Rhodesia, and Southwest Africa according to Michael Mawema and Bob Cowie who are appealing to B.C.'ers to help out.

Mawema, a member of the central committee of the Zimbabwe (Rhodesia) African National Union, who is also the National Organizing Secretary and the United Nations' ZANU representative, recently toured B.C. as part of his cross-Canada and worldwide appeal for refugee aid. Mawema's Canadian tour was sponsored by the Communist Party of Canada, Marxist-Leninist branch and a number of university student associations.

Cowie, a teacher at Princess Margaret School in Surrey, is

Mawema's B.C. liaison and organizes the African Relief and Refugee Committee.

Cowie says the drive to obtain aid for the refugees is not a 'one-shot' effort. 'If ZANU is successful in liberating Rhodesia this year, there will be a desperate need for clothing for two to three years beyond that date.'

Any kind of clothing, including shoes, boots, socks, hats, blankets is needed says Cowie, who does ask that it at least be washed. It may be sent c/o Bob Cowie, Princess Margaret Senior Secondary School, 12870 - 72nd Avenue, Surrey. For more information phone Cowie at either 584-5458 or 531-7718.

A dollar to help with shipping costs would be much appreciated.



Michael Mawema, left, and Bob Cowie, right, discuss needs of refugees in war-torn Southwest Africa.



Organizers and teachers alike gave a very positive evaluation of Pro D Day held in Vancouver Friday, February 27 according to organizer Eleanore Lawrey. Inter-disciplinary visiting and the opportunity to view the prospective of education was well worthwhile says Lawrey. Above, Robin Rankine of the Vancouver School Board takes teachers from Tecumseh Elementary School on a tour of the audio-visual department.

Dr. George Pedersen

## Educational planning needed

Educational planning is the area of work teachers do the least well, according to Dr. George Pedersen, Vice-President, University of Victoria and former Dean, Faculty of Education, Victoria.

Dr. Pedersen was keynote speaker at Update '76, a Professional Day jointly sponsored by the VSTA and the professional development services of the Vancouver School Board. Some 1,200 teachers were involved in 17 workshops spanning A to S — as in Alternate Schools and Status of Women.

'Nowhere in the world,' Dr. Pedersen told teachers, 'is educational planning done well — a surprising comment to make considering the money

spent by Public School Boards, the Department of Education, and post secondary education. Educational planning is treated with monumental indifference.'

One problem for educational planning is that educational change is costly in terms of fiscal and human resources, according to the speaker.

He stressed that the 'gradualist and incremental' approach must be taken on three topical educational issues in B.C. — the decentralization of curriculum, the collegial approach and the professional development needs of teachers and administrators.

If educational planning is to take place, teachers must have time to plan.

'Teachers should not donate their time. They should be released from duties. The ad hoc approach won't satisfy.'

In-service programs to familiarize teachers with changes are a necessity, he said. 'This requirement will cost seven or eight times the costs so far,' he prophesied.

A proponent of the collegial approach, the speaker said, 'It's obvious that there's only a certain amount of curriculum development authority around. Research says that groups of

equals are superior to individuals alone. . . . Probably group results are better because interaction in the group creates respect for individual members, motivating them to produce more suggestions. So we should entertain seriously the notion of treating the decision-making process itself as a problem to solve.'

On the professional development needs of teachers and administrators, Dr. Pedersen had this to say:

'We must take the in-service function more seriously than we have in the past. In-service must include on-going evaluation of these two important questions: 'Will teachers be behaving differently as classroom educators as a result of this in-service program?' 'Is the classroom really changed or is it merely different?'

'In-service programs that have been successful are of considerable duration. One or two days are inefficient. The unit that must be involved is the whole school.'

'In-service education is at least as important as the pre-service aspect and it's time we recognized it,' he said.

Update '76 at Prince of Wales and Eric Hamber schools took place February 27.

## Mac Bloel offers aids

MacMillan Bloedel has made its Forest Industry Teaching Aids more useful for both teacher and student.

The four teacher's guides have now been combined into a single book, 'The Forest Industry of British Columbia.' The four student pamphlets have become five, and cover topics from how the forest grows to forest industry research. Ten pages of color pictures have been added, which students may use to illustrate stories, essays and term papers.

Each teacher receives a teacher's guide, student pamphlets (with a complete set for each student) and a complete set of pictures for each student.

New sets of the material will be available each school year so there need not be any hesitation in giving it to pupils to keep — and there is no charge.

To receive sets contact E. G. Stroyan, Manager, Community Relations, MacMillan Bloedel Limited, 65 Front Street, Nanaimo, B.C. V9R 5H9, or phone 753-1112.

## BCTF backs French language TV station

The BCTF has backed the establishment of a French language TV station in Vancouver.

BCTF President Bill Broadley said in a letter to the CRTC that one of the Federation's major objectives is improvement of educational programs and conditions for students in our schools. 'We also have a concern for the educational and cultural services offered to our various communities. It is this broad interest that has led us to a position on the application for a French language TV station.'

A French language TV station Broadley continued, would help to offset the isolation of the French language and culture in B.C. and make French a vital part of our culture.

He noted that there are 54,000 bilingual persons in metropolitan Vancouver and thousands of lower mainland students studying French in schools.

'We believe that television has a responsibility to these people in helping to ensure the survival of the French language in B.C.'

*Togetherness is a PE program*

## Kamloops Co-ed Caper

'Dancing would be crazy with no girls!'

That remark from one student at Kamloops' Valleyview Junior Secondary School seems to sum up the whole idea of co-ed PE classes.

Co-ed PE has been offered at Valleyview for the past three years, totally initiated, organized and jointly taught by instructors Jack Bucham and Judy Gibson.

'We didn't think anything was unusual about starting such classes. We just thought it made sense,' Bucham says.

'The whole aim of the program is not to turn out super athletes, but, rather, to attempt to have students

develop attitudes; to foster concern for other people; to acquire the ability to work with

### Aim of program

others; to appreciate physical activity; to have a good working knowledge of activities and a good grounding in the basic skills,' Bucham explains.

'Only the Grade 9 and 10 classes participate in co-ed PE because we thought this a very

By  
ANNETTE  
CROUCHER

sensitive age, one that badly needed this type of social interaction,' Bucham says.

Looking at the classes, one can see boys helping girls or girls helping boys; it doesn't seem to matter. What is very noticeable is that all are actively involved and all are obviously enjoying themselves.

'We want them to look at each other as people, not boys and girls, and to enjoy participating in activities with one another,' Bucham says.

The most impressive change he has seen as a result of the classes is one of attitude. 'The students have much more respect and appreciation for one another.'



Derek Neen, left, and Mike Spada, right, assist fellow student Donna Drinkwater in performing a 'near-perfect' handstand.

### See as people

Activities the students are involved in include football, field hockey, rugby, dancing, archery, track and field and, yes, even wrestling. Such games as football and wrestling are modified so both sexes may participate equally and enjoy the sport. Football uses tag instead of tackle. In wrestling, it is girls against girls and boys against boys.

'We feel any sport can be modified for the enjoyment of both sexes,' says Bucham, pointing out that these classes are not for super athletes. 'For those who are really competitive and want to be super athletes, there are lots of extra-curricular activities.'

Some criticism from senior secondary PE instructors has been leveled at the program. They say that after co-ed classes in Grades 9 and 10, there is nothing left for them to teach, that 'we do too much,' Bucham says.

The senior secondary instructors also say we are not spending enough time on the basic skills. I think they are being naive when they say this. We have to cater to everyone and I feel the students receive as much if not more instruction than in regular PE classes.'

The major drawback for instructors of co-ed PE classes is the wide variation in abilities in a given class. 'However, we feel that a good teacher can sidestep this by using the proper approach. We also plan to correct this somewhat by offering beginning, intermediate and advanced classes,' says Bucham.

How do students like the co-ed classes?

'We took a survey, and from the whole school, there were only seven negative replies,' he boasts.

Most students noted that PE 'was more fun', or that they

### 'PE more fun'

'tried harder' and that it was 'nice to get to know one another as equals.'

What are the plans for next year?

'We're going to try introducing co-ed PE to the Grade 8s. They may be a little young and not really ready for it yet but they seem to be very enthusiastic about the idea. So we'll try it,' Bucham says.

## Money and location—keys to meaningful program

By JOHN WINSTANLEY

One of the most serious criticisms of the quality of professional development service in the past is that it has rather resembled the little girl with the little curl right in the middle of her forehead — when it was good it was very, very good, but when it was bad it was horrid!

Like most educational services, good Pro D services depend largely upon the amount of money made available to organize workshops and conferences.

Generally, large school districts have enjoyed substantial budgets to support their Pro D endeavors. Lower mainland teachers have been able to take advantage of courses and workshops mounted by neighboring locals and have developed Pro D budget procedures in conjunction with their school boards in finance Pro D.

Among such active associations, however, there are many variations in the proportion of the budget provided by the board on the one hand and the teachers on the other. Some local associations seem

to have a large measure of autonomy in the administration of Pro D funds while others are subject to certain conditions required by their superintendents, some of whom indeed can exercise a virtual veto on proposed activities.

At the farthest extreme there are some small locals where difficulties imposed by remoteness or tiny budgets made a meaningful Pro D program next to impossible. In some areas, district councils, which formerly provided a means for Pro D activities to be co-ordinated are no longer functioning. Thus there was no forum for Pro D consultation until PDAC was set up.

Thus it is true to say that the quality of Pro D service available to a teacher in B.C. depends very much on where he or she lives and the size of the local association.

One of the most useful and necessary functions of our new Professional Development Advisory Committee is to ensure that all local associations large or small, have at their call the information necessary to make an effective Pro D Budget presenta-

tion. They must be aware of practices current in other local associations, both neighboring and distant in order to justify a standard of Pro D services for their teachers at least as good as those prevailing elsewhere in the province.

PDAC exists to facilitate the exchange of such information, and should be seen as a centralizing agency only in this sense. It cannot function as an all-embracing Pro D directorate, and any attempt to represent it as such is frankly mischievous.

The needs of teachers are too disparate to make overall centralization possible, even if it were desirable.

Unless, however, all local associations begin to adopt more or less uniform procedures for the financing of Pro D activities it is inevitable that while some big associations will continue to enjoy successful programs, smaller locals will be left with the discouraging prospect of trying to improve a vital aspect of teachers' continuing development within the confines of the restricted local scene and the restricted local budget.



# Members' voice

## Attempts to influence teacher ed. fruitless

Numerous attempts have been made to influence teacher education programs at our public universities. How many teachers have ever seen an analysis which clearly evaluates the success or failure of these efforts? Many hours and thousands of dollars have been directed to this important topic with little to show as results. Many teachers are still dissatisfied with teacher education programs at the university level.

How many remember the COFFE Report (Committee on the Future of the Faculty of Education) in 1968? Then the Richmond Teacher Education Conference in 1974 asked for more briefs. Can anyone recall any changes to teacher education as a result of these efforts?

The Joint Board of Teacher Education should provide leadership but very little has changed due to the efforts and representations made to this body. Federation representatives submitted a brief January 28, 1975 and absolutely nothing was achieved as a result.

Our Teacher Education Committee objectives include this statement: "To encourage university personnel in the field of teacher education to become directly involved with teachers in the practical application of current teaching/learning styles." This is the second year for this objective but only in rare instances have university personnel worked in the public system. Should they not demonstrate their skills

and teaching methods? Is it unreasonable to expect 10% of the Faculty of Education to spend a few weeks in public schools teaching pupils each year?

Methods courses in Home Economics, Industrial Education, Business Education and Special Education require considerable up-dating to provide students with adequate skills.

In 1974, some UBC personnel launched the ASSIST project to

provide better service to their education students. The report is now published and contains 36 recommendations for changes to teacher education practices. It will be interesting to see if they are successful on the basis of this extensive study by a few professors who recognize the need for change.

Teachers who return for post-graduate studies seem to have problems in B.C. when 50% have to travel to the States for further education. Why?

You will hear that we must maintain standards yet our universities readily employ American professors. A complete review of policies in effect for graduate work would appear to be long overdue.

Once our position is clear, the three universities should respond or indicate why a specific proposal cannot be implemented. Changes are needed. Let's get on with it.

Ross Regan  
Victoria

### Members threatened

## Don Walmsley denies allegations outlines rights of BCTF members

In response to Bal Sanghera's request that I reply to Mike Downing's statement '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 have no knowledge, firsthand or rumor, of any elected or hired staff ever conspiring against or threatening any member for any reason.

I am certain that BCTF members are aware that if they ever learn of any such repugnant actions that they have the right to legal recourse

both within the BCTF structure and in the courts. In fact, I believe most members would feel an obligation to act in such circumstances.

Neither Mr. Downing nor any other member has taken such action to date.

Don Walmsley,  
BCTF First Vice-President.

## P.E. should develop students well being

In the February 26 BCTF Newsletter I read with some dismay a letter from Lynne Begin. The writer made a point of mentioning the word 'participation.'

This word is the key to planning an effective physical education program. All the students who wish to become involved should be able to become involved.

It is true there are many hurdles along the path of equal participation. Such things as poorly designed facilities, inadequate professional training and government indifference all play a negative part before the physical educator ever gets to the students.

Probably the most difficult hurdle to overcome is the attitude of a public that idolizes professional sport. Still, an organizer of a PE program should endeavor to spend his/her time and money with the many and not the few.

BCTF policy is clear in this regard and it makes no distinction between a program operating at 9 a.m. and 9 p.m. There is no reason to think a professional educator can be a part-time BCTF member.

The format of after hours PE programming in most parts of the province is highly structured and competitive, especially in the high schools. This situation eliminates all but a few students in whatever athletic event is offered. The rest of the students are provided (if they're lucky)

with intramural activities as their fair share.

We are not fooling the students. Intramurals do not have the same status as the representative school teams; to claim them equal is ridiculous. The most important objective of physical education programs should be the development of the physical well-being of all students.

It is obvious from Lynne Begin's letter that it will take some time and considerable change in attitude before this goal can be attained.

S. L. Norman  
Vancouver

### PDAC asks for specifics

Bal Sanghera has requested an answer from PDAC in regard to Mike Downing's letter. I find it hard to reply to innuendoes, insinuations, and allusions. When Mr. Downing names names, cites specific examples, refers to incidents, then PDAC can respond.

Until Mr. Downing is more specific, PDAC has no option but to take his letter for what it is — a series of insinuations, aspersions and innuendoes.

Yours truly,  
Clifford L. Boldt,  
Co-chairperson, PDAC.

### Kitimat group would up fees

The Kitimat District Teachers' Association Executive Committee would like to give notice of our intention to instruct our AGM delegates to seek to amend the proposed 1976-77 BCTF fee of \$164 to \$170, the additional \$6 to be given to the Ontario Secondary School Teachers' Association.

It is our belief that the recent strike in Toronto was in many ways a strike against the Federal Anti-Inflation Board, and, as such, was waged on behalf of all teachers. We fully agree with the position of the Representative Assembly in offering our financial support to the OSSTA, but consider \$6 per member will realize a sum more befitting the BCTF.

Yours truly,  
R. A. Sullivan,  
President.

### Metro teachers voice thanks

As President, I wish to thank your membership for the support they have given to us. It is appreciated not just by the Metro teachers, who were the direct recipients, but also by the members of the Federation as a whole who appreciate the support and recognition of our common problems by teachers from across Canada.

Yours sincerely,  
James Forster,  
President.

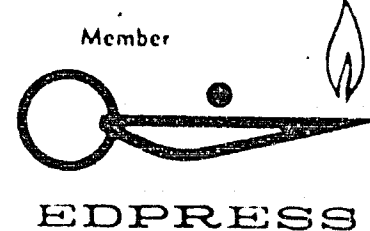
BRITISH COLUMBIA TEACHERS' FEDERATION  
105 - 2235 Burrard Street, Vancouver, B.C. V6J 3H9

newsletter

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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.



### Teacher Education Committee replies

## Progress in teacher prep programs outlined

Mr. Regan should be gratified at the progress made this year by the Teacher Education Committee in its attempts to improve teacher preparation programs at the public universities.

A position paper on teacher education has just been sent to all schools and local associations requesting comments from the members of the Federation, as well as to the Faculties of Education for reaction.

The Federation is represented in all major policy making bodies of the Faculties of Education and similarly the universities have representation on the Teacher Education Committee.

The Joint Board of Teacher Education is completing a comprehensive study on in-service in the province and is initiating a study of the hiring of special education teachers. Arrangements are being made for the Federation's

position on the status of women, matters of training of teachers in multi-cultural and differing socio-economic areas to be presented to the policy-making bodies of the Faculties of Education.

A number of program reviews have already been undertaken by the Faculties of Education and Federation input has been quite considerable, and welcomed by the universities.

Discussions are ongoing as to the improvement of the quality of teaching in the Faculties of Education and

again Federation views have been welcomed.

Many of the recommendations in the ASSIST report relating to student teacher/sponsor teacher/faculty advisor relationships are now being implemented and should lead to benefits in that important area.

If space permitted we could outline in detail many of the changes that are beginning to alter the nature of teacher education programs. It is a slow process, but it is being undertaken in a climate that is increasingly reflecting co-

operation and mutual trust that must characterize relationships between autonomous bodies.

It would be easy for the Committee to adopt a confrontation posture with the universities. (There are few teachers who do not have some valid criticism of some part of the training program.) It is much more difficult, but we believe in the long run much more beneficial, to attempt to get those changes which will be of benefit to teachers in training, accepted through patient dialogue and persistent approaches.

## Provincial reading assessment programs

Provincial assessment programs are a continuing concern for the Federation.

Education Minister Pat McGeer recently announced plans for a five-year assessment of the skills students are learning in B.C. schools.

The program has already begun this year with a pilot assessment study of students' language arts skills.

Writing and physical sciences will be assessed in 1977-78; reading, mathematics, and career development in 1978-79; writing, recreation and health education in 1979-80.

The pilot Language Assessment Program has been a matter of continuing discussion by the Executive Committee throughout the past school year.

The original reading assessment instrument proposed for Grade 4 was not endorsed in August because the instrument failed to meet the criteria for a goals and outcomes assessment as outlined by the Department.

Subsequently, BCTF and Department officials met and many of the more serious

weaknesses in the instrument were removed.

With the decision of August not to endorse the original reading assessment instrument still on the books, the Executive voted on a motion October 31 not to endorse the revised Grade 4 reading survey, defeating the motion in a 3-3 vote.

The Executive February 27 referred two motions on provincial programs to PDAC. One, that because no instruments have yet been designed that can effectively, validly and reliably carry out goals assessments, outcomes assessment, and discrepancy analysis, the BCTF not endorse any (or the) provincial learning assessment program. And two, that the BCTF recognize that the Department of Education is responsible for ensuring that multi-faceted school based assessment programs are implemented.

A motion that BCTF representatives on the Joint Committee on Evaluation be requested to seek to develop a program that would support and assist developing individual school based evaluation assessments was carried.

## Administrators—are they overpaid, underworked, too powerful?

By CHARLES FRIZELL

In commenting on the three specific questions posed by Lloyd Edwards, I shall use 'they' to refer to principals and/or all non-teaching teachers who have escaped from the reality of the classroom.

1. Are they overpaid in relation to the classroom teacher?

Yes. Because the enormous differential in salaries has tended by contrast to undermine the status, and by extension the performance, of the person who remains directly involved with the students in the teaching-learning situation, doing the job for which he was trained and for which the schools primarily exist.

In law, medicine, accounting, dentistry, engineering, the person who makes the most money is still practising what his training qualified him to do. Neither judges nor hospital administrators make as much as their top-flight practising colleagues.

Dr. Henry Armstrong's study points out that during the ten years from 1961 to 1971 the cost of services in the schools doubled, but whereas classrooms teachers' salaries increased by only 51%, those of

administrators increased by 94%. Since 1971 this difference has continued to increase.

In addition, it is worth noting that 'they' themselves seem to be embarrassed by any public disclosure of the magnitude of their own salaries. For example, in a recent advertisement by the Vancouver School Board for an Assistant Superintendent, no mention was made of the salary scale. Presumably because it is now in the \$40,000 bracket.

2. Are 'they' given far too much power by the Act?

No. Because the leader responsible for the running of a school, if he is to be at all accountable, must have the authority to be able to maintain standards and implement policy as he sees fit, otherwise anarchy could prevail.

In a true democracy, no one has dominion over any one, but some must have authority over others in the service that they owe them. In the grab for money and power it is regrettable often forgotten that he who would truly lead must first do so by example and sacrifice, and secondly by the delegation of authority. In the case of the school, this delegation should

be to a collegiality of department heads or experienced teachers. All other forms of leadership tend to become manifestations of vanity, greed and self-aggrandisement, all of which lead to dictatorship.

In the cause of freedom, and in the tradition of Plato's philosopher-kings, it is perhaps better to elevate to positions of power and authority the old rather than the young, because the old do not usually last as long.

3. Are 'they' incredibly underworked because of a system which releases most of them from responsibility for education and makes them 'plant managers'?

Yes. Because the present role of 'principal' should be primarily that of a director of studies. As such he should first be a scholar in some recognized discipline, and devote most of his time to the academic functioning of the school.

In the same way as the maintenance of the school is delegated to an engineer-custodian who is neither first

trained as a teacher nor on the same salary scale, so the keeping of records, patrolling of girls' washrooms, assigning of locker numbers, ordering of toilet paper, driving of buses, can be delegated to an administrator, not necessarily trained as a teacher nor earning any more money than a teacher.

If the principal were obligated to teach at least one block of subject matter, or to return to the classroom after three years, it would not only keep him in touch with reality, but would also help to remove the 'iron curtain' that has dichotomized the domain of education into the two con-claves of those who teach and those who don't.

### Most demanding job

The most demanding job in the whole system is, of course, that of the full-time classroom teacher. I believe that if 'they' were given an ultimatum of either returning to full time teaching with a 15% cut in salary, or remaining in a non-teaching position with a 25% cut in salary, the vast majority would be delighted to have the option of choosing the latter.

close their eyes and hope that shop teachers will disappear in ethereal mist.

Perhaps an enlightened AGM will discuss this problem and find an answer.

Perhaps someone else has a solution. If so, the B.C. Shop Teachers' Association would like to hear from them. Please contact any member of the executive.

Dick Baril, president  
Bob Logan, vice-president  
John Wilkinson, secretary

## Bob Chown's address is...

In a letter appearing in the January 22 issue of the Newsletter Bob Chown of Courtenay urged teachers who agree that teacher mobility has been drastically reduced since the introduction of the finance formula to contact him. Many have contacted us! We neglected to include his address with his letter. It is Bob Chown, R.R. 1, Courtenay, B.C.

The very thought of the former would give them nightmares and conniptions.

If the tradition of the last twenty years had not permitted principals to waste so much of their time on non-academic 'administrivia', it is my opinion that it would not now be necessary for the Vancouver School Board, for example, to be proposing a program called 'Project Build'. In effect, this is to be a three million dollar pill which is going to be administered to the schools in the vain hope that it will transform the teaching of English by emphasizing a 'return to the basics'.

In summary, I would like to qualify my comments by saying that I am not so much critical of the principal as I am of the principle of the existing situation. Many of the 'theys' that I have met are pleasant and able people, one of them I value as a best friend. They are enjoying well paid sinecures established not entirely by their own efforts, but rather by a tradition which generously rewards, on an increasing scale of salary, only those who leave the classroom.



# Happenings . . .

More than 800 teachers showed up at Burnaby North Senior Secondary and Kensington Junior Secondary schools to participate in the various activities offered at the Pro D Day held Friday, February 20.

Hundreds more teachers and administrators visited other schools or worked on their own for the day.

Teachers had the choice of attending the workshops at Kensington and Burnaby North, or visiting other schools in the district, or just working on their own.

'Everyone was pretty happy with the way it went,' chairperson Mike Cairns said. 'We placed the emphasis on practicality rather than theory. It is a lot more useful and more people attend if this is done,' he said.

Workshops offered a wide variety of topics — everything from status of women to an introductory course on cross-country skiing.

Cairns said one very good reason for having a centralized Pro D Day is the cost factor.

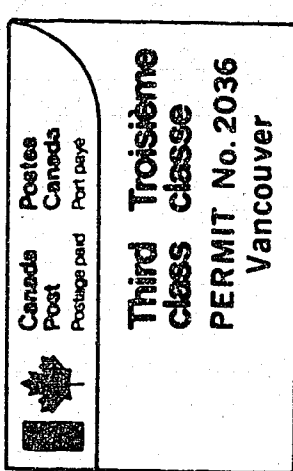
'There is no way each school could afford to bring in a speaker. The centralized method is the most efficient use of the Pro D Day budget,' he said.

The Burnaby schools Pro D Day was jointly sponsored by the PD Committee of the Burnaby Teachers' Association and the PD Committee of the Burnaby Principals' and Vice-Principals' Association.

## Memorial award

B.C. educators this year will have the opportunity of winning the Dr. Sam Laycock Memorial Award to be presented at the 1976 Annual Meeting of CTF hosted by this province.

The award is presented



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

annually to an educator in the province hosting the annual meeting.

The criteria adopted for the award are: 1. loves children and is interested in the education of all children, 2. relates well to children, teachers and parents, enlisting their cooperation, 3. has dynamic leadership qualities and inspires others to achieve, 4. has made a real contribution to relations between the school and the home.

For further information contact Mrs. Catherine Schoen, c/o B.C. Home & School Federation, No. 6 - 45 Kingsway, Vancouver, B.C. V5T 3H7, or phone 874-0933.

## Billets needed

'Fact or Friction', the Provincial Community Education Conference, will be held April 9, 10 and 11 at the Britannia Community Services Center. For those willing to take in billets during March, contact Ralph Motzek, 943-9341.

## New publication

Access is a new B.C. newsletter on community education and development.

It is dedicated to the sharing of ideas, skills, and resources and will provide information on community education and development concepts, distinctive and innovative programs, community schools, agencies and inter-agency co-operation, resource personnel, books, journals, newsletters, resources and workshops and seminars.

Ideas, suggestions and articles are welcome. Contact Editors — Access, 1420 West 12th Avenue, Vancouver, B.C. V6H 1M8.

## Karmsar Centre

The Karmsar Centre in Duncan, B.C. has received a LIP grant allowing it to establish three teaching units as part of an effort to create effective liaison between government agencies, the East Indian community and other communities of mid Vancouver Island.

One unit will be on the teaching of immigrant children, with the other two on East Indian culture and East Indian contribution in the Duncan area.

For further information, contact J. S. Mangat, Director, Karmsar Centre, 2-482 Chesterfield Ave., Duncan, B.C. Tel. 746-4897.

## Librarians PSA

The librarians' PSA, after holding a series of successful workshops on the selection of learning resources in a number of districts across the province last fall, are now investigating ways to respond to demand by participants for further activities of this type.

The B.C. Teachers' Credit Union is sponsoring a panel discussion for teachers on personal financial management at 7:30 p.m. April 8 at the Oakridge Auditorium (Cambie and 41st).

Topics to be discussed are taxation, life insurance, estate planning, pension plans, banking and property transactions.

Panel members will be B. Broughton, Public Affairs Director from Revenue Canada, Prof. Robert Heywood of UBC's Faculty of Commerce, Bruce Watson of the BCTF, Brian Arlitt of the Credit Union and a lawyer, yet to be appointed.

Those wishing to attend, are asked to contact the Credit Union at 324-6655.

## L.C. booklet

Copies of a learning conditions booklet 'In Quest of Quality Education' that contains the declaration of proposed learning and working conditions rights, prerogatives and obligations as well as proposed grievance procedures and rationale for the proposals are available on request from the Economic Welfare Division of the BCTF.

## Fee receipts

The BCTF broke all records in sending out fee receipts for income tax deductions to its members despite the slowness in receiving the necessary payroll information from the school boards.

School boards did not submit their December payrolls, from which the last deductions for the year are made, until February 6. Usually they are remitted during January.

Despite the late date, BCTF staff had processed the 31,420 receipts by February 9. It took 58 hours of computer operating time to produce, with another 150 hours taken for mailing time.

All receipts were mailed the week of February 23, the last ones going out on the 27th.

## Project Overseas

Thirteen BCTF members will spend this summer helping teachers in Jamaica, Thailand, Nigeria, St. Vincent and Sri Lanka.

In addition, Mike Midzain, Assistant Director of Economic Welfare, will lead a team of four staff officers from various provincial teachers' organizations to Ghana, to assist the Ghanaian National Union of Teachers.

The BCTF participants are: Blanche Johnson, Burnaby — Jamaica; Dennis B. Lunn, Vancouver — Thailand; Anthony McCullough, Oliver — Nigeria; Leon C. Mendoza, Montrose — St. Vincent; John E. Nicholson, Langley — Sri

Lanka; Robert F. Peard, Burnaby — Nigeria; Gary A. Potts, Penticton — Jamaica; John Tarangle, Abbotsford — Jamaica; Arnold C. Toutant, Kamloops — Thailand; J. Earl Watt, North Vancouver — Nigeria; Bruce Williams, Cranbrook — Nigeria; Margaret E. Williamson, Vancouver — Thailand; Mary E. Wright, Langley — St. Vincent.

They bring to 95 the number of B.C. teachers who have participated in Project Overseas, a unique program of teachers helping teachers, administered each summer by the Canadian Teachers' Federation.

No salaries are paid, but expenses are met in B.C. from the William R. Long Memorial International Assistance Fund.

The BCTF had agreed to finance 15 participants this year, but only 13 teachers were required from B.C. to fill the requests received by CTF from teachers' organizations in the developing countries.

Twenty-eight BCTF members applied for the project this year.

## Notice

The Income Tax Act now provides for a \$1,000 exemption in respect of pension income, other than Canada and Old Age Security Pensions.

It also provides for exemption of RRSP Annuity income (not withdrawals) and only after age 65.

Therefore, the inclusion of the new deduction in respect of income from RRSP does not help those on pension. RRSP withdrawals are not tax exempt.

This is not to be confused with the right to deduct RRSP contributions from taxable income.

The BCTF apologizes to anyone who may have received misleading information before staff had the opportunity to make a thorough study of this provision.

## BCTF film tops

Parents and teacher members of the Vancouver Association for Children With Learning Disabilities have rated a film produced by the BCTF as 'excellent'. The film, they say, well describes the difficulties of the learning disabled child.

'We would be happy to recommend this film to any group of teachers or parents,' says Paula Seaton, Executive Director for VACLAD.

The film, titled 'One of a Million' was made at Jericho in the summer of 1974. It is a documentary showing the struggle of a young boy, his mother, and a teacher to overcome a specific learning disability — the inability to read.

The boy, Michael Tardiff, reads music, writes songs, and in the film, sings one of his own compositions.

Other teacher organizations across Canada that have viewed the film have also rated it 'excellent.'

Well worth seeing by teachers, the film is available from the BCTF Resources Center.

Persons over the age of 65 no longer have to pay Unemployment Insurance Commission premiums.

Those having already had UIC premiums deducted for January and February will be reimbursed.

Teachers who reach age 65 should receive from their school board the completed Record of Employment, dated December 31, 1975 or, the 65th birthday, whichever came last. This can immediately be taken to the UIC for the claim of three weeks' retirement benefit (\$399) without having to wait until September.

Application for the Old Age Security Pension should be made within six months prior to attainment of age 65. Forms are available at the post office.

Applications for the Canada Pension should be made at least three months prior to reaching age 65. Delayed application results in loss of benefit — unless the teacher has not worked continuously since 1966.

Upon receipt of the letter confirming that the CPP allowance will be paid, the board should be instructed to discontinue deductions.

## Vic High reunion

The Victoria High School Centennial Celebrations people found that they had too many activities for the May 7, 8 and 9 celebrations so they will hold a staff reunion in addition to the three days. The reunion takes place at 8 p.m., Friday, April 23 in the dining room, Commons Building, University of Victoria. Contact Staff Reunion Committee, P.O. Box 1976, Victoria, B.C. for more details.

## Catalogue out

The B.C. Publishers' Group Catalogue is now available, free of charge, at the B.C. Publishers' Group, Suite 1 - 1393 Pemberton Avenue, North Vancouver, B.C. V7P 2R6.

## Review service

The B.C. School Librarians' Association is starting a reviewing service this spring and invites BCTF members to submit material.

In order to meet the unique needs of school librarians only items in the following categories will be reviewed: 1. Print materials which, since January 1, 1975, have been published in B.C., have been written by a B.C. author, or are about B.C.; 2. Non-print materials which have been produced in B.C., are performed by B.C. artists, or are about B.C.

Send material to the BCSLA Review Service Co-ordinator, c/o BCTF, 2235 Burrard Street, Vancouver, B.C. V6J 3H9.