



Doris Hahn, president of the Surrey Teachers' Association speaks on the low morale of teachers in the district at an executive meeting of the STA.

## *'Teachers can't work' — Hahn*

# Havoc in Surrey

What happens to children and teachers when they are targets of a political ideology infight in a school district?

If Surrey is any indication, havoc is wreaked. Teachers can't work. Children can't learn.

The latest controversy, which centers around George Vanier Elementary School being converted to a value school, (label or no) has the entire teaching staff of the district on tenterhooks, according to Doris Hahn, president of the Surrey Teachers' Association.

'What bothers me is that no-one is thinking of the kids,' she says. 'This whole thing is between two factions of the school board. But nobody knows what's going to happen next. The morale of teachers throughout the whole district is really low.'

'How can you work when you don't know what's going to happen next?'

What's 'going to happen next' has been exploding in such spray-gun fashion that it

has the whole teaching community reeling.

- Three staff members may be cut from the 9-member Vanier staff.

- Principal J. Stibbs may be transferred.

- Dr. Walter Hardwick, deputy minister of education; Joe Phillipson, associate deputy minister and J. R. Meredith, director of educational programs - schools, have been appointed as a three-man mediation board to attempt to settle the dispute.

- Parents Auxiliary president Beth Robinson and past president June Keeley have retained legal counsel with an eye to proceeding to court action if necessary to prevent the school from being restructured.

While the staff of Vanier do not want to take a provocative stance in the battle that is raging around them, they did on April 6 unanimously approve a motion 'That the staff of George Vanier School oppose any transfers requested

by the superintendent as a result of this school having been declared a value school.'

It is the parents, spearheaded by Robinson and Keeley who have carried the battle to the school board and finally to the minister of education, Pat McGeer, in Victoria.

A single parent, (and one of the 80 percent of those whose children attend Vanier,) Robinson in April underwent two operations for cancer at Langley Memorial hospital where she works in the dietary department, during which time Keeley carried on the battle. By May she was back in foray.

In a period of two months, the pair, with the financial backing of concerned parents and members of the community, have succeeded in getting the school board to lift the label 'value' from the proposed restructuring of Vanier. They have also succeeded in getting the ear of the education minister.

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## B.C. delegates lead way at quality education meet

Some 780 teachers from across Canada attended the Quality of Education Conference, May 16 to 18, in Ottawa.

Sponsored by the Canadian Teachers' Federation, the conference featured more than 40 resource persons from each of Canada's ten provinces. Close to 50 B.C. educators attended the conference along with six resource persons from B.C.

B.C. resource people were Jim MacFarlan, Gary Onstad, Al Blakey, Nora Grove, David Janzen and Trevor Cabellu.

All B.C. resource people were received extremely well, according to Wes Knapp, who attended on behalf of the BCTF. Knapp reported that several delegates felt the success of the conference was due in large measure to the presentations given by speakers from B.C.

David Brown, a teacher in Campbell River, was also invited by CTF to discuss his award winning Hilroy project on environmental issues.

Don Peacock, president of the Montreal Teachers' Association, told delegates that Canadian education is drown-

ing in administration and preventing teachers from doing the job they are capable of doing.

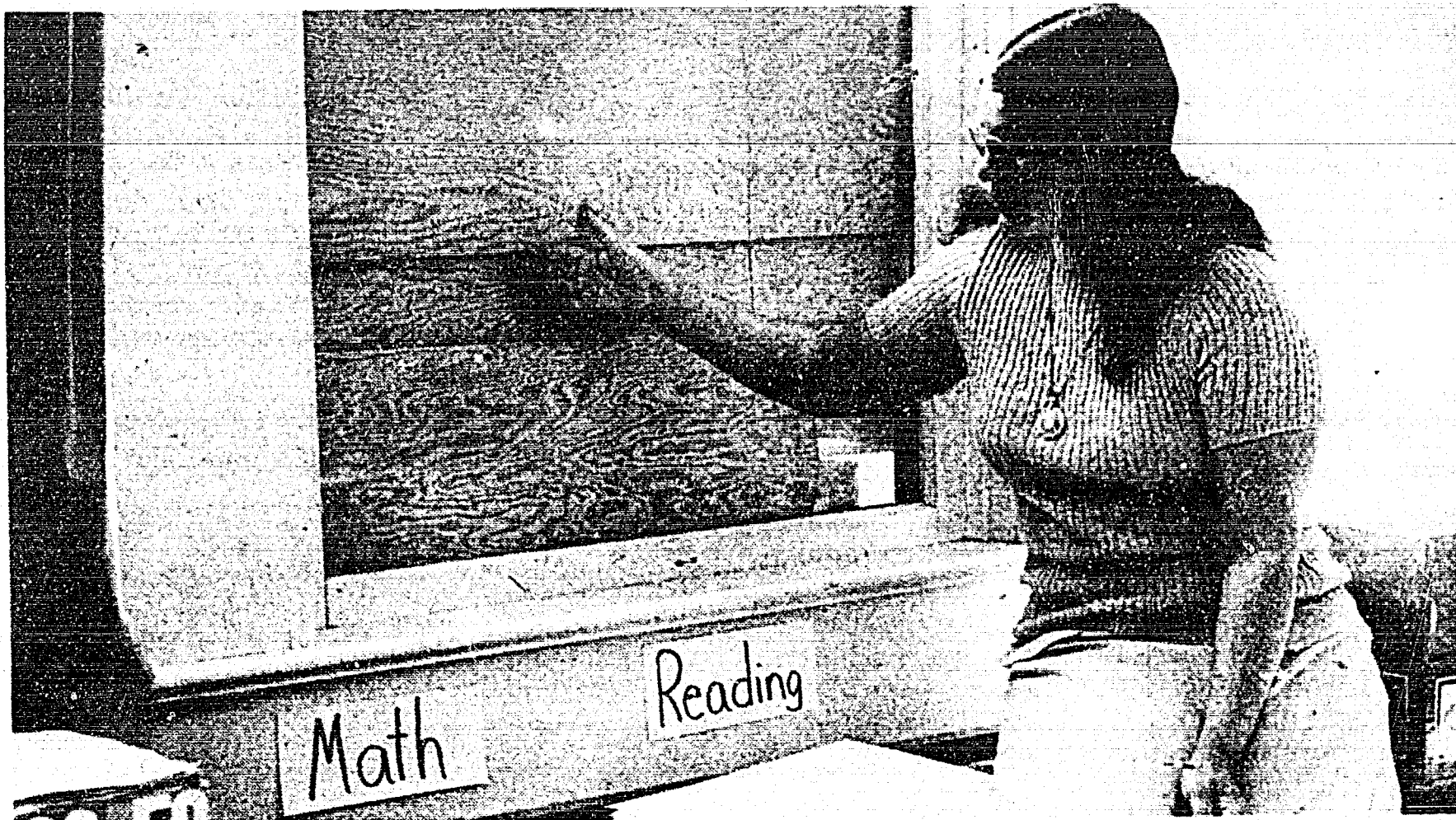
Monty Szokacs from the department of education, Manitoba, dismissed the value school movement as simply 'a reactionary group with California overtones.'

Jim MacFarlan sharply criticized the sponsors of the conference for inviting Dr. Neil Postman, an American, as its keynote speaker.

MacFarlan went on to give an anti-keynote address to 250 delegates at his session. Referring to the BCTF's socioeconomic maps of Vancouver, MacFarlan urged delegates to become aware of the socioeconomic disparities in their communities and to begin addressing such disparities in an aggressive manner.

Gary Onstad, in a session entitled, 'Controversial Issues in the Classroom' told teachers that there is nothing controversial if it is factual.

Al Blakey challenged administrators to alter the climate in their schools through staff committees.



Nanaimo teacher Jefferie Scouler shows one of the many broken windows in her classroom at Brechin Elementary School.

## Dust, dirt, broken glass — story of a strike

**FLASH** — Strikebreakers in the form of five parents appeared at North Oyster Elementary School Wednesday morning, May 26. Principal Bruce Avis asked them to leave and they refused, according to Tom Krall, president of the Nanaimo Teachers' Association.

There is a possibility the school may be closed.

'We have a commitment to CUPE and the community not to work with strikebreakers,' said Krall. 'We must honor this.'

Krall said negotiations have broken off indefinitely.

He said an emergency meeting would be held Wednesday night with BCTF representatives.

A general air of dissatisfaction and hopelessness combined with dust, dirt, bits of paper and broken glass prevails at Nanaimo schools as the Canadian Union of Public Employees' strike drags into its eighth week since beginning April 5.

School attendance, teacher morale, student performance and health and safety conditions are at an all-time low. According to a BCTF Learning Conditions Committee survey, school attendance ranges from a low of 75 per cent in some elementary

schools to a 95 per cent high in others. It averages between 60 and 80 per cent in secondary schools. These percentages are far below the normal pre-strike/lockout operations, says the survey.

A general 'holiday atmosphere' prevails, with many students not putting full effort into their work, with many others not bothering to show up or dropping out completely in order to obtain jobs.

Particularly affected are the Indian students, bus students and students of lower than average achievement.

The schools are filthy and unsafe, says the survey, with plugged toilets, garbage and

broken glass. The smell of dust is 'overpowering' it says.

'Although, the students are being pretty good about cleaning up after themselves,' says Tom Krall, president of the Nanaimo District Teachers' Association and principal at Departure Bay Elementary School.

The strike is causing numerous problems for both teachers and students. It has meant 'a lot more homework,' according to Departure Bay Grade five students Pam Glover and Linda Godfrey, especially at the beginning of the strike, when schools were open for only an hour a day. Although hours are now almost back to

normal, the students must go home for lunch as there are no cafeteria facilities. Lack of washrooms and 'lots of garbage' are also seen as problems by the two girls.

Krall says the strike is causing an 'intolerable teaching-learning environment.'

Teachers are having to resort to teaching methods of 20 years ago, a real back to the basics, because they cannot obtain many teaching and learning resources such as films, audio tapes, science kits, musical instruments and books, he says. The District Resource Center, which has mostly CUPE staff, is effective-

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# Members' voice

## Plaudit

I applaud Alena Tuckwood's stand which questions the existence of a task force that is over-funded and under-mind. It is time that more teachers became aware of the farce that the Status of Women have been perpetuating, and started questioning the amount of money being spent on a task force that is not doing what it was established to do.

Try these questions and answers for starters:

1. How much money did the Status of Women task force receive this year? Answer: \$69,145.

2. What were the results of their work? Answer: Six resolutions concerning physical education, intramural sports, and athletic programs. (The women on the task force are so ignorant in this area that they don't even know there are distinct differences between these three areas of 'physical activity programs'.) Not one resolution presented was aimed at improving the lot of female teachers or students.

I echo Alena Tuckwood's concern at this gross misuse of funds and am appalled that 'those Women' will have an even larger sum of money to waste next year.

Why not enforce Policy 17.B.01 that reads: 'That in view of Nutrition Canada's national survey report, exercise programs should be set up within schools for staff members.' Perhaps if these exercise programs were established and teachers across B.C. became fit, they would develop 'sound minds in sound bodies,' and in their new state of mind be wise enough to see the Status of Women task force for what it is — a rip-off!

Lynne Begin  
Creston

## Consultation

As volunteer contact person for 100 Mile Elementary School in the Cariboo-Chilcotin district, I can assure everyone that Ms. Tuckwood contacted me several times by telephone to discuss Status of Women aims and objectives and she sent written enquiries to our staff to ask if any women were interested in any running for district representative. She can hardly be blamed if no one was concerned enough to do so.

Ms. Tuckwood also personally consulted with us concerning the resolutions for the AGM. These included resolutions from Status of Women. We discussed all the resolutions and

decided by majority vote on those we supported and those we did not.

On the basis of our experience with Ms. Tuckwood, I can only assume that the opinions she voiced at the Status of Women's meeting were largely those held by the rank and file membership she went down there to represent.

Yours truly,  
Margaret M. Gilker  
Lac La Hache

## Sought contact

As early as September 10, 1975, Ms. Alena Tuckwood attempted to initiate a local Status of Women program by informing our staff of the need for a SOW contact person for the Cariboo-Chilcotin teachers. Because of Ms. Tuckwood's dedication to the work of the BCTF in our district, this staff has been well-informed on BCTF matters, including the Status of Women program.

Gerry Hyde,  
100 Mile

## Defensive

Neuberger's primary emphasis was a defensive rebuttal to Tuckwood's points rather than a response accepting differences of opinion and the possibility that legitimate concerns may be held by both parties.

Perhaps, because of the zeal of the members and the importance of their cause, the members of the task force do not recognize that they have become politically involved in the federation, that they have a set philosophy, and that they attack those whose perceptions and approaches to discrimination are different from their own. In the long run, the tactics of the Status of Women will do more harm than good for the cause of women in education.

Until such time as the Status of Women task force welcomes a tolerant approach to diverse philosophies and values, I cannot condone it and am concerned that our AGM continues to vote for its financial support.

Yours truly,  
D. A. Lynn  
Williams Lake

## Reply failed

Rather than a personal attack, Ms. Neuberger should have dealt with the concerns I raised. The reply failed to do so.

A. Tuckwood  
Vice-President, C.C.T.A.

## 10 cent bet

I read with interest the "Protest and Reply" concerning the role of the Status of Women task force.

If you are keeping score, place my bet on the 'Protest.' The 'Reply,' or rather the attack, proves to me exactly what Alena Tuckwood is concerned about.

Also please find enclosed my 10c bet that the forces of democracy and free speech will soon exert pressure and the threat of 'ethics' upon this poor, defenceless woman who dared to disagree. Two cheers for unity.

Bill Melville,  
Coquitlam

The new BCSTA executive for the 1976-77 term is as follows: president, Rendina Hamilton, Penticton lawyer; vice president Cliff Adkins, North Vancouver; directors Dave Kandal, Abbotsford and Rubymay Parrott, Sidney (Saanich School Board).

## BCTF and B.C. Pre-School Teachers' Ass'n brief

# Dep't. asked to take over early education

The department of education has been requested to accept basic responsibility for early childhood education programs in British Columbia.

In a joint brief to minister of education, Dr. Pat McGeer, the BCTF and the B.C. Pre-School Teachers' Association have put forth 13 recommendations on procedure and policy that include licensing of pre-school facilities and training and certification of pre-school teachers.

Some recommendations from the brief are:

- That the department acknowledge the concept of a continuum of quality education that includes children of pre-school age.
- That a provincial advisory committee on early childhood education be established to include representatives from major bodies concerned with education as well as the departments of human resources and health. Such a committee would advise the minister on development of provincial policies regarding early childhood education.
- That the department draft legislation to categorize and define the various types of early childhood centers and set standards for physical facilities and equipment appropriate for each type of center.

Opening the door to possible membership by pre-school teachers in the BCTF the BCPSTA in October, 1974 put forth a proposal that the association be associated with the BCTF.

The BCPSTA summarized its proposal by stating that it needed 'the prestige and political clout' that the BCTF can bring to government, the public and members of the BCTF in areas of training, learning conditions and public opinion.

'We have expressed our concern through meetings with

government, briefs and publications. Now we need you to say it too.'

Needed also was the organizing facility of the BCTF to contact and draw in non-members in the pre-school field.

The BCTF also was perceived as the body that could gain recognition and support of the need for a continuum of education i.e. B.C. children, including pre-schoolers.

The BCPSTA had a trade-off. They suggested the BCTF stood to gain from their expertise and experience in their specialized area of pre-school

children and their families; an established precedent regarding kindergarten size; experienced and dedicated workers to supplement BCTF efforts.

Recommendations of the brief to the minister were developed out of the work of a joint committee of the federation and the Pre-School Teachers' Association.

Senior officers of both groups are now awaiting an opportunity to meet with Dr. McGeer and the ministers of health and human resources to discuss the brief and 'our mutual concerns about early childhood education in the province.'

# New in-service grants approved

The Executive Committee at its meeting Friday May 14 approved new in-service grant regulations that could have far reaching effects on the professional growth of BCTF members.

These new regulations, designed by the Professional Development Advisory Committee, are calculated to bring vitality to in-service for teachers across the province.

Purposes of the new in-service grants are:

1. To promote school-based, in-service education programs rather than district-wide, one-shot efforts. It is hoped that many schools will develop a series of sequential workshops to make effective use of professional days.
2. To encourage planning by teachers who work together; to discourage imposition of workshops, conferences, seminars from 'on top.'
3. To encourage local associations to negotiate a PD budget.

4. To provide additional support for teachers in local associations of 200 or less members.

In 1975-76, 3,559 teachers in 37 school districts belonged to local associations of 200 or fewer teachers. This group constitutes approximately 12.7% of the total membership of 27,456.

In local associations of 200 or more members, each school is entitled to the grant only twice in the same school year. This restriction does not apply to the under-200-member local association.

To become eligible for a BCTF grant, applicants must submit a plan for any proposed activity to the PDAC coordinator of the BCTF professional development officer before the program is held. The following details should be included: explicit objectives for the project; anticipated activities; names of resource people; budget breakdown.

If you are interested in more

details of the new in-service package you can find out more from the federation's PD staff. The details will also appear in the Members Guide.

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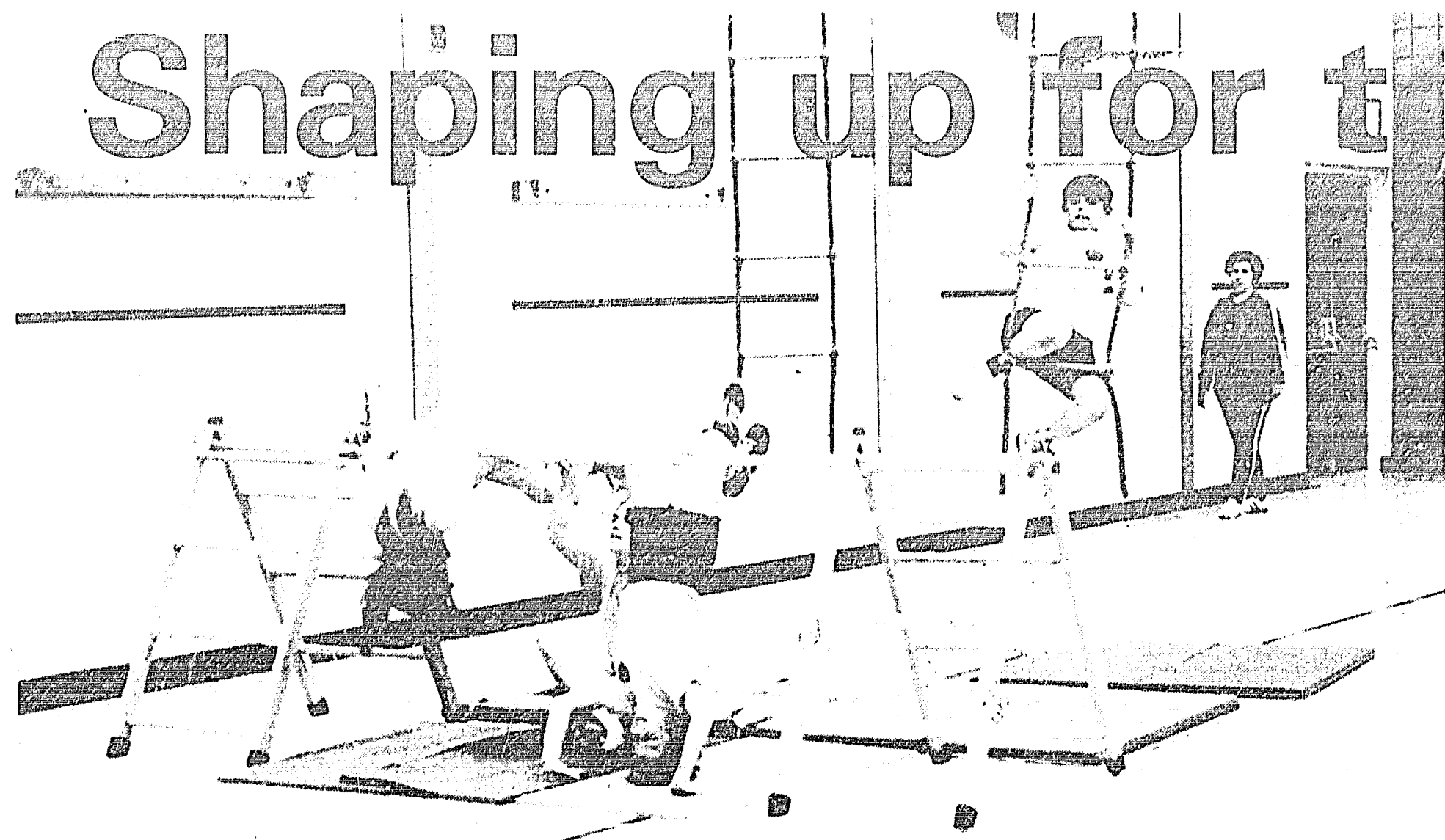
# Nanaimo strike

ively closed as no materials can be moved out to the schools.

'Teachers are just reading from the textbooks and using the blackboard,' Krall says. 'The morale is very low because they know their students are not receiving a proper education.'

Krall says because of the strike, 'there are 42 value schools in Nanaimo, so, if anyone wants to have an idea of what such a system would be like, all they have to do is visit our schools.'

# Shaping up for tomorrow



Teachers instructing classes in sweat suits with hair ends still damp from showers. Youngsters saying to parents they can't wait to get to school. A chubby little girl proudly showing her parents her latest accomplishment of sit-ups. Healthy, glowing faces, exuberant youngsters and equally exuberant teachers.

Must be sports day, right? Wrong.

This is a normal day for students and teachers in those Prince George schools that have the Daily P.E. Program, a program aimed at improving the fitness of students, teachers and if possible, the community itself.

Don Basserman, principal of North Nechako Elementary School and Don Chamberlain, principal of Hart Highway Elementary School, are the two enthusiastic young men who volunteered to start the ball rolling towards daily P.E. for students.

Why a daily P.E. program, you ask? What's wrong with the old program of two or three times a week?

Plenty, according to Basserman and Chamberlain.

'It's been proven that from age six, as soon as kids start school, their physical fitness rapidly declines.

'The children are sitting all day, and even when they have P.E. two or three times a week, it is only playing games to keep them occupied, nothing that is strenuous and specifically geared to improve fitness.

'We were motivated to start this program because of our concern for youngsters who were not fit, and because of a society which is not fit,' said Basserman.

'We wanted to build a quality program with the emphasis on fitness,' he said.

The program consists of 'popping a sweat' every day by way of 10 to 15 minutes of really tough exercises, the length of time governed by the children's ages, followed by such outdoor activities as cross country skiing, ice skating, swimming, canoeing or indoor activities of dancing or gymnastics. The main idea is consistency. Every day there is P.E. and it is quality P.E. because of this consistency.

With all these students taking P.E. every day, there is no way one teacher alone could teach it in a school, said Basserman. And, this is where the regular classroom teacher comes in.

'One of our greatest difficulties was motivating the teachers, persuading them that they could become competent in teaching P.E. equally as well as their other classes,' said Chamberlain.

Special resource people, such as Paula Gallagher, go to the schools, staying with the staff showing them how to teach P.E. until they are competent enough to be left on their own. 'They soon find it is really no different than teaching any other

class,' explains this effervescent young Irish woman. 'The program is really good,' said Gallagher, 'because it is daily, which means teacher can't slough off. They have to provide the kids with a continuous, worthwhile and interesting program, which means an overall better program.'

Gallagher admits there are some problems to the program. It is necessary to stagger hours in the gym and there is a lot of re-scheduling, both real headaches when it comes to the larger schools.

However, she said, the program does stress a lot of outdoor activity which makes it easier. Despite Prince George's cold weather, the youngsters rarely miss a day outside. If that's possible here, it sure is in Vancouver, just provide the kids with rain gear, said Gallagher.

## Children need no persuasion

While children don't really have to be persuaded that P.E. is fun, motivation techniques for them include 'Jog Around The World,' where the number of miles the children run or jog is calculated and drawn in on a giant map in the school hallway. Each new destination reached means films of that country, or the dances or music. Metric studies also come into play, 'and in this way we have a truly integrated program,' said Chamberlain.

Both Chamberlain and Basserman became involved in Action North after attending a provincial government Action B.C. conference in Vancouver in 1973. From this, evolved the idea for a daily P.E. program in Prince George, with Basserman and Chamberlain, as members of the original committee, volunteering to start things rolling.

The program is almost unique to Canada as there is only one other similar, in Saskatchewan, run by the provincial government which stipulates what can and cannot be taught.

A pilot program, started in December 1974 will have its final results tabulated in June. North Nechako Elementary School has been longest on the program at two and one half years. There are presently seven schools in the Prince George district participating in the program.

At the beginning of the program teachers expressed concern over possible loss of teaching time for other courses. Through the ability to integrate the program with other courses, however, no time is lost, according to Basserman and Chamberlain. A total of 225 minutes a week of P.E. is now given compared to the previous 80 minutes. 'Teachers find they become much more efficient in class time use with no deterioration of academic standards. With the increased activity the kids think better and do better,' said Chamberlain. Progress reports have

shown, in some cases, an actual improvement in academic performance, as well as in physical fitness and ability, in attitude and in awareness of the need for fitness.

Another important part of the program is nutrition. Students and teachers are made aware of the need for proper nutrition. 'Junk food is being eliminated from Prince George schools. And, even the staff is participating. 'We no longer have coffee breaks, we have nutrition breaks,' said Chamberlain.

## Program suited for everyone

The Daily P.E. Program is not for the super athlete, it is for everyone,' explained Basserman, who said he has parents phoning saying their children seem more fit. Parents are joining keep-fit clubs, more activity-oriented community programs are starting, and even the local radio station manager asked for advice on an exercise program for himself, said Basserman.

Students asked Basserman and Chamberlain to start a gymnastics club for them because they would rather do that than sit around listening to records as in other teen clubs. The school gyms are utilized to capacity, evenings and weekends as well, said Basserman.

What do the teachers and students themselves think of the program? The enthusiasm far outweighed any expressions of dissatisfaction.

Staff at both Highland Elementary and Seymour Elementary are pleased with the program. 'We all find we are a lot fitter,' said one teacher. 'Teachers are more aware of fitness, are bringing bicycles to school rather than cars, and many have lost weight, quit smoking 'and are feeling a lot better for it,' said a Highland teacher. 'This program is really setting an attitude for life for us and the kids,' she said.

Teachers said they have not encountered too many problems with the program, saying its all just a matter of 'working your timetable around it.'

One teacher said he found the program, 'trendy. This year its P.E., next year it will probably be



something different. I don't think P.E. should be taught in the schools,' he said.

Teachers involved in the program range from 20 to 64 years of age. They do not necessarily have to actively participate, but most do. There are some teachers who do not wish any involvement at all, and their wishes are respected by the principal and the rest of the staff.

The students, of course, are so completely enthusiastic about the program that one little Grade 4 girl at South Fort George Elementary School said she just 'wouldn't come to school any more' if the program were discontinued.

So far, the program is limited to the elementary schools, but Basserman and Chamberlain would like to see it carried into the secondary schools where they feel it is most needed. 'There are problems though, because they are on a semester system,' said Chamberlain.

Do they find their objectives have been met? Yes, indeed. In six months alone, they have seen students' fitness improve 48 percent. 'We can't really do any better. All we do now is maintenance,' said Basserman. Chamberlain said teachers at junior secondary schools can point out which students come to them from a Daily P.E. Program as they are generally more fit, active and willing to participate.

Future plans include trying to improve the nutrition part of the program, and, obtaining more resource people to assist more schools in starting up their own programs.

The two have already travelled to schools in Nanaimo, Kelowna, and Revelstoke after receiving requests for assistance in starting programs.

It is entirely feasible that in the next few years P.E. could be a daily part of all B.C. schools. Imagine, no more huffing or puffing when running for that bus!

Photostory by  
Annette Croucher

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newsletter

Editor

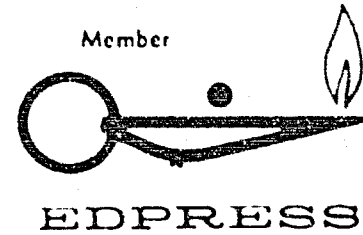
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Letters to the editor must be signed by and bear the address of the writer. The Newsletter may edit letters for brevity, clarity, legality or taste.





# To be standing committee

The Labor Liaison Task Force will become a standing committee on labor liaison according to an executive vote at its meeting May 15.

It was argued that the terms of reference of the task force are essentially on-going and should be carried out by a standing committee. New terms of reference for the standing committee will be submitted to the Executive Committee in June.

Labor matters, it was argued at the executive table, are growing more complex with increasing legislation and strikes in the public sector, all of which will require a committee to monitor the changes and give suggestions to the BCTF Executive Committee. It was

recognized that while decisions will be made at a local level, the executive would nevertheless be needing assistance.

As a task force, the labor liaison group had specific objectives when it was created four years ago — to study the implications of affiliating to the B.C. Federation of Labor and the Canadian Labor Congress and to examine certification under B.C. labor legislation. Its 1972 report produced new tasks and expanded objectives. The group reports continuing progress but attainment of its goals increases in difficulty as the area of labor relations itself grows more complicated.

Goals of the task force have been to maintain liaison with

other employee groups and specifically to help create a council of public employees to promote the cause of education and gain support for the BCTF educational and economic objectives.

Activities have been to maintain contact with major unions and the Canadian Labor Congress; to work toward establishment of a council of public employees in B.C.; to send speakers or observers to meetings and conventions of labor; and exchanging information.

Within the BCTF, the task force has encouraged locals to establish contacts with labor councils, provided speakers for meetings, and assisted those locals that have had strikes take place in the district.

## Teacher Ed changes at UBC

BCTF's Teacher Education Committee has played a major role in the development by the Faculty of Education, UBC, of an alternative teacher education program entitled 'Low Income Schools Teacher Education.'

The Committee also arranged for the Task Force on Racism to make a presentation to the UBC Policy Council of

six recommendations directed to developing an awareness that students live and will teach in a multi-cultural society.

Purpose of the LISTEN program is to prepare teachers to work effectively with low income students; to help teachers work in the classroom with students for whom English is not a native

language; to develop a perspective on teaching that integrates an analysis of the background of students with materials and methods used in the classroom.

The program combines both pre-service and in-service education within the context of a school-based co-operative program.

The program will begin in September, 1976.

From page 1

## Surrey's Vanier School

In the meantime the nine-member staff of Vanier who are responsible for the education of 190 students K-7, are teetering on the tight rope of environmental well-being. Each day a new issue regarding the future of their school blares over radios, TVs and is accentuated in bold face newspaper headlines.

Attractive, vivacious Joanne Biljan, whose leadership qualities are emphasized by the parents who know her, says "This is my sixth year at Vanier. Do we have problem children? No! We have problems, but so does every school. I love this school and with the cutback of staff I don't

know if I'll be here next fall. It's already May 20 and no-one knows who's to be cut. I could easily be one. At this time of year it's a bit late to start looking for other areas I might want to teach in. It puts us all in a terrible position."

Gladys Muir, a three-year veteran at Vanier says 'value school? Our school is a value school.'

Removal of the label 'value school' means nothing, the staff feels.

Parents Keeley and Robinson are not so sure. They feel the board is backing down and that the mediators may find a solution that will be acceptable to all.

Both Robinson and Keeley have two children attending Vanier. Both feel the school has good values and a good staff and a climate that is worth fighting for.

To charges that children in

the school were not getting a sound education, Keeley went so far last fall as to remove her Grade 4 step daughter and Grade 5 adopted son from the school and enrol them in Dr. Sinclair elementary. At Christmas the report cards showed the exact grades they had received from Vanier the previous year — 'B' for the Grade 5 student 'C' for the Grade 4 girl.

Having proved her point she immediately transferred them back to Vanier.

Robinson and Keeley then set about to survey every school 'family' regarding the designation of the school as a 'value school.'

Results were:

- 126 families surveyed.
- 95 returns
- 72 opposed
- 17 in favor
- 6 undecided.

The results were in direct conflict to those figures issued by the school board. But then the school board survey encompassed the whole of the district. The Robinson-Keeley survey was directed only to the Vanier 'catchment' area.

The parents who annually raise well over \$1,000 on a fun night to provide books for the library, sports equipment for the gym, first aid kit for the outdoor class; and each week take turns, in a group of four, to provide a hot dog lunch for the students, as well as serving in various volunteer capacities in the school, had spoken.

### COTA courses

The Central Okanagan Teachers' Association announces the following non-credit courses are scheduled for this summer in Kelowna.

Beginners Learning Assistance, July 5-12

Preparation for Primary Class, July 5-9

Classroom Usage, July 12-16

Assertiveness Training, July 19-23

Open Access, August 16-20

Beginning Band, August 16-20

Kindergarten Program, August 16-20

Key Vocabulary, August 23-27

Library Management, August 23-27

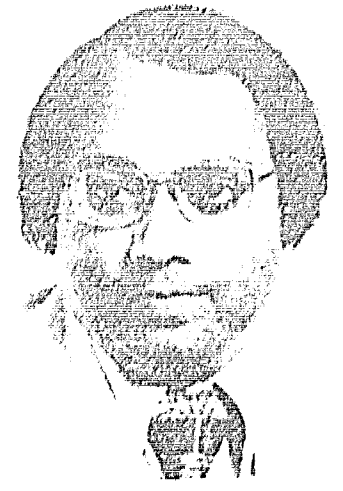
All university credit courses will be run as contained in the March and April edition of Education Today.

Registration fee for the non-credit courses is \$70, cheques payable to COTA Summer School, 470 Ziprick Road, Kelowna, B.C. V1X 1G1. For details of these courses, see March and April edition of Education Today.

### Save whales

A save the whale swim-athon by Greenpeace VII takes place June 7-11. Schools participating will receive 25% return of the proceeds. Further information from Greenpeace, 2108 W. 4th Ave., Vancouver.

## Shamser appointed to staff



A 32-year-old Powell River teacher, Mohammed Shamser, has been appointed to the administrative staff of the BCTF, president Bill Broadley announced this week.

Shamser was selected by the Executive Committee to a newly created position of Assistant Director, Membership Services (Tenure, Relations). His appointment is effective this summer.

The position became open because of the retirement of assistant general secretary, Stan Evans, in June.

Shamser will work with other staff members in advising and assisting BCTF members with problems related to tenure, personnel practices, ethics and certification.

Other duties will include preparation of draft briefs and development of effective working relationships with officials in the department of education and the BCSTA.

Shamser has degrees from UBC and the University of Oregon. He completed his MA at the University of Oregon in 1972.

Prior to coming to Canada in 1966, he served as a teacher with the South Pacific Air Command, Fiji from 1963. He joined the teaching staff of Ocean Falls in 1966 and Powell River in 1967. His areas of speciality are social studies, mathematics, reading, and special education.

Shamser has been active in BCTF work in Powell River since 1969. He served on the Learning and Working Conditions Committee 1969-70; was chairman of the Economic Welfare Committee, 1972-73; advocate, Salary Arbitration, 1972-73, and 75; chairman Learning and Working Conditions Committee, 1973-74; member of the Professional Development Constitution Revision Committee, 1973; liaison officer between the Powell River Teachers' Association and Public Assembly of Citizens for Education, 1973-74; treasurer, Teachers' Political Action Committee, MacKenzie, 1972 and chairman in 1975.

## Annual Report — Teachers' Pensions Act

Each year the Provincial Secretary is required to file in the Legislature an annual report of the business done in pursuance of the Teachers' Pensions Act for the year preceding the previous year. Therefore, the report is always a year behind.

The latest report, filed this spring, is for the year ending December 31, 1974. If any member wishes the full report, 'Thirty-Fourth Annual — Teachers' Pensions Act,' a copy may be obtained through the Queen's Printer, Victoria.

The following are highlights only.

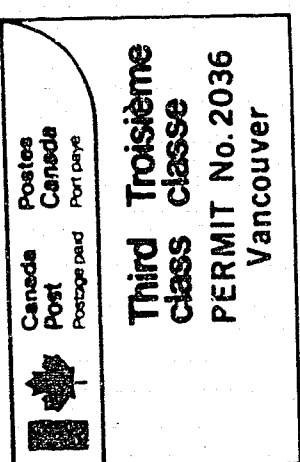
Number of current contributors	28,251
Basic contributions by teacher employees	\$ 18,741,226
Basic contributions by employer (government)	
(Note — This amount is 70% of the employee contributions. As of January 1, 1975 the employer pays a matched contribution.)	\$ 13,043,273
Amount reimbursed to school boards of Canada Pension Plan employer contributions paid by them in respect of teacher employees.	\$ 3,089,240
Amount received from reciprocal pension plans covering 19 contributors	\$ 286,944
Amount forwarded to reciprocal pension plans covering 30 contributors	\$ 753,707
Number of refunds	1,277
Amount of refunds	\$ 2,213,370
Actuarial and administrative expenses	\$ 168,932
Average yield on securities purchased in 1974	9.557%
Net rate of interest in 1974 on all investments made in 1974 and in previous years	6.848%
Net increase in fund during 1974	\$ 32,306,374
Fund balance — December 31, 1974	\$274,479,934
Number of allowances granted during 1974	303
Normal retirement age	58
Deferred	5
Disability	14
Death in service	9
Resumption of remarried widows' allowances	
	389

Of the 303 normal allowances granted:

— average service	26 years
— average salary during last 5 years	\$ 12,737
— average annual single life allowance	\$ 6,163
— average value of allowance	\$ 64,923
— average teacher's share	* \$ 14,265
— average government share	** \$ 50,663

\* Average teachers' contributions plus interest.

\*\* The difference between average value of allowance (\$64,923) and average teacher's share (\$14,265) of \$50,663 is the government's guarantee to pay the pension. Some of this amount will come from the government's contributions plus interest; the balance will come from general revenue of the province.



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