



Bill Broadley
BCTF president

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Broadley calls for teacher action

You need to be involved

BCTF president Bill Broadley made a strong call for more membership participation at school, association, and federation level in the opening address at the presidents' summer conference in Naramata.

'My job as a BCTF president and yours as a local president is to assist each member to participate in federation programs,' he said.

Key among the issues that need teacher involvement are financial support for education, professional development, and social issues, he said.

Broadley warned that more than ever teachers must stand firm to ensure that provincial money continues to go to resource development of people in the public school system. 'The provincial share for costs must increase. Local boards should pay some portion, but most pay too much today.'

The federation will be presenting a brief to the Municipal Taxation Commission in the fall recommending that a greater percentage of money come from provincial funds.

He urged local presidents and learning conditions chairpersons to take the initiative in becoming involved in the development of local budgets. 'Work with your board. Recognize its constitutional authority. But insist on input.'

'How can you work for a better education system in your local?' Promote collegial decision making on staffs and promote active participation in the local association, Broadley said.

'And the best way to achieve collegial decision making is with a staff committee,' he said. 'A school staff is a talent pool greater than that of any individual. And teachers involved in making decisions have a greater commitment to making their program work.'

Another reason for greater membership involvement, Broadley touched on, is a fear that education could swing back to what he called a 'rigid, inflexible system incapable of meeting individual needs.'

Parents are reacting to what they see as a 'too soft system' and Broadley said teachers must meet this concern.

'I hope you will agree that kids must learn to write sentences, to do basic arithmetic, to read. We must have the basics to build on. But that does not mean that we should go back to only basics — much more is needed in education today.'

Turning to other major issues facing the Federation in the coming year he zeroed in on salary bargaining, the Professional Development Advisory Committee and politics.

Referring to the fiasco of last year's salary bargaining

Broadley pointed out 'It's the local that decides if it stays with the local bargaining situation. You must take action by September 25 if you intend to withdraw from zonal bargaining.'

Speaking of PDAC he said a new, regionally based, PDAC will be established which will be more responsive to locals by placing greater emphasis on helping locals overcome growing pains.

In regard to political action he asked members to encourage candidates, whom they knew had a clear understanding of educational needs, to stand for trustees. The key to success, he said, was to get voters registered before school opened.

On the provincial scale he warned 'It would be an unfortunate mistake to think our efforts during the 1972 elections were all that were necessary.'

Deadline Oct. 31 for curriculum

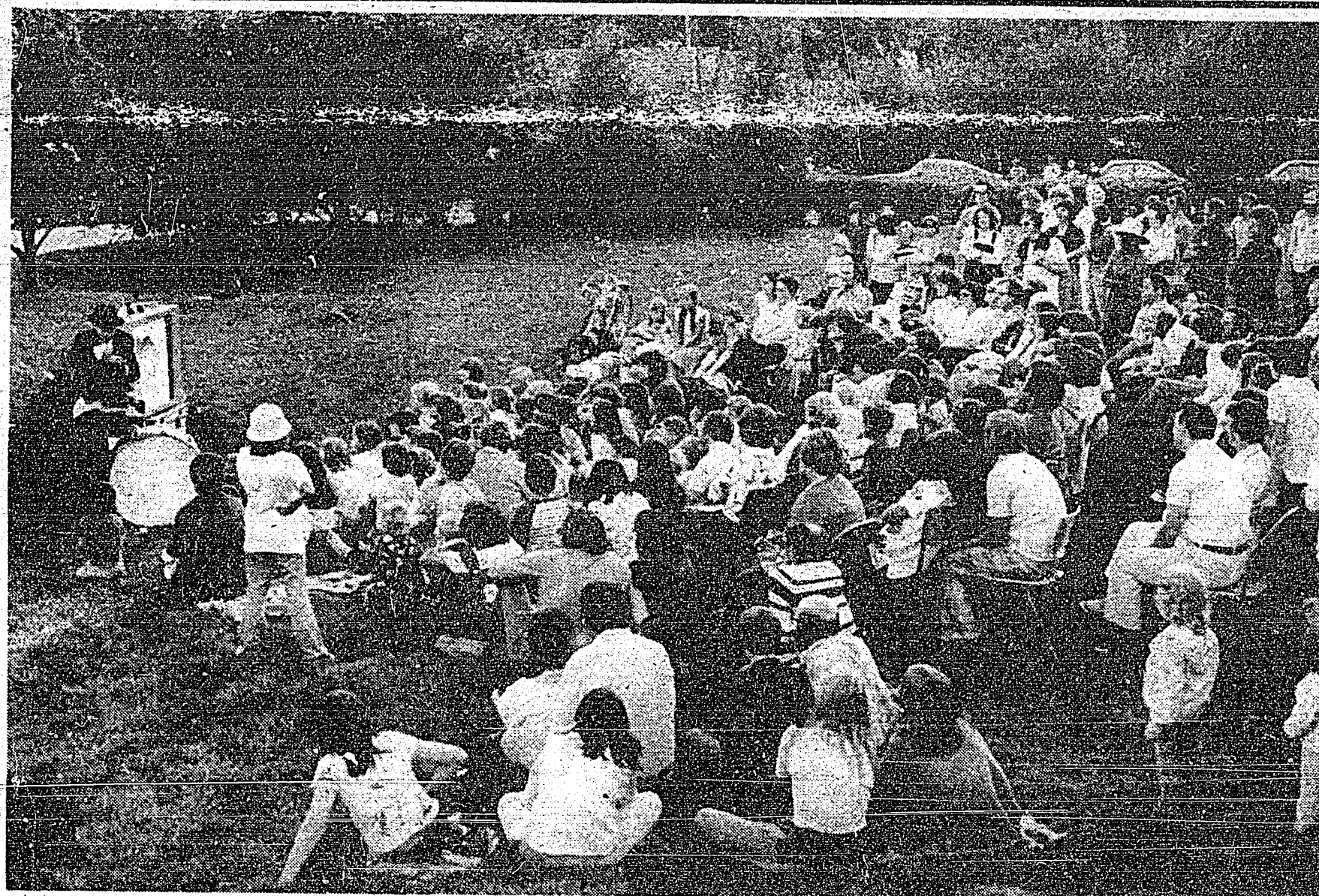
Deadline for submission of written comments regarding draft regulations for Curriculum Decentralization has been changed from June 30, 1975 to October 31, 1975.

Replies are still to be submitted to J. R. Fleming, Deputy Minister of Education, Victoria, B.C.

'It would be helpful if teachers could provide educational reasons why it is imperative for the local associations to negotiate the process by which decentralization will take place,' Church emphasizes.

He urges as many teachers as possible to respond to the draft regulations.

Additional copies of the draft regulations may be ordered from W. Huggins, Director, Provincial Resources Service branch, Department of Education, Victoria, B.C. V2V 2M2.



Fun and hard work mixed at the magic of the Naramata Summer Conference. Shown here, the Breadbakers Theatre, travelling puppeteers from Vancouver.

Learning conditions

Surveys and school visits planned

The Learning Conditions program got off to a strong start at Penticton in August with 55 local LC chairpersons in attendance.

High on the list of priorities this year is the school opening day survey that is programmed to be completed by September 5, collected by September 9 with a summary given to a provincial co-ordinator by September 12.

Barry Jones and Don Walmsley, co-chairpersons of the Learning Conditions Committee, say the opening day survey proved 'most effective' last year in increasing aware-

ness of early violations of minimum criteria.

A second major item for learning conditions this year will be individual school visits by learning conditions chairpersons, a massive undertaking that the LC people feel will yield large results for the overall program. School visits, expected to be completed by October 15, are designed to help school staffs establish good learning conditions.

One of the key violations looked for in the opening day survey this year will be the desegregation of classes, following an AGM policy resolution that classes for boys and girls

in P.E., industrial education and other courses cannot be tolerated.

Local chairpersons were also told of a new questionnaire devised for this fall. A decision-making questionnaire, designed to assist the local association in examining the decision-making process in schools.

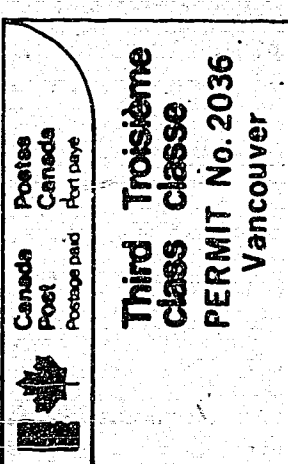
The decision-making questionnaire uses a nine-point scale for teachers to rate sixteen items ranging from a philosophy of the school through selection of new staff to handling of staff meeting minutes.

Barry Jones says it is not for

use by the provincial organization but should be viewed as an opportunity for individual members to have a checklist on decision-making activities to use as they see fit.

Another priority for learning conditions are staff committees. The LC Committee has an operational plan and timetable for the promotion of staff committees that actually began in July-August and will run through continuously to March 1976.

The adoption of collegial processes in the schools for this year will take priority says the committee.



English teachers roast messrs. Church and Knapp

It is not always members of the English Department of Oak Bay Secondary School find themselves in complete agreement. However, we find that the article 'Middle class bias shows in language survey' by Messrs. John Church and Wes Knapp has struck a common chord among our members. In fact, we rather resent being told that we . . . will find the survey to be traditionally oriented and highly supportive of middle-class values.' It would seem the argument of the whole article begs the issue, since its main tenets are based on unproven assumptions. Please note:

- The survey merely asks for information and does not really support any particular point of view. The argument that all teachers will support the biases of Messrs. Church and Knapp is unsupported. Surely teachers do not have to be told what to think.
- It is certainly time some thoughts be given to 'literacy' — the ability to read and write. The expression 'visual literacy' is at worst a contradiction in terms — or, at best, jargon. It is time, perhaps, to replace the emphasis on lit-

eracy as it is commonly understood.

- The survey, may, indeed, ignore the multicultural communities, but surely no one has suggested that the survey is expected to fit the needs of the entire student population.
- We fail to see what is wrong with the goals of 'good literature' and 'correct expression'. And is it not preferable to emphasize 'success' rather than 'failure'? We must not throw out all ideal conceptions because a minority cannot grasp

them. Are we to deny most of our students any expectation of success in order that a few will not find our system elitist?

We agree we would be very concerned if the Department were to be motivated solely by the results of the survey. But we cannot share the apparent fears of Messrs. Church and Knapp that the survey is part of an insidious plot to fit the attitudes of the elitist, success-oriented, middle class. In fact, we fail to see how one could express any bias in answering the questions. At best, the

survey may assess prevailing attitudes held by teachers of English, at worst — as in the case of surveys whose results are studiously ignored — it may be simply a waste of money and time. Why should finding out what we do in the classroom fill any teacher with fear — unless his position is indefensible?

J. Clark (Mrs.), Curriculum

Chairman; H. R. Kendrick, R. Jones, N. Welch, J. Bertie, A. Huggett, B. McNally-Dawes, A. Mansfield, R. Tait (Miss), A. Nicholas, M. Young (Miss), E. Costain.

Victoria, B.C.

Ed. Note: The above are members of Oak Bay Secondary School English Department.

What is visual literacy?

What is this nonsense about 'visual literacy'? What is 'visual' literacy? Is it the ability to communicate visually? The accepted meaning of the word 'literacy' is the ability to read and write. However, perhaps Messrs. Church and Knapp consider a dictionary 'elitist' (our current pet fad word), a middle-class value or even, horror of horrors, a standard!

If there is really no such thing as correct English, what do you teach when you teach English? If there is no need for reading and writing correctly, why classrooms, why teachers? It would be less expensive to provide a TV set to those deprived homes not already possessing one, than to maintain a language arts program in the schools. The 'visual literacy'

these gentlemen fantasize could easily be assimilated from the TV screen, with its lack of values of any kind and total lack of standards.

Why these members of the BCTF staff on our payroll are in such a frenzied state over the possibility of a survey to assess the current status of the so-called Language Arts among the school population is rather mystifying. Certainly the spectre of accountability need inspire no fear in their hearts. Yet their statements read very much like a rather hysterical reaction of fear.

Heaven forbid that anyone think that the BCTF bureaucracy represents me and my opinions.

Alma M. Baehr
Merritt

Authors biased

Having read the article in the May Newsletter entitled 'Middle class bias shows in language survey', I am not able to agree or disagree that the survey is biased — I have not read it and would prefer to make my own judgment. One thing I can say, however, the authors of your article are certainly biased.

I am becoming increasingly resentful at being told what to look for, and what I should teach, or how I should teach, by 'experts', or so-called, who have left the classroom — if they've ever been in one since their own schooldays. They assail me with jargon: e.g. what is 'visual literacy'?

They make generalizations about the English curriculum: it is 'sexist', it is 'culturally biased' (I hope it is. Are we not trying to foster Canadian culture?).

At least the government has made an effort to assess the present program. Perhaps the BCTF could use its highly paid experts to do a better job if it is not satisfied. 'It is easier to criticize than be correct.'

M. Bailey
Vernon, B.C.

Charges unfounded

In the May 1975 Newsletter an article by John Church and Wes Knapp of the BCTF staff made serious charges against the Language B.C. survey conducted in May. Having already filled out the questionnaire, we found the charges so sweeping and unfounded that we felt compelled to reply to the article.

The article charges that the survey is 'traditionally oriented and highly supportive of middle class values'. Yet no specific instances are cited. The writers do mention 'good' literature and 'correct' English expression. We don't know that the survey consciously supports these values, but if it does, what is wrong with them?

Teachers are warned that the survey may be used against them 'to plunge the schools into the past and thus stifle exciting new programs.' In the next paragraph they are told to be blunt as they cannot be identified. Surely this is a contradiction. The writers state that the survey might help to eliminate 'deficiencies in the programs,' but this statement is lost in the whole negative attitude of the article and in fact the aim to point out deficiencies was one of the reasons for making the survey.

We found the questionnaire a valuable tool for examining our own philosophies and approaches, and to speak out frankly on the existing programs. We saw the main problem as the length of time required to answer the questions thoughtfully.

In making us question our values, the survey also pointed out our own inconsistencies. For example, one might discover that although he places one priority on listening skills, he does not allot an equivalent amount of time for it.

Many teachers we talked to had photostated parts of the

survey for their own use as the survey contained a good list of objectives which they found useful in their own planning. We were surprised to see BCTF staff members making these charges against the survey. The questionnaires were developed in collaboration with members of the Elementary Language Arts Revision Committee and the Secondary English Revision Committee, members of which were approved by the BCTF. Wes Knapp was a member of the management team that developed the survey. Surely the concerns expressed in the Newsletter could have been made known to the team before now.

Curriculum is not what happens in a little guide, it's what happens in the classroom. Surely it is sensible to base revision on research results. We appreciated the opportunity to voice our opinions and thus share in the planning for the future.

Anne Clemens
Wendy Cowley
Burnaby

(Ed. note: Anne Clemens and Wendy Cowley are members of the BCETA Executive.)

Normal school plans reunion

A reunion of the 1955-56 class of the Vancouver Provincial Normal School is being considered for the 1976 mid-term break.

Those interested in organizing this 20 year reunion of the last class of the Vancouver Normal School would appreciate hearing from the 1955-56 staff and students as to whether they would be able to attend this function.

In replying, please state in which class you were enrolled and any further information which would be pertinent to the organization of this affair.

Further information may be obtained by forwarding a stamped, self-addressed envelope to the undersigned.

Len Carriere, Class 2
Muriel (Sharp) Carriere,
Class 13
3291 Windsor Ave.
Powell River, B.C.
V8A 1B2

Staff committee said needed in every school

It has been suggested by more than just a few administrators throughout B.C. that there is a great willingness by teachers to share in the decision making process, but precious little compliance by those same teachers for the responsibility inherent in making those decisions.

If one looks at the research in organizational behavior and human performance, one soon sees that the above is just not true. The research clearly demonstrates that if people participate in the decision making process, they have a better understanding of those decisions and are subsequently motivated to implement those decisions.

Research on human behavior and organizational theory clearly contradicts the subjective interpretations many so-called 'modern' administrators in our B.C. school system use to defend their positions of authority to make decisions by themselves for the 'benefit' of others.

Implications research has for teachers and our public school system should be quite clear. Staff committees, and equal decision making power, results in greater commitment, more teacher satisfaction, and subsequently a sense of responsibility for actions determined by them.

Let us hope that this year we will have a staff committee in every school in the province.

C. F. Spiekermann
North Vancouver



Bill Broadley
BCTF president

Welcome back. May you have a satisfying year.

This Newsletter will be coming to you with increased frequency of publication this year. My hope is that it will become even more of a forum for members' opinion.

This federation encompasses a great diversity of opinion. We are stronger because of it.

In an organization with compulsory membership, it is vital that the Newsletter provide for minority viewpoints. The editor — who works on behalf of all 27,311 members — has the responsibility of ensuring that all views are heard.

The main task for the Newsletter remains to inform all members of decisions that are being made on their behalf and to report on what is being said in their name.

I urge you as a member of the federation to become active in your local association. Participate, and make your voice heard.



Joan Brandt and Marsha Barry talk to a group at McCorkindale on the open plan classroom.

Open plan classroom course overflows

The Open-Plan Classroom course at MacCorkindale Elementary School attracted many people this summer. 'We had to turn away scads of people because of full enrollments,' say resource people Joan Brandt and Marsha Barry.

Course participants divided midway into two groups. The 32 primary teachers stayed at MacCorkindale with Brandt and Barry while the 14 intermediate teachers transferred to Maquinna with Bev. Price and Joan Prescott. Teachers were given practical experience in planning, record-keeping, and evaluation, developing thinking activities and working in specific curriculum areas.

Margaret Farrington from Richmond did not come from an open classroom school but came to find ideas. 'I have found many things that I can adapt to my normal size class-

room,' she said. 'There is something for everybody here.'

Maureen Lytle of North Vancouver has some advice to offer one or more teachers from the same school thinking of entering open-plan primary work. 'It's important that you come along together,' she says. 'So you know what you are talking about in September.'

Next summer the resource people hope to extend the course over two weeks to give them more time to concentrate on specific items.

Reunion planned

A reunion of 1956 graduates of the Provincial Normal School, Victoria, will be held in Victoria during spring break in 1976. Interested grads are asked to contact Jim Chow, Brentwood Elementary, Brentwood Bay, B.C., V0S 1A0.

Teachers reverse role

Teachers became children for a while at the summer kindergarten course, participating in arts and crafts projects and physical exercise sessions.

The course was designed by Jay Connop, working out of her own classroom at Lynn Valley Elementary School. She explained that she kept her class sizes small to create a certain kind of learning experience. 'I felt teachers wanted practical experience, so I provided them with lots of ideas to try out,' she said. 'To achieve this kind

of atmosphere I divided the 31 applicants into two classes.'

A difficulty Connop encountered was catering to the diversification in experience of the participants. 'Some are trained kindergarten teachers, while others are intermediate teachers going into kindergarten. But they all found the ideas very useful and it was a valuable sharing experience,' she said.

Comments like 'A real fund of ideas,' and 'I enjoyed the play-as-you-learn set up' prove the success of the course.

PD conference

Stimulating chance to share ideas

'A stimulating opportunity to share ideas around the province,' was one of the many positive comments coming out of the four-day Professional Development conference at UBC during July.

The conference, organized and sponsored by BCTF staff, provided the 100 representatives of local committees with simulated situations intended to help them develop local programs in their own school districts.

In an informal but business-like atmosphere delegates were fully baptized in PD procedure. Their main tasks involved solving hypothetical problems: 'Assume you are a PD chairperson in a district where the public is demanding evidence that smaller classes have resulted in better teaching methods and better learning: (a) show the public that positive changes in teaching and learning have occurred and (b) describe a program which your local will carry out in the coming year to ensure that maximum benefits accrue to students in smaller classes.'

Brainstorming was one of the techniques used to find answers. One group decided they would invite parents to school to observe teaching, find dropout rate and causes, poll students attitudinal changes, use TV, radio, newspapers and bulletins to interview teachers, pupils and parents. They also decided to make taped interviews available to community groups like the Chamber of Commerce, Kiwanis and others, and make Education Week a major event in the community.

Phys. Ed. conference attracts 394 teachers

A total of 394 teachers participated in the B.C. Conference on the Teaching of Physical Education held at the University of Victoria, June 12 to 14, 1975.

The conference was concerned solely with topics and methodologies in the physical education teaching area.

All agreed the teacher is the most important person in the classroom and that without a good teacher nothing is going to occur.

During the general sessions a lot of time was given to discussing decentralization of curriculum. Delegates spent one afternoon designing curriculum using a model developed by PD staff. Most found this to be a rewarding part of the conference, praising the simplicity of the model, but some delegates found it inappropriate to their work as chairpeople.

Conference evaluation questionnaires showed the majority of delegates found their objectives in attending the conference well achieved. Commented Jean Brant, PD chairperson from Merritt: 'The organization and format of the meeting was excellent and stimulating. I now feel more

confident about tackling future problems.'

John Parris, chairperson from Kitimat, was enthusiastic about opportunities to exchange information but had one criticism which was also voiced by other delegates. 'Had I been going in cold to the job,' he said, 'I would have found a lack of basic organizational information. A meeting early in the conference for 'new' PD personnel would be extremely useful.'

Lyle Weis, chairperson from Vernon, went as far as to say the conference had been the single most worthwhile experience in his formal professional training.

The conference on the whole gave PD chairpersons impetus and direction and they left feeling part of a group, willing to meet again to discuss any real problems they encounter in their work back home.

Participation in BCTF courses brings mixed reaction

Participation in BCTF summer courses this year proved both positive and negative.

Courses with the most support were those offering alternative methods of education. 'Of these courses all but one was completely full,' commented Bernice Fender of Professional Development. Three of the four social issues courses were cancelled.

Registration was down from last year's 521 to 229 but this was due in part to BCTF having relinquished Jericho courses and cutting back on others. 'We wanted to make sure the courses we offered would pay for themselves,' said Fender.

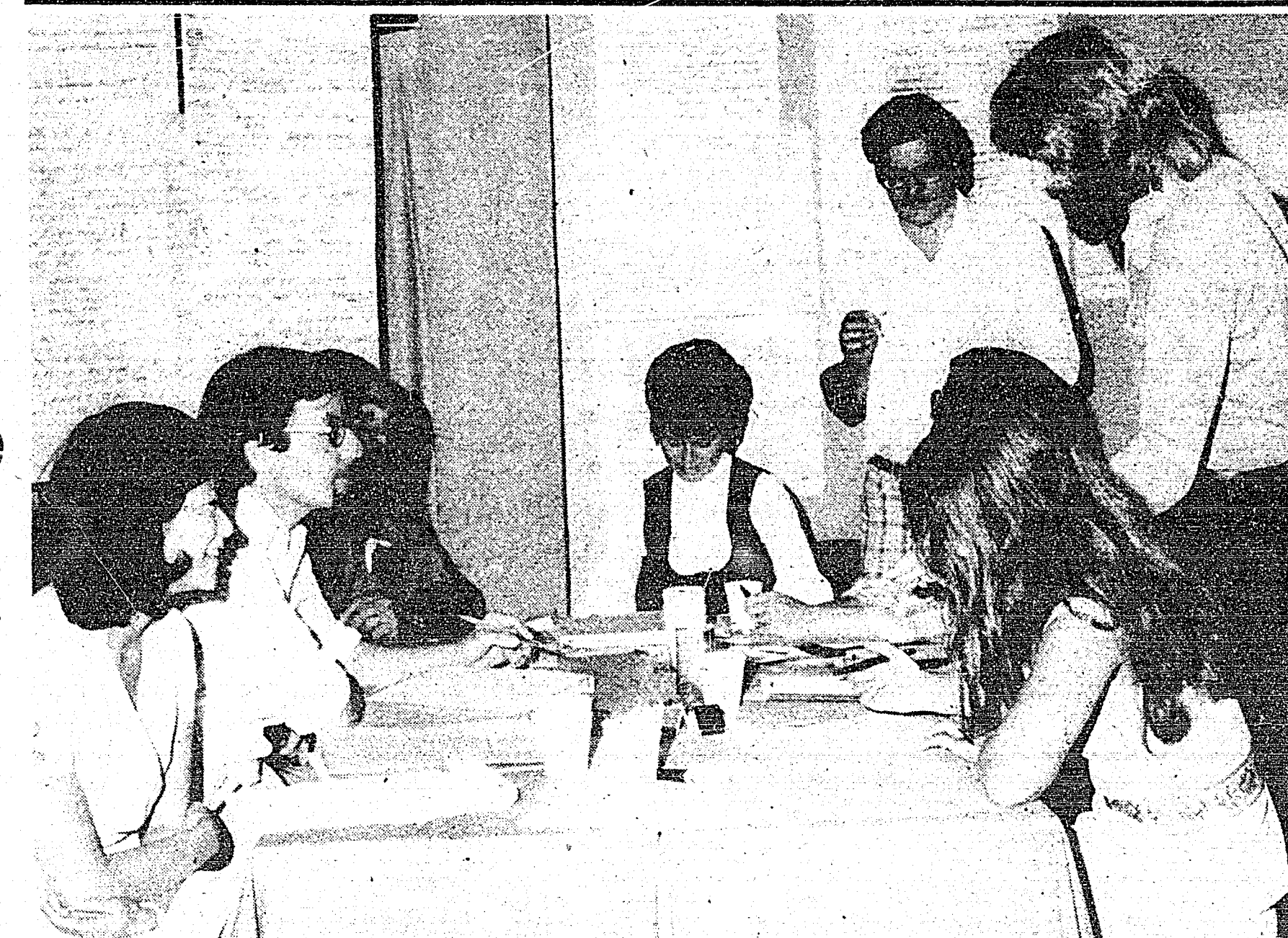
Wes Knapp of Professional Development is philosophical about the failure rate of social issues courses. He gives two reasons for the poor response: 'The need for these courses in many instances is being met through workshops handled by locals and through Professional Days. There is more

money for PD and they go on throughout the school year.' Knapp also felt the poor turnout was a comment on teacher's attitudes. 'Teachers have failed to recognize the significance of social issues to the teaching environment, and are still not as socially aware as they should be.'

One bright spot was the success of the Family Life course at Burnaby. 'This course had an enrolment of 35 people, which is significant when you consider the shell-acking that sex education has taken in the press,' Knapp said.

After attending this course Jack Evans, district superintendent of schools in Surrey, had a resolution passed to include the program in his schools.

Next year Knapp feels summer courses should be handled by locals. 'This will avoid duplication of material already offered during the school year through PD,' he said.

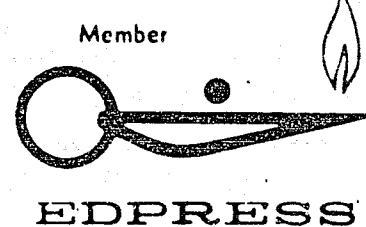


You can see the results of the brainstorming at the PD conference held at UBC in July from the charts on the wall behind the group.

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

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.



Jim Bowman, George North and Wes Knapp were part of a team of staff members who assisted LC chairpersons through a packed agenda at the Penitence Peach Bowl.

Problem areas defined in professional relations

A session on handling problems of tenure, discipline, professional relations and personnel practices provoked much interest among delegates.

Delegates broke into four groups and were briefed on the above topics by Al Jarvis (Discipline Committee), Dave Janzen (Professional Relations Commission), Stan Evans (Tenure and Relations) and Des Grady (Barrister and Solicitor).

Problem areas discussed included: teacher responsibility during a CUPE strike; employing tutors for Indian children; prolonged teacher illness; staff input in schools run by autocratic and threatening principals and vice-principals; reports on teachers by principals and school boards. Delegates had previously been given a list of inaccurate legal statements which were later defined and corrected by the four resource people.

One major area was supervision and discipline. Grady said that supervision during school hours was the duty of the teacher and this raised the question of negligence while children were away. Linda

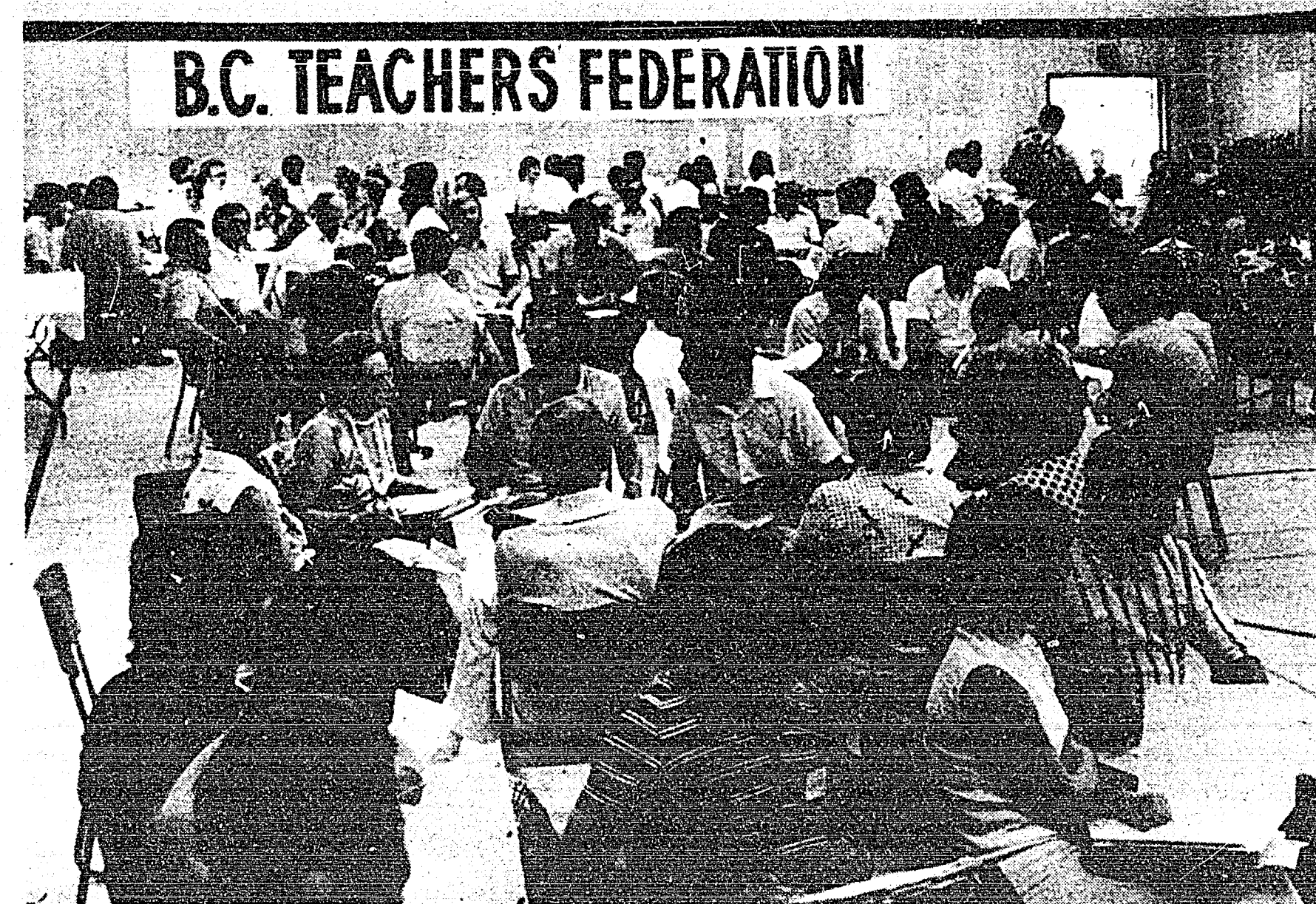
Wilson, Vancouver secondary president asked: 'Where do we stand when children go out of our jurisdiction, on billets for instance?'

'Even on billets, the children are still under your supervision. But you cannot be held responsible for any injuries unless negligence is proved,' was the reply.

Grady added that all school boards have a standard insurance policy for their employees, insuring them against liability for their own negligence arising within the scope of their duties.

'Disciplining children was an area that had to be treated very carefully,' Grady said. 'Some parents have been asking schools to administer corporal punishment but this is specifically prohibited in the Public Schools Act. There is a defense in the Criminal Code for the use of disciplinary force by teachers but, even though you may preserve your liberty, you stand a good chance of losing your job.'

Delegates fed on these legal bones with gusto, generating much discussion among themselves in the process.



A typical picture at the Conference. Delegates in informal, chatty poses, yet hard at work solving problems and debating issues.

'Getting it all together'

There were 75 of them. They came to learn from the experts. In the end they learned from each other.

And that is the way a Summer Conference usually goes. And this year's was no exception.

At least that was the opinion of the presidents of Local and sub-Local Associations who attended the 25th annual Summer Conference, held this year at Naramata from August 17 to 21.

While the format of the convention, under the careful overall direction of Communications Director, Ken Aitchison, was rated 'tops' by those participating, it was the chat in the halls, over the meal table, in the lounges into the early hours of the morning that was, in many ways, most fruitful.

Here discussions of the day were mulled over, chewed on, digested and translated into 'home' situations. It was at

these times questions to throw out at the next day's sessions were formulated.

It was at these times too that new friends were made — contacts to be kept up during the next year.

If one message was re-iterated throughout the four days it was 'get involved with your community'.

It turned up in the President's keynote address. It turned up in sessions ranging

Hierarchical structure promotes sexism

'To understand the root of sexism is to see how people are kept at the bottom of the hierarchy,' Linda Shuto told summer conference delegates. 'We must understand that all forms of discrimination are interrelated because the roots are the same.'

She explained that the whole process of decision making within a hierarchical structure promotes sexist attitudes. 'But it is not only men at the top,' she asserted. 'We have never attempted to blame the oppression of women on men. The answer is not in getting equal numbers of women to the top either.'

Referring to the school board



People most controlled by the hierarchy have the least power to change it, says Cynthia Flood, Department Co-ordinator for community projects in Trail and North Vancouver.

structure, Shuto said this was a structure of positions, not individuals.

'People think that if a trustee is competent and his intentions are good, then everything will be all right. But this issue cannot be decided by nice people. Sexism relates directly to staff committees and hierarchical structures. It's here we can change attitudes by changing the structure, giving women an opportunity to participate in decision making.'

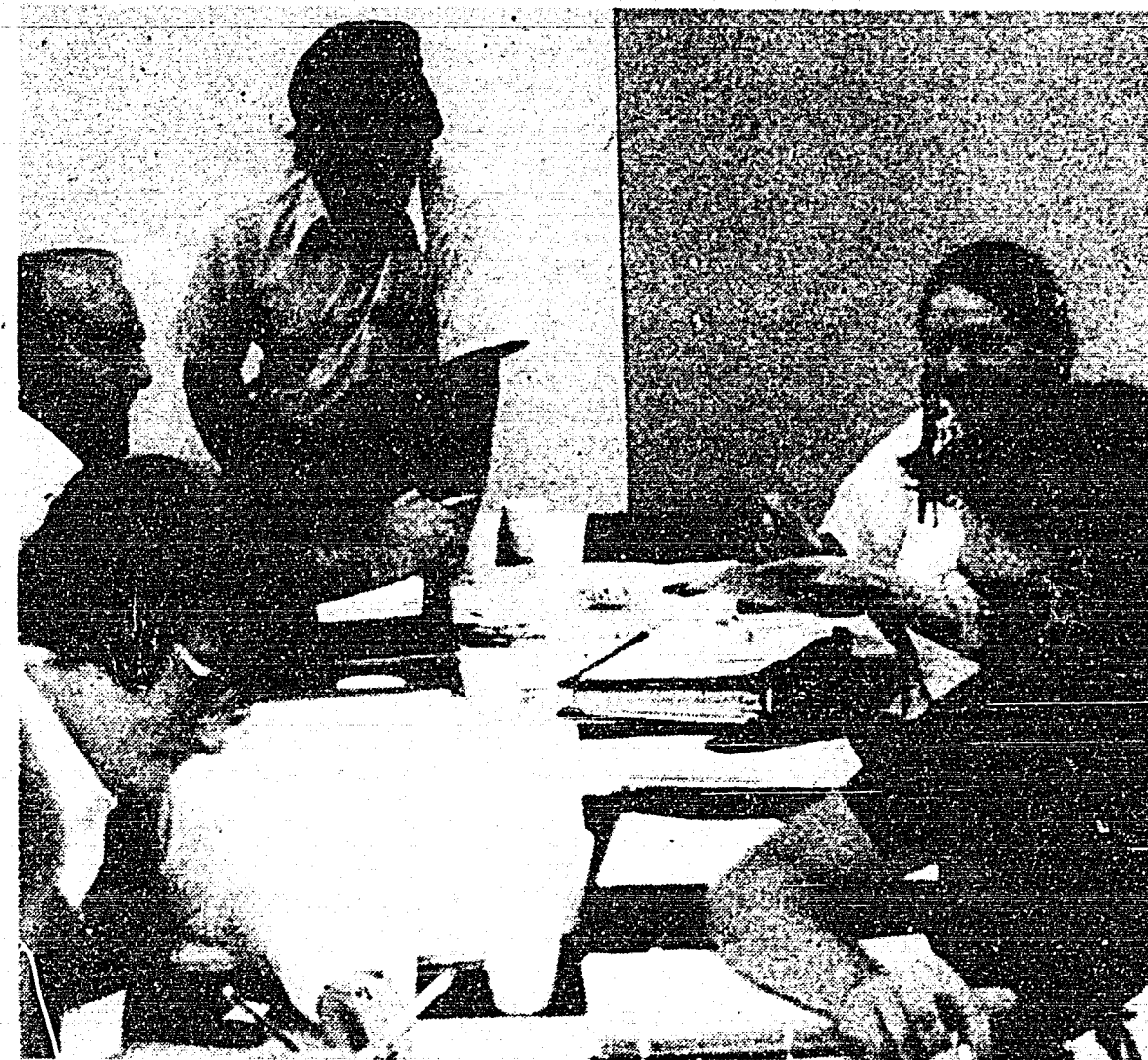
Wes Knapp, BCTF staff member and Cynthia Flood, Department of Education expanded on this theme in reporting to delegates on their work in the community.

Flood, working on community projects in Trail and North Vancouver, said people most controlled by the hierarchy have the least power to change

it. She said her work had resulted in increased awareness and a considerably increased feeling of solidarity among teachers in the communities. She asked that delegates try similar projects.

Knapp said Vancouver's northeast sector project centers around the inequity existing in society and perpetuated in the classroom. He blamed the inequity on the hierarchical structure saying that ethnic groups, lower income groups and women played little part in decision making.

'Neighborhood committees have been set up to broaden perspectives in the northeast sector because inequities exist in a context much larger than the classroom,' he said. 'But social justice is still a distant goal.'



LC chairpersons and zone co-ordinators gathered an awful lot of information, ranging from school surveys to board budgets and now they are back in the locals where they will be putting it all together.

The teacher and community

In the final session delegates discussed problems facing them in their communities.

One of the major problems of the large rural areas (areas with large populations rather than large geographically) was getting teachers involved either in school or community affairs. Many teachers working in a center such as Abbotsford live in Surrey and are anxious to go home after the school day. The problem is persuading them to return in

the evening or on Saturdays for staff or community meetings. Cookie Chown, Comox president, said her problems were common to most small rural associations but listed an unfamiliar one; that of integrating counter culture groups.

Other problems in small rural areas were listed as teacher apathy, communication restrictions, teachers using some small areas as stepping stones to other jobs and problems in communicating with schoolboards.

from Agreements 1976 to Sexism and its Relationship to Society, and echoed through How Can an Association Change BCTF Policies, Making Your PDAC Work, Tenure, Discipline, Professional Relations, Personnel Practices, Public Relations, Presidential-LC Teamwork in Influencing School Board Budgets to Planning a Program for the Year and Organizing the Association to Pursue It.

The fact that without community support no progress in any facet of education is possible, became increasingly evident as the Conference progressed.

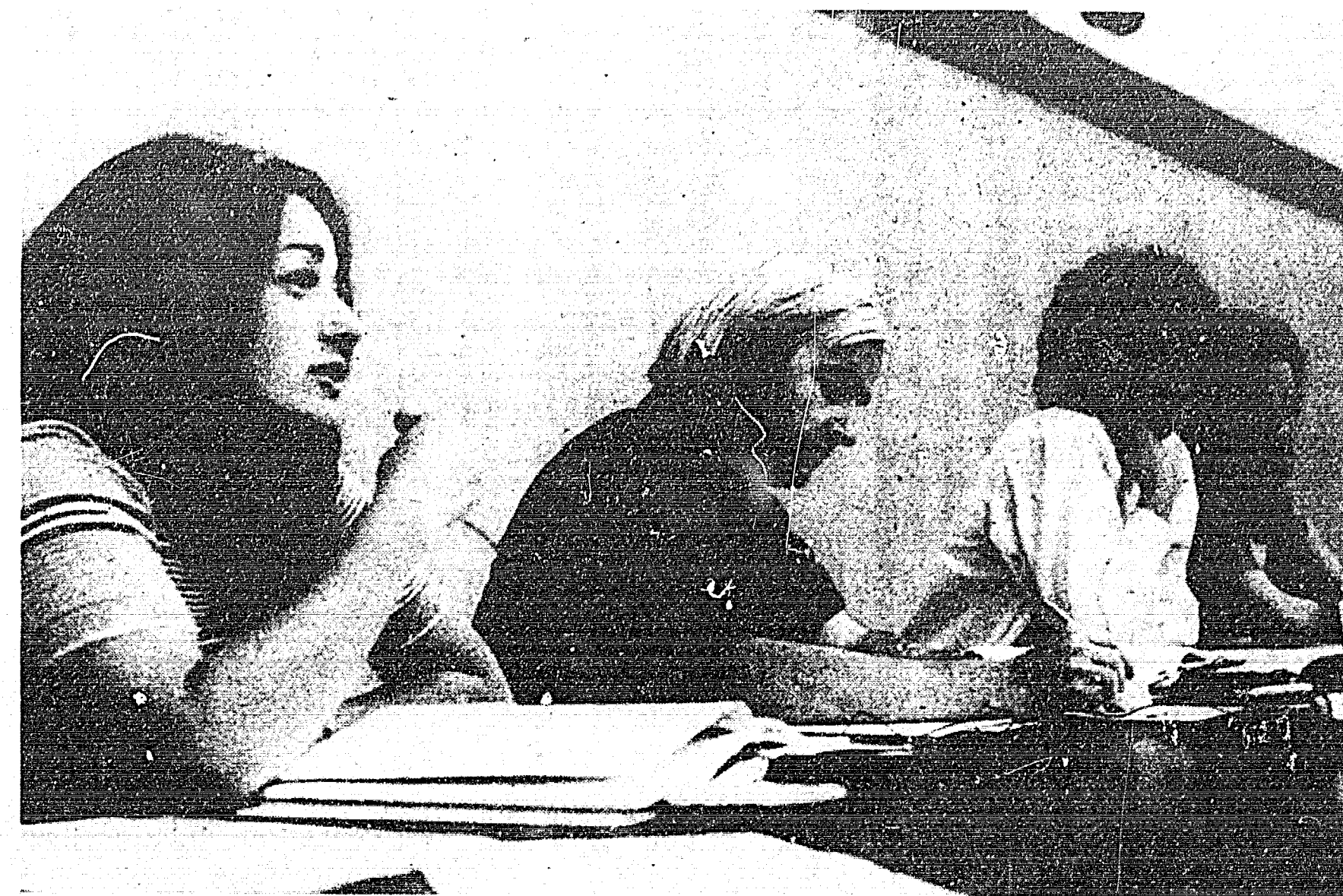
It became evident too that in small communities teachers spend more time talking to the various individuals who make up that community. In larger communities teachers are inclined to talk to teachers.

It was to reinforce this

necessity of becoming part of the community in order to effect educational change that many of the remarks during the session were directed.

And if involvement was the message, communication was the method. And if a model was needed, the Conference itself was it.

It cost \$29,000 to hold the conference. Was it worth it? Yes, and yes again, said the delegates.



Executive Committee giving advice to delegates on how to run their associations. Left to right Nina Green, Bill Broadley, Sue Granger and Al Blakey.

MacFarlan says:

Involvement in politics 'our right'

The great debate.

The provincial election — spring, 1976? — will the BCTF form a partisan entity?

Will members vote as a group for a particular party or will they vote as individuals?

This is the Gordian knot that will face Federation members before 1976 ends, according to the predictions of Jim MacFarlan, past President of the BCTF.

MacFarlan addressed delegates following the Wednesday afternoon session.

'Involvement in the political process is the right of our organization,' he exhorted

members in a 40 minute address.

Teachers, MacFarlan said, must influence the process by which a community makes decisions about education.

In 1972 the Federation was an accepted, fully developed political force. It is now a political force — 'an organization with political clout,' with the right to speak on behalf of teachers and children of the province.

The most valuable way for the Federation to wield its political clout was at the most fundamental level — the community.

Teachers were in the best

position to assess the particular educational needs of their community and to know what power (political) needed to be exercised to meet these needs.

'Stop looking for nice people as trustees,' he urged, 'look for those with a bias toward children and education.'

'There are nice people in Victoria but not enough nice, tough people to tell the Premier they need a bigger cut (of the educational pie).'

Input now output in Teaching Act

Referring to the proposed Teaching Profession Act, Broadley said in his closing remarks that the task force had reviewed all input since the original working paper and revised proposals had been incorporated.

Copies of the revised working paper, incorporating input from members of the Federa-

tion, the task force, the Minister, UBC Faculty of Education, and other officials will be sent to all schools in the ratio of one copy for every five teachers.

Meetings on the proposed Act will continue to be held with the BCSTA, the Faculty of Education, UBC and the Minister.

While the main obstacle appeared to be the boards' determination to hold the line on taxes, groups felt that by justifying the need for funding and

Effective pr urged on groups

Effective public relations appeared to be the answer to influencing school board budgets. Groups involved in discussing presidential learning conditions teamwork in such situations determined that arousing community awareness and support was a priority.

While the main obstacle appeared to be the boards' determination to hold the line on taxes, groups felt that by justifying the need for funding and

explaining 'why' additional funds were needed for certain projects and 'how' such funding would assist in the education of the children, the public would become aware and sympathetic to teacher-education goals.

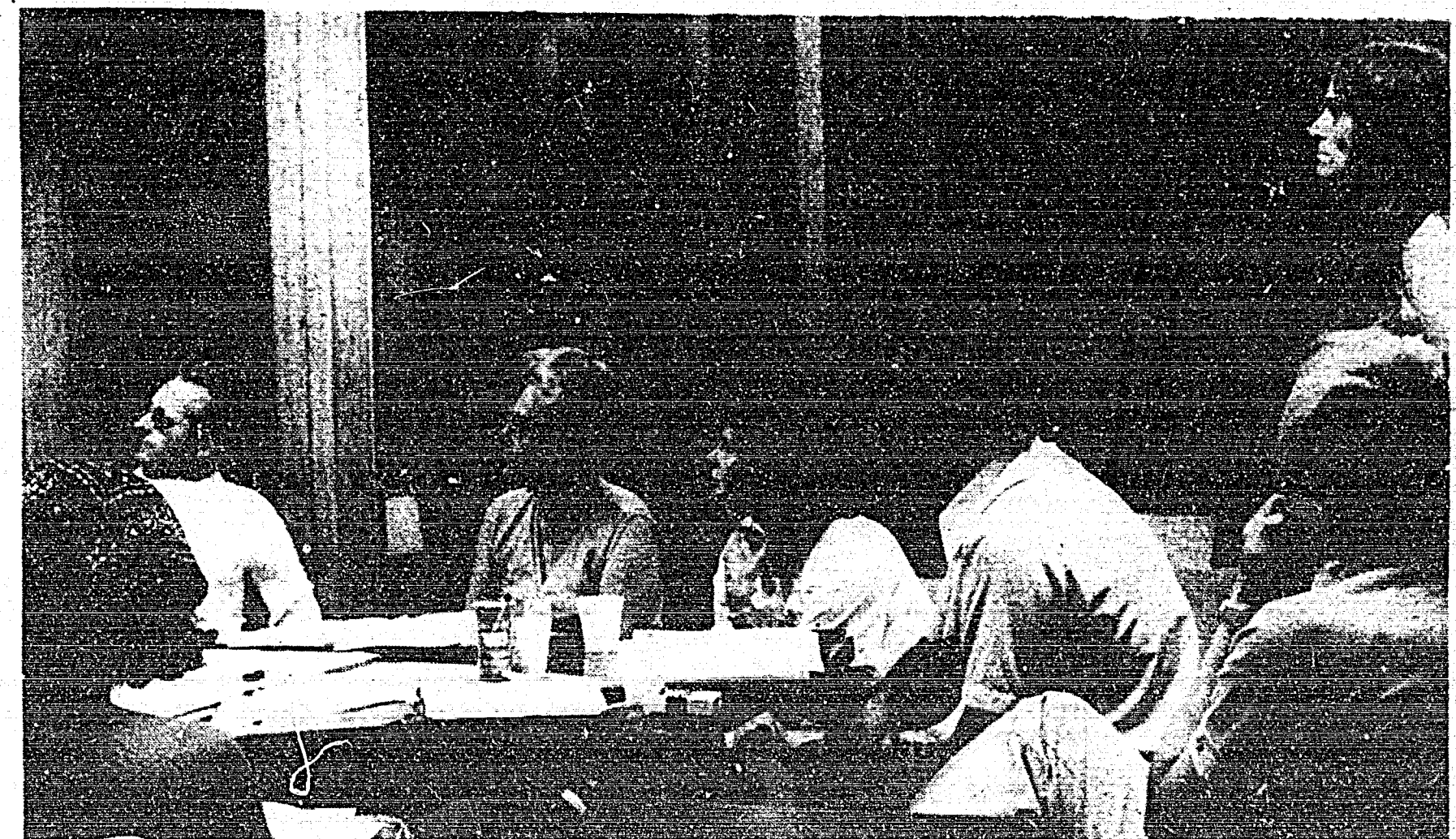
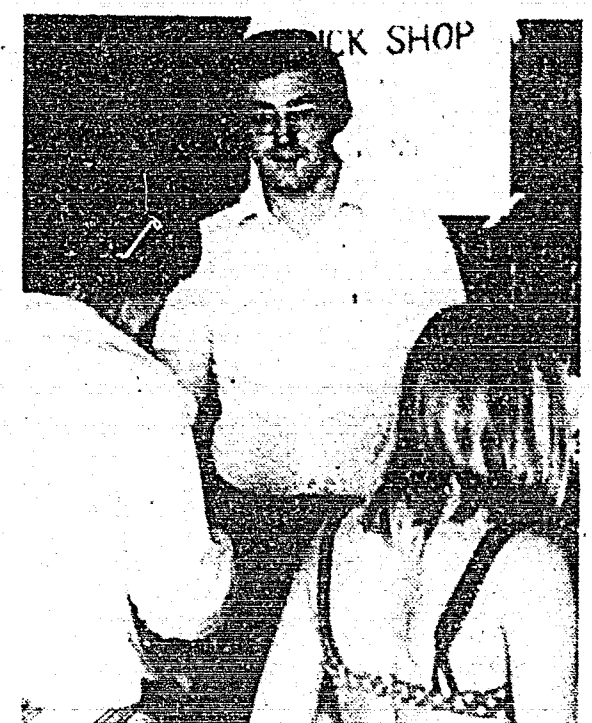
Parent meetings, community meetings, publicity in the media were all methods which might be employed to increase public information on budget issues.

Our man at Naramata

Glenn Rabuka was a very valuable resource person at Naramata.

He kept delegates constantly supplied with those things that are vital for keeping mind and body together. His staff of life included candy, pop, peanuts, cigarettes and a bottomless supply of beer.

Glenn, who teaches in Penticton, readily agreed to help at the Conference and we would like to take the opportunity of thanking him and the Okanagan Valley Teachers Association for all their support.



There's a new structure in the Federation called the Professional Development Advisory Committee. It will act as a liaison on matters of existing policy between the BCTF and the Department. Delegates were given an overview in a plenary session then broke into small groups to discuss how the new system of regional coordinators will work.

Meet Nora Grove



Newly-appointed Status of Women executive Nora Grove starts her term with a well-established, developing program and a healthy bank balance.

The Secretary of State has just given the Program \$15,000 for a Women's Year project. Grove says it is too early to say how the money will be used but it will include setting up programs in a few rural and urban schools.

Grove has worked for nine years at Simon Fraser Elementary and Trafalgar Annex in Vancouver teaching all subjects from Grade 3 to 7.

'I became aware of the women's movement in the late sixties through courses in social studies, researching the whole area and just through living in the world as a woman,' she says.

This interest culminated in work with the local Vancouver Status of Women committee as chairperson and later with Women in Teaching, the group

who initiated Status of Women.

She also worked closely with Linda Shuto, Dorothy Glass and Julia Golden on task forces and as advisor on sex discrimination in the public education system.

'I see my role as primarily carrying out the program that the task force has initiated and my main role as working with local contact people, providing them with assistance, encouragement and stimulation. The thrust of the program for the past two years has been centered on working with teachers to raise awareness of their roles in the school system. Now the focus has moved into the community, with parents and students.'

Grove explained that this had already become a reality with two pilot projects in Trail and North Vancouver. She expects approval in September from the Department of Education to go ahead with similar projects in eight more districts.

Overseas teaching positions available

Teachers interested in teaching overseas next year should be aware of application deadlines coming up within the next few months.

There are several programs open to Canadian teachers, each one a unique opportunity to discover another country and another culture without loss in salary or benefits.

The Canadian International Development Agency (CIDA) recruits teachers for two-year periods in developing countries in Africa, Asia, Latin America and the Caribbean. Teachers are sent in response to requests from these countries. Nearly all requests in recent years have been for teachers of technical and vocational subjects. Because some of these posts are in remote areas, applicants must be versatile, resilient and able to adapt to any situation. Good health is also of importance.

The deadline for applications for this program is October 1, 1975.

If you are hungering for cultural gratification in the form of Paris, London or Rome, the Department of National Defence can help. It has a large selection of openings for teachers at all levels of instruction from Kindergarten to Grade 12, and also needs elementary and secondary school principals, program consultants, and guidance counsellors.

There is a special need for suitable teachers in the following areas: kindergarten and primary level, home economics, industrial arts, teaching French at elementary and secondary levels, elementary and secondary library, French enrichment and immersion classes for English pupils.

Interested teachers should apply for a letter of nomination from their local school boards. Deadline for submission of nominations is November 30, 1975.

Exchange teaching can open doorways to the United Kingdom, United States and Australia. Deadlines for applications are: November 15, 1975 for the United Kingdom, December 15, 1975 for the United States and June, 1976 for Victoria, Australia. Teacher exchanges with Victoria last one

full calendar year, and for these expect to exchange your home as well as your position.

Other overseas teaching alternatives include working for the Canadian University Service Overseas (CUSO) and the Commonwealth Secretariat.

Complete details of the above mentioned programs can be found in a BCTF brochure titled *Want to Teach Overseas?*, available on request.

Teacher sits at table during board meetings

Penny Stewart, local president in Prince George, sat last year in an 'advisory capacity' at the school board table.

Her status at the table, she says, is similar to that of the Directors of Elementary and Secondary Instruction. But the value for teachers and for the board has been immense.

It developed from problems of two years ago. Confrontations were common. Teachers

were sitting in the gallery often listening to a lot of misinformation but unable to reply at board meetings.

As a result, the board voted to have the local president sit at the table in an advisory capacity — a move that has opened communication lines and cleared the air according to Penny Stewart. 'The board is to be commended,' she says, 'for an honest attempt to improve communications.'

Slide show gains award

A BCTF presentation showing the influence of class size on teaching styles has won an award for excellence from the Educational Press Association of America.

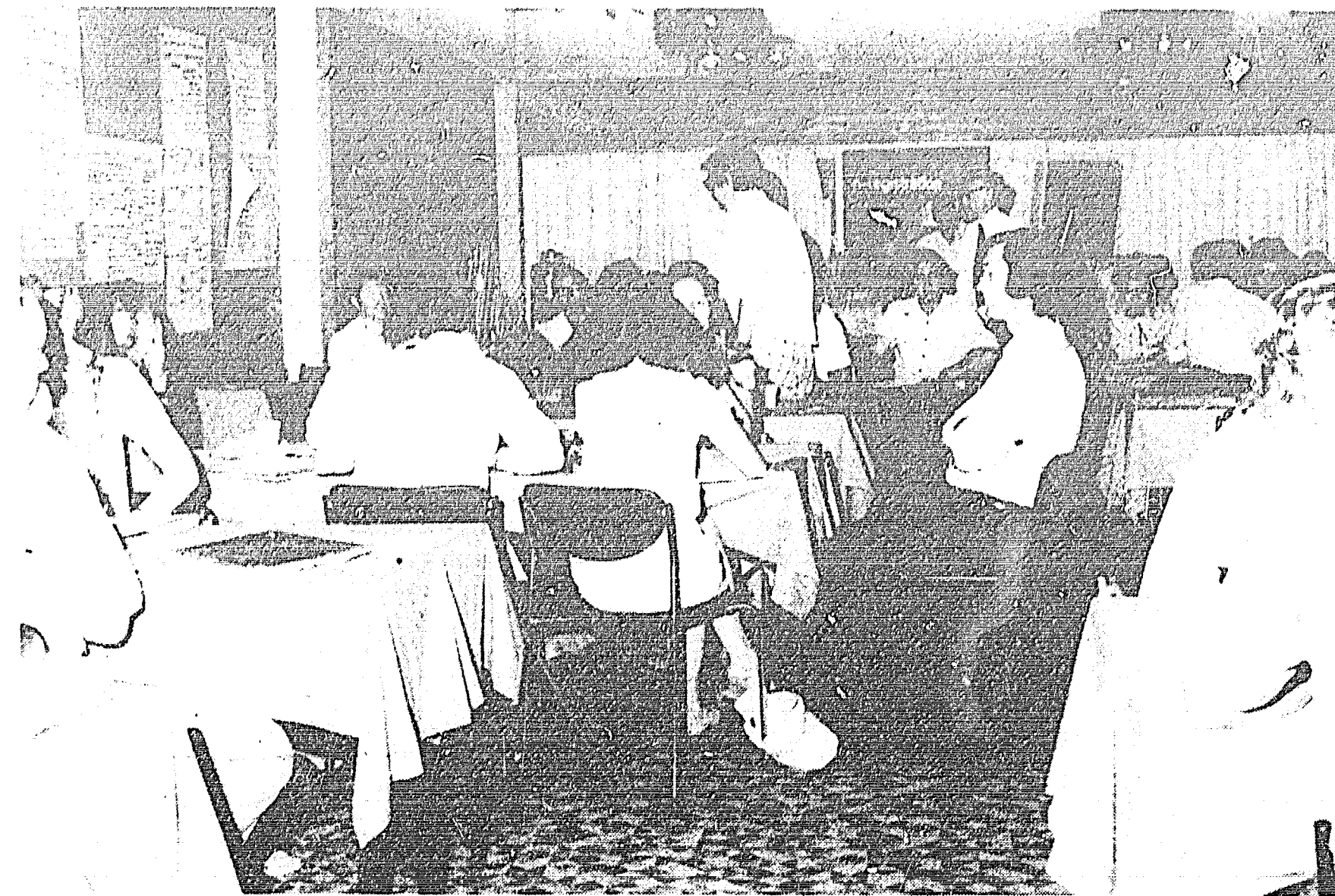
The award is the latest in a long series of tributes paid to the set nationally and internationally.

The slides were prepared by John Hardy, Assistant Director of Communications, who succeeded in depicting visually principles enunciated by Dr. Norman Olson in a mammoth study of class sizes and their

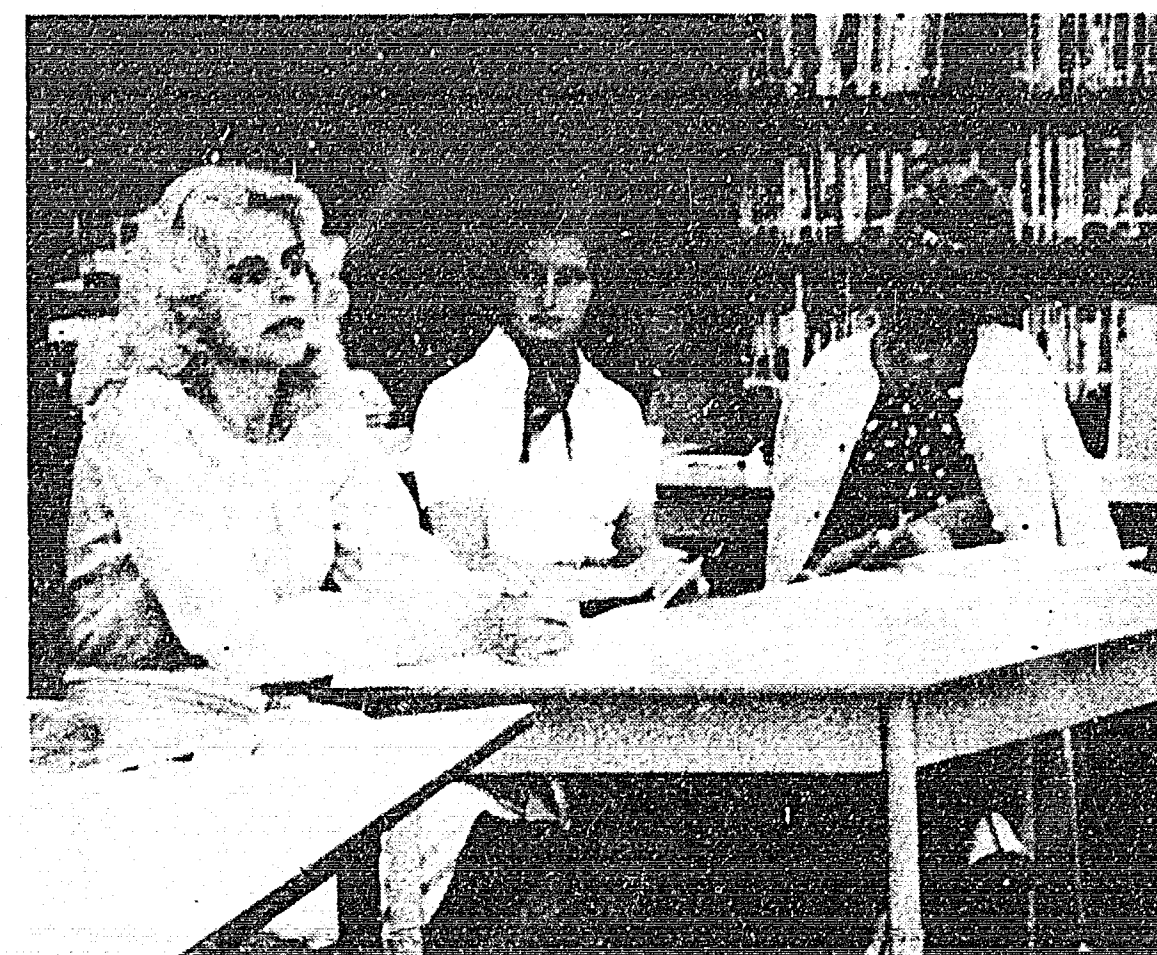
relationship to various styles of teaching.

Hardy expressed his gratitude for the assistance of Florida Town, wife of a Burnaby teacher, to Paul Bailey, a West Vancouver teacher, and to many teachers throughout the province who arranged pictures for him and even posed in pictures themselves.

Perhaps the ultimate tribute paid the slide set is the fact that it has been duplicated and used successfully by teachers' organizations in several other provinces and in Australia.



The Professional Development Division in the BCTF is undergoing a massive reorganization — the Newsletter will be carrying further information on it. Shown here is the PD conference at UBC in July.



Alternative teaching styles drew teachers to BCTF summer courses. Shown here, Diane Dvorak serving as a resource person for the course given by Janet Mori in Victoria that was oversubscribed.

Onstad appointed legal co-ordinator

Gary Onstad has been hired September 1 by the Legal Services Commission as co-ordinator of its Public School Legal Education Project.

Onstad, a former BCTF vice-president, and co-chairman of TPAC, served as a consultant to the Department of Education in the Research and Development Division last year.

His duties with the Legal Services Commission will include the institution of teacher training workshops and courses, the development of suitable curriculae for primary and secondary school law units and courses, and assistance with appropriate legal source materials for use in schools.

Staff Committees

Shared decision-making helps gain commitment

By DON WALMSLEY
BCTF First Vice-President

Authority is exercised by superiors over subordinates, right?

Wrong, says Chester Barnard who wrote a classic book on administration titled *The Functions of the Executive*. Barnard claims 'Authority is another name for the willingness and capacity of individuals to submit to the necessity of co-operative systems.'

In other words, it is the person receiving the order who determines whether or not to follow it.

Every organization needs rules if it is to function. If the rules are reasonable, and if they are followed, the organization and its members benefit. However, no rule is totally obeyed and no person obeys every rule.

In our society we have people who steal. In our classrooms we have students who come late. In our schools we have teachers who ignore the supervision roster.

Some rules are not understood, others appear to be incompatible with the purposes of the organization, others place an intolerable workload on the recipient and still others are not within the capabilities of the individual to perform.

Organizations make extensive use of rewards and punishments to ensure that their rules are carried out. Ultimately however, each recipient either acts on, or ignores, a particular order. Persons in supervisory positions, knowing

this, deliberately avoid giving orders they know will not, or cannot, be obeyed. Or, they ignore violations of orders that they cannot enforce. New teachers often have 'discipline problems' because they do not understand these principles.

Assuming it is in the best interest of an organization to have its rules obeyed, why are they often not obeyed? Or, to put it positively, what can be done to increase the number of rules that are obeyed?

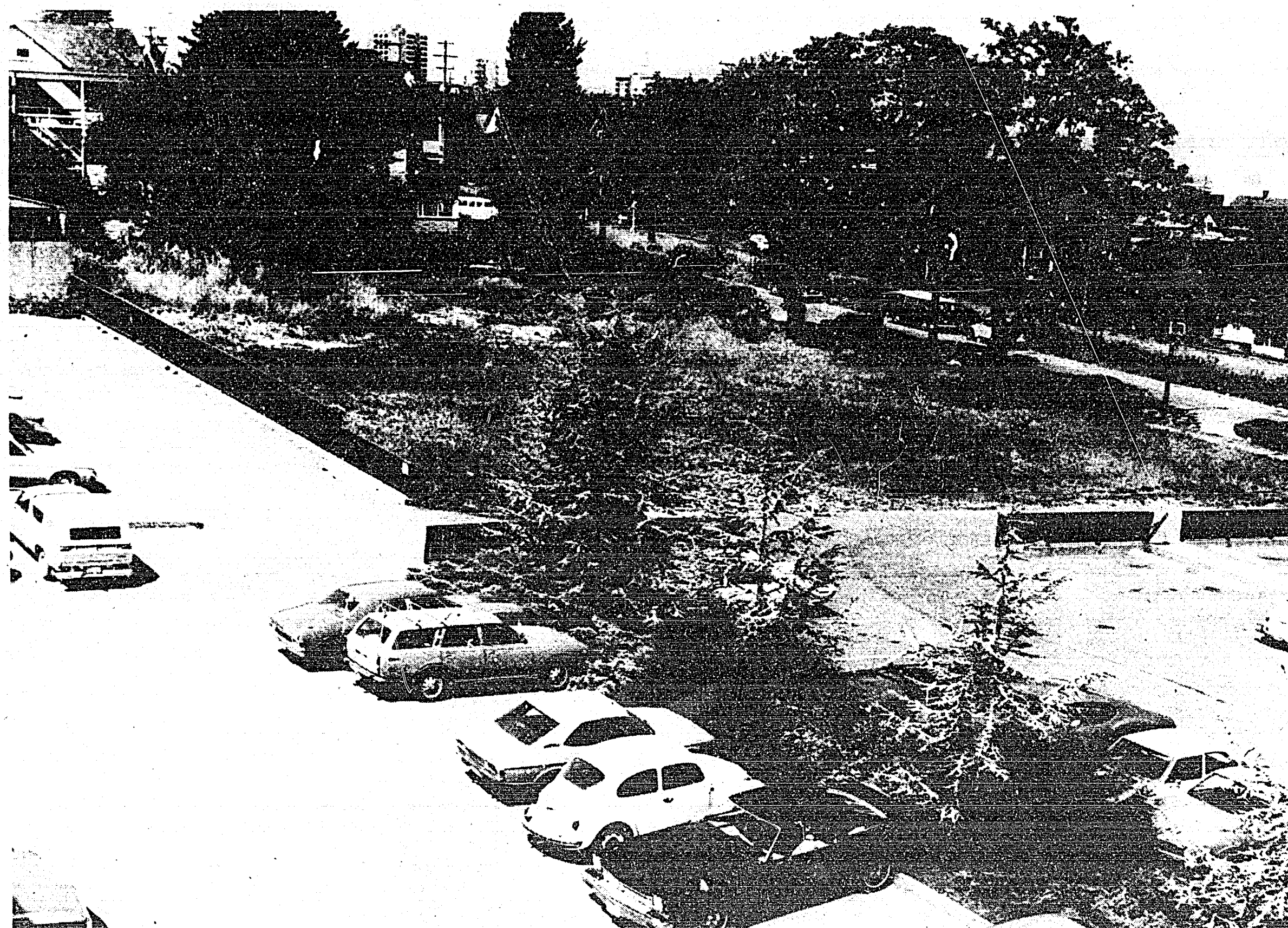
Currently we have a self-filling belief: those higher up the bureaucratic ladder have a greater commitment to the organization than those lower. Shared decision-making models have been developed in an attempt to discredit this belief. If those charged with implementing a decision have a part in making that decision, 'authority' begins and ends in the same place. It is unlikely a decision one helps to make will be ignored.

Shared decision-making is not a system without order but rather a system in which all have a part in determining what the order shall be. It is a system in which there is even greater order because those involved are working toward a common goal.

The BCTF has promoted the staff committee as a method of working toward shared decision-making in schools. If you are interested in finding out more about staff committees, contact your local association president or learning conditions chairperson, or write to me at the BCTF office.

The building study

Decision on phase 2 needed from Fall RA



A view of the federation's property showing the vacant lots, an existing house that is subdivided into apartments, and the existing parking lot area

One of the major decisions facing the fall Representative Assembly will be the proposed addition to the BCTF building, specifically a decision to move to phase two, design and development, at a cost of \$36,000.

In the interest of assisting you and your representative, therefore, we are reviewing the decisions made to date and facts behind those decisions.

In the spring of 1974, the Representative Assembly commissioned Rhone and Iredale, a well-known and highly regarded architectural firm, to study the most effective and economical means of satisfying the housing requirements of the BCTF.

By that time, current growth had pushed Vancouver Secondary and Elementary Teachers' Associations as well as the Credit Union outside the BCTF building. Boardrooms had been taken over for office space and the Co-op, which had expanded to one of the boardrooms, had begun a search for other premises.

Rhone and Iredale prepared a thorough, comprehensive report covering relationships

between the building and users, space requirements, location studies, real estate reports, site development and construction timing that went to the members of the Representative Assembly last year.

They reported that the BCTF will need approximately 20,000 square feet in addition to its existing building to accommodate growth expected over the next 20 years.

They identified two groups of member-users in their report: first the general membership who utilize the services of the BCTF and secondly the elected representatives who form the governing bodies. They concluded that the optimum location for the BCTF is generally along Broadway between Burrard Street and Main Street, an area where the BCTF building is now located.

The Representative Assembly in October, 1974 agreed that the option of selling the BCTF building and relocating elsewhere was impractical and that the study should proceed on the basis that the building and property would remain the home of the

BCTF in the foreseeable future.

As well as the approximate 20,000 square feet required by the BCTF over the next 20 years, the sister organizations had committed themselves as follows: Co-op — 20,000 sq. ft.; Credit Union — 1,000 sq. ft.; VESTA / VSTA — 1,500 sq. ft.

In addition to office space the city requires parking space for 257 cars. To accommodate that many vehicles, the parking structure will have two levels and will cover practically the entire site. There will also need to be a service court with three loading bays.

The BCTF Finance Committee in January, 1975 recommended renovating the present BCTF building and the construction of an addition to the present building.

According to the Finance Committee, the need for more space was well documented, and there would be difficulty renting the additional space needed. The Finance Committee also urged building now rather than later to retain the Co-op as a tenant willing to

rent 20,000 square feet at market value.

The Representative Assembly authorized a budget of \$60,000, February 1975, for the first of four phases to draw plans for renovation and addition to the present BCTF building, with instructions to the architects to report back to the Executive Committee when the first phase was completed.

That report went to the Executive Committee May 2 and it contained information from the Kitsilano area planner indicating that both city and neighborhood residents would be opposed to penetration of commercial land use into the portion of the site now zoned residential. It was suggested the Federation develop moderate income housing under Central Mortgage and Housing Corporation, with 95% financing of the \$1,800,000 project available through CMHC at a fixed rate of 8% for a 50-year term. The Executive opted for development by the BCTF of rental housing under the CMHC limited dividend program

rather than sale of a portion of the land. However, the RA at May 31, decided to wait until more information was available in the fall before it made a further decision on this matter.

The most recent report from Rhone and Iredale, *Statement of Intent*, details the building program for the addition that the RA will study in September.

Rhone and Iredale say, 'It is proposed that the new construction will unify the two existing buildings and form a functional and attractive

complex of which the teachers of British Columbia can be proud.

'Since much of the space will be rented for some years and because the office requirements of the Federation can be expected to vary, flexible office space suitable for many purposes should be designed. As a centre for teachers who are professionally concerned with the development of young minds, the building should reflect human concerns and provide a suitable setting, not only for the teachers it services, but also for their staff.'

Quick facts

1. In 1968 the Executive Committee, foreseeing possible future expansion, agreed unanimously to purchase three lots for \$105,000 and one for \$26,000, valued today at \$540,000 including a previous lot which had been purchased in 1966 for \$20,000.

They reasoned:

—If the federation should expand it would have the potential on the purchased site.
—If the federation should move it would have a larger, more valuable block of land to sell and this would counterbalance loss of the sale of the specialized BCTF building.
—If the federation should neither move nor expand, the lots would still appreciate in value.

2. Land lies idle at present time.
3. The Burrard Street site is ideally located (population, hotels, airport, Broadway corridor).

4. BCTF membership has grown:
—on occupation of present building in 1957: 10,000.
—when building was enlarged in 1967: 17,036.
—today 27,311.

5. Addition will not affect teachers' fees.
6. Rental of space in building will pay costs.

7. Co-op has already given a guarantee to rent 20,000 sq. ft. of space. If no decision is made to build within the next few months, BCTF may lose this major tenant.

8. Teachers obtained the best possible advice from award-winning architects, Rhone & Iredale.

9. BCTF probably provides more programs than any other teacher organization in North America and has increased those programs dramatically over the past few years.

Lease the land to a private developer?

Should the BCTF get into the housing business?

This is the question that haunted members of the Executive Committee at the August 17 meeting at Naramata.

Following a presentation by

architect Rand Iredale of Phase One, the Committee decided to obtain information regarding leasing of the land and air rights to a private developer who would proceed with the housing program as envisaged by the architect. The information would be presented

to the fall meeting of the RA.

The Executive Committee also agreed that the BCTF building study presented by Iredale fulfilled the architects responsibility for Phase One (the program phase) of the project, with the proviso that the date for the appointment of

a contractor be changed; the schedule of approval be clarified by the table officers and presented to the September 12 meeting of the Executive Committee; and that a revision of the cost analysis be made, taking into account the inflation factor.

Council of ministers 'shrouded in secrecy'

The Council of Ministers, government financing of education, and lack of militancy by teachers in social issues came in for searing criticism at the 54th annual assembly of the Canadian Teachers' Federation in St. John's, Newfoundland in July.

Tom N. Trafford, retiring CTF president, zeroed in on these issues and scored the Council for its heavy handed usurping of power from national and provincial groups.

'Like a bad dream,' the Council of Ministers... remain visible through the fog but they cannot be reached or touched. Yet their deeds and decisions become evident... always after the fact.

'Shrouded in secrecy, reluctant to exchange ideas or consult with practitioners, they remain in their own self-created, incestuous domain with apparent responsibility and accountability to no-one.'

Trafford accused the Council of bringing about the termination of the Canadian Council for Research in Education; the National Advisory Council on School Broadcasting, the CEA-National Film Board Advisory Committee, and the Advisory Committee on Technical and Vocational Education.

'The result of removing without replacing value is often rebellion, confusion and chaos,' he warned.

'The Council has taken upon itself, through private consultation, the right to establish policies for Canada as a nation and similar or supportive policies or strategies within respective provinces. They have also assumed the licensing rights for the production of the teachers' guide to metrication and the production and publication of educational statistics.'

Visually impaired workshop

The B.C. Association for the Visually Impaired will hold a workshop September 24. Registration forms are available from them at 7185 Halifax Street, Burnaby.

The workshop is intended to assist classroom and learning assistance teachers.

CTF project overseas

'They came to observe and stayed to help'

You read about it every year — CTF Project Overseas.

How effective has it been?

According to BCTF President Bill Broadley one of the highlights of the WCOTP Assembly was the lavish praise that flowed from delegates from the third world to Canadian teachers who have been part of the project.

Delegate after delegate rose to their feet to thank CTF for the expertise provided both in the area of inservice assistance for teachers of the underdeveloped countries but also for the assistance given in helping to organize their teacher unions.

Perhaps the delegate from the Ivory Coast summed it up

Trafford claimed the Council was also attempting to reach agreement with the Department of External Affairs for the right to select Canadian delegates to international conferences. Grasping even further the Council was contracting with the Secretary of State's department to administer language assistance programs, student bursary programs and production of school television programs.

'All of these activities are engaged in by Ministers of Education elected and appointed provincially, responsible only to the electorate within a province. They refuse consultation with the public and with non-secretive organizations more capable and expert in the field of education,' he said in summation.

Looking at the coming year, Trafford suggested some immediate priorities for teachers to consider.

'CTF must establish as top priority the continuing effort to create a national Office of Education,' he said. 'There are more federal offices with influence on, and monies for, education than we have time to list. Yet there is no coordination, cooperation and little opportunity for consultation with educational organizations. The result is a large number of independent efforts ignorant of how they can most effectively utilize what they have to offer.'

Trafford went on to stress the need for federal financing of education. He said the government must recognize and accept its responsibility to ensure that every Canadian has the opportunity to receive quality education. 'I would urge that this policy be further debated and differences of opinion be resolved so CTF can pursue the policy both with energy and with unanimity.'

In an urgent call for more

WCOTP sanctions teacher rights in political process

WCOTP has sanctioned the right and responsibility of teachers to participate in the political process.

This was the major conclusion of the WCOTP Assembly held in Berlin's Kongresshalle, July 30 - August 6, Bill Broadley, BCTF President, reports.

'The BCTF has been attempting to persuade all teachers that they have a right and responsibility to participate in the political process. The fact that teacher representatives from some 59 countries agreed, is very heartening,' Broadley says.

'Teachers and the Political Process' was the principal theme of the conference, and a definition of 'political process,' he says, was established as 'the ways and means by which decisions are made and implemented at all levels of society by individuals, groups or levels of government.'

More than 80 organizations in some 59 countries — as well as intergovernmental and international non-governmental organizations and specialized groups — were represented at the Assembly.

In defining ways and means for teachers' organizations to use political processes in pursuit of their goals several recommendations were made, Broadley reports.

1. Teachers work for the development of appropriate structures to enable them to participate in decision-making at all levels of society.

2. In the act of educating students in the use of the political process teachers endeavor to ensure each individual has access to all sources of information and opinions and understands the responsibilities of citizenship.

3. Teachers be objective in their discussion of current affairs and given recognition to the plurality of ideologies in human societies.

4. Teachers establish appropriate structures and procedures within the classroom and the school to enable participation of students in decision-making.

5. Teachers have the right, responsibility and opportunity to participate in the decision-making process in their professional organizations.

militancy, Trafford asked: 'How often do teachers take strong public stands on issues which must be of concern to the entire public? We must become militant to ensure quality of education and let's be willing to march, work to rule, hit the headlines and even strike about cutbacks, abolition of music, art, physical education, home economics and photography courses! Should we not also be militant

and vocal, as educators, about such issues as the quality of TV programming, environmental pollution and other social issues?

'If we expect credibility from the public when we present salary demands, we had better pay more than lip service to the education and protection of Canada's individuals in our care and for the assuming of responsibility for concern for education generally.'

Canadian Teachers' Federation

Briefs and Beefs

Representing the BCTF at the 54th annual general assembly were CTF directors Bill Broadley and Dorothy Glass; delegates, Gail Neuberger, Coquitlam; Adam Robertson, Creston; Jack Tearne, Chilliwack; Cliff Boldt, North Vancouver; Pat Brady, Prince George; Don Kelly, Burnaby; Don Walmsley, Hope; Florence Wilton, Coquitlam and Stan Evans, staff.

BCTF first vice-president, Don Walmsley, was appointed a director of CTF for a two year term joining Dorothy Glass of Campbell River, who will complete the final year of her term on the 19 person directorate.

B.C.'s one resolution, which called for a 50 cent hike in fees, was turned down by the Assembly but replaced by a successful resolution calling for a 25 cent increase. The total tab is now a tidy \$4 per member, per annum.

Hospitality of the 'Newfies', including Cod tongues and screech, received high praise from B.C. delegates, who hope it will be equalled when CTF holds its next annual assembly at the Hotel Vancouver, July 14, 15 and 16, of 1976.

While Don Walmsley was the first to expound on the warmth of the Newfoundland hospitality, he was also the first to urge that the CTF-AGM put more emphasis on business and less on social activities. He pointed out only some 40 items of business, including committee reports were dealt with in the three-day convention period compared with some 100 recommendations, 30 to 50 resolutions and some 20 committee reports dealt with during the same period of time by the BCTF-AGM.

Ian J. Fife, Etobicoke, Ontario was elected president of CTF at the 54th AGM. Fife, who has worked with the Etobicoke Board of Education for the past 21 years as teacher / vice-principal, is presently on sabbatical doing doctorate work in Educational Administration at the Ontario Institute for Studies in Education. In 1971-72 he served as the first full-time president of the 100,000 member Ontario Teachers' Federation.

Member organization reports listed as some general trends during the year: an unanticipated continuing expansion of the teaching force; an effective program of political action aimed at shaping policies of the various levels of government involved in educational decision making; continued, but not so effective, efforts to improve working conditions of teachers; substantial improvements in the economic status of teachers.

The hottest debate took place over CTF's Official Languages Policy. CTF went on record as opposing the language-of-instruction provisions of Quebec's controversial Bill 22, that province's Official Languages Act. CTF's language policy now states that: 'It is the right of Canadian parents to have their children educated in the official language (French or English) of their choice, and it is the duty of educational authorities to provide suitable facilities at all levels of education.' L'Association des enseignants francophones du Nouveau-Brunswick argued that language rights should be determined by mother tongue and not by parental choice.

CTF will approach the federal government to take action to reduce the amount of violence portrayed on television, and to provide for the free use of broadcast materials for educational purposes through changing copyright laws.

Steps will be taken by CTF to have regulations of the Unemployment Insurance Commission modified as these affect teachers' claims under 'maternity' provisions. The specific change in regulation should ensure that all claimants in this class may obtain 15 weeks' insurance of income.