

# BC TESLETTER

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JANUARY 8, 1976

## Meeting sought with new Education Minister

With the change in government and a new Education Minister, Pat McGeer, what lies ahead for education is presently unknown.

But BCTF President Bill Broadley saw a good omen in the appointment of 'brain-power' to the education post. 'It is unfortunate he has

another portfolio, however. I hope the problems of ICBC don't distract him from education.'

Broadley sent two telegrams.

The first, December 22, congratulated McGeer on his appointment and requested a meeting at his earliest convenience 'to establish a good working relationship between the BCTF and your government.' A second telegram, December 23, requested a meeting to discuss the federal wage and price control program, 'preferably with BCSTA representatives present.'

He was surprised by McGeer's announcement of January 2 asking school boards to roll back salary awards from arbitration.

Broadley pointed out that under the Public Schools Act salary awards of arbitration boards are final and binding on both parties, boards and teachers.

Up to now, he said, there has been no agreement between the provincial and federal governments in adopting the federal guidelines in the public sector in B.C.

Broadley also pointed out that he understood 'the guide-

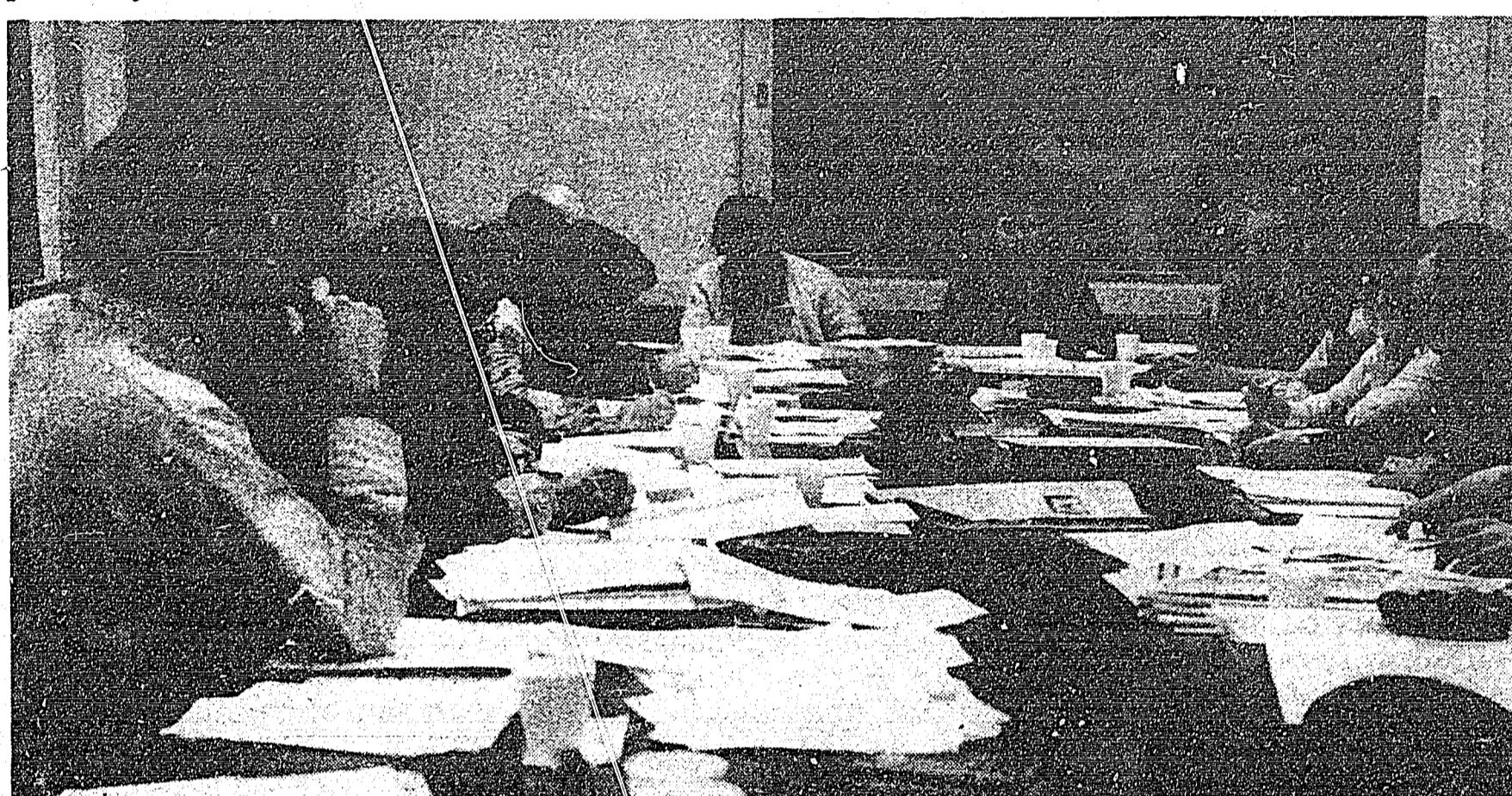
lines are what they are meant to be — guidelines.'

'It is the intent and spirit that is to be followed. The teacher awards are within the spirit of these guidelines. There won't be anything to roll back,' he said.

In addition, Broadley phoned McGeer to express indignation at the process the Minister had used which effectively left the BCTF president hearing about it first from the news media. McGeer apologized and Broadley received assurance from Executive Assistant, Jim Bennett, that there would be consultation in future.

At press time, a meeting with the new minister is still being sought by Federation officials.

A request from the BCSTA asking if the Federation would support varying the terms of arbitration awards by placing a portion of them in escrow was unacceptable because it would be illegal and because arbitration boards clearly took the guidelines into account in their awards.



Meeting December 12, the day after the election, the Provincial Learning Conditions Committee, chaired by Don Walmsley and Barry Jones, top of the picture, sought to codify and clarify LC policy and procedures. One important proposal for those districts unable to establish a learning and working

conditions agreement would enable locals to adopt a unilateral declaration of basic membership rights, prerogatives and obligations embodying BCTF policies, procedures, and criteria involved in the learning conditions program.

It seems . . . Wherever worth-while things are happening there is always a teacher and a group of enthusiastic school children making it happen.

And so is with Habitat, the United Nations Conference on Human Settlements to be held in Vancouver May 31 - June 11, 1976.

At the unveiling ceremony of the design concept for the Habitat Visitors' Reception and Information Centre Pavilion, Wednesday, December 17, Vancouverites learned that school children and their teachers will play an active part in its construction.

More than 2,000 lower mainland elementary school children will be involved in the project as well as teachers of art, social studies and science programs.

Overall co-ordinator for the building and art decoration of the 150 module units that will be built from papier-mâché by the children to form the pavilion is Wyn Davies, Art Co-ordinator of the Courtenay School District, who has been seconded to the program.

### Committee of 12

Together with a committee of 12 from school districts in the lower mainland, Davies has been working since early October to organize construction of the Pavilion. The first step was the unveiling ceremony of the design concept and a display of the method of design by 15 elementary students from Gilpin school in Burnaby and Viscount Alexander in Port Coquitlam.

The ceremony in a large

Vancouver warehouse was attended by Habitat Commissioner General James MacNeill; Associate Commissioner, Dr. Hugh Keenleyside; Mrs. Edna Arpe, chairman of the Metropolitan School Trustees' Association; Alderman Warnett Kennedy, City of Vancouver; C. H. L. Woodward, Associate Deputy Minister, Department of Municipal Affairs.

In his opening remarks Dr. Keenleyside said it was 'somehow fitting that we are gathered in this basically simple and humble shelter where our children have given of their minds, hearts and hands to show us in a simple way what Habitat is really all about.'

### Visitors' Pavilion

The message, he said, will be symbolized in the Visitors' Pavilion that will stand as a witness to the belief that through the children of B.C. and the children of the world there are solutions to the seemingly insurmountable problems of human settlements.

The pavilion, will cover 12,000 square feet of space on the Courthouse Plaza in downtown Vancouver.

The paper and cardboard products used in construction of the pavilion are derived from British Columbia's most renewable and plentiful natural resource — the forests. It also includes recycled products, for the children will be asked to bring waste paper from their homes for the construction.

The structural system of the

pavilion will have considerable potential throughout the world, according to Commissioner General MacNeill, as the modules are light in weight, easily transportable, quick to assemble, yet are strong and durable.

As well as constructing the modules the children from the nine school districts in the Lower Mainland will demon-

strate their artistic ability by decorating them with images that have evolved from discussions relating to their heritage, human settlements, history and current events.

The decision to use papier-mâché as the basis of the hyperbolic paraboloids (the saddle-shaped forms the modules will take) and to have them constructed by children

is a creative response to the problems of human settlement that will face a world, whose population will double in the next 30 years.

Papier-mâché building is akin to the age-old mud-and-wattle building method, but its combination with the mid-20th century thin-shell technique and hyperbolic paraboloid form is unprecedented.



Elementary students from Gilpin school in Burnaby and Viscount Alexander in Port Coquitlam are pictured working on one of the 150 module units that will make up the Visitors' Reception Centre at Habitat May 31 - June 11. They are among some 2,000 lower mainland elementary school children who will be involved in the project.

## Members voice

In recent articles that have appeared in the BCTF Newsletter concerning sex discrimination, the reader gets the impression that everyone is enthusiastically supporting the BCTF policy recommendation regarding co-educational school activities. This letter is to inform you that there is a large number of teachers who oppose the BCTF suggestion that "... all courses, programs, activities and clubs sponsored by schools shall be open to all students, regardless of sex."

The BCTF AGM delegates acted without enough consideration or foresight when they rashly accepted this broad, sweeping statement before properly consulting with some of the people whom it effects — i.e. physical education teachers and coaches and other teachers who volunteer their time out of school hours to sponsor extra-curricular programs, activities and clubs. Obviously then, it would not be

High school coaches from across the province were represented at the AGM of the B.C. Federation of School Athletic Associations last May. At that meeting, B.C. coaches went on record as being opposed to the BCTF recommendation as it applied to school athletics.

Researchers who have studied and compared growth and development of males and females support the philosophy of keeping the sexes segregated for most athletic contests. While there is little difference between young boys and girls in physical ability and motor performance, dissimilarities become apparent during later childhood and become distinct during adolescence. As boys get older, they become superior to girls in most physical and motor measures as they typically grow taller, heavier, stronger, and are faster than girls.

Obviously then, it would not be

fair for girls and boys to compete against each other in competitions where strength and speed are major components...

People who are interested in school athletics are concerned that both boys and girls have equal opportunities to participate in the sport(s) of their choice. This will not be

achieved by making teams co-educational — on the contrary, this would probably result in the elimination of the girls' teams, as they would be taken over by boys.

As teachers and coaches we endorse the idea of equality for both boys and girls in time and money available for athletic programs, sports or activities

offered, and the use of facilities. This equality can only be achieved by increasing the athletic program where participation by both sexes justifies it, not by creating co-educational teams.

Prince Charles  
Secondary School  
Creston-Kaslo  
Coaching Staff

## Vietnam-Cambodian fund questioned by member

The following is being written in response to your call for members' greater involvement in the affairs of our organization. It is hoped that it will be reprinted in the BCTF Newsletter.

With a certain amount of satisfaction one observes that the BCTF has chosen to see beyond national and provincial borders, particularly on the subject of Indochina. Some of us have long advocated such an involvement in international affairs. We have argued that a lively interest in annual pay increases and the sending of a token delegation of teachers to underdeveloped continents, instead of to their vacations in

the Okanagan, simply wasn't enough.

We should, however, take care not to move from one extreme to another. At a time when Cambodia is under fire for causing the death of several thousand elderly and infirm people through the ruthless, forced evacuation of Phnom Penh's three millions, our organization's enthusiasm for that country's methods — educational and others — should be somewhat restrained.

In South Vietnam the liberation from Thieu's corrupt regime has reportedly also not brought the expected jubilation. Growing armed resis-

tance movements in the Tay Ninh Province and in the Mekong Delta indicate that the South Vietnamese seem to be just as opposed to the rule of Marxist totalitarians as they have been to that of the home-grown fascists who preceded them.

In view of the above it is requested that our organization's financial involvement in the affairs of both Cambodia and Vietnam be carefully reconsidered along with all the implications. While compiling material for a book a few years ago, I had occasion to hear in Marxist classrooms some purposefully distorted lessons on life in the West. It may be argued with some truth that certain materials in our classroom also have anti-Marxist overtones. But they have not been financed through collections among teachers in Communist countries.

Should a small local association do its utmost to jointly fund this 'professional library' where would it house its materials?

### Logic absurd

The logic for establishing professional libraries in each school district is absurd. What are you gaining by having a local resource center in an

area that takes a person many hours to travel?

You must remember that other teachers, particularly those who may take a leave of absence to attend SFU, UBC or UVic may wish to use the resources center.

Other points brought up by Sullivan are:

The motions suggest that if you are not involved with

## News slanted claims Prince George reader

The quality of the journalistic style effected in the October 16 BCTF Newsletter is so personally irritating that I must voice an opinion. This style is so slanted towards the one-eyed that the issue makes an excellent resource for a critical reading exercise.

In particular let me refer to the front page article: 'Too often on principals say members.'

One does not 'nearly censure'. One either censures or does not censure.

The members did not say the Executive was too easy on principals. The members made a democratic rejection of this concept by a 131-98 majority.

Yours sincerely,  
Owen Corcoran

## Those were not the days

I can add a little to John Sutherland's memories of the Langley school board controversy.

Forced to pay the \$200 award the board transferred Mountain to a distant school. The Department of Education promptly dismissed the school board and sent in an official trustee.

Today teachers should realize that attitudes such as Langley showed were common in the country areas in the '30's. Wages were so poor that Victoria had to bring in minimums of \$780, \$1100 and \$1200 for elementary, junior and senior high.

Yours truly,  
John A. McCharles

## Vic. High to celebrate centennial activities

May I, through the letters column of your publication, make an appeal to all former students and staff of Victoria High School in Victoria, B.C.

In 1976, Victoria High School, the oldest Canadian public high school west of the Great Lakes, will celebrate the 100th anniversary of its establishment. A Committee has been formed to plan suitable centennial celebrations, and we are now attempting to locate all who attended VHS, either as a student or a member of the staff.

Celebrations will begin early in the New Year and continue through the end of the school term.

Many events are being planned for the Homecoming Weekend, May 7, 8 and 9. A registration fee of \$3 is to be charged for this weekend, entitling those who register to attend events at the school on May 8, and a garden party on May 9.

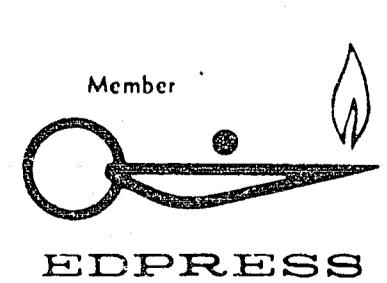
Anyone eligible to register should write to P.O. Box 1976, Victoria, B.C., for further information, or send their registration fee now, along with their name, maiden name if applicable, address, and dates of attendance at Vic. High.

Yours very truly,  
L.J. Wallace  
General Chairman  
Victoria High School  
Centennial Celebrations

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

**NEWSletter**

Editor  
JOHN HARDY  
Assistant  
PAT DENHOFF



Member  
EDPRESS

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

## BCTF Resources Center

# Closed door policy opens new dialog

The following exchange took place between Jim Sullivan, Surrey and BCTF President Bill Broadley concerning the restrictions on the use of the BCTF Resources Center. Excerpts of some points raised and answers given are printed for your information.

### JIM SULLIVAN ASKS:

You state that in most parts of the province teachers do not have ready access to professional materials. You also state that, 'professional resources (should) be purchased at the school district level to ensure their availability to all teachers.' Do you mean 'at the school district level' to mean purchased by the local school board, purchased by the local association within the local school district or purchased jointly by the local association and school board? If so, with which groups did you consult prior to making your decision?

Should a small local association do its utmost to jointly fund this 'professional library' where would it house its materials?

### Logic absurd

The logic for establishing professional libraries in each school district is absurd. What are you gaining by having a local resource center in an

BCTF committees or local association committees you are a 'second-class' teacher. Yet, the BCTF is using this non-committee teachers' money to subsidize a library 'or have you forgotten that all teachers pay membership dues?'

### Final objective

If the final objective is to close the library facilities, then of course, contributions of funds would discontinue. If the final objective is to cease from professional development, then we should reconsider the aims and goals of our 'professional' federation. If the final objective is simply to save the almighty dollar to balance our long overdue books, then there may be other avenues of cutbacks (non-professional, of course) that could be made instead of professional development cutbacks.'

### BILL BROADLEY REPLIES:

The basic premise is simple: the fees of BCTF members should not pay for either the space or materials for a resources center large enough to serve all B.C. teachers in their classroom work.

Teachers should have available in their own school or district the professional materials they require to assist them in their classroom work.



President Bill Broadley replies

This is a proper charge to the operating budget of the school system. The materials should be housed in space provided by the school board.

## Resources Center motions

(a) From July 1, 1975 until June 30, 1976, restricted service will be to building staff, Executive Committee, other BCTF committees and task forces, PSA officers, Representative Assembly members and members of local association committees and to provision of specialized provincial services.

(b) From July 1, 1976 restricted service to building staff, Executive Committee and other BCTF committees and task forces, PSA officers, Representative Assembly members and members of local association committees and to provision of specialized provincial services.

## Dynamic, thoughtful, informative Nexus links Alberni teachers

### TQB revises classifications

As a result of changes in the Ontario educational structure and of the fact that B.C. universities no longer grant transfer credit in a degree program for Ontario Grade 13 studies, the Teacher Qualification Board has revised its policies with respect to credit for classification purposes for Ontario Grade 13.

At its meeting of November 12, 1975, the Teacher Qualification Board formally adopted a resolution that classification credit for Ontario Grade 13 studies will not be granted for teachers certificated in B.C. after September 1, 1976.

The effect of this resolution will mean that the Ontario universities' three-year B.A. (General) degree will be recognized as three years for classification purposes, and when coupled with a one-year professional education program, will be assigned Category 4.

Twenty-six teachers and workers interned and tortured in military camps and thirteen fugitives are named in the World Confederation of Organizations of the Teaching Profession's (WCOTP's) formal complaint to the International Labour Organization (ILO), made in the name of the national union of public schools of Dahomey (SYNEPDA) against the Government of Dahomey.

Those interned and tortured include four officers of SYNEPDA and four other teachers, one of whom died under arrest.

Cheques should be made out to the CTF Trust Fund and mailed to the Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, K2P 1B4.

nounced the goals of their newspaper:

'This newspaper will be designed to serve the needs of teachers both inside the school and within the community.'

'This paper will not be like conventional newspapers, or like a bulletin of committee reports... It will be dynamic, thoughtful, useful, informational and educational... It

will be a product of teachers based on their ideas, perceptions and experience and their desire to improve and promote a dynamic, viable education community.'

True to their word, Nexus is not like other newspapers. It has a personality all its own. A reflection of the bright, somewhat irreverent humor of its contributors.

The paper, typed by commerce students, has three editors. They are Chris Johns, Calgary Elementary and Tom Paul and Cody Good from Mount Klitsa Junior Secondary.

During the recent election campaign, all four major parties in B.C. stated publicly they would support some type of government funding of independent schools. The degree of public funding varied with party philosophy.

Giving a little assistance is like being a little pregnant — it doesn't stop at a little

Where the school system is fragmented, there are many small schools, staggering school costs, poor attendance, and grossly inadequate programs, supplies and equipment.

We must keep public funds for public education if we are to maintain a nonsectarian school system.

And a warning to the independent schools 'the moment you accept public funds will be the moment you lose your independence.'

Griffin outlines the historical reasons for the present system in British Columbia harking back to the words of Amor de Cosmos in referring to An Act Respecting Common Schools passed in 1865 'We are not disposed to cavil at the imperfections of the bill so long as two great principles — free schools and a non-sectarian system of education are enunciated.'

He concludes with a warning to 'any government of British Columbia that threatens the basic principle upon which our school system is founded — it takes only a little spark to set off a catastrophic conflagration.'

## Teachers in Dahomey tortured for politics

When teachers in Canada get involved in 'political activity', they do so with little threat to their jobs, let alone to their lives. This is not the case everywhere in the world.

A thoughtful, cleverly put together paper, the Nexus is in no way insular. Its views are broad, articles sassy and layout techniques bold.

Two of the regularly featured items, the Lyons' Den and Boardcasts, show the originality in approach.

The Lyons' Den is an editorial column written by District Superintendent Ron Lyon and Boardcasts is the voice of the School Board.

If anybody is interested in contributing or subscribing to Nexus, Chris Johns will be happy to hear from you.

Write to him care of Calgary Elementary School, 715 12th Avenue North, Port Alberni, B.C.

Bob Herbison of A.W. Neill Junior Secondary is a past editor who still regularly contributes.

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Act prior to our entry into Canada.

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## GIVE ME A CALL

L.W. What is your understanding of your role in the Department?

B.A. My understanding of the appointment I now hold as Director of Teacher Services is to see what is needed by classroom teachers.

L.W. Do you see this as fitting in quite comfortably with the PDAC (Professional Development Advisory Committee) that we've just established?

B.A. I would hope so. I think the emphasis is on co-operative development. I think it would be impossible and undesirable for the Department to exercise leadership in the field of professional development on its own. That would be counter to the interests of the system established in the province. It's counter to what I think teachers see as being their function in the classroom.

L.W. A concern of our PD Division is the whole area of curriculum. Do you see this as a function of your area?

B.A. This involves two sections of the Department. The curriculum development branch and the teacher services branch. Combined, our task involves disseminating information about curriculum developments to teachers, providing a vehicle for teachers to get to the Department and register their concerns.

L.W. Would you see one of the functions of your division being to assist in a curricular development program for teachers?

B.A. I would hope so. The next eight to 12 months will basically be an opportunity for individuals to meet and get to know and feel comfortable with each other. That certainly goes for myself. Obviously, I have personal views about various problems in this area, but they're not the kinds of views which one makes a policy decision on. I think you have to know, that before anybody makes a decision at the Departmental level, there has been due process; that interested parties have been involved in that decision.

L.W. And by due process you're implying that any group that has a genuine, legitimate interest

B.A. Right. That would be my hope. I think we'll probably make some mistakes as far as protocol, or as far as talking to the right people are concerned, because it's a complex system we have. But I would hope that would have been an honest kind of mistake, as opposed to a deliberate exclusion of someone.

L.W. Do you have any suggestions as to what people should do if they feel they've been left out of this process?

B.A. Give me a phone call.

L.W. Really?

B.A. Yes, use the phone. You can write a letter, but it will sometimes take seven days to get from Vancouver to Victoria, and a lot can happen in seven days. The other thing is that if you can't give me a phone call then perhaps I shouldn't be where I am. I'm sincere in that. I need to hear from teachers because the only reason my office exists, or has any potential for development, is to facilitate teachers in the classroom doing their job.

L.W. How do you see the involvement of your division in the in-service programs?

B.A. Basically, asking a question - 'What do you see as a practising professional, as your need in this area?' And from that question determining what our role in the Department is going to be in facilitating that need.

L.W. When you speak about pre-service needs, I presume you're going to be involved with institutions such as the universities?

B.A. Right. The first vehicle that we have is the Joint Board. That body has the mission of recommending policies for teacher education. But I believe in addition to the Joint Board, there is a requirement for different kinds of consultations between the



Bruce Andrews, co-ordinator of the teacher internship program in the University of Victoria's faculty of education, for the past year, has joined the B.C. Department of Education as director of teacher services.

This is a newly created position designed to improve the department's services to the teaching profession.

Andrews' duties will include preservice and in-service teacher education, teacher certification, teacher exchange services, and directing the maintenance of records of all registered teachers.

This interview took place during the Summer Conference for local presidents at Naramata in August.

universities, the Federation, the trustees, and the Department. I would be interested in looking at that possibility.

L.W. Interestingly enough, this fits in rather well with the position taken by the Minister in the White Paper.

B.A. Yes, I think it does. I think I'm being encouraged to expand people's knowledge of the Department and expand the interests of the Department in my area of responsibility.

L.W. It sounds as if one of the things you've already agreed on is that accessibility from the standpoint of the ordinary classroom teacher is important.

B.A. I hope so. It's a personal thing with me, I suppose. I've always operated this way in whatever program I've been associated with. My door is open.

L.W. It has been my experience in the past that the Department hasn't been particularly accessible.

B.A. I think a large part of that may have had to do with staffing. If you look at the numbers of people employed by the Department five or ten years ago to cover a very complex system it is surprising what was accomplished. That's something, I think, that's not often realized. The establishment of the Department has been expanded over the past couple of years with a view to improving our capabilities.

L.W. This is an aspect that is sometimes criticized on economic grounds, possibly unjustifiably.

B.A. I think so. You have to have a proven demand. If it's there then it seems to me you should respond to it. I would say that appears to be what we're trying to do.

L.W. You are aware, I'm sure, that one of the big thrusts of the Federation this year is professional development. I think they'll be very happy to know there is someone up there to look after our interests.

B.A. Well, I would hope that's what we are going to be able to do. I'm aware of the interest in professional development. I think we would all admit there are some very severe problems in terms of that activity — a) co-ordination; b) resource support in terms of personnel and materials; and c) follow-up.

L.W. One way of handling a situation in which the possibility of conflict exists is to draw broad guidelines within which grants for professional development can be made.

B.A. There are a number of possibilities but one of the things we all realize is that at the Department level, we are not directly involved with political decision-making. I see my function as that of recommending educationally and professionally sound policies and programs. We would all recognize that there are economic and political factors mitigating against the acceptance or implementation of those recommendations. That's our system so it's difficult to make long-term plans other than for a relatively predictable four-year period.

L.W. Even four years is a long time.

B.A. Right. It is. And the best intentions often flounder for a variety of reasons having nothing to do with the motivations that led to their development. I'm not naive enough to believe that some of the things I would like to see happen may not for completely unanticipated and uncontrollable reasons. So . . . as you and I talk here, and I say that there are the things that I would like to see happen, that I am optimistic will happen, they have to be qualified by saying there is a political reality.

L.W. If you get into a period of really severe recession and your economic cutbacks and any of those things . . .

B.A. That's right. Many of these things will have to be deferred. However, the contacts don't have to. In other words, the mechanisms that I hope we can develop with the Federation and with other groups in the educational community, those don't have to go.

L.W. No, they don't. And alternative ways of doing things don't necessarily have to be more expensive than what is now being done. It's sometimes a matter not of allocation of new resources but reallocation . . .

B.A. Reallocation of existing resources. And recommitment. I think you and I would recognize that if it was simply the money that was available in terms of undertaking new jobs, we probably wouldn't undertake many new jobs. Education, in my opinion, has survived the centuries that it has from commitment — individual commitment, and that seldom has been related to cost or funding.

## Canadian History Course Offered at Point Grey Senior Secondary

'Canadian history is such a bore.'

Sound familiar?

Not to parents whose teenagers are involved in a unique Canadian studies course being offered at Point Grey Senior Secondary, Vancouver.

A group of 60 Grade 11 and 12 students taking the elective course from Murray Bowman and Rick Cooper feel it should be compulsory.

The course is the result of the VSB Canada Studies Project two years ago that was designed to assist teachers to develop and improve the study of Canada in the field of social studies.

Both Bowman, who was at that time teaching Canadian History in Grade 11 and Cooper, who was teaching Law, felt that students were 'turned off' by the traditional Canadian History courses that made our heritage seem as dry and colorless as the Kamloops sand dunes.

Given the 'go' sign by the school board the two enthusiasts set out to design a course that would bring Canadian History to life and give the students studying it a sense of Canadian identity.

That they succeeded is evident in the comments by their students given in an

assessment of the course prepared by a University Administrative trainee.

Typical comments from students:

'I really feel more aware of Canada and her history and that history need not be boring.'

'Even if I never took another course in Canadian history, Canadian studies was comprehensive enough to give one a knowledge of Canada's past.'

Both the method of instruction and the course content differ from the traditional.

Structured on the semester system, two consecutive blocks of time are allocated to the subject. This permits teachers to make use of various education techniques — team teaching, seminars, guest speakers, field trips and multi-media presentation.

The first block of the course takes the form of a large group presentation with some 60

students in attendance. Here both Cooper and Bowman are involved either jointly or separately.

The second block becomes the seminar period, with 15 students in each group, discussing some facet of the course's major themes, with each of the teachers, and occasionally a student teacher, leading the discussion.

Subjects dealt with in the seminars are determined by the students. This decision-making process is established

early in the year, with all students submitting lists of subjects they would like discussed. The most popular are voted on by the student body and become seminar themes.

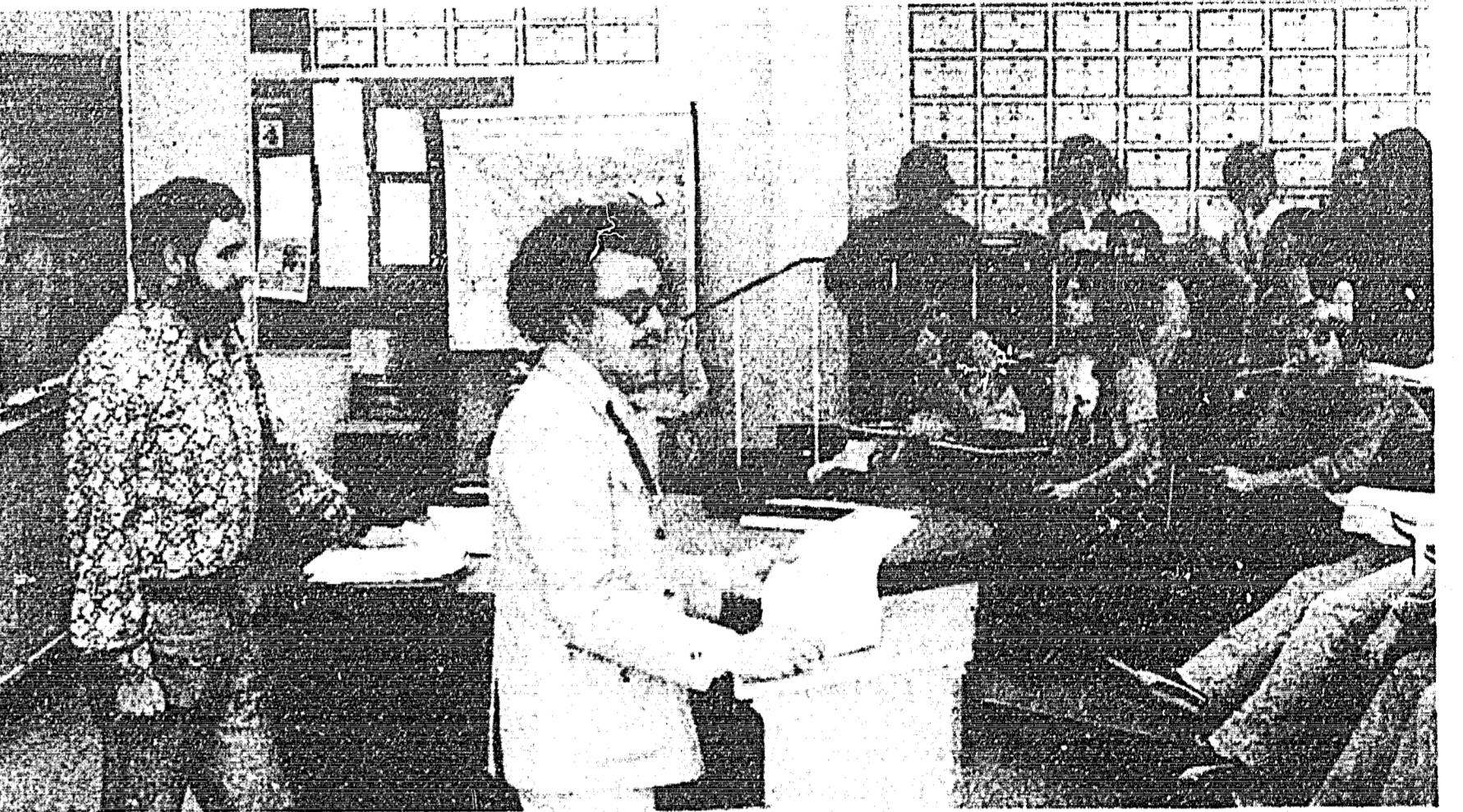
From the Greenpeace missions to Indian rights to 'ban the leghold trap,' students, with the aid of resource materials presented to them by Cooper and Bowman well before the seminar, exchange information and opinions.

Success of the course can probably be summed up in the

first year assessment 'While the students acknowledge that they had gained more knowledge of Canada and an increased understanding of current problems, they were impressed by the fact that the learning process was interesting and enjoyable.'

A comprehensive article on the course will appear in an upcoming issue of The B.C. Teacher.

Cooper and Bowman are also planning to prepare a Lesson Aid.



## New BCTF structures, policies questioned

I wish to express a grave concern with regard to the new structures and policies being created by our Executive which purport to assist decentralization of decision-making and to involve more of our membership. It is time to examine what is really happening.

My recent experience as a BCTF member of the Department of Education's Joint Committee on Evaluation is the source of most of my observations.

This committee was established by the department in an attempt to work with the various sectors in education in devising an evaluation system which would assist in improving our education system in such areas as curricula, teacher pre-service and in-service training and allocation of resources.

Five BCTF members were appointed to this committee, drawn from the various grade levels, including administration — teachers who also had some background knowledge in evaluation. Naturally, each member had a different point of view, different kinds of resource knowledge and experiential background to contribute to the committee. The total committee, including representatives of the trustees, superintendents and the universities, grew in perception and understanding as member resources were explored, respected, understood and adapted to in arriving at decisions which all could eventually accept.

On occasion, the BCTF members of the committee were able, and welcomed the chance, to report to our Executive with regard to concerns or recommendations about their committee work. Now this has all changed:

— the Professional Development Advisory Committee (PDAC) has been established as a super-committee which acts as an umbrella over most other committees which may have something to do with Professional Development.

— this committee has made major decisions and recommendations about the work of other committees without any consultation with the committees concerned.

— it should be noted that the members of this powerful committee are appointed by the provincial executive not elected by the membership within the regions they represent — appointments which may well have been made on a 6-5, 4-3, or even 4-3 vote of the elected Executive.

A recent example clearly illustrates what is really happening . . .

In view of all this, I question the rationale for having BCTF members on Department of Education committees when their advice is not respected or even sought by our own Executive.

— this recent Executive decision, based on recommendations from the PDAC, to not endorse the Language Arts BC project, has made it quite clear

that we are not prepared to co-operate. BCTF members should consider carefully before volunteering to serve on a Department of Education committee — it seems as though it is not our expertise that is needed, but rather our body and voice, which puppet-like, can be manipulated according to central office directives — be it the PDAC or the Executive Committee.

The following questions must be asked:

• if the Executive-appointed PDAC and the Executive Committee are making decisions affect-

ing the work of other committees with no consultation with them, what purpose do other committees serve?

• at a time when we are speaking of decentralization and involvement of the grass roots why are some individuals on up to six or more committees and task forces? How much decision-making power is not in the hands of a few?

• if the business of our Federation is important and we respect and trust the wide range of human resources who make up the membership of our Federation, why are Executive decisions often made these days by only six or seven of the eleven elected members?

• if all BCTF members on outside committees are being encouraged to caucus beforehand to devise strategy and a common front — before even hearing the points of view of others we are hoping to work with — why are we publicly professing to support such terms as collegiality and shared decision-making?

• do teachers who often have difficulty getting time off just to attend meetings of the committee they have been appointed to, also have time to attend the additional meetings which should be necessary if reports are to be made both to sub-committees like the PDAC as well as to the Executive Committee? Or will this process make membership and participation on BCTF committees really an 'elitist' opportunity — available only to those who are really not needed by the School Boards by which they are employed and the students who they have been hired to work with?

JANUARY 8, 1976 — 5



by  
**Dorothy  
Glass**

ing the work of other committees with no consultation with them, what purpose do other committees serve?

## The Federation must bring collective action to bear on professional development

There is a newly created Professional Development Advisory Committee, so we asked Cliff Boldt, co-chairperson of the committee, for a comment mainly on what PDAC was doing. He stresses that he is speaking as an individual.

Boldt says that over the last five or six years the BCTF has developed an awareness of the powers of collective action to get things done. Social change, reflected in educational institutions, is now reflected in the organization as a whole, he says. He pointed to the pensions campaign, and Bill 3, as examples of successful collective action.

He draws heavily on the Learning Conditions program as a model for Federation activities. The learning conditions campaign 'Got it all together very well. The campaign itself was political, and we won the battle.'

Now we are going to have to take a different posture. The Federation must bring collective action to bear on professional development. That's why the Representative Assembly established PDAC on an Executive recommendation.

He sees PDAC as a response to the process of decentralization in the whole area of professional development to district and school levels.

He says important questions are being asked: who makes decisions and at what level? How are decisions made? (the kind of process at each of those levels). For a long time, Boldt says, decisions have been made from the top down.

He says that to have every school do its own thing is anarchistic, but the opposite is autocracy. 'Somewhere in the middle you are going to have to develop a process for resolving these problems.'

His role in PDAC is to 'facilitate action at the local level, to give leadership, provide resources, and react to the Department of Education — the language assessment program and curriculum decentralization are examples.'

One of the main tasks for PDAC, he says, is to marshall resources at a provincial level to ensure that resources are made available for professional development programs at the local level.

He sees it as much the same process as the Learning Conditions model, developed within the Federation, where resources available at the provincial level are tapped into, and local initiative follows to make a success of the campaign.

Metro chairpersons he says, have urged PDAC to

### Mike Downing says:

## Never before has a member of our profession had to fear our policy

What is the function of our policy statements? Are they there for our guidance, to act as guides posts of intent and possible direction? Or, are they there for centralized, hierarchical, non-collegial cell to use to pressure, coerce and badger members of our profession?

The mere fact I belong to an organization does not mean I have given up my right to criticize and change the direction of that organization. Some organizations may feel that speaking as one voice gives them strength. This I do not agree with. You speak with only one voice out of fear and pressure from a centralized group forcing its opinions and interpretations on that group.

It's time to rid ourselves of centralistic policy; to rid ourselves of the fear of what will happen if we are different; to rid ourselves of those who want control because they fear honest and wholesome dissent!

A very unwholesome situation is developing within our organization.

A new structure, PDAC, originally created to vision and lead, has become a rigid, power-hungry, centralistic monopoly, a screen through which all Professional Development activities must pass to make sure they conform to preconceived policy interpretations. No longer are we recognized as having varying talents; we must all have the same talents or we are not tolerated.

### Professional Development Advisory Committee

develop a model that can be adapted to local circumstances, one that stresses co-operation with trustees, involvement of central office staff, of the local association, school staffs and individual teachers in community.

As with learning conditions, PDAC has instructed the BCTF staff to develop a handbook. Also, called for is a regional speakers' list, and increased money for grants.

At the moment, he says, PDAC plans a summer conference for professional development chairpersons of a 'how to' nature (as with Learning Conditions), that would channel resources to the local associations, and more specifically into the hands of local Pro.D. chairpersons.

He sees a strong tendency in the Department of Education under the previous government to centralize power, for example, the provincial languages assessment program. 'How can you believe in decentralization and still come up with a provincial assessment program?' PDAC has unanimously opposed PLAP in principle, although we recognize some assessment programs can be valid the question really is how?'

I am going to ask PDAC to communicate with each PSA executive to outline PDAC's objectives, to ask each PSA to react to these objectives, and to ask each PSA what activities it has been involved in at the provincial, local and school level as well as what capacity it has for assisting development of local professional development programs.

I'm not opposed to PSAs, in fact I'm impressed with what the primary and special education teachers have done, at the local level. As a matter of fact, I got the primary teachers going here in North Vancouver when I brought 35 teachers together for a meeting and asked what the local association could do in the development of the chapter.'

The Task Force on Rebates, he says, is going to make some significant recommendations to the BCTF that could change the system of grants.

He hopes that any of the recommendations are aimed at developing the capacity of locals to provide strong leadership in the areas of professional development.

'I believe that local programs must be developed by and for teachers, with strong leadership from the locals.'

Those considered **IMPORTANT** and **HAVE TO'S**.

1. Convene five or six meetings of the committee and use a major part of each meeting to consider modes of facilitation of needs, selection of suitable processes and planning for resource persons for each zone, and to develop in the members, skills as facilitators, as planners, and as resource persons to stimulate school, district and regional professional development.
2. Review all aspects of the professional development program and make recommendations to the Executive Committee.
3. Encourage local associations to ensure that sufficient financial resources are made available for professional development programs.

Those considered **HAVE TO'S**.

4. Through the Working Committee on Rules and Regulations, implement recommendations on curriculum decentralization from the 1973 brief to the Minister of Education. (Representatives of the Federation are working with representatives of the BCSTA and the Department on this committee.)
5. Participate in meetings of provincial advisory curriculum committee(s) of the Department. (Meetings are held at the expense of the Department.)
6. Arrange subcommittee meetings as needed to consider specific issues.
7. Consider reports on professional development programs as submitted by special subcommittees and local associations to which special assignments have been given.
8. Disseminate information to BCTF members through circulars such as the *Pro. D. Information Bulletin*, correspondence and other media.
9. Consult with BCTF staff on the priority direction for their assistance in meeting local and regional needs.

Those considered **IMPORTANT** but not **Have To's** at this time.

10. Assist individual teachers, groups of teachers, school staffs and professional development committees of local associations by suggesting resource personnel and materials and in the design and evaluation for curricula development and with other professional development matters.
11. Respond to local association requests for assistance in planning and implementing professional development programs.
12. Provide for professional development resources which stress the use of a variety of teaching styles.

Activities That Require Further Discussion.

13. Through our local association to work to ensure that evaluation procedures recommended are consistent with curriculum decentralization principles giving responsibility to local schools. (Five representatives of the Federation will serve on the Joint Committee on Evaluation with representatives from the BCSTA, the Department and the superintendents' association.)
14. Meet as PDAC deems necessary with representatives of one or more provincial specialist associations.
15. Examine various models for curriculum development (e.g., the former Project Canada West model et al.) for school program planning and for local professional development education.
16. Work to set up and operate registers of local resource persons and local indices of available media and other resources for use of local zones.
17. Provide for the design of descriptive instruments and/or evaluative criteria for professional development programs and incorporate the results in the register of local resource persons referred to in No. 13.
18. Study and publicize models for local associations and schools wishing to involve the teachers, parents, students and the community in the process of educational decision making.
19. Encourage community colleges to administer and provide space for teacher defined summer short courses and credit courses.
20. Work closely with community colleges and other agencies at the local and regional level to provide programs for the professional development of teachers.

## Task force to review qualification criteria

As a result of continuing complaints from teachers moving to B.C. from the prairie provinces, Quebec, Nova Scotia and Newfoundland, the Executive Committee has established a Task Force to examine the evaluative criteria used by the Teacher Qualification Service.

Members of the Task Force

are: Nancy Fargey, Vancouver Elementary; Robin J. Jarman, Central Okanagan; Alan Paterson, Vancouver Elementary; Gordon Sanborn, Nanaimo.

Teacher qualifications are evaluated by TQS, a joint body of teachers and trustees, not for the purpose of certification, which is the prerogative of the

Department of Education, but to determine in which of the six established categories teachers are qualified. Evaluative criteria have been based on years of successfully completed university training.

Teachers from the six provinces mentioned above have obtained degrees in their home universities over a shorter period of time than is required by B.C. universities. They are therefore placed in a category

lower than their B.C. trained colleagues. This placement has been a bone of contention for several years.

When TQS was set up it was agreed that teachers entering the province would be treated exactly the same as those educated locally — neither more generously, nor more restrictively. Because of the differences in years of training required both in public school and in universities, it was

decided the criteria would be based on years of university training but that those teaching in B.C. prior to November, 1969 would not be affected.

Teachers wishing to submit views on the evaluative criteria used by the TQS are asked to forward written opinions to Jim Bowman, Professional Development Division, BCTF, 101-2235 Burrard St., Vancouver, V6J 3H9.



### Participation needed says BCTF officer

By DON WALMSLEY

Meeting September 12 and 13, the 14 regional co-ordinators set about to make policy statements 33.B.08 to 33.B.22 operational and developed 20 activities. These activities were then prioritized and come out this way in order of importance:

Those considered **IMPORTANT** and **HAVE TO's**.

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But schools only reflect society. The sports pages report on super-competent athletes and \$5 million contracts. Cars are advertised as the only truly acceptable form of transportation. Lip-service and TV ads notwithstanding, we are encouraged not to be active. If a teacher wishes to change the present situation, what does he/she do?

Teachers at the 1974 AGM stated that '...the aim of the public school system should be to foster the growth and development of every individual...' (policy 12.01) and that the BCTF '...help to ensure that public school provide for continued intellectual, physical, social and emotional growth and development of each individual.' (policy 15.01)

At the 1975 AGM teachers endorsed the following statement: 'Elementary and secondary classes shall not be segregated on the basis of sex.' (procedure 22.A.12) And the statement '...all courses, programs, activities and clubs sponsored by schools shall be open to all students, regardless of sex.' (policy 45.15)

The reason for passing the foregoing statements was to encourage an attitude of desegregation and participation in all activities, including physical education.

I sincerely doubt that any of the teachers who supported these policies believed that they would be enacted in every school in the 1975-76 school year. What they did believe, however, was that by passing these policies they and their colleagues would seriously question their attitudes and practices in regards to desegregated programs. It is worth noting here that more elementary and secondary schools are operating desegregated and programs this year than last.

Two hundred years ago a common belief was that hard study would have disastrous effects on the minds and bodies of women. Today many people believe that physical fitness is unfeminine and that girls who compete well will be unpopular.

Why should we hold such beliefs? The rate of women's participation in extracurricular physical education activities is only 1/8 that of men.

Why should we accept such obvious discrimination? The differences in abilities within a sex are as great as those between sexes. Why should we ignore such information?

Inter-school leagues cater to the minority which possesses exceptional skills. Why should we forsake the majority?

What do our schools and society do to the self-images of those who don't make the team? Shouldn't we be helping all of our students develop a positive self-concept? Isn't it time that we paid more than lip-service to the ideal of encouraging every individual to develop to his/her fullest potential?

A number of schools and classes throughout the province have developed integrated physical education programs. Others have structured programs which emphasize participation rather than competition. If you want further information on these programs, please contact me at the BCTF office.

But what bothers the president of the West Vancouver Teachers' Association Ron McQueen is that newspaper reports said the member felt professional days were a waste of time.

He was docked a day's pay by the board. He took the case to small debts court and won a judgment to have the day's pay restored.

Maybe so, for the individual, says McQueen, but for the rest of the teachers the work done

on these days is anything but a waste of time.

Professional days were introduced by the Department to meet a very real need. The problem arises sometimes that activities planned for these days are not appropriate for certain individuals — but the individual then has a responsibility to plan his or her own program for the day, and to seek prior approval to carry it out.'

A clause in the agreement between teachers and board has been made more explicit in an effort to avoid any misunderstanding in future about the use of professional days. It reads:

#### (b) Professional Days

It is agreed that teachers have a professional responsibility to participate in activities planned for professional days. A teacher who finds the planned activities inappropriate for his/her professional development, should plan his/her own professional development program for the day. This program must be approved by the principal in consultation with the staff committee before the teacher carries out the program.

Failure to participate in planned or approved alternate professional development activities on professional days, except for illness or authorized leave, will be treated on the same basis as absence from duty on a regular teaching day, i.e. a deduction for 1/200th of annual salary for each day absent.

# Happenings

## CTF briefs

BCTF First Vice-President, Don Walmsley, and Murray Jampolsky of Alberta are the two CTF Board members added to the CTF Executive Committee to deal with the matter of electoral procedures of Executive members at CTF. The group has distributed a questionnaire to all member organizations and a report will be made on the study at the February Board meeting.

\* \* \*

Concern has been expressed by the Manitoba Teachers' Society that members on CTF Advisory Committees are often staff persons rather than teachers, the result being 'expertise at the expense of grass roots involvement'.

\* \* \*

The following resolutions introduced by B.C. have been referred to staff for study and report to the February Board meeting:

1. That a per capita allocation be designated for international aid.
2. That this allocation be taken from the overall CTF fee or be in addition to the CTF fee.
3. That all members of CTF be urged to allocate funds for international assistance in addition to funds allocated for projects overseas.

\* \* \*

Ways and means of employing a legislative observer are to be investigated for report to the February Board meeting.

\* \* \*

A CTF seminar on the Budgetary Process will be held March 1 and 2, in Ottawa, to deal with budgetary process in a crisis situation. CTF mem-

bers are urged to resist 'in the most vigorous manner, any attempt to erode present teaching and learning conditions as a result of the federal anti-inflation program'.

\* \* \*

A grant of \$9,400 has been received from the Secretary of State's department for the January workshop in Ottawa entitled 'Challenge '76 — Sexism in Schools'. Linda Shuto of B.C. will give the keynote address and four other BCTF members will be used as resource people.

## Musical swap shop

The B.C. Music Educators' Association's newsletter will regularly feature a 'swap shop' for anyone in the province who has instruments, uniforms, music, etc., to trade, sell or give away. The newsletter will also act as a clearing house for exchange tours.

If you are planning a trip to an area of the province, write the editor — give school name, address, phone number, grades of students involved, destination and time of year.

BCMEA's newsletter reaches more than 800 music educators in the province. Write: John White, 348 Ash Court, 10643 - 150th Street, Surrey, B.C. V3R 4B9.

## Slides available

A slide presentation and lecture will be available to junior and senior secondary schools in the Surrey-White Rock, Richmond, Delta and Vancouver South areas from the Society for Pollution and Environmental Control during March, April and May.

Subject of the presentation is: The encroachment of urban development on the Fraser River Delta and its impact on the fisheries, agriculture and other resources of the Delta.

Appointments for the presentation may be made by contacting Patrick Moore, SPEC office, phone 736-5601.

## Princely award

As a result of Prince Philip's 'Challenge to Youth' 12 years ago, thousands of Canadian young people are following programs of sustained individual effort to achieve the coveted Duke of Edinburgh Award.

Boys and girls between 14 and 21 may qualify for the award by following a program to achieve internationally set standards in service, expeditions, hobbies / interests and physical fitness.

Last year B.C. youth won 135 of the 581 awards made in Canada.

Nearly 8,000 Canadians, most of them students, are now responding to the Duke's challenge, as are students in nearly every other Common-

wealth country in the world. Your students could benefit from joining them.

The program has been endorsed by the Department of Education. Further information is available from Peter Chance, 2019 Saltair Place, Victoria V8N 4S4.

## Sexism seminar

The question 'why not' will be accompanied by 'why' and 'how' at a CTF workshop called Sexism in Education in Ottawa, January 25-27, 1976.

The skills oriented workshop will be asking the questions in relation to women's involvement in administrative and leadership roles in all areas of education.

'The workshop is designed to respond to the needs of Canadian teachers who wish to accept a leadership role in developing status of women programs in their own areas,' says Sylvia Gold of the CTF Status of Women Action Committee.

Registration is limited. Those interested should contact their local teachers' association.

## Our Paul Revere's

Now that the mail service is on again our thanks to those people who made heroic efforts to move this Newsletter and other Federation communications throughout the province.

Particularly our appreciation goes to presidents of local associations, the BCSTA, Alex Smith and Shirley Cox, and a host of others too numerous to mention.

## Strathcona Park

Jim Boulding dropped in to point out for the outdoor enthusiasts that Strathcona Park Outdoor Education Centre will continue through the winter. In fact, Outdoor Leadership is January 29 to February 1; Winter Survival is February 19-22; and one that Boulding says will interest many teachers — a workshop on Educational Alternatives featuring John Miles from Huxley College in Bellingham Washington April 22-25.

More details from Jim Boulding, Strathcona Park Lodge, Box 2160, Campbell River, B.C. — now that the mails are going.

## F. S. Dunlop award

The Florence S. Dunlop Memorial Fellowship, a value of \$3,000, for study at a university approved by the trustees in the field of elementary education has a deadline for application of February 28, 1976. For further information write the Florence S. Dunlop Memorial Fellowship, 330 Gilmore Street, Ottawa, Ontario K2P 0P9.

## Dental health

The B.C. Dental Hygienists Association reports a collection of information and resource materials is available for use in teaching dental health. It is called: 'The Preventive Aids Resources Collection.' It includes lesson plans for Grades 1-12, puppet plays (and puppets), creative ideas, pamphlets, slides, story books, posters and coloring books. Write or phone Ms. Sue Ellis, 1075 West 54th Avenue, Vancouver, B.C. (261-7391).

## Answering service

### Guided Independent Study Credit Correspondence Course Students

We have now set up an answering service for 'after hours' calls. You may leave a message at the Centre for Continuing Education between 6 p.m. and 6 a.m. by calling 228-6259 in Vancouver. Our answering service will record your message and, if necessary, a return call will be made.

Please feel free to use this service for any problems you encounter with your course.

## Storck appeal

By a majority decision, a board of referees granted an appeal by the Alberta Teachers Association on behalf of a maternity claimant — Mrs. Storck — against disentitlement from the final two weeks of benefits, which fell in July 1975.

Since then the ATA has cited the Storck Case in several other appeals to boards of referees and has won most of them by unanimous decision.

## Call Sundby

The BCTF Learning Conditions Committee is attempting to provide assistance to local associations and school staffs that wish to establish staff committees. Each local has been encouraged to form a task force to provide support for those who require it. In addition, a phone call to Ralph Sundby at the BCTF office can obtain a resource person and/or material on staff committees.

## Guidance Meet

The first Atlantic regional conference of the Canadian Guidance and Counselling Association will be held in Halifax, May 12-14, 1976.

Theme of the convention is 'The Helping Profession — Involvement, Integration, Innovations'. Keynote speaker will be Dr. William Glasser, author of 'Schools Without Failure'.

Further information may be obtained from Miss Kathie Swenson, Program Chairman, Box 578, Halifax, Nova Scotia.

## Science Safety

The personal safety of students and teachers should be the continuous concern of every school principal and any person designated as being in charge of a science department.

These opening words in a 'Laboratory Science Safety Guide' published by the Department and the BCTF preface a series of 'legal statements' followed by specific suggestions as to what practices should and should not be permitted in the science lab.

The 10-page booklet recommends guides for safe storage, techniques for safety, instructions for students in a laboratory and special points for chemistry students.

The booklet may be ordered by, or on behalf of, science teachers at the rate of one each, from the Publication Services Branch, Department of Education, Victoria, B.C. V8V 1X4.

## Retired Teachers

The executive of the Retired Teachers' Association will be combining the January and February meetings and holding one on January 21, 1976. On that day the members plan to have lunch at the Planetarium at approximately 1 p.m. They would be pleased to see other retired teachers join them there.

## Canadian Focus: Quality Education

Meet colleagues from all provinces and territories!

Plan to attend the Canadian Teachers Federation

Canada-wide conference on the Quality of Education in Canadian Schools.

Sunday, May 16  
to May 18, 1976  
Carleton University  
Ottawa

Plenary sessions  
How-to-do-it workshops  
We have done it activity groups  
on Focus 1 The Canadian Student  
Focus 2 The Canadian Teacher  
Focus 3 The Canadian Curriculum  
Focus 4 The Canadian School

Administration 347-545 other info  
Academics 347-545  
Double Decker 347-545  
Student Activities 347-545

Register NOW!

Canadian Focus: Quality Education  
Canadian Teachers Federation  
110 Argyle Avenue  
Ottawa, Ont.