

Commission on education gets Exec approval

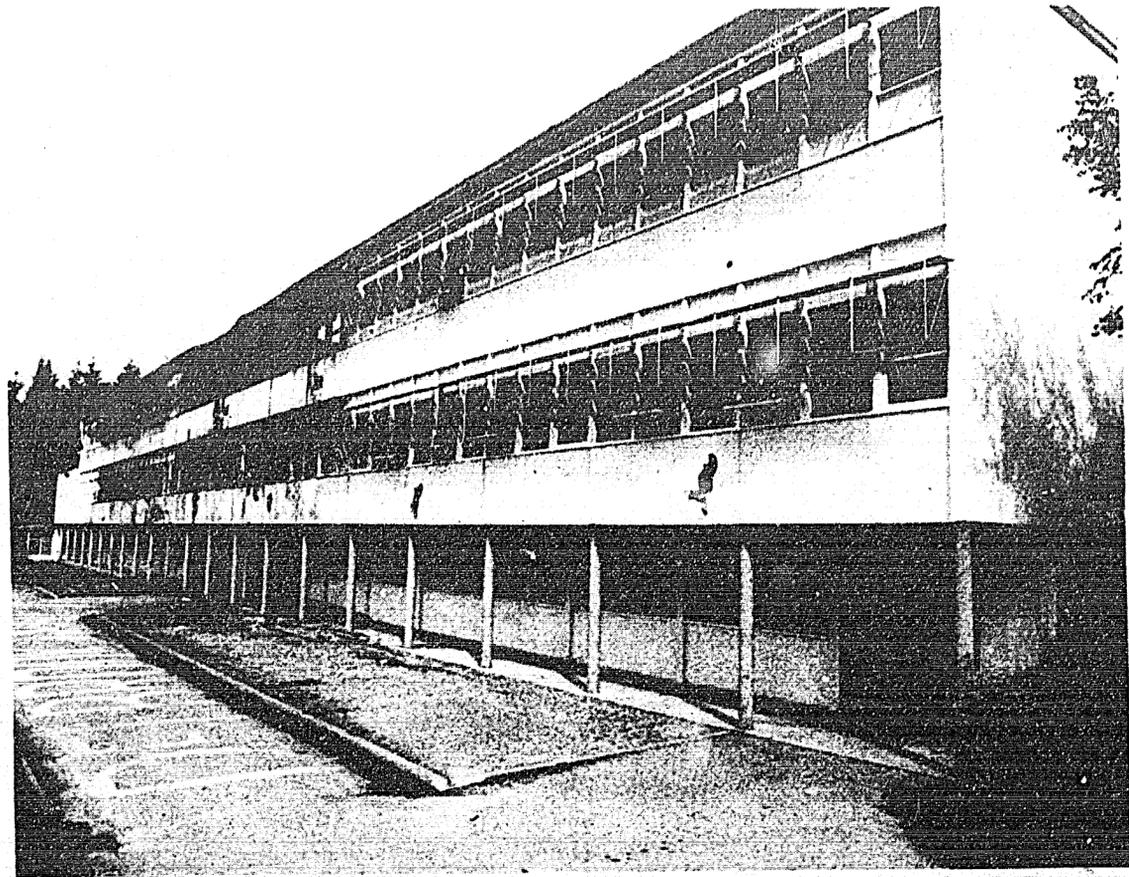
newsletter

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A sign of the times, Delbrook Secondary, hit by fire and declining enrollment, closes in June.

North Vancouver hardest hit

Declining enrollment stalks the province

By Annette Croucher

Districts are running out of kids.

Where there used to be schools built every year to accommodate an increasing student population, now there are schools closing from a steadily decreasing population.

Delbrook Senior Secondary School in North Vancouver is on the growing list of casualties.

June 30 will see its doors closed and barred almost 20 years to the day of its opening.

Slated for closure in 1979 due to projected figures showing a declining enrollment, the process was accelerated with the school's almost total destruction by fire last January.

Delbrook teachers and students are presently on shift in nearby Balmoral Junior Secondary School.

North Vancouver Superintendent of Schools, Dr. Rod Wickstrom, said the district has been hard hit, particularly in the western area where Delbrook is located.

A rapid decline in resident birthrate plus an 'exodus' of people due to the high cost of living in the area, have combined to produce the lowering enrollment.

'By 1980, we only expect to have 2500 students, down from the district's present 4500.'

Along with the closure of Delbrook, will be the September closure of Keith Lynn Elementary School, said Wickstrom.

That school's enrollment is down to less than 100 pupils.

Vancouver's Deputy Superintendent Dr. John Wormsbecker, said Vancouver has lost 'several hundred children'

from the system. Enrollment, he said, appears to be lighter in the west side than the east side.

He said about 40 students at Rhodes Elementary School are being phased out due to declining enrollment.



Familiar scene at this time of year, sports day, this one at Queen Mary in Vancouver.

The Executive Committee has approved in principle the appointment of a BCTF Commission on Education.

If a commission is appointed, it will be funded initially from the Reserve Fund.

A committee will be struck following the May Representative Assembly to screen applicants for positions on the commission.

Bob Reilly, chairperson of the task force studying the desirability of a commission, told the Executive Committee that the commission 'doesn't have a high profile with the membership yet,' but that any responses the task force has had since it reported to the AGM have been positive.

Executive members were divided on the issue. Some supported the idea of the commission; others had doubts.

Bill Broadley agreed that some form of examination of education is necessary, but doubted that any changes in education would result from the BCTF's establishing a commission unilaterally.

The commission, he said, would probably lack credibility with the public, who would think the BCTF was undertaking the study strictly for self-interest.

President-elect Pat Brady also had reservations, and described the recommendation for approval in principle as premature.

Al Blakey, Gale Neuberger, Julia Goulden, and Ross Regan strongly supported the recommendation.

Reilly assured the Executive Committee that the recommendations of the task force, which have been distributed throughout the province, are for guidance only, and that the task force expects the recommendations to be modified.

He said that one of the reasons for the recommendation for approval in principle was to authorize the task force to approach such other groups as the B.C. School Trustees Association and the B.C. Home and School Federation for their reactions to the idea of a commission.

McGeer challenged to appraise PTR benefits

'There is no appraisal of the value of the sharp drop in pupil/teacher ratio in recent years,' says Education Minister Pat McGeer.

Then make an appraisal, challenged Bill Broadley. We share the Minister's concern, the BCTF president says, for

the lack of research of the value of reducing pupil/teacher ratio.

'But the Ministry of Education bears primary responsibility for the appraisal.'

Broadley told the Executive, May 6, that he was confident that research would support the federation position that further improvements are necessary.

He recommended that the BCTF offer \$200,000 to join with the Ministry and BCSTA to fund an independent research study on the educational value of reducing PTR.

The motion was defeated with Broadley, Brady, Walmsley and Smith in the affirmative; MacFarlan, Goulden, Regan, Blakey and Neuberger in the negative.

Triple E letters read and analysed

The BCTF's Professional Development Division has completed a revised report on teacher opinion regarding CORE/PLAP and the triple E paper. Your letters have been read.

Federation members and the public sent in 157 letters to the BCTF. Of these, 98 dealt with CORE/PLAP, 48 dealt with the triple E paper, and 11 referred to both CORE/PLAP and the triple E paper.

Individual members and school staff replied 11 against the ministry's proposal of CORE/PLAP and 50 replied in support of the proposal.

These replies, together with replies from locals, PSAs and the public, totalled 31 against the ministry's proposal and 75 in favor.

The detailed report contains numerous comments excerpted from the letters.

Should anyone wish a copy of the report, contact the BCTF Records Department and ask for reference number PD77-412a, REV. PD77-392a.

Lloyd Rogers honored

Lloyd Rogers, principal of Shaughnessy Elementary School in Vancouver, has won the first Canadian School Library Association's Distinguished Service Award for School Administrators ever presented.

Rogers, a teacher for more than 30 years, was recommended for the award primarily because of his involvement with the demonstration school.

He was principal of Vancouver's Lord Selkirk Ele-

mentary School during the first three years that the four-year demonstration school library project was being implemented.

'He was instrumental and influential in promoting the demonstration school's goals, objectives and programs,' said John Church, BCTF Professional Development staff-person.

The award will be presented to Rogers at the CSLA Awards Luncheon June 11.

Dean Howsam

The recent article headed 'We have a good system, teachers' dealt with the keynote address made by Dean Robert Howsam at the March 10th BCCLE Conference. Howsam is known internationally as a 'teacher advocate' and has clearly dedicated his career, if not his whole life, to furthering the professional stature of teaching. It is unfortunate the article left an impression, based upon a pearl reactor's statements, that Dean Howsam maligned teachers. He did not. Those who truly listened to him heard him criticize society and governmental agencies for not supplying the required resources to provide the basic professional training demanded for effective teaching. Because this has not been the case, Howsam said the teaching profession was 'sick' clearly meaning that more substantial resources and support were needed to make it well. Professional educators need 'loving critics' who work hard to improve the status and credibility of their own profession. To quote Howsam, 'One who loves his profession must critically examine it and self.' He did so as part of his address. To misconstrue his

Newspapers are educable

The Province has learned AIB lesson

By Jurd Kirby
Economic Welfare Division
Last fall when the BCTF stand on the Anti-Inflation Program was under attack, some of the most outspoken criticism came from the Vancouver Province.

The controversy is worth updating.

At a rally sponsored by the Maple Ridge Teachers' Association, I was reported in the Newsletter, as saying: 'All the controls have done is cloud the fact that there had been changes in the economy. The whole thing becomes a giant public relations gig to make the government look like they were doing things that were going to happen anyway.'

The AIB is merely a giant fog machine pumping out decisions and covering the real reason for these decisions.

'It is extremely naive for anyone to think that there is one simple solution to an economic problem, but this is what the controls claim to be. Publicity is used to maintain that myth.'

A Province editorial, November 25, disagreed: 'The teachers can claim no special privilege. Indeed they are among the groups with the least to complain about because their incomes were not exactly inadequate when the AIB program started. Whether they like it or not they are in a fight as much as anybody else to bring inflation down to manageable proportions.'

Today the Province is generally in agreement with the BCTF position of last fall.

But an item in the paper's editorial page this month entitled 'Straight Numbers and Fanciful Phrasing' by Don McGillivray, says: 'Remember that flurry of government advertisements and speeches last fall claiming that the Anti-Inflation Board had produced an increased gain in 'real wages?'

The claim was full of holes. To accept it you had to believe that the anti-inflation program was solely responsible for the drop in inflation... it was

remarks or to mistake Dean Howsam's intent is to fail to recognize a potent ally at a time when we need all the credible friends education can find.

This letter was occasioned by concern that as educators we too often tend to feed on each other, often in public, when we could far better expend energy to enhance our professional credibility. That was also the point I believe Bill Melville wanted to make when he reacted to Howsam's comments. It's really too bad we're all so busy talking that we don't listen. There are a lot of people saying some very relevant things that warrant our attention.

Elmer E. Froese,
Superintendent of Schools
Burnaby.

AGM too long

I would like to comment on Mavis De Girolamo's castigation of the delegates who voted to refer unfinished AGM business to the RA.

In the first place, like many other policies and procedures implemented by the executive and the RA throughout the year, these particular undebated recommendations and resolutions did not

necessary also to compare unlike periods and indulge in some statistical hanky-panky... but now the country has been given another version in the annual economic review.

'It turns out that real wages rose faster before the AIB than after the AIB: exactly opposite to the claims in the pro-AIB puffery of last fall.'

To say that 1975 was part of a 'period of accelerated inflation' is part of the government's myth-making, the Province now admits.

The consumer price index reached its inflationary peak near the end of 1974 and was on a downturn in 1975. Most of the progress against inflation was achieved before the AIB received its mandate from parliament, says McGillivray in the Province article.

BCTF reaction against the AIB came from our analysis of the economic situation, mainly that inflation was a result of economic conditions global in nature, not local wage increases. Government propaganda to support the AIB ignored the real causes. But teachers were publicly chastised for challenging the propaganda.

One of our severest critics, the Province, now accepts our position.

We still maintain that Canadian inflation is largely imported from our major trading partners, the USA and Japan, and made worse by the government's failure to use fiscal and monetary powers properly.

Teachers could have been accused of irresponsible behavior last year had they acted, contrary to their analysis of the problem, in support of the AIB.

Now we say the 4% rise in inflation anticipated in the anti-inflation legislation for the third guideline year is a mischievous goal. A 4% rise cannot be achieved in the face of world market conditions without major distortions in other facets of the economy.

We are confident that this position will be verified by this time next year. Will employees be held to wage increases

Readers opinion

have to be on the AGM agenda. Particularly does this apply to Resolutions 303 and 304 relating to the Chilean affair.

According to our by-laws, the business of the AGM shall be 'Adoption of policies and prescription of procedures for the attainment of the objects of the federation.' The objects of the federation refer specifically to matters germane to B.C. (P. 10 Members' Guide).

In the second place, it is my opinion that our AGM should be for only two days, terminating Tuesday at 10 p.m.

Half the time at our recent AGM we witnessed the operation of Parkinson's Law, in which useless work expanded to fill time available — slide tape presentations, debates on whether refugees should address the meeting, etc.

In life, one has to distinguish between the trivial and the important. The three priorities of our AGM agenda should be:

(1) The setting of fees — revenues — for the coming year. This will determine and control the size of the operation.

(2) The nomination and election of officers to carry out through the RA's the policies and activities of the federation until the next AGM.

(3) The charting of broad policy guidelines for the coming year so that an appropriate expense budget can be set up within the revenue structure.

The time period for carrying out the above agenda could be two days. I am sure many delegates who are giving up most of their Easter vacation under the present three day agenda would not only welcome it but help to accomplish it.

Charles Frizell, President
Vancouver Secondary Teachers' Association

More funding

The Vancouver Sun of May 16 devoted an entire page to the proponents of government funding for private schools. Within the article were several statements which could qualify for thorough examination.

For example, Kathy Orr, a member of the teaching staff at York House, states that, 'You have to acknowledge, you've got every layer of juvenile from the best to the worst at a public school.'

As a special education teacher I have had the good fortune to teach a significant variety of children. I wonder how many of them would have been candidates for York House!

The physically abused, the handicapped, the trainable

mentally retarded, and the emotionally disturbed are just a few of the labels I could apply.

Enough of the name-calling of 'best' and 'worst.' Public schools must meet the needs of the whole society of children.

We must continue our demands for more funding in the public schools so that we too can offer small classes and alternate programs.

C. Lynne Hampson,
Coquitlam

Status of women

Dear Editor:

In response to Lila Stanford's letter concerning the status of women committee, I must say that this program is not a luxury.

The long term goal of eliminating discrimination in education has exceeded the terms of reference of a task force, and the formation of a standing committee is only a logical progression. The standing committee parallels and supports the local structure where many associations have well-established and active status of women committees.

I am pleased that Ms. Stanford recognizes that 'there are some things that need to be done,' she should applaud the commitment of the BCTF to getting these 'things' done.

It appears that she agrees with the basic philosophy behind the formation of the committee, but questions its actions. I would suggest that she effect change by becoming involved in the status of women program's functioning, at either the local or provincial level.

Susan Crowley,
Prince Rupert

Core goals deserve teachers attention

By Bill Broadley
A meaningful response to the ministry's Goals of the Core Curriculum from the Canadian Association for Young Children (B.C.) deserves the attention of all teachers.

The association's seven recommendations to the ministry state:

1. That a core curriculum be based upon a stated philosophy of education, and that such a philosophy acknowledge the interrelatedness of the affective and cognitive domains in early childhood.

2. That, since educational goals are accomplished through teacher-child-parent partnerships, teachers be



supported in developing strategies for strengthening these partnerships.

3. That a core curriculum take into account that a child will learn information and skills only when they have personal meaning for him.

4. That a core curriculum for the primary years place special emphasis on the expressive arts.

5. That a core curriculum for junior secondary years include child development and family dynamics.

6. That evaluation of children be based on teachers' observational skills and knowledge of human development.

7. That teachers be given opportunities to evaluate and develop their own skills.

In July 1976, the Professional Development Advisory Committee (PDAC) was asked by the BCTF Executive Committee to draft a working paper organized on the human growth and development model which could become a focus to permit teachers, parents and students to identify a core of essential experiences — a core curriculum.

Instead PDAC produced the paper Essential Educational Experiences (EEE), based on a political model.

Vietnam childrens fund

Hitschmanova to distribute money

Dr. Lotta Hitschmanova, Executive Director of the Unitarian Service Committee of Canada, will assist children in Vietnam later this year with money donated by B.C. teachers and the government of the province.

Last year teachers donated \$3800 to a fund organized to

help re-establish education for the children of the war-torn country.

That sum has been matched by the Agricultural Aid Fund of the provincial government.

The Unitarian Service Committee has agreed to disburse the funds on specific projects in Vietnam.

Dr. Hitschmanova is overseas now, and will personally check out specific projects to assist children in Vietnam.

The \$7600 will be forwarded to the USC when Dr. Hitschmanova returns to Canada in late May. Donors will then be sent USC receipts, which will be usable for income tax purposes.

Because the money will be used for specific projects in Vietnam, Dr. Hitschmanova will be in a position to apply to the Canadian International Development Agency of the federal government for additional funding.

In this way B.C. teachers' assistance to the children of Vietnam will be multiplied several times.

CEPA met in BC in May

Canada's educational press gathered at Parksville's Island Hall Hotel May 9-12 to discuss such topics as newspaper and magazine graphics, layout, editorial policy and philosophy, and audio visual techniques.

The Canadian Education Press Association, CEPA, will meet in Newfoundland next year. Each province takes its turn hosting the meeting.

This year's conference was hosted by the B.C. Teachers' Federation.

Time has stopped for Delbrook

By Annette Croucher

'It was a very happy school. Not all that easy to run, but then, no secondary school is,' said Delbrook's principal for nine years, Frank Dawe.

Dawe, a tall, spare, silver-haired man is visibly reluctant to take final leave of his school even though all that is left are charred remains.

He is warmly welcomed by students as he walks through the science wing, the one area unharmed by the fire.

The burned out section is too difficult to get into, but walking through lesser damaged areas, down darkened hallways, classrooms, cafeteria and gym, there is a feeling of strangeness — no sounds of running feet, slamming lockers, giggling or teachers' voices drifting through halls.

Time has stopped for this school.

A teacher's hastily scribbled notes for next day's homework are still on the blackboard.

A student's composition, tacked carelessly to the wall, flutters at the slightest stir of air.

Is this the future for many schools — empty hallways with no one to fill them?

What happens to those remaining students and teachers?

Delbrook students, will be relocated, mostly at Carson Graham and Balmoral.

Right now, conditions are crowded with portables being used for the overflow. Ironical-

ly, there are too many students.

The immediate phase out of the school was too fast.

As for the teachers? 'We don't know where we are going,' said Dawe.

'The board has to place us somewhere in the district, but still, the teachers are worried. So am I.'

Despite the worry of where to go next, students and teachers have joined forces in a plan to have Delbrook go out in style.

Saturday evening, June 18, there is to be a reunion coinciding with Delbrook's 20th anniversary — 1957-1977.

'It's going to be a real tear-jerker, with former Delbrook students and teachers from all over Canada and the U.S. attending,' said Clayton Williams, a Delbrook Social Studies teacher and one of the reunion organizers.

Should anyone wish information about the reunion phone Delbrook school at 987-8177.

Pupil Enrollment Overview

School Year	Kindergarten	Elementary	Elementary Special	Secondary	Secondary Special	Totals
1970-71	21,031	305,308	7,261	188,069	5,036	526,705
1971-72	21,657	304,985	7,169	195,093	5,609	534,413
1972-73	24,215	303,577	6,748	199,411	5,469	539,420
1973-74	33,142	297,613	6,944	206,898	4,401	548,998
1974-75	36,847	292,973	7,296	190,954	3,921	531,991
1975-76	37,072	281,373	5,018	213,744	5,481	542,668

Enrollment Comparison Figures — 1973/74 over 1975/76

SD	Change	Number	Area
1	up	142	EAST KOOTENAY DOWN 178
2	down	10	
3	down	127	
4	down	77	
18	down	44	
86	down	62	
7	down	254	WEST KOOTENAY DOWN 425
9	up	25	
10	up	103	
11	down	304	
12	up	5	
13	up	111	OKANAGAN UP 2047
14	up	72	
15	down	37	
16	up	3	
17	down	69	
19	down	166	
21	up	105	
22	up	904	
23	up	1024	
77	up	91	
89	up	9	
24	up	248	MAINLINE-CARIBOO UP 542
26	up	8	
27	up	484	
29	down	17	
30	down	149	
31	down	32	
32	down	35	FRASER VALLEY UP 925
33	down	416	
34	up	44	
35	up	1040	
42	up	190	
75	up	133	
76	down	31	
36	down	901	GREATER VANCOUVER DOWN 8183
37	up	726	
38	up	263	
39	down	2524	
40	down	666	
41	down	2134	
43	down	1084	
44	down	1225	
45	down	644	
46	up	57	SOUTH COAST UP 4
47	down	74	
48	down	31	
49	up	52	
50	up	38	NORTH COAST UP 201
52	down	281	
80	down	42	
88	up	117	
92	up	369	
28	up	146	NORTHERN INTERIOR UP 779
54	down	36	
55	up	86	
56	up	140	
57	up	443	
59	down	371	PEACE RIVER DOWN 846
60	down	191	
81	up	23	
87	down	7	
61	down	2428	VANCOUVER ISLAND S. DOWN 1801
62	up	238	
63	down	4	
64	up	87	
65	up	222	
66	down	69	
68	up	53	
69	up	255	VANCOUVER ISLAND N. UP 405
70	down	220	
71	down	178	
72	up	249	
84	up	87	
85	up	212	

Repression in Chile protested

Amnesty International asks all labor unions, churches, organizations, political parties and concerned Canadians to participate in its campaign on behalf of disappeared political prisoners in Chile.

The non-partisan organization is dedicated to the defence of human rights.

The objective of the campaign is to focus world attention on the continuing repression in Chile which singles out the labor unions and univer-

sities for particularly brutal treatment, said a recent Amnesty International press release.

Many teachers have been imprisoned in that country it points out.

The organization suggests concerned persons can protest by sending letters, telegrams and petitions, calling on Chilean diplomatic representatives, urging Canadian federal and provincial governments to take action.

BC sends 16 teachers overseas

Sixteen B.C. teachers have been selected by the Canadian Teachers' Federation to spend this summer in developing countries.

Fourteen teachers will join others from the other provinces in Project Overseas '77, teaching in-service education courses for colleagues in the developing countries.

None will receive any salary, but expenses will be paid by the BCTF from the William R. Long Memorial International Assistance Fund.

The other two will carry out a special assignment in south-east Asia.

The teachers selected and the countries to which they will be going are:

Barbara J. Ballhorn, Thailand; Clare Crosthwait, Belize; Sally E. Fisher, Thailand; G. David Hamilton, Thailand; Erica Kronman and Henry Krohman, Seames; Dana F. Lawrence, Ghana; Selwyn Lewis, Grenada; Robert D. McLean, St. Vincent; Mori Mizue, Belize; Sarah C. Pike, Thailand; Gary A. Potts, Jamaica; R. Isobel Rutzebeck, Thailand; Nan Stirling, Jamaica; Glenda S. Warrington, Jamaica; Velma M. Wells, Jamaica.



Eunice Sidwell, Fairview Elementary School in Maple Ridge, and Andre Kaufmann, local elementary school bandmaster, get together with entertainer Rolf Harris prior to the 'Instant Music Kids' concert held at Fairview this spring. Several years ago Harris assisted Sidwell in making his music available in simplified form thus creating the 'Instant Music' theory for students.

who are heads of families and the sole source of income, it means a tight family budget.

Teachers expressed a high awareness of the inequities of AIB rulings. Retroactive pay-back rulings are especially onerous.

Aware that prices continue to rise, they say: 'financially, teachers are getting screwed!'

The report says BCTF members are very aware that they have lost personal and professional control, and that the collective bargaining process has been made meaningless.

There was general support for legal action by the BCTF but a lack of support for any action that might be labelled as 'militant union' activity, including strong disagreement with the advice to 'obstruct and disrupt' the AIB mechanism.

They felt the BCTF was losing its effectiveness because of internal political cleavage in the BCTF Executive. And they expressed a feeling of a lack of 'connection' between members and the BCTF Executive.

The sense of professionalism was the most widely held and intensely expressed attitude among all the teachers in all of the groups, says the report. 'Teachers universally want to pursue professionalism as a method of generating the ability to influence the political decisions that effect them.'

'Teachers believe that attainment of professional stature will lead to the ability to influence the wide range of decisions that affect them, will lead to respect and support in the community, will free them to do a better job, and will probably produce financial gains as well,' says a report.

OECD report pays tribute to education

A major report on education has described the growth of education in Canada as 'a second great Canadian pioneering achievement.'

Entitled *Educational Policy in Canada*, the report was prepared for the Organization for Economic Co-operation and Development (OECD) by examiners from Norway, Bavaria, Belgium, France and the United States.

The five visited schools and met with teachers, education officials and members of the public throughout Canada in June 1975.

Their report pays tribute to the rapid expansion of educational services and facilities in Canada since the early sixties.

Although the examiner's final judgment of the expansion of the Canadian education is definitely and overwhelmingly positive there are problem areas:

- The problem of the under-privileged groups: The schools as presently organized do not seem to be the best possible instruments for providing under-privileged groups with equal opportunities.

- The problem of the status of manual work: Should the school tackle more directly and forcefully the problem of developing a 'new humanism' which would encompass manual work, the fine and liberal arts, technology and science, integrating these major strands of human activity into a new synthesis?

- The problem of providing full educational opportunities to handicapped children.

- The problem of the quality of education, a term that has taken on connotations of human relations and a supportive school environment for achievement, expression and creativity.

- The problem of the relationships of the school to the community, of its development as a cultural centre and as the leadership element in adult education.

- The problem of local involvement in decision-making.

- The problem of defining goals for education that fit a vision of the national interest, and of devising mechanisms to assist in the process of definition and implementation in a national framework.

How far and by what means can the principle of equal educational opportunity be realized in Canadian educational practice? All the goodwill in the world among educators will not suffice to eradicate (societal inequalities), for that requires a more profound change in the distribution of power and society and the goals which power is made to serve.

Minority Groups and Educational Opportunity

The examiners concluded that only after investigations, revelations and vigorous attacks in public did the responsible public authorities undertake the necessary planning and take some measures commensurate with the problem of inadequate provisions for handicapped children.

Next to handicapped children, the children from socially disadvantaged and underprivileged families, especially immigrants, deserve aid.

Canada, like most other countries, is still a long way from breaking the vicious cycle of poverty leading to inadequate education, few job opportunities and continued poverty in the next generation.

For native people, a special case of continuing under-privilege is presented in Canada. In B.C., however, they did find development of vigorous co-operation among the Indian representative groups, the provincial authorities and the federal government, aimed at defining and executing programs for Indian educational and cultural advancement.

For women, they conclude that access to all educational institutions is certainly open to females, but that there are few measures taken to open access to the higher (let alone the highest) positions in teaching and administration. The examiners were assured that efforts are being made to remedy this.

'Today, the schools are situated at the intersection

between the society of today and the society of tomorrow — something which does not yet exist and which no one can clearly define.'

After reviewing instruments for school governance, the examiners say all of it presents a rather 'gloomy picture' of genuine decentralization within the Canadian school system, either in the direction of more community involvement or of more institutional autonomy.

Recent tendencies towards more centralized decision-making obviously lead to a feeling of increasing distance, apathy and disenchantment toward the schools.

'There is hardly any way out of this dilemma unless the traditional conception of the school system as an internally governed, 'professional' exercise mainly dealt with at a rather high level of confidentiality, and kept well out of 'politics' is replaced by a general acceptance of education as an essential social phenomenon, relevant to everyone, and reflecting all the divergencies of views represented in a normal political spectrum — currently even acquiring some quite novel dimensions.'

They recognize that the functional ability of the school depends to a great extent on the person of the teacher.

Disquiet among teachers therefore, must be taken seriously. Reasons for the disquiet seem to lie principally in the painful discrepancy between teachers' educational hopes and expectations and their disappointment face to face with reality. In addition, teachers often consider that the demands made by society upon the schools are hopelessly exaggerated.

Warning to teachers

However, teachers' organizations should take care that, insofar as they necessarily represent certain definite material self-interests, they need to separate these from their general educational policy approaches and interventions. Many of the contemporary tensions (which happen to damage the respect and the trust afforded to the interest groups) can be traced back to such confusions of purpose and obliteration of proper boundaries. They could be eliminated with great benefit to the notion of co-operative collaboration among the relevant groups.'

What can be done to alleviate the frustration and alienation that teachers feel?

- At every appropriate opportunity, teachers should be given the ample encouragement and praise of school authorities, parents and the public that their heavy responsibilities lead them to deserve.

- Teachers' organizations should be drawn into consultative and advisory functions in the decision-making process more than they are at present, in the interests of higher levels of participatory decision-making.

- In the present period of economic recession, they should use traditional trade union sanctions (strikes, go-slow policies, etc.) with extra restraint.

- Instead they should make every effort, internally and vis-a-vis the public to provide an example of democratic procedure and readiness to co-operate.

- They should continue with undiminished efforts the improvement of professional qualifications and should not reduce their commitment to educational policy affairs.

Government and school authorities should take this message to heart.

Industrialization of Education

It is interesting, they say, how far many Canadian schools have moved towards a traditional industrial concept of the organization of educational services. And they warn about teachers becoming specialists:

'The starting point within the schools is a traditional hierarchical organization, often with some paternalistic features. The key concept in the development of industrial organization is division of labor and responsibilities, leading to increasing specialization.

The 'ideal' school should have specialist services in such fields as various forms of diagnosis of children, test preparation and interpretation, psychological guidance and counselling, development of curriculum and curriculum materials, documentation and library services, use of audio-visual materials, health services, various forms

of learning difficulties and special handicaps, social and recreational activities, etc.

In principle, such functions are assumed to be a service to the teacher in performing his/her job. In practice, however, the authority relationship between the specialist and the ordinary teacher is such that the specialists take over most relevant decisions concerning both the children and the functions of the ordinary teacher. There is little left for a teacher to do except to be with the children and to deliver pre-programmed teacher behaviors.

In order to restore authority balance, the teachers tend to develop roles as specialists in their own right. The traditional subject teachers can lean on the recognized authority of the established scientific disciplines. At teaching levels where such forms of specialization are too obviously irrelevant for teaching, one gets the peculiar form of specialization exemplified by such titles as, 'specialist in fifth grade teaching.' We see repeated the traditional features of industrial organization, where every worker becomes a specialist on a specific aspect of the production process, although to call him a 'specialist' is rather meaningless, because it is nearly impossible to see his specialized function in the context of the process as a whole.

Ideally speaking the various specialists within such a system should work together and find common solutions to problems concerning the process as a whole. In practice this rarely happens, partly because none of the specialists have the ability to judge their own functions as they relate to the total process, but primarily because each group of specialists demands control over its particular function, without interference from 'non-specialists.'

The so-called 'services' or 'staff functions' have developed into traditional decision-making units with exclusive authority typical of bureaucratic hierarchies. We get a caricature of a 'professionalized' system, in which each little specialist group insists upon 'professional' authority, as experts on their particular function.

The 'general practitioner' within such a system regularly ends up at the bottom of the prestige hierarchy.

Developments in the medical profession illustrate this perfectly. Here the general practitioner is at the point of being completely replaced by specialists on tiny elements of the human body or soul. The generalist function is partly taken care of by the nurses, but even here the specialization tendency leaves little for the generalists except carrying trays and smiling at the patients.

Carry trays, smile

It has come to a point uncomfortably close to the role of airline cabin personnel, who also carry trays, smile at the passengers and make pre-programmed announcements. They provide a certain human touch, but are safely insulated from any possibility of influencing the system or making any kind of significant decision.

As teachers escape from the generalist function within schools, volunteers and mothers may move in to perform a similar low-paid function without any authority.

It is a logical consequence of such organizations' forms that important decisions about pupils and children will always be taken with respect to a particular aspect of that child. The only persons who may have a chance of knowing the whole child are at the bottom of the decision-making ladder, without any authority to make such decisions. The child is handled as a piece of raw material, the properties of which have to be identified by the proper experts, and the proper treatment to be measured out according to similar expert prescriptions. The authority position of each expert group is in fact based on the assumption that the experts, and only the experts, know what is 'right' for each child.

In industry, however, the organizational forms described as traditional industrial organizations are beginning to go.

It is a basic but fairly typical paradox that service industries have adopted traditional features of manufacturing industries at a time when the manufacturing industry is on its way away from them.'

Grievances

Combined efforts help teachers win

By Dennis Rankin,
Professional Development Division

Space need not prevent the lowering of PTR. Shared accommodation, team teaching, and supplementary services can enrich programs for students. Additional staff can be utilized, without requiring more space.

Such, however, was not the case in Dease Lake.

Last September, there were 31 children registered for primary — including nine kindergartens. To support the teachers' efforts to provide the best possible program for these students, the board decided to hire another teacher. A kindergarten teacher with a part-time assignment joined the staff on October 1.

Since it was a two-room school, two teachers attempted to share the primary classroom. The kindergarten program occupied one side of the classroom.

After two weeks of operation and following a meeting with parents, a decision was made to request a trailer. The principal spoke with the superintendent — Dr. Newberry.

Later in October, the principal again raised the matter with Dr. Newberry to check progress. Dr. Newberry in-

volved the secretary-treasurer, Mr. Chambers, in acquiring a trailer.

Concerned with the delay, the teachers involved filed a grievance in consultation with their local association. It was their intention to show their determination to provide improved accommodation.

The trailer was rented. Delivery was complicated, however. Narrow bridges between Stewart and Dease Lake posed problems for wide trailers. A special hydraulic carriage was required to assist the trailer to clear the bridges.

Early December heralded the trailer's arrival. Hook-up occurred over the Christmas holidays.

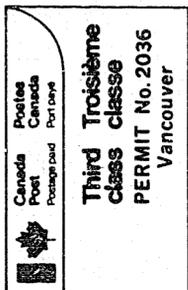
Initiated by the teachers and parents of the Dease Lake community, the combined efforts of board and district officials (and numerous others) delivered a welcome Christmas present to those children.

ARE YOU STILL OUT THERE?

We would welcome your questions about or accounts of grievances. Requests for confidentiality will be respected. Let us share your views with your colleagues.

Write c/o of BCTF.

Next Issue: Libraries: A Book of Grievances



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