

# Anti-inflation Measures Act challenged

By John Hardy

The BCTF test of the Anti-Inflation Measures Act officially got underway Friday, November 26 with an application to the Supreme Court.

What the federation is seeking, in legal terms, is a construction by the Supreme Court of the Public Schools Act and the Anti-Inflation Measures Act. What 'construction' means, according to Des Grady, BCTF solicitor is to construe, interpret, define the Act and its effect upon teacher salary agreements in the province.

One of the key items, for example, is clause 6(5) reprinted below that suggests

the Anti-Inflation Act should be modified when it conflicts with the Public Schools Act.

Grady anticipates an early reference in the Supreme Court because of the nature of the application.

Named in the action, besides the BCTF, are the Burnaby Teachers' Association and a Burnaby teacher, Wayne MacCulloch. The BCTF, as a legal entity, is not a party to teachers' salary contracts, Grady noted. The local association concludes contracts binding upon its members and the association and its members are directly involved.

Named as respondents are her Majesty the Queen, in the right of the province together with the Attorney General and the Burnaby Board of School Trustees. The Burnaby Board is named as a respondent because of the interest of the Burnaby Teachers' Association and Wayne MacCulloch arising from an arbitration award which is incorporated in the local salary agreement.

The application, to be heard in the Supreme Court of British Columbia, seeks declarations relating to:

1. The authority of British Columbia to enter into a certain agreement with Canada.

2. The legislative effect of the memorandum of agreement between British Columbia and Canada.

3. Whether the Anti-Inflation Measures Act has any retrospective operation to apply to agreements negotiated in 1975 for the 1976 calendar year and to arbitration awards for the 1976 calendar year.

4. Whether the 1976 arbitration awards determined by pre-existing legislation compel modification of the guideline application for 1976 pursuant to Section 6(5) of the Anti-Inflation Measures Act.

Douglas McKay Brown, Q.C. and R. E. Cocking lead the team of lawyers involved in the application. The BCTF hopes that the matter will be heard before the end of the calendar year.

Ontario teachers and Manitoba Liquor Board employees have previously engaged in a challenge to the federal legislation and to the actions of an Anti-Inflation Board administrator. The present B.C. application is on a different basis and is quite independent of any other actions in any other provinces.

## Clause for interpretation

(5) A regulation, guideline, or order made under this Act is subject to a regulation, guideline, or order respecting the prices or rates of commodities or services made by a body that, pursuant to any other Act, is empowered to establish or approve prices or rates of certain commodities or services, and where a

regulation, guideline, or order made under this Act conflicts or is inconsistent with a regulation, guideline, or order made under the other Act, in respect of a certain commodity or service, the regulation, guideline, or order made under this Act is modified to the extent necessary.

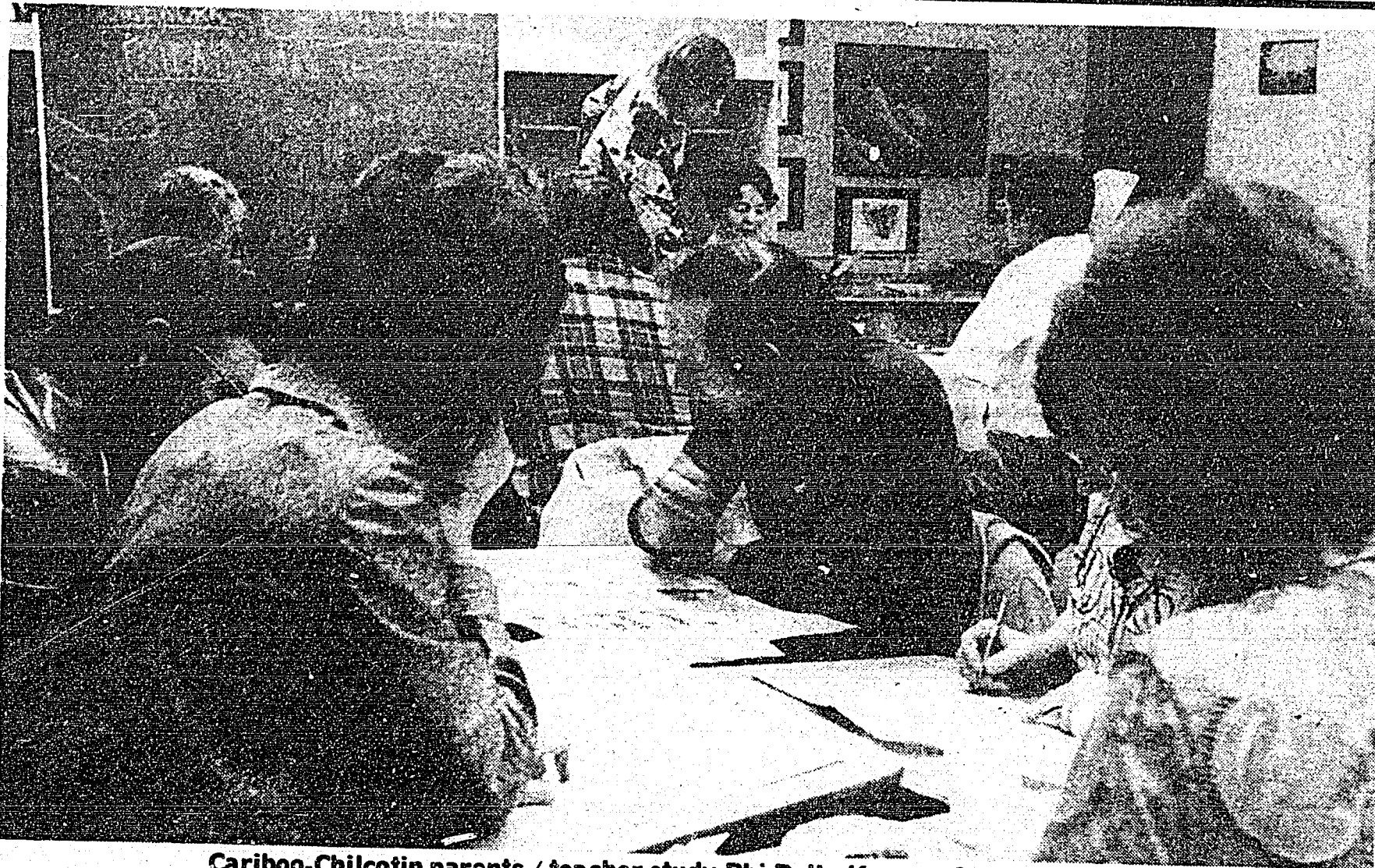
# newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

Vol. 16 No. 7

BROADWAY PRINTERS LTD.

DECEMBER 2, 1976



Cariboo-Chilcotin parents / teacher study Phi Delta Kappan Goals see page 3.

## Grievance near resolution

### Board finds money for noisy foundry

By Annette Croucher

A long-standing grievance over a noisy furnace at the Gulf Islands Secondary School is on the brink of resolution.

The school board has now authorized the necessary planning and financing to correct the problem.

The grievance has not been withdrawn although the deadline of November 29 has been extended. There was no definite date set, the assumption being that the matter will be dealt with as quickly as possible.

The problem involves the foundry section of the school's

metal shop. When the foundry is operating there is a noise factor exceeding permissible limits, a problem that has been three years unresolved.

Instructor and grievor, Laurie Neish, has suffered a hearing loss probably as a result of the noise factor.

Other complaints were with the fumes emitted by the foundry and also the general problems of trying to instruct in this situation.

'The local teachers' association and Mr. Neish have exercised great patience in waiting for a resolution of this particular problem,' said Jim Bowman, BCTF staff representative.

Bowman said Neish tried all other approaches before finally filing a formal grievance against the school board, an act which was supported unanimously by the local association executive and the BCTF executive.

Bowman stressed that the local association and the BCTF executive were and still are fully prepared to support the grievor including withdrawal of services, although it appears this rather drastic step will probably not take place.

The Gulf Island school recently resolved another problem it was having with a dust extractor. Services also would have been withdrawn under BCTF executive authorization had this problem not been rectified.

## Christmas Hours

The BCTF holiday office hours will be as follows:

Thursday, December 23, close at 1 p.m. — re-open Tuesday, December 28.

Thursday, December 30, close at 1 p.m. — re-open Monday January 3.

## Exec recommends joining public council

By Ken Aitchison

A recommendation that the Executive Committee support BCTF membership in the Public Sector Employees' Coordinating Council split the Executive Committee, but a compromise recommendation was passed 6-3.

The October Representative Assembly ordered a referendum ballot of the membership on the matter (see story on page 2 of the October 28 newsletter).

Ross Regan objected to the recommendation, contending that the executive's prevoing on the issue would serve to further dissension in the federation.

Jim MacFarlan disagreed, arguing that a decision of the Executive Committee 'says only that the Executive Committee has a position, one that may or may not be sustained by the referendum.'

He said that an AGM decision three years ago bound

the executive to support the recommendation.

That decision, statement 21.04 of policies and procedures, reads: 'That the BCTF, through the Task Force on Labor Liaison, continue discussions with employee groups in the public sector with a view to establishing a Council of Public Employees in British Columbia.'

Second Vice-President Pat Brady replied, 'We don't act in splendid isolation. When we go

to government we say we speak for all the members, yet in this case we say we speak only for ourselves. I wonder what our credibility is becoming in the eyes of the members and the general public.'

Al Blakey responded, 'If we ever get to the position where we ship everything out to the members, I wonder why we exist.'

The compromise resolution read: 'That, in keeping with the 1973 AGM decision, the Executive Committee recommend to the BCTF membership that it support membership in the Public Sector Employees' Coordinating Council as established on November 8, 1976.'

The executive also endorsed the structure and objectives of the PSECC.

Information on the PSECC will be provided to the membership by the Labor Liaison Committee.

## BCTF membership now open to associated professionals

Membership is now open to 'associated professionals.'

Speech pathologists are the most likely group to benefit from the change.

The Executive Committee has approved a recommendation from the School Staffing Committee and Teacher Education Committee that opens membership to associated professionals who meet the following criteria:

- have satisfied the requirement for membership in their own professional organization;

- training can be equated with that of teachers, and has included courses related to child development and learning processes, and practical training experience with children;

- role with children is a

teaching function within their specialty — i.e., they diagnose, prescribe, implement and evaluate.

Other recommendations call for 'restricted certificates' to be issued by the Ministry of Education to associated professionals, and for specialized teacher training programs at universities for such associated professionals as speech therapists.



## On with job

In the October 28 Newsletter Bill Broadley appealed for unity among our members. How do we best achieve this unity?

I believe the membership is out of patience with the constant division and wrangling which continues to plague the federation both locally and provincially but it is time for a change. The wrangling will have to go if we are to have unity.

I know that there are sufficient teachers who feel this way. It is time the leadership got on with their elected obligation of leading all of us.

We opted for political action but the leadership has yet to show a willingness to separate individual political philosophy from federation concerns. To be united this must be done.

It is time for the tuned out, the moderate, the disenchanted to return to direct activity and participation on the local scene.

Wide participation will ensure that the majority view of teachers is truly reflected — locally, regionally and provincially by the people we elect.

We rejected becoming an affiliated union in structure — but we are increasingly bombarded into thinking that we must become precisely that. We have difficulty enough solving teacher-oriented problems without getting involved as a professional organization in solving problems faced by other groups.

I intend to do whatever I can this year to see that the BCTF gets on with representing the majority wishes of teachers. It is time we stopped turning off our members by using tactics deliberately designed to achieve the objectives of a majority.

I want no part of such tactics. Let's get on with the job of teaching.

Robert Chown,  
Courtenay.

## Law of land

I notice your October recommendations say, in part: 4) 'Teachers must give

up any short-run advantages ... and 6) Teachers should actively oppose ... Teachers should harass, etc.'

May I point out that the Anti-Inflation Board rulings are the law of the land. Under no circumstances will I, as an individual in a democratic society, consent to 'harass and obstruct' the carrying out of such law. I may not agree with the way the AIB operates, but as long as it is law I will not 'obstruct' it except as I may do so legally, by giving my vote to a party opposing controls — and that only should I, as a responsible adult capable of thinking for myself, decide against controls.

I emphatically resent being told I must do anything, and deny the right of the federation or any other union, organization or individual to tell me what I must or must not do. It is my right to act, or refuse to act, as my conscience dictates, and the opinion of a few teachers or many teachers is not necessarily my opinion. There is very grave danger

in any body or group setting itself up as competent to judge what others must think, and it seems to me the teachers' federation should lead the way in practising democratic procedures instead of using pressures of the kind exhibited in your 'October recommendations' to attempt to coerce BCTF members into doing what a few members consider proper.

Mary Whiteley,  
North Vancouver.

## Indignation

I have just finished reading the BCTF Newsletter of November 16 and as usual I am filled with indignation and incredulity. I wonder how much more nonsense teachers are going to put up with from the BCTF?

In the first case, the front page lead articles criticize the AIB and large price increase, condemning bodies that erode the rights in individuals. Yet, as Mr. Gardner's letter in that

issue points out, the BCTF raised this year's fees by 25 percent. Ironically, some of this inflationary increase was to fight anti-inflation measures; and little has been achieved.

The second case concerns the 'income security plan' outlined on page 4. Before any listing of plan content we are informed that this plan, if adopted, will be compulsory and that this 'is essential to ensure a sound financial base ... and safe distribution of risk.'

It seems that every so-called benefit devised by the BCTF (locally or province-wide), including membership, is 'compulsory.'

Enough of this nonsense! Eliminate compulsion and make the offerings attractive enough so that we will want to join.

I demand the right to decide for myself which 'benefits' I want.

Perhaps teachers can make responsible decisions for themselves without the BCTF forever operating paternalistically behind their backs to further chop down salaries. C.G. Bancroft,  
Mackenzie.

# President explains 'harass and obstruct'

## An exchange of views

Dear Mr. Broadley:

Enclosed you will find my BCTF membership scroll which I have proudly displayed in my classrooms and offices since I originally received it over twenty years ago.

I have taken this token action to express my shock and dismay upon learning of a motion which was unanimously carried by the Executive Committee at its meeting of October 1 and 2, 1976.

The first four points of the motion are, in my estimation, acceptable to any concerned member of the BCTF and to any Canadian citizen. Had the motion stopped at that point, my allegiance to the BCTF would have remained as strong as it has in the past.

Item five of the motion is one which I cannot accept as being the product of a responsible body of professional people.

To suggest that members of our profession should 'harass and obstruct the bureaucratic operation of these controls,' is in my opinion, a retrograde step.

Wage and price controls are a current fact of life. They are part of existing Canadian law.

The 'bureaucratic operation of these controls' is simply the way in which this particular segment of the law of the land is being implemented. Governments operate through bureaucracies (as do most other organizations).

Harassment and obstruction of governmental operations should not and cannot be a function of any responsible Canadian citizen. To suggest that these actions be engaged in by teachers, who are partly charged with the responsibility of inspiring children and youth to good habits of citizenship and respect for due process of law is unthinkable.

I no longer wish to support an organization which advocates anarchy in the same breath with which it suggests that 'political opposition ... is the only route to the return of collective bargaining rights.'

William J. McConnell,  
Burnaby.

Bill McConnell is a respected member of the federation who has served on numerous professional committees including two years as chairman of the BCTF Curriculum Directors. He was a teacher consultant to the Department in 1964-65.

## New member for PD staff



Elaine Darnell

A 28-year-old Shuswap teacher, Elaine Darnell, has been appointed to the BCTF administrative staff.

Darnell will be an Assistant Director in the Division of Professional Development.

Her duties include advising and assisting teachers, local associations and provincial committees and task forces on PD and learning conditions matters; providing field assistance to local associations PD and LC committees; development and conducting regional and local workshops.

Darnell graduated from McMaster University in 1968 with a BA in psychology. She took her teacher training at UBC in 1969.

For the past seven years she has taught grades 4 to 7 in Burnaby and Shuswap schools.

Darnell has been active in a number of areas. She was secretary of the B.C. Music Educators' Association, 1969; secretary of the Burnaby Teachers' Association, 1971 and also a member of their Learning Conditions committee and Class Size committee, 1974-75; co-registrar and member of the planning committee for the B.C. Association of Math Teachers' summer workshop, 1974-75; secretary of the Shuswap Teachers' Association and chairperson of the Constitution Revision committee, 1976.

# Cariboo-Chilcotin parents, teachers set goal priorities

PICTURES AND TEXT  
BY JOHN HARDY

## Phi Delta Kappan goals tackled district wide

'Number two is four and number three is five.'

'We have a tie on number eight and ten to be ten. Could you put up your hands if you want to break the tie? That's fine, now does anybody want to speak to number eight or ten?'

The speaker, teacher Bill Keast, was at the blackboard at Lac la Hache Elementary School recording parents' priorities on educational goals. It sounds confusing but the

parents knew what their tie was all about.

The tie vote for tenth priority, 'learn to respect and get along with people with whom we work and live,' is number eight and 'learn how to be a good manager of money, property and resources' is number ten and was resolved quite simply. One parent, Doug Sherriff, said simply that eight stressed co-operation in its substatement — people accepted that and on the next vote eight got five additional votes to take over tenth spot in the priorities.

What is it all about? Earlier in the month, Cariboo-Chilcotin teachers had gone through a process of ranking educational goals in order of their importance. Parents were now going through the same process at the school level, in this case Lac la Hache Elementary School, where about 30 parents came out for the evening.

Each person was given a kit that contained educational goals along with markers and a board for ranking these goals. Following the individual ranking, each small group worked out a group ranking that was then transmitted to Bill Keast at the blackboard, who wrote up the scores.

As you would expect, educational goal number four 'develop skills in reading, writing, speaking and listening' got the number one priority but it

was tied, and left tied with goal eighteen 'gain a general education.'

One of the three trustees at the school that evening, Carol Funk, asked how to rate the four and eighteen tie vote, pointed out that 'gain a general education' had the third 'R' in it: Develop background and skills in the use of numbers, natural sciences, mathematics and social sciences. Nevertheless, she agreed, that the goal was considerably broader than simple number skills and could include, for example, outdoor education as well as a host of the social sciences.

The big change she saw was that at the time of the Chant report people were saying kids need vocational skills, whereas they are now saying gain a general education, vocational skills are almost last on the priorities.

She seems quite determined that the results will have some impact at the board level: 'As an individual I have a firm commitment to see it through.' The main area of impact, she says, will come on curriculum development — especially the development at a core curriculum — and funding the program. One other benefit she saw in the exercise is that the people in the area were beginning to realize what it is the school board goes through all the time in setting goals.

'I hope this opens the door to

parents. I wouldn't want to suggest that it will all come to pass next month or even next September, but it is a direction we will pursue. Then we may have to come back to the people and see if it still holds.'

Lac la Hache Elementary has seven teachers, Kindergarten to Grade 6 and 120 students. About 30 parents showed up for the evening, which was satisfactory for most people inasmuch as not much of a higher percentage of parents come out to vote at elections.

What was perhaps most impressive about the evening was the diligent way parents tied into the educational goals and objectives.

The kit itself is available from Phi Delta Kappa, Box 789, Bloomington, Indiana, and is called a model program for community and professional involvement. It consists of a series of strategies whereby a school district may develop community ranked educational goals and teacher developed objectives.

Stan Ruzicka organized the one-day convention when the goals were worked through district-wide by the teachers. Results from the Lac la Hache school will be considered with any other schools that go through the process by the education committee of the board, says Stan. So far, he had two commitments from other schools in the district but he stressed that the decision is at

the school level, not legislated by the board.

'The purpose of the convention was to put teachers through the PDK goal ranking and develop a familiarity with PDK for the next step.'

Basically, Stan suggests, the evaluation reinforced the job the school is already doing. 'Until parents go through a process — this one or a similar one — they really don't know what we're talking about. We have found this process to be invaluable because of the direction it gives the administration.'

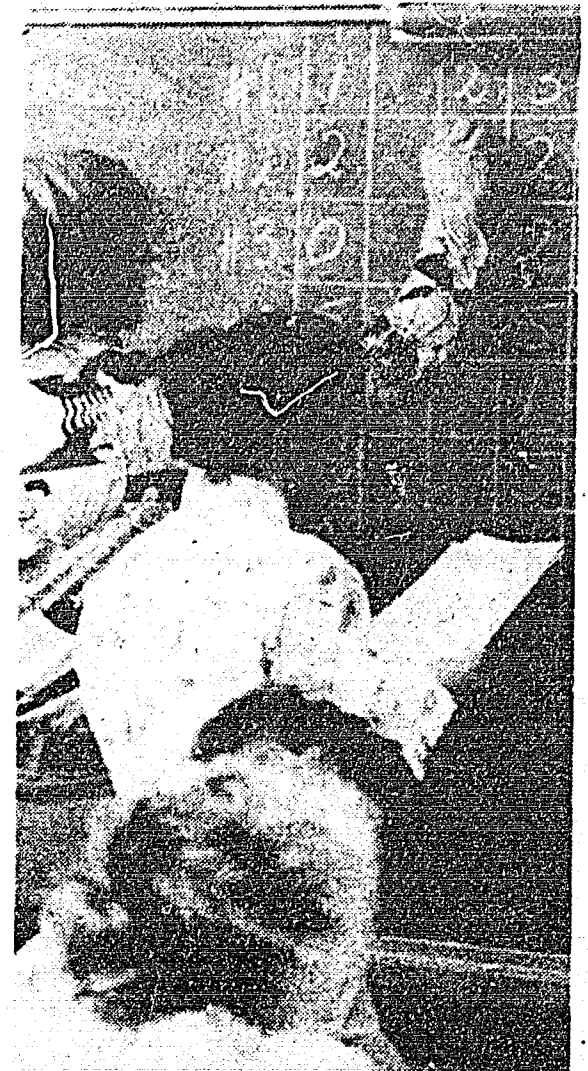
Dale Costello said the process was 'really beneficial to myself' because she hadn't looked at educational goals since she was in university. 'It helps get priorities clear in my own mind.'

Don Smyth, Superintendent, seemed to enjoy the evening. 'The best advantage is the process itself,' he said. 'People must sit down and learn the different points of view then they see education as not an easy job.'

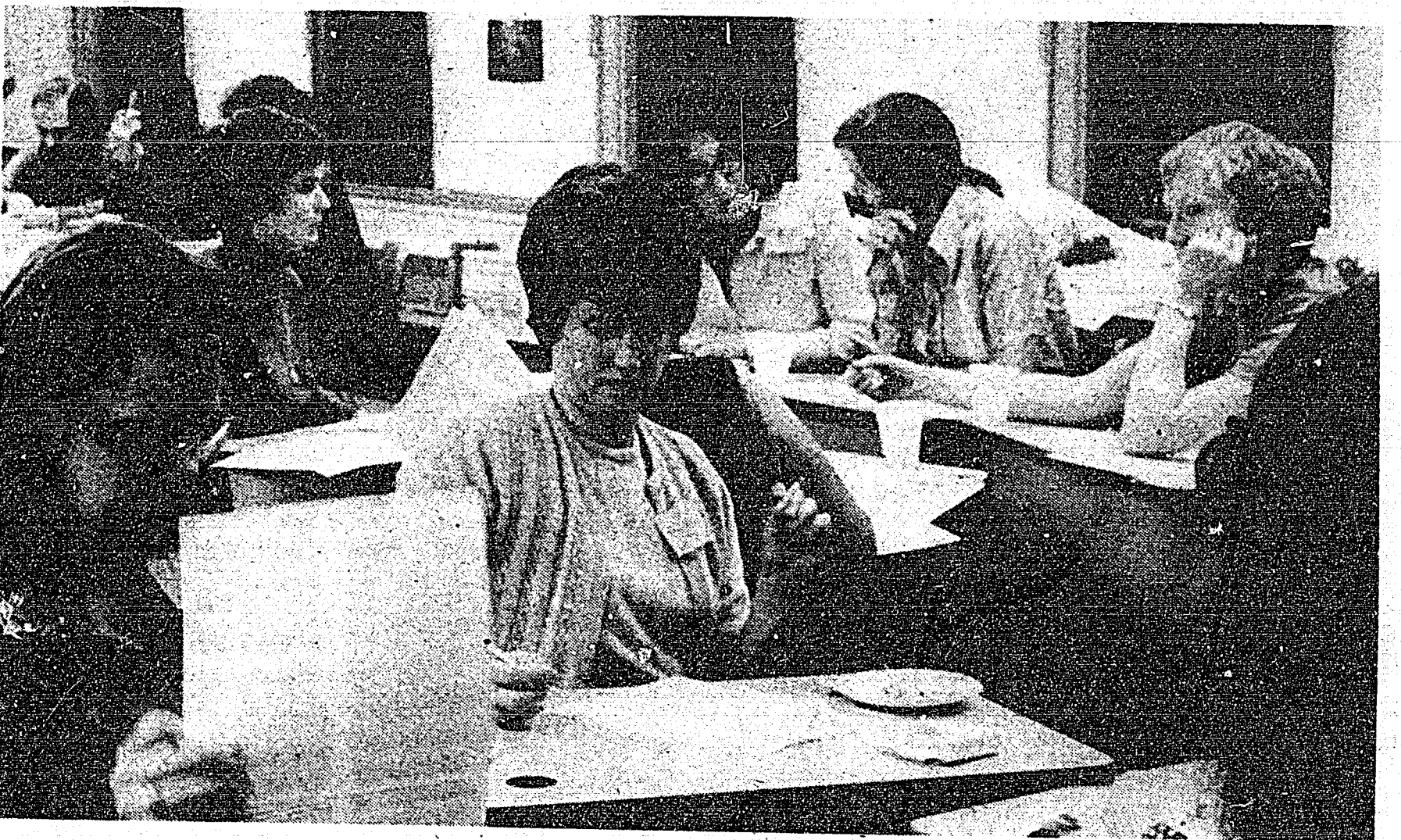
He has some reservations about the instrument because it is Americanized, but on the other hand he couldn't see any point in reinventing the wheel by making new goals.

At any rate, he said, this process was 'better than the Bremser routine.'

And Carol Funk said it would give the board and teachers an idea of 'what the hell people want around here in the way of education.'



Above, Bill Keast writes the priorities order on the board, and below, parents puzzle about breaking tie votes.



## Phi Delta Kappan goals

### Try ranking them yourself

Learn how to be a good citizen  
Learn how to respect and get along with people who think, dress and act differently.  
Learn about and try to understand the changes that take place in the world  
Develop skills in reading, writing, speaking, and listening  
Understand and practice democratic ideas and ideals  
Learn how to examine and use information  
Understand and practice the skills of family living  
Learn to respect and get along with people with whom we work and live  
Develop skills to enter a specific field of work  
Learn how to be a good manager of money, property and resources  
Develop a desire to learning now and in the future  
Learn how to use leisure time  
Practice and understand the ideas of health and safety  
Appreciate culture and beauty in the world  
Gain information needed to make job selections  
Develop pride in work and a feeling of self-worth  
Develop good character and self-respect  
Gain a general education

# Educational goals of sixty years ago re-examined

A statement of educational goals, first published in 1918, have been called the most important guidelines ever to appear because of their influence on schooling in North America.

The goals of education, according to the 1918 statement, are:

- (1) Development of health;
- (2) Command of fundamental processes;
- (3) Worthy home membership;
- (4) Vocational competence;
- (5) Effective citizenship;
- (6) Worthy use of leisure;
- (7) Ethical character.

How many of these goals are valid after 60 years? The National Education Association established a panel of 50 participants to answer the question and, with no more than two or three minor exceptions, the 50 agreed that the goals remain suitable, but the meanings of the goals needed modernizing.

Development of health, for example, was seen as still an appropriate goal, but teachers now should help the young learn how to survive in a carcinogenic society, to understand the causes of cardiac illness and the importance of mental health practices.

Also, young people needed to understand that opportunities for healthful living need to be extended to the world's millions who do not see a physician from birth to death.

Command of fundamental processes, largely limited to the three r's in 1918, was expanded by 1976 to encompass human relations skills, development of cross cultural insights, developing a knowledge of sources, understanding computer languages, learning to cope with increased complexity and developing 'anticipatory skills' such as the power to see relationships and to make correlations.

The line dividing work and leisure is likely to become even more blurred. Complexity — demanding more time for the tasks and routines of daily living — was singled out as a factor of the future along with the likelihood that more items now bought in the market place would be made in the home and that householders would do more of their own repairing and servicing of equipment and appliances.

Worthy home membership, according to survey participants, was related to an understanding of changes occurring in the status of the family; recognition that

traditional families consisting of a mother and a father and two or more youngsters living in a neat little frame house was the exception rather than the rule today.

The meaning of vocational competence also has changed with the passing years. Educators recognized that specific vocational skills are difficult to foresee in a changing society and favored therefore, a good general education.

Life-long learning is a vocational skill; workers must see their jobs in an ecological context; and occupational education must not lock people into the wrong jobs.

Citizenship skills has changed considerably in meaning. Many members of the panel felt citizenship skills should embody a measure of loyalty to the planet and to the nation; and a consciousness of the need to study and to improve the inequities existing between a have and the have not worlds.

Everyone favored ethical character as a developmental goal with an emphasis on the need to recognize again the value of self discipline in learning, the merit of rules to live by as distinct from unrestricted permissiveness, and the importance of protecting and improving the biosphere.



## Clothing collected for African relief



Young Robert Cowie sits on two tons of clothes collected in response to a call for the African Refugee Relief Program. Problem is it costs about 25c per pound to ship it to Mozambique for distribution.

Surrey teacher Bob Cowie has collected \$1,400 of the \$11,000 needed to ship the clothing. He says a commerce teacher at Princess Margaret School has established an account at a Newton bank for donations and would be open to audit.

In addition to clothing, Michael Mawema who was travelling Canada last spring, sponsored by the Communist Party of Canada, said that in addition to clothing, African children need tents, scribbles, pens and pencils. He said \$25 would provide medicine for five people for a month, \$100 would educate 10 children for one semester.

If you want to donate, it's Bob Cowie, Princess Margaret Senior Secondary School, 12870 - 72 Avenue, Surrey, B.C. V3W 2M9.

# Debate sparked over definition of Grade 12

By Ken Aitchison

Is Grade 12 secondary or post-secondary education?

In B.C. the answer is easy, but not in six other provinces where students finish secondary school at the end of Grade 11. They must complete Grade 12, however, to enter university.

The question sparked an hour-long debate when the executive discussed the Teacher Qualification Service.

Last year a BCTF task force was struck to review the operations of TQS. Its first report to the Executive Committee triggered the debate.

The task force reported that it had received only 21 complaints about TQS, despite seeking such complaints, and that of 4,263 decisions made by TQS in a year, only 44 had been appealed.

The task force believes, however, that dissatisfaction with TQS is more widespread than the statistics indicate.

It submitted several suggestions for rewording of TQS principles, many of which were designed to make clear the fact that TQS evaluates only post-secondary years of preparation in assessing teachers' qualifications.

At one time TQS looked at all years of schooling, including elementary and secondary, but at the request of the BCTF Executive Committee several years ago, changed to counting only post-secondary education.

The executive unanimously agreed in principle that TQS

should confine itself to evaluating post-secondary years of training, but at the end of the hour's debate was not able to define the term 'post-secondary.'

In evaluating the preparation of teachers coming to B.C. from the six provinces in which secondary school ends at Grade 11, TQS counts as years of university all years after the person has qualified for entrance to university in the province concerned — i.e. Grade 12.

Because that Grade 12 year is often called Senior Matriculation, some of the teachers coming to B.C. want the year counted as post-secondary training.

TQS operates on the principle that 'Teachers who have studied outside the Province of British Columbia shall have their qualifications assessed on a basis no less favorable, but no more favorable, than that applied to teachers prepared within the Province of British Columbia,' and therefore

counts only those years beyond Grade 12, the minimal standard for entry to university.

Past President Jim MacFarlan argued strongly that post-secondary years should include all years after the completion of secondary school, regardless of what grade level that involved. He said the TQS decision and the former BCTF Executive Committee's agreement with it were wrong, and should be corrected.

Ken Smith, Kamloops, defended the decision, stating that fairness to teachers trained in B.C. should be the first consideration. Teachers coming to B.C. should be prepared, he said, to meet the same standards of preparation as teachers who take their training here.

President Bill Broadley summed up the thinking of others when he said, 'Maybe it's a problem without a solution.'

The executive had to leave unfinished its consideration of the report of the task force.

## CTV program an 'hour-long mishmash'

By NORMAN M. GOBLE, Secretary-General, CTF

Canadian teachers are facing their toughest year for a long time — bigger classes, reduced resources, and the special frustration of federal wage controls.

To add to these irritants, the CTV network recently dragged out and repeated the hour-long mishmash of misinformation, half-truths, contradictions and invective that it calls an "Inquiry into Canadian Education."

For those who wisely missed the program, the five main points of the CTV message seemed to be these:

1. Schools should concentrate on picking out, from the start, the children who are destined for university English and mathematics programs, and eliminate the rest as soon as possible.

2. The survivors should be as few as possible, so that their diplomas will be more valuable.

3. The lower orders should be exposed to stern discipline, standardized mass instruction in reading, grammar and arithmetic (without remedial effort or concession to learning disabilities), and then put out to fend for themselves.

4. For rural children, the one-room school, with strictly limited rote-learning programs, should be restored, so that they will not be made restless by exposure to learning opportunities or career possibilities off the farm.

5. Vocational, technological and cultural education are equally deplorable extravaganzas. The upper classes do not need them.

Not many teachers go along with this kind of nonsense. Nor do many of the public (in spite of vague references by CTV to a mysterious 'polling' of 300 parents). But it has become a popular theme for editors and public speakers, and it is dangerous because it promotes public misunderstanding and makes the teacher's job a great deal harder.

The truth is, of course, that schools are not perfect, never were and never will be. In recent years, though, they have done more good things for more children than ever before, and the way to make them better is to give teachers a decent chance to use their skill, their judgment and their initiative.

Faced by the irresponsible mischief of the media, we have to be even more insistent in demanding conditions that will give teachers a chance to see and respond to the needs of children, and to help build their competence to face adult life.

Bigger classes, cutbacks in services and assaults on teacher morale by political hacks and headline-hunters do not help education.

This year, more than ever before, teachers have to combine their efforts in a real drive for increased control of the work situation, improved public information, and better learning conditions for children — all children, not just the privileged few that CTV bleats about.

Commercial TV could be a powerful instrument for the public good. If its masters feel they can make more money by doing harm, that's one more fact of life for teachers to face — and to teach their students about.

## English test starts in spring

By Annette Croucher

An English language test designed to determine where students are placed in first year university and college English language studies will be instituted in the spring, announced Education Minister Pat McGeer.

At a press conference, Friday, November 19 McGeer stressed that the test would not be used for admissions to universities and colleges.

Grade 12 marks remain the basis for acceptance. The test will, in effect, become part of the transcript which students already send in.

The English Placement Test, EPT, developed for the Ministry of Education by the Educational Research Institute of B.C., ERIBC, will consist of two sections.

The first, a 500-word essay on one of five given topics; the second, 30 sentences in which the candidates will be required to identify errors. Half the sentences will use error patterns typical of people whose second language is English.

Discussion among a group of English teacher specialists from 12 colleges and three universities revealed that post-secondary institutions required, for placement purposes, that the test results enable them to identify three groups among incoming students:

- a) those competent to undertake regular post-secondary English courses;

- b) those requiring supplementary basic instruction in composition;

- c) those requiring instruction in English as a foreign language.

The program has been projected to May of 1979 with an interim report to be given May of 1978.

Testing will be in the spring, summer and fall in order to accommodate all students and will be administered by the ERIBC.

Individual student scores

will be reported only to students and will be sent by them to university and college placement officials who will interpret the test scores for placement purposes.

Audrey Sojony, ERIBC Executive Director, said information on which institutions will require exam results to be forwarded with transcripts will shortly be sent to the schools. Such information will also be posted on university and college bulletin boards.

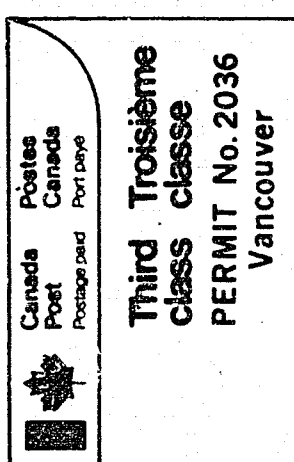
McGeer said the major purpose of the placement test is to 'provide information on the comparative value of a test of this nature as opposed to the grade 12 English mark as an indicator of English language competence.'

Previous research has indicated that the secondary school grade average is a good predictor of overall success but not necessarily for individual subject areas such as English and mathematics, said McGeer.

The EPT results are also expected to provide a comparison of English standards in the many parts of the province and the world from which college and university students come.

The uniform test program was developed after requests received by the department from universities and colleges, said McGeer.

They complained that although they did not wish to, they were having to fail many students because of their English.



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