

newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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Grant formula given approval by executive

The Executive Committee, meeting April 14 and 15, made some significant changes in BCTF grants that will have far-reaching implications on provincial conferences, regional meetings, training workshops, provincial specialist associations, and in-service education.

The executive recommendations are subject to funding provisions of the 1978-79 budget and will be considered by the June Representative Assembly.

Grants have been a subject of discussion most of this school year. The executive received a paper that reported areas of agreement and areas of disagreement that have developed within the federation.

There has been agreement that the BCTF pay all costs of regional and provincial conferences which are held as part of provincial programs.

There has been agreement that all PSAs receive an identical per-capita grant, and that the BCTF offer workshops and pay the cost for the resource person.

There was also support for the principle of equalizing the access of BCTF members to both in-service education and local organizational support, but there is a concern for the transfer of funds from large locals to smaller locals.

Some members have felt that redistribution of funds will not equalize access, and some suggest that no grant formula will solve the problems of small, isolated locals and sub-locals.

The idea that there should be a minimum fee collected by each local before the local receives grants was supported, and there was agreement that a formula for the distribution of funds should be developed and that a maximum grant be established.

Providing funds for release time for local association offices received limited support. And an area of major disagreement lay in accountability — some favouring full local autonomy with grants provided as a right, other favouring a grant on the basis of local activities.

The executive agreed that attendance of local association representatives at BCTF sponsored provincial conferences shall be financed by the BCTF. Similarly, a regional BCTF sponsored conference would be financed by the BCTF including necessary enroute and on-site expenses, and where necessary substitute costs.

For BCTF training workshops, the federation would pay the cost of resource persons but on-site expenses, transportation and other expenses of local teachers attending the workshops would be the responsibility of the local.

All PSAs will now receive an identical basic per-capita grant — for the 1978-79 fiscal year, it is set at \$7.00. To be eligible for BCTF grants, PSAs are required to levy a minimum fee equal to the basic per-capita grant.

In-service grants drew the most discussion at the executive table.

(The proposed policy statements for in-service grants along with a sample table showing how the system would work in seven districts is included elsewhere in this newsletter.)

The new in-service grant structure, described as a 'socialist principle' by one executive member, basically attempts to establish a foundation program of financial support that is contingent on the local association collecting a fee of \$10 per member. The program attempts to recognize special needs such as native Indian families, non-English speaking families, and low taxable property assessments.

During the discussion, Doug Green representing the Professional Development Advisory Committee argued that with the new system there was 'no possible way for the federation to give leadership, nor does the system cover problems of the small school.'

PDAC had an alternative proposal included in the report to the executive committee that will also have gone to all geographical representatives, calling for approval forms that must be signed by the local PD chairperson and forwarded to the BCTF.

PDAC says it is not possible for the federation to fund all aspects of professional development. They do not see an equitable way of funding in-district travel, or out-of-district travel.

Green charged that the executive did not want to hear feedback and that PDAC had no chance to make a fair presentation, but he was asked to withdraw the comment.

Mike Zlotnik, director of professional development, replied that the draft document had been examined by PDAC and the PSA Council, and that the concerns expressed by PDAC had been incorporated into the document. Pat Brady, president, pointed out that the paper summarized areas of agreement and disagreement.

The PDAC proposal included approval forms that must be signed by the local PD chairperson and forwarded to the BCTF for grants, and these would insure an accountability factor that 'most federation members can see and that most federation members have agreed to pay funds under these conditions,' said Green.

He objected to the hastiness in adopting the new grant system. And he said that people are now beginning to understand and use the existing grant system and he was therefore concerned about the executive cutting at the major thrust of the federation. 'I have seen it working, I know it works, and I think it is a bad move to go in this new direction.'

But what bothered him most he said, is that there had been a lot of adverse feedback from the membership and there had been difficulty in getting the information out to the members. There was not widespread agreement with the new proposal, he said.

Feds fuddle wages, again

The BCTF has protested to all B.C. Members of Parliament an Act now before the House of Commons to amend the Public Service Staff Relations Act, (Bill C-28)

The Bill seeks to exclude employees from the bargaining unit who earn more than \$33,500 per annum, restricts matters that arbitration boards can consider and introduces pre-determined limits on the size of compensation packages.

BCTF president Pat Brady has sent a request to all GRs, local presidents, CTF affiliates to speak out on what he calls a 'regressive piece of legislation' that will deprive some Canadians of their basic

democratic rights and undermine collective bargaining in the public service sector.

Brady, in his letter, rejects completely the contention that salaries of public sector employees have led increases for employees in the private sector. 'The overriding position of the public sector has been that of follower.'

'For the government, acting as employer, to impose arbitrarily selected and predetermined limits on the results of the bargaining process represents a position one might expect to find in a totalitarian state rather than a democratic country.'



—Vancouver School Board photo

Two B.C. teachers won Hilroy awards this year, see story inside. Pictured above is Sandra Rooney, front center, talking to parents.

Book professional day early

Plan your professional days now and book early — that's the crucial message in the five-year calendar released by the ministry last month.

Non-instructional days must be announced to parents by September 15 for the first part of the school year, and by January 15 for the last part.

A second change, effective in the 1979/80 school year, incorporates Good Friday and Easter Monday into the spring break every year. At present, spring break is the last week of March with Good Friday and Easter Monday designated separate statutory holidays.

Where did the calendar come from?

Actually, teachers requested one calendar to replace the annual issue from the ministry. The Representative Assembly in January 1977, upset about the shortening of the Christmas break, requested the president to protest to the minister.

Bill Broadley, then president, observed that issuing a calendar every year was unnecessary — why not stabilize the calendar?

After meeting with ministry officials, Broadley warned in June 1977 that despite good use of professional days in many schools, a concern exists in the ministry that professional days be used more ef-

fectively in more schools. 'There is considerable public pressure to eliminate some or all of these days from the school calendar.'

In the initial draft calendar from the ministry, professional days were established for pre-school opening, in August. There were four 'pre-service' days and two 'flex days' at the discretion of the board. And the draft asked should Easter Monday be a holiday?

BCTF officers opposed the loss of a professional day as well as the initial proposal to hold professional days in August.

Here's the latest exchange on the calendar between the BCTF and the ministry:

Does No. 1 (required to be at school during regular hours) mean that teachers will henceforth have to ask the principal for permission to leave the school premises during lunch hour? What is the relationship of No. 1 to the scheduling of a field trip?

Answer: We see no implication for change in traditional operating procedures. Sections 85 and 87 of the Regulations are unchanged. Being 'at school' includes being present at a school function operated off basic school premises.

Does 2(b) (approval by the board on non-instructional days) mean that in those school districts where the school board has delegated to

the district superintendent the authority to approve non-instructional days the practice will have to be discontinued?

Answer: Not necessarily, provided an appropriate motion is in the Board minutes.

How does a school manage to notify parents/guardians prior to September 15 if it is intending to use the opening day of school for either a full or one-half day non-instructional day?

Answer: To be technical, I suppose one could require announcement by January 15. However, Note 2 (a) gives a specific basis for such action. It seems to me to be a matter of courtesy and common sense that parents should be aware in advance of school opening day plans. We shall consider revising the wording in future years for clarification.

What is the rationale for the return to the revolving spring vacation break?

Answer: The spring break period was modified to:

(a) retain it reasonably close to the end of March

(b) ensure that Good Friday and Easter Monday are included in the break: to give a full 10-day continuous break and to eliminate the one or two short weeks that could precede or follow the former arrangement.

PD chairpersons unhappy losing in-service day

By RALPH SUNDBY

Metro / Fraser Valley PD chairpersons expressed grave concerns about the five-year school calendar.

The chairpersons, representing 18 lower mainland locals, meet regularly to plan future professional development programs. The main cause of their concern was the Ministry's edict that 'the number of non-instructional days for any pupil shall not exceed four in any school year.' Although the calendar provides one additional day for 'necessary year-end administration' and in the case of semestered schools a further day between the first and second semesters for 'necessary administration' the change represents a net loss of one day for a majority of teachers. Last year's calendar provided six non-instructional days.

A second cause of concern was the requirement in the school calendar that 'Non-instructional days (or half-days) are permitted only on dates announced by a circular to parents by September 15 or January 15 of the school year concerned.' Although the PD Chairpersons were not entirely clear on the meaning of this statement they recognized that professional development days could easily be lost through failure of teachers to plan far enough in advance or through schools failing to provide notice to parents by the required deadlines.

The meeting agreed it was a matter of urgency that locals immediately begin to plan PD activities for the 1978/79 school year. The third concern was the provision in the five-year calendar that 'commencing in the 1979/80 school year, the Spring Vacation will include Good Friday and Easter Monday.' This will have two effects.

A four-day weekend will be lost to teachers in those years when Easter falls outside the last week of March, and when Easter falls in mid-April (e.g. 1981) the winter term, a tough grind at the best of times, will be especially long and the final term will be rather short.

The fourth concern of the PD Chairpersons was the authoritarian tone of the definitions and notes which accompanied the school calendar.

'Pupils and teachers are required to be at school during regular operating hours on each day in session unless excused in accordance with the provisions of the Public Schools Act, the Regulations or this Calendar.'

'A non-instructional day is a day (or half-day) on which, with the approval of the Board, pupils are excused from attendance and teachers shall be subject to the direction of the Board.'

Said one Metro PD Chairperson, 'This heavy handed edict is just another example of the Ministry's callous disregard for the needs of students and teachers.'



Ken McKenzie, retiring school principal appeared on the front page of the Vancouver Sun this month and Bert Wales of the Retired Teachers Association said 'there's another member.' Ken says teaching is great, but retirement opens up new opportunities.

New approach to sick leave

A new approach to sick leave, based on the insurance principle, may be the best way of getting around an impasse in negotiations for improvements, the Annual General Meeting was told last month.

Jim Cairnie of the Division of Economic Welfare said little headway has been made in the last decade in improving the existing statutory sick leave benefits, which are based on length of service in a school district.

Colin Forbes, chairperson of the BCTF income security committee, urged delegates to endorse an executive committee recommendation calling for negotiation of a new statutory plan based on the insurance model.

Under the existing service plan, teachers get 1 1/2 days' sick leave at full pay for every month they teach, and can accumulate unused leave indefinitely. However, they may use no more than 120 accumulated days in any one school year, and accumulations are lost if a teacher moves from one district to another.

Under the proposed plan, every teacher regardless of length of service would be entitled to a fixed number of days at full pay, followed by a longer period at

reduced pay. The numbers of days and the percentage of salary paid after the initial period would have to be negotiated with government. A target might be 20 days at full pay and 180 days at 85 per cent of salary.

Cairnie cited some of the advantages of the insurance model: all teachers would get the same benefits; the newest recruit would be covered from day one; more senior teachers would not be locked into jobs by their accumulated benefits.

There is an alternative, Cairnie conceded. Teachers might be able to win substantial improvements in their present sick leave plan — portability, an increase to 20 days a year, abolition of the 120-day limit — but only at a price.

The tradeoff likely to be sought by school trustees, he said, would be loss of pay for the first sick day. Trustees 'suspect there may be a modicum of abuse' of the present plan, he said. They are concerned about the high incidence of one-day absences from the classroom.

AGM delegates were not completely convinced that the present service model should be abandoned. Some argued that members would be reluctant to surrender the

sick leave they've accumulated over the years.

The committee had recognized this objection and in its recommendation, approved by the executive, had proposed that teachers should be allowed to use any built-up sick leave 'to their fair advantage' in any new plan.

Larry Kushn, executive member, told the AGM that teachers do want sick leave improvements, and they want portability and better protection for new teachers, but not at the expense of the quality of protection that already exists. He said the AGM was being asked to approve a new principle without a detailed plan for its implementation. Delegates should have both, he said.

The AGM approved the committee's Recommendation 55, but only after amending it to read that sick leave should be based either on the insurance principle or the service plan, whichever provides the better protection for most members, and deleting the reference to days at full and partial salary.

Allen Garneau, second vice-president, said he expected the committee would have specific policy recommendations for the next AGM.

Drop fees even lower

I am critical of the coverage you gave (Newsletter April 6/78) to the AGM debate which set the federation fee for the coming year at \$176.00 — a 12.1% increase over this year's fee of \$157.00.

Specifically, you made no mention of the defeated amendment moved by Charles Arthur and myself, which in effect would have set the fee at \$166.00 — a 5.7% increase.

Before debate was cut off by a motion 'to put,' I expressed the opinion that the percent of increase to the Federation fee should not be in excess of the percent of increase to teachers' salaries, which this year is only 6%.

I further pointed out that a 6% increase to Federation income was not affected by an income tax reduction, whereas a 6% increase on salary is, and that therefore with a 6% increase the Federation would be still receiving an increment in purchasing power larger than that of the members who pay the fee, and who, with the rising cost of everything, including pension cost-

tributions, are losing purchasing power.

There has been much prattling at RAS about 'biting the bullet' with regard to budgetary cut backs — but as yet no action.

It is my view that one controls the size of a beast by limiting its intake — not by helping to feed it to a state of obesity and then trying to trim off the fat.

Charles Frizell, President Vancouver Secondary Teachers' Association

Separate accounts

The provincial budget has revealed the extent of the financial support to be given the private schools of this province. About \$9 million from everybody's tax dollars will be paid out for 18,000 students — about 15,000 of whom are in religious schools. This represents a grant of \$500 per student.

In contrast, in Vancouver, with a provincial increase in the basic mill rate of 2.25 mills, the provincial government will be paying only about \$8 million for 60,000 students in the public schools of Vancouver, or only about \$135 per student. In other words, the provincial government is paying three times as much per student towards the annual operating costs of private schools as they are to the public schools of the city.

In total, the provincial government is paying almost \$2 million less towards the cost of the public schools of Vancouver in 1978 than it did in 1977. At the same time, the Vancouver taxpayer will be paying almost \$8 million more than the year before towards the school board budget of \$112 million. This means that the provincial government is now paying only about 7 per cent towards the operating costs of Vancouver schools!

Therefore, while the provincial government continues to pay a smaller share of the operating costs of public schools, they are now committed to paying millions of dollars to private schools.

JACK GILMORE Burnaby

Letters

Mike Heron warns:

Council of Ministers growing powerful in education

Politicians and administrators are rapidly strengthening their interprovincial links, CTF Past President Mike Heron warned delegates at the Annual General Meeting.

'The federal government has 71 departments and agencies within the federal bureaucracy which have a direct impact on you as a teacher,' he said.

He gave a few examples which teachers will encounter on a daily basis: films from the NFB, consumer education information from the Department of Consumer and Corporate Affairs, career booklets from Manpower, and resource material on fitness from the Department of National Health and Welfare. The Atlantic provinces in 1975-76 received approximately 700 million dollars as a non-conditional grant and much of the money was used in the field of education.

Although education is supposed to be exclusively a provincial matter, Heron said, the federal gov-

ernment spends close to two and a half billion dollars a year in education. 'And many decisions are channelled through the Council of Ministers of Education.'

He said the Council of Ministers of Education in Canada has a head office in Toronto but is an organization 'relatively obscure' for the teacher in the classroom and not much more visible for teacher politicians.

It is a tremendously powerful body which exerts influence at all levels of education.

For example, he said, curriculum is supposed to be exclusively a provincial matter but in actuality many of the decisions made about curriculum 'filter down from the Council of Ministers.'

'The council has a major curriculum committee which coordinates projects relating to curriculum, conducts surveys of publishing firms policies for the eventual elimination of bias from textbooks, reviews the status of

environmental education within Canadian curriculum, assigns priorities and responsibilities for the implementation of the recommendations for the teaching of English and French as a second language, is in the middle of a study designed to assist principals and placing high school students transferring from one province to another, prepared the metric style guide and the report for implementation of metrication at the school level, and is even looking at a national core curriculum.'

Government, he concluded, has a tremendous influence on education and upon teachers.

'A teacher association strong enough to be effective at each level where decisions are made, is the only means of protecting the teacher's interests, not only as a working person, who needs an assured income and a just level of recompense, but as a professional who needs both the ability and the

freedom to make wise, professional judgments.'

Mike Heron is currently serving as past president of CTF. This is the third year that he has brought greetings on behalf of CTF to the BCTF Annual General Meeting, but this year there is a difference; Mike Heron is now teaching in Kitimat and proud, he says, to be a member of one of the most powerful teacher organizations in Canada.

'Teacher associations, teacher unions, have contributed more towards the good of our educational system than most laymen and many teachers will ever realize. Without a BCTF, without a Canadian Teachers' Federation, without professionals constantly monitoring, influencing, and even criticizing, we simply would not enjoy the high standards we enjoy today.'



Mike Heron

Buzza calls for more planning

'Support those who try to plan'

The general secretary of the BCTF, Bob Buzza made a plea for planning control and management in his speech at the AGM.

'It's my belief that far too many of us in education attack rather than support those who attempt to plan and manage. Such attacks are usually petty and indefensible.'

Buzza defended effective planning saying that it inevitably involves others 'with a process of interaction being at least as important as the plan itself.'

He said planning is simply a way of carrying out a design; controlling, simply checking the plan; and managing involves allocating resources — human material and financial — to realize politically determined goals, objectives and priorities.

'I am encouraged by the fact that more and more federation staff members are complimenting their strong backgrounds in education with equivalent background in planning and management.'

'And even more encouraged by the fact that our colleagues on executive committees — note the plural — are increasingly complimenting their political and educational background by developing planning and management skills to meet their responsibilities and encouraging others to do the same.'

But, Buzza continued, it would all be a waste of time if it doesn't lead to the development of plans, 'which the overwhelming majority of our members and, ultimately, those we serve can in good conscience subscribe.'

Buzza also warned about the Council of Ministers of Education in Canada: 'In what other country do citizens pretend that massive infusions of federal money — 2.5 billion in 1975, or about 20 percent of educational expenditures in this country — have no effect on that exclusivity, or on the opportunities available to their children?'

What other country, he asked, would tolerate a fourth level of

government, the Council of Ministers, that is 'responsible to no electorate and conducts most of its business behind closed doors?'



Bob Buzza

Belth on creative thinking

Successful PD workshop in Vancouver

(The following article is reprinted, with permission, from the Vancouver School Board's *Communicue*.)

'The Process of Thinking', particularly as related to the education of gifted/talented students, was the theme of a five-day (January 16-20) series of Teacher Centre workshops in which the well-known philosopher and educator Marc Belth was the featured resource person.

More than 300 elementary and secondary teachers and administrators, coordinators, consultants, officials, department heads and BUILD representatives participated in the workshops. One of the sessions was conducted for teachers of the gifted, who have been attending the Vancouver School Board's regular bi-monthly in-service programs.

Dr. Belth's presentations were typical of his informative and stimulating approach to educational matters. A few highlights are provided below.

One objective of the workshops was 'to develop an awareness of philosophical ideals relative to the needs and characteristics of the gifted and talented.'

Another was 'to provide teachers with an understanding of Belth's theory of the process of thinking: analogy, model and metaphor, and the application of these steps to teaching strategy.'

The following are some highlights of Dr. Belth's presentation:

'Why is there such difficulty in even defining or describing the creative child? Isn't it because we are looking for someone who has qualities or capacities we can't predict?'

'The creative child is one who violates rules, and, psychologically at least, such a child is always on the point of being a threat to our equanimity, our desire to see orderliness protected and perpetuated.'

'So unless we ourselves are "creative" and are eager for opportunities to break out of such orderliness, we will denounce such a child; we will not call him creative, but disruptive.'

'The fact is that the truly creative person is one who shatters our view of what we call art, or music, or moral behavior, or political rectitude, or social ways, or modes of dress, and so on . . . Small

wonder that creative people are acknowledged only generations later.'

'So we try to solve the problem by eliminating the "disruptive" part of our definition. We say that the "gifted" child — which we then prefer to "creative" — is one who can do what is permissible, but can do it faster, more smoothly, more fully, than others.'

'"Giftedness" becomes a quantitative matter. It ends up with the rather unarguable notion that one who earns most, hits hardest, runs fastest, jumps highest, paints or writes most, talks longest, is "most gifted."'

'So, what shall we say? Jimmy Connors and Jimmy Carter are — or were — gifted.'

'But was Christ? Was Ghandi? Was Van Gogh? Was Socrates? Was Michelangelo? Was Paul Robeson? or Martin Luther? or Martin Luther King?'

'What I am trying to say, of course, is that only those who are creative will not only recognize the creative child, but will urge him on. And that surely creates a danger — of the teacher or administrator being called disruptive and irresponsible.'

Hydro's problem: freeze on hiring

Consider the view of the bus driver in the recent Hydro dispute:

'My 1977 T4 slip shows \$25,970.05, but I logged an impressive number of days when my alarm went off more than 24 hours before I got home again from work, and I have often been without sleep for 20 to 24 hours. I have read numerous books, and played cards and chess to distraction waiting for the P.A. system to announce work available. I average \$60 every two weeks for eating expenses, and am an expert on late-night cateries and the phone numbers of pizza parlors. I am also a champion Big Mac Person, and none of these expenses are tax deductible.'

If I were to change the rules, I would say a minimum period of eight hours should elapse between one day's work and the start of the next. Further, I believe the union is ready to discuss any rule the company feels uncomfortable with. But the real problem of cost of operation is shortage of manpower, which causes a lot of overtime. (Hydro declared a freeze on hiring for several months last year.) Because of overtime, my work record for early 1977 stands in marked contrast to the one for early 1978, and the reason for that is the shortage of drivers.

Finally, the men who did manage to top \$30,000 are not all senior men. As far as earnings are concerned, a great deal depends on whether a person is willing to do a lot of waiting — plus a lot of work.'

The item appeared in the space normally occupied by Doug Collins who had been fomenting over the hydro dispute and allowed space for a rebuttal. A bus driver took the opportunity.

But the important point to notice in a province that has high unemployment is the freeze on hiring, a shortage of manpower, and increased costs because of overtime that is necessary to compensate for government shortsightedness.

Not to mention the social costs to the individuals trying to make a decent wage. It smacks of bygone days when workers were trying to get an eight hour day — but this time, the worker is trying to get eight hours between shifts!

It makes you wonder.

By John Hardy

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NEWSletter

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Letters to the editor must be signed by and bear the address of the writer. The Newsletter may edit letters for brevity, clarity, legality or taste. Articles contained herein reflect the views of the authors and do not necessarily express official policy of the BCTF.



EDPRESS

Events in Langley

Fundamental schools

All of the present board members have run their election campaigns on the 'Back to Basics' platform. The Fundamental School Association has supported this movement in its attempt to initiate and expand the value schools in Langley. Initially, Langley Central was set up on a one year trial basis on the condition that Blacklock School be used as a basis of comparison. This condition was later dropped. Attempts to establish Nicomekl as a second value school met with solid opposition from the parents of that school in March '76. During the summer Langley Prairie became a Fundamental School. LTA and Board positions over the issue have still not been resolved. The Value School Association is presently seeking expansion into a secondary school.

1975 Langley Central Fundamental School established.

Feb. 76 LTA executive opposed to board actions on Fundamental Schools.

March 76 LTA stated that they object strongly to the use of public funds by special interest groups to promote their own ends.

March 11, 76 Board plans to extend the fundamental schools.

LTA executive asked that the school board identify any stated objective of the value school not presently also an objective of the rest of the school system and that the objectives that are distinctive be evaluated.

May 17, 76 At a general LTA meeting the membership voted to go on record as being opposed to any further expansion of fundamental schools.

May 31, 76 The Ministry clarified its position on value schools in a statement to Surrey Superintendent Jack Evans: 'In our view there is nothing in the Act enabling the Board to establish a school differing from the Public School in purpose, goals or objectives.'

Dec. 16, 76 LTA president was instructed to write to the school board stating objections to parts of the fundamental school prospectus.

Jan. 27, 77 The school board decided not to do a comparative evaluation of the fundamental schools and Blacklock as the 'control school' as initially agreed upon when Langley Central was established on a trial basis.

Oct. 3, 77 School board passed a motion 'not to allow political candidates' to enter schools to campaign among students.

Oct. 31, 77 The Fundamental School Association endorsed the Basics Bunch and sent home cam-

aign literature and a request for funds via the students.

Nov. 14, 77 LTA General Meeting 'the LTA go on record as being opposed to the use of school children for distribution of political campaign literature and for soliciting of funds for particular political groups.' Carried unanimously.

* 'Basics Bunch' is title group uses, not teachers.

Staff resignations

Dec. 31, 76 John Nicholson, principal, resigns.

Spring 77 Roger Winter, director of elementary instruction, resigns.

June 77 A. Koop, principal, resigns.

July 31, 77 C. Cuthbert superintendent, resigns.

Jan. 10 Board takes over preparation of agenda. Superintendents agenda tabled.

June 22, 77 Leaving Langley, Cuthbert said he was concerned with 'the low ebb of morale in the district. I am sorry to see low staff morale.' Cuthbert wrote the LTA to say that he is '... happy to be free of the tensions and anxieties that appear to be a part of the Langley scene.'

July 77 D. Gabbot, co-ordinator of outdoor education, resigns.

Sept. 77 Virginia Houghton, supervisor of primary instruction, resigns.

Dec. 77 M. Tidmarsh, I.E. co-ordinator, resigns.

Dec. 77 Esther Brown primary consultant, resigns position.

Feb. 78 Secretary Treasurer Svein Urdahl, resigns.

June 78 A. Cresswell, primary consultant, resigns.

June 78 Dr. B. Thomas, supervisor of elementary instruction, resigns.

Brown, Cresswell, Thomas appointed September, 1977.

LTA under fire

The LTA has been continually amazed by verbal attacks on the Association on a series of hotline shows, and written attacks in the local press. These attacks have been directed at the President Terry Eastman, at the 15 member executive and more recently, the entire LTA.

Nov. 21, 77 President ordered to appear before the board to explain remarks made in the local media concerning the new report card.

Dec. 5, 77 Trustees in camera tried to have the president dismissed from his teaching job in the district.

Jan. 9, 78 Board threatened to boycott the School District Planning Committee unless '... you ... (LTA membership) at your next general membership meeting appoint new representatives.'

Jan. 16, 78 The board initiated an evaluation of all department heads of English.

Jan. 30, 78 At a packed general meeting the LTA executive and the School District Planning Committee representatives received a virtually unanimous vote of support.

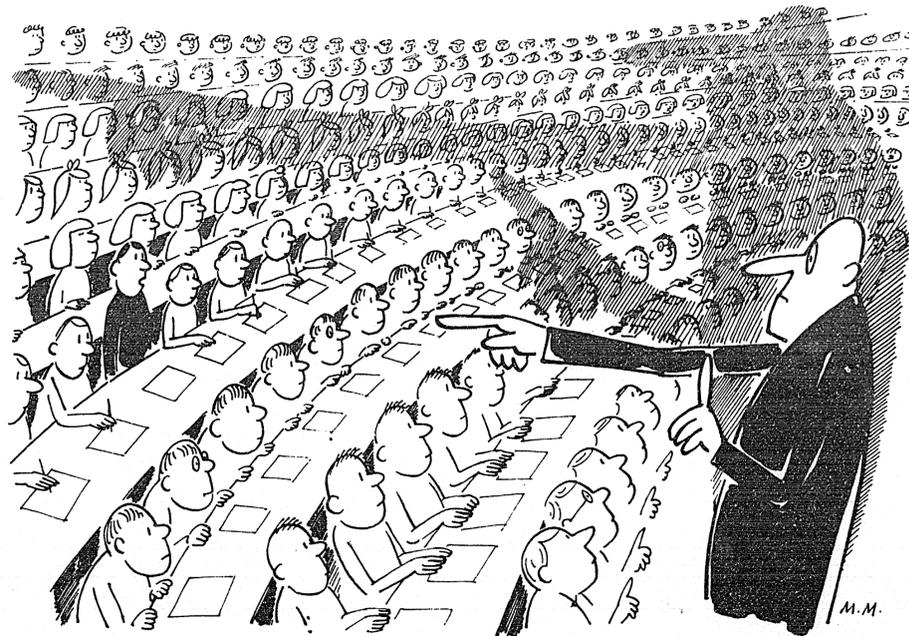
Bring back strap

Early in the term of the Basics Bunch a motion was passed without any consultation with the LTA to request the minister to allow the return of the strap.

March 7, 77 Moved Fassbender / Westwood that a letter be sent to the minister requesting corporal punishment.

Provincial aims

February 21, 77 Moved Westwood / Fassbender: 'That Membership in the BCSTA by School District No. 35 (Langley) be terminated as of June 30, 1977.'



May 3, 77 Moved Fassbender / Bell: 'that SD 35 (Langley) remain as a full member of the BCSTA.'

April 1, 1978 The controversial Langley school board wants control of the B.C. School Trustees Association — an organization from which it threatened to withdraw a year ago.

Langley trustees, who have been nominated for three of the four open positions on the trustees association's executive, say they want to make changes in the organizations which in their view, has been sluggish and lax in the past few years. (Karenn Krangle, Vancouver Sun).

Dress codes

Reactions to the board's management style produced two attempts by two superintendents to interpret the Board's direction.

March 18, 77 Superintendent Cuthbert issued tie and jacket memo. 'It is still appropriate to wear a tie with a dress shirt to a professional task. Jackets are still in fashion.' Memo suggested that the style of dress taken by many creates the impression of 'casual appearance, casual teaching and casual concern.' The memo did little to enhance morale. Langley became a national joke as the story found its way into the CBC network.

April 4, 77 The Board endorsed superintendent's memo.

Sept. 78 Newly appointed Superintendent Dr. Len Sampson astounded the press with what seemed like an instant replay with a memo calling on all district male staff to 'wear collar and tie.' The LTA questioned the attitude reflected by the employer to its employees in this type of memorandum.

Feb. 15, 78 Board members attacked professional development days. Westwood implied that teachers can go skiing if they wished. Robertson suggested that the radical group would not go skiing but rather plot little conferences such as sexism in schools and society.

Liaison dropped

The School District Planning Committee was formed in 1973 with the purpose of direct interaction between trustees and teachers in the development of educational policies. The committee met regularly from 1973 until the current Board members

were elected. Efforts by the president during the Spring of '77 failed to get Trustees to meet.

May 16, 77 LTA General Meeting unanimously endorsed a resolution to write the board expressing concern over failure to consult with the LTA before making decisions directly affecting the quality of education in the district. Further, to ask the Board for the establishment of a committee or a process to ensure the LTA is consulted.

Fall 77 Board agreed to meet with the SDPC. Teachers presented proposals on selection of library materials, policy suggestions to deal with materials questioned by parents, and professional development budget proposals.

November Elections Basics Bunch re-elected.

Jan. 9, 78 Board sent letter threatening to pull out of the SDPC if the LTA did not hold a general meeting and elect new representatives.

Jan. 30, 78 LTA general meeting gave a virtually unanimous vote of confidence to the representatives on the SDPC and requested continued meetings.

March 6, 78 Board re-affirms its stand that it will not meet with the SDPC as it is presently constituted.

April 78 The matter has not been resolved. The LTA feels that the Board does not believe in professional input. The only avenue that the Board has offered has been a few minutes during question time in regular public meetings.

Outdoor education

Jan. 27, 77 The board rejected a request by Up-lands School for a comprehensive Grade 3 outdoor education program. Board indicated that it was considering making allowance only for Grade 6 students.

March 2, 77 Board motion that outdoor education be permitted to continue but costs were to be borne by the students or the parent-teacher groups.

May 2, 77 Staff reps. expressed concern over cuts to outdoor education.

March 6, 77 Board limited outdoor education to only one experience for each elementary child, to occur in Grade 6, all cost borne by the parents. Furthermore, teachers were not to discuss any proposal until the Board has first approved the proposal.

District in dispute

June 6, 77 An emergency Executive resolved that if the position of primary supervisor was removed, the district would be placed 'In Dispute.' This was conveyed to the board and during a stormy meeting the position of primary supervisor was eliminated, effective June 30, 1977.

June 14 Mrs. Houghton was reassigned as a kindergarten teacher. BCTF, in consultation with the LTA, placed the supervisory position in dispute.

Transfer appealed to the Minister of Education; appeal denied.

September Mrs. Houghton resigned. The in dispute was lifted. The LTA felt that justice had not been done.

Sexism workshop 'utter garbage'

Board reaction to a request by 115 students and four teachers to attend the 'Sexism Schools and Society' workshop resulted in the conference being dubbed 'utter garbage' and 'propaganda' by Langley trustees who banned student and teacher participation.

Jan. 19, 78 Director of Secondary Education, Harry Cullis, indicated that students could attend according to the usual field trip procedures.

Feb. 13, 78 Teachers were granted leave to attend by district superintendent, Dr. Sampson.

Feb. 15, 78 Westwood and Robertson attacked the conference on a Vancouver hotline show.

Feb. 20, 78 Board passed a motion denying permission for the four teachers and 115 students with parental permission from attending the workshop. Trustee Fassbender noted that 'the BCTF should clean up its act and stay out of education.'

Racism in B.C.

The board banned the BCTF Racism in B.C. slide presentation. The LTA executive argued that social studies teachers were in a good position to make the materials meaningful to the entire B.C. history program.

March 7, 77 Board motion to review the BCTF 'Racism in B.C.' before it is used in the schools.

April 5, 77 LTA executive presented the program to the board.

April 18, 77 Board decided that the BCTF 'Racism in B.C.' was banned.

May 2, 77 LTA staff reps. express concern about the board's actions and the implications for selection of instructional materials.

May 3, 77 LTA public presentation of the materials.

June 20, 77 The Bible Holiness movement requested that the Board reconsider their decision.

November 21, 77 The IWA Local 1-367 requested that the Board reconsider its position.

The Board continues its ban.

Staff reps. concerns about the process of selection of materials were confirmed, February 6 1978 when the Board banned the novel *Go Ask Alice* from School District No. 35.

LTA consults ministry

May, 1977 After five months of the Basic Bunch, morale had taken such a rapid turn for the worse that LTA officers sought a meeting with senior officials in the ministry of education.

May 20, 77 President Dave McClean and president elect Terry Eastman met with the deputy minister, Dr. Walter Hardwick, on the effect school board actions were having on teacher morale, the board's refusal to accept a recommendation from the senior staff, and what appeared as a vindictive attitude by individual trustees towards teachers.

107 probationary appt's

April 18, 77 In camera minutes established Board policy. 'That all new teacher appointees be placed initially on nine months probation.'

May 4, 77 LTA sought legal advice and A. E. Black, BCTF solicitor, advised that the board's resolution '... does contravene the Act as it does not contemplate a placement of a teacher on a continuing appointment initially.'

May 19, 77 LTA opposed the board's illegal policy.

May 77-Feb. 78 Repeated request by the LTA met with a challenge from the board: 'take us to court' and a blunt refusal to withdraw the policy.

March 6, 78 Board again refused to withdraw their policy regarding the placement of new teachers on probation.

March 15, 78 LTA advised by the district superintendent that 107 teachers were affected by the Board's policy.

March 16, 78 Matter pursued with the ministry through the BCTF in cooperation with the LTA.

March-April Ministry apparently obtained two legal opinions which concurred with the opinion of A. E. Black.

April 3, 78 Board was asked by ministry to remove the policy. Board refused.

April 7, 78 Matter again pursued by BCTF with ministry by letter, telegram, and direct contact.

April 17, 78 Matter pursued by BCTF with Associated Deputy Minister and Assistant to the minister.

April 18-19, 78 BCTF confirmed that copy of letter to Langley chairperson will be available by April 24, or earlier, to effect that, unless Langley board has a legal opinion contrary to the two opinions from the AG's department, Dr. McGeer anticipates their voluntary compliance, rather than face legal action.

At press time, the Minister of Education had written to the Langley School Board saying that he expected the board to 'uphold the law' on probationary appointments.

Report cards

The lack of LTA input into the decision by the Board to implement a Primary report card containing a rating scale — which includes a fail Grade 'F' for Grade 1 — caused considerable dissatisfaction. The Primary Teachers' Association felt that their input was ignored. Teachers were instructed not to discuss other alternatives with parents. Initially, the board agreed to evaluate the report card at the end of the year. This has recently been interpreted (to everyone's surprise) as the end of the calendar year of 78, not June 78. No consultation took place regarding this decision.

May 2, 77 Staff rep. meeting. Primary teachers expressed concern 'over the Board's apparent disregard of the report card brief that they had prepared.'

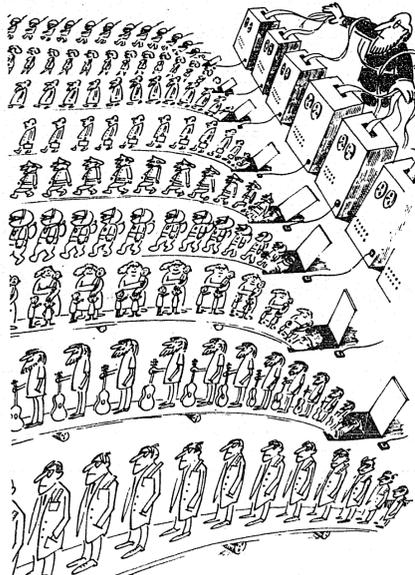
Oct. 12, 77 LTA and school board met and agreed to a meeting of the School District Planning Committee. It was agreed that primary report cards would be on the agenda of the meeting of October 18.

Oct. 17, 77 School Board in an 'in camera' meeting gave final approval to their report card.

Oct. 18, 77 The School District Planning Committee told by the Board that a final decision had been made and that board members would walk out if the LTA representatives attempted to discuss report cards.

March 6, 78 The school board decided that its evaluation after one year would actually take place after November 78.

Some parents and teachers still feel that the matter has remained unresolved. The board is now looking to adopting a standardized secondary report card for the whole district. LTA input has not been sought by the board.



'Musical shorthand' brings national recognition to Maple Ridge teacher

By Chris Potter

When Eunice Sidwell led the music sessions in primary school seven years ago she invariably ended up frustrated — by her lack of knowledge of musical notation and by the difficulties of teaching young pupils music without special training.

Last month Eunice Sidwell, now teaching at Maple Ridge Senior Secondary, was presented with a \$1,500 Hilroy Fellowship by the Canadian Teachers' Federation for her innovative efforts in the creation of 'Instant Music.'

Eunice Sidwell is described by colleagues as 'a dynamic woman who puts everything she has into her projects.'

It took such a woman to walk into Australian entertainer Rolf Harris' dressing room seven years ago when he was making one of his frequent appearances at the Cave nightclub, and explain to the star the problems she had in conducting a music class when she had never learned to read a note.

Her Grade Two class had been pounding their way through such Harris favorites as 'Tie Me Kangaroo Down, Sport,' and to Mrs. Sidwell the

obvious solution was to go to the source of the music.

Rolf Harris, had he not entered the art and entertainment field, might easily have become a teacher. He delights in explaining and showing how things work. He also believes very strongly that all children should be exposed to making music early in their lives.

The problem caught his imagination and he showed Mrs. Sidwell his own form of 'musical shorthand' — a simplified notation based on traditional methods. (Harris had had a formal music training.)

Thus was started Instant Music — a method which some teachers feel could revolutionize music in the classroom.

Since then, the two have worked together on books, records and a film about the method, along with Andre Kaufmann, teacher of music at Maple Ridge Senior Secondary.

Ten video tapes have been produced through community television in Maple Ridge and are offered as a course to schools across Canada.

In fact, since the inception of Instant Music, students have graduated



—Nick Didilick photo

CTF trust fund cheque proudly displayed by Rolf Harris and Eunice Sidwell.

from school and into a formal music training.

'The transition is not difficult,' says Mrs. Sidwell. 'In fact we plan to make it even easier with the start of Instant Music Phase Two.'

The second stage is being readied for production, and will emphasize the steps from Instant Music to traditional training.

The project crew are hoping for budget approval of the necessary \$15,000 for video equipment in the school district, enabling them to con-

trol the quality of production through all stages.

Meanwhile, to help the fund along, Eunice Sidwell plans to plough every cent of the Hilroy Award back into Instant Music.

'I really want to see this go as I feel it should,' she says of the project where everyone has donated freely of their time (including Harris). 'We have all given a great deal, particularly Rolf, and this is one way we can all share the award.'

Sandra had a better idea: put parents to work

Good public relations start in the classroom. And what happens in classroom public relations affects how the parents will view a school, how the school is viewed in the community and, ultimately, what sort of image the profession has provincially.

That's why the work of Sandra Rooney, a primary class teacher at David Oppenheimer School in Vancouver is important.

Sandra had a better idea.

She went after parents and put them to work in the same learning situations their children had during the day.

The program, she says, has been offered for six years and has been well attended notwithstanding that several parents, due to their having more than one child in the primary grades, have been exposed to the program for more than one year.



—Vancouver School Board photo

Lawrie Walmsley, standing, and Sandra Rooney, during a workshop.

Attendance is running at 88% of the parents invited.

What do parents get out of it? According to Sandra, as a result of attending the workshops and playing the child's role, parents get a much deeper understanding of the demands placed upon their child in a classroom. After the program, she says parents typically feel tasks children are expected to do are more difficult than originally they thought.

'This realization,' she says, 'improves parent/child empathy and also better equips the parents to assist the child with school oriented tasks at home.'

Another benefit is that parents, through attending the workshops and meeting other parents, get an alternative 'yardstick' to the formal report card system for their child's progress.

Sandra Rooney has three techniques for the workshops. At the first of each workshop, she uses a lecture technique, then she moves into participation where the parents are placed in the pupil role and required to fulfill the tasks usually performed by their children.

Then comes the evaluation where parents discuss the tasks that have been assigned to them. Evaluation takes the form of a printed questionnaire, an informal evaluation that comes from observing parents at work from conversations, and 'an unsolicited evaluation' where parents have written complimentary letters during the past five years.

Sandra says: 'The idea behind my series may or may not be new. What is new is the implementation of the idea. To my knowledge, no similar program has been, or is currently, in operation.'

The Hilroy Foundation obviously agreed. The Hilroy Fellowship advised Sandra Rooney that she has been approved for an award in the amount of \$1500 this year, as part of their program of encouraging teachers to develop and apply innovative ideas in their actual work in the

schools and also to make these ideas available for other teachers.

For Sandra Rooney, it has been an awful lot of extra work — but she feels that it is very worthwhile. She says that she has been supported by the principal, Lawrie Walmsley, who has been enthusiastic about these workshops.

Lawrie Walmsley has helped administratively with financial resources, assistance with the paper work, and meeting the parents.

He says: 'Parents that are knowledgeable are more supportive of the school — that's where it's at. You can call it PR, but that has a negative connotation. It's not the reason for the workshops.'

Teachers seldom get credit for the extra work they do, so it is worth noting that for Sandra Rooney, a math workshop required 56 hours of preparatory time, an art workshop 'umpteen hours in preparation.'

She says that she would repeat the art workshop every year. 'I firmly believe in it.' She goes on to explain that many parents think art is play until they try to do it. In addition, there is a workshop on the value of play because 'many people think it is play, but it is really work.'

'Our expectations are unrealistic at times,' she says. 'Fathers don't necessarily understand the five and six year old, so I was really after fathers in these workshops — and they have turned out.'

She finds that children are definitely interested in the activities of their parents. In a surprising switch, children suddenly have the opportunity to look at their parents' work which is posted on the classroom walls after the workshops.

'I feel that the mere fact that these efforts have been posted spurs the children to greater effort.'

Anyone interested in the workshops and who has more ideas on parent involvement, can contact John Hardy at the BCTF, or Sandra Rooney at David Oppenheimer School, 2421 Scarborough Avenue, Vancouver. We'd like to hear from you!

Garneau explains why he stepped down

By Allan Garneau

'May I ask why you are not running again?' I've lost count of how many times that question, or a variation of it, has been asked in the past few months since I let it be known that I would not seek re-election to the BCTF Executive Committee. This response may draw attention to what I think is a major problem for the federation.

No one expects, of course, that there won't be some sacrifice involved in offering one's services to our organization — most people are willing to trade off many hours of activity for the satisfaction derived from contribution. The main problem arises when the degree of involvement is greater than the individual is able (as opposed to 'willing') to maintain.



Local association federation workloads for volunteers have a habit of growing beyond what could be called a reasonable measure. In some cases, the individual can have some influence and temper the role to match his or her capabilities.

Usually, however, the job demands a choice: put out the extra effort required or get out of the job.

Fortunately or unfortunately, many choose to stay with the job, frequently at some considerable personal sacrifice. Occasionally, the sacrifice can have tragic and permanent results.

Others, like myself, choose to give up an extremely satisfying type of involvement, because the amount is greater than can be managed at the particular time. As important as the professional organization is, it must not assume a greater priority than that of the home or career.

In my opinion, the work required of a volunteer member (not just table officer) of the executive committee presently exceeds what should reasonably be expected.

The number of members whose family or career responsibilities will allow them to do all that is required for the job must be low indeed. Credit must be given to those who have contributed in recent years an unbelievable amount of time and effort as a member of the Executive.

Some statistics:

From September to mid-April I have kept track of most of my involvement directly related to my executive responsibility (see table).

Item	Sept-Dec	Jan-Apr 15	Total
Actual hours spent in meetings	198	297	495*
Total days and fractions of days involved	20 1/4	25 1/2	45 3/4
School days missed	10 1/2	10	20 1/2
Saturdays involved	9 of 16	11 of 16	20 of 32

* Average 14 1/2 wk. includes 6 wks. during which hours exceeded 30.

Not included in the table are hours spent at home on the telephone, reading mail, reading reports, preparing for executive meetings and other activities, including one's own local association and school meetings. To keep up with the reading alone I estimate should take an average of two hours each available evening. Naturally, no one has that kind of time to spend.

The information just provided does not come as news to most of our membership. One thing I have heard over and

over, particularly in response to my comments, is 'that's why I don't want to get involved!'

The big question is, how many members are kept out of active participation by the very nature of the cost attached to it?

Can the federation afford to lose the valuable contribution so many members could make, but dare not do so? The problem is not restricted to voluntary members, but also to federation staff. One observation I have made time and again, is that the expectations are far beyond what is reasonable in this enlightened age of concern for good working conditions.

Shudder at the prospect of gathering statistics on hours spent each week, nights on the road, unused vacation time, and on and on. The rewards of the job must be considerable for so many of our people to hang on in spite of the problems.

But how does one share those personal rewards with a family or friends, who cannot help but suffer from the demands of the federation? The answer is that it shouldn't happen in the first place.

How should the major problem be addressed? I personally feel that a partial answer (there will never be a total solution) can be found in a fresh look at what the federation is trying to accomplish, how it structures itself to do so, and who takes on what responsibilities in the process.

We are presently a dysfunctional organization entrapped within a structure trying to meet the perceived needs of our members. Our decision-making processes are frustrating, energy-consuming and create problems. Our budget-setting system is awkward and the attendant program structure does not correspond to the operational divisions in the organization.

Policy-making is inefficient and confusing, and major difficulties arise over the function of the AGM, the representative assembly, and the executive committee in this area. With any luck, I hope to continue to provide feedback on each of these concerns. The incoming executive committee, in their planning sessions and subsequent meetings, are going to have a good opportunity to begin to tackle this problem.

In any event, all roles for participation in our federation must be available to any member motivated to do so. That such is not the case is a serious problem. I am interested, I am enthusiastic, I have something to offer — but not at the cost that has to be paid by my family and my job. Somehow the federation roles (local and provincial, voluntary and paid) must be brought within more manageable limits.

The Province fails the test — Brady

The Province ran an editorial titled 'Teachers on the dole,' in which the writer seemed positively gleeful at the prospect of more unemployed people in the province. Pat Brady replied and his reply was printed as an editorial. It's worth reading.

All right, class, ready for your quiz? Mark each of the following statements True or False:

1. The school system of British Columbia is a model for the world.
2. Every child in British Columbia is now getting the best possible education.
3. There are no outstanding educational needs in the province.

If you marked any of the above statements True, you fail the test but you may still have a promising future as a Province editorial writer.

B.C. teachers know that in spite of the many good things that are happening in our schools, there are still major areas of weakness. That's why we're fighting the popular but misguided notion that the current drop in school populations is a heaven-sent opportunity to pinch school budgets.

We've been saying for years that one way to make schools better is to reduce the size of classes. We began our campaign back in the early '60s when teachers finally rebelled against the futility of trying to give individual help to each of the 35 students in the typical class of those days.

Over the years we've managed to convince school

trustees, parents, taxpayers and even the Ministry of Education that class sizes should be reduced. Progress has been gradual but today the average class in B.C. contains 25 students. This means that each student gets considerably more of the teacher's time, attention and help than was possible 15 years ago.

We think that's progress. The Province apparently isn't so sure.

The anonymous author of the March 30 editorial 'Teachers on the Dole' contends that there is 'no definitive opinion among independent education researchers' that smaller classes mean better education. We question that statement; we believe the preponderance of valid research on the subject demonstrates the benefits of smaller classes.

The writer argues further that the B.C. Teachers' Federation shouldn't attempt to make the case for a reduced pupil/teacher ratio because it would be seen by the public as a trade union trying to protect its members' jobs.

We feel we must continue our fight, but we recognize that in this suspicious world our motives are bound to be suspect.

Therefore our members have voted to put up \$200,000 out of their membership fees to finance an independent study of the educational effects of reduced class size. Early this year we asked Education Minister Pat McGeer, himself a researcher of considerable stature, to take our money, add some from the government, and set up such a study. We were willing to accept the results, whatever they might be.

Dr. McGeer has not accepted our offer. Instead he has suggested that the new United Society for Education Re-

view in B.C. may be the appropriate body to conduct the study.

(USERBC is an autonomous grouping of 11 provincial organizations which is planning a major Commission on education for the fall. Although BCTF is one of the founding members of USERBC, and the Ministry of Education has observer status on its board, USERBC is independent of both the Federation and the Ministry.)

So perhaps USERBC is the best body to undertake the research. Ideally, we believe, the study should be jointly funded by our Federation, the Ministry and the B.C. School Trustees Association. But whatever the financial and administrative arrangements, we want to see the question resolved credibly, and soon. Our experience and our professional judgment tell us that small classes work better than large ones. We're confident objective research will prove us right.

But class size is not our only concern. We're acutely aware of the deficiencies in the school system we serve. We know that huge numbers of children with handicaps — physical, emotional, intellectual, cultural, linguistic — need more help than we can give them now. They're being short-changed.

In the past when we've fought for better learning conditions, we've been told that there were just too many children; there weren't enough classrooms, there weren't enough teachers to do the job.

Those arguments no longer hold. We have fewer children in the schools; we have the teachers. All we lack is the collective will to seize this chance to strengthen our schools instead of using declining enrollment as a copout.

Pat Brady

Nearly 700 lesson aids available to you

Do you get tired of using the same lesson plans year after year? Are you teaching a different grade this year and in need of new lesson ideas?

The Lesson Aids department of the B.C. Teachers' Federation may have what you're looking for.

Lesson Aids has a variety of nearly 700 different teacher-prepared, curriculum-related materials for kindergarten to Grade 12 available for sale to teachers.

Materials vary from suggested approaches to a unit or lesson and learning activity packages for use by individual

students; to games, print materials and slide-tape presentations.

Although Lesson Aids is now handled by the federation, it was started in 1930 by a group of Vancouver elementary teachers who joined together to share materials they had produced for use in their own classrooms with other teachers, to avoid a little of the duplication of time and effort involved in lesson preparation.

In addition, they felt that mimeographing materials and making them available at cost would give teachers a stimulus for trying different approaches to teaching.

Materials are still sold at cost — varying in price from \$0.05 to \$50 — and can be ordered in person or by mail.

Teachers can browse through the display room at the BCTF building, choose the material they want and have their order filled while they wait.

Catalogues are sent to each school in the province and teachers who want to order materials by mail simply fill out an order form or write the lesson aid numbers and prices on a piece of paper and send it to Lesson Aids, along with payment.

Lesson aids will be sent by

return mail. No mailing charge or tax is attached to mail order requests.

Some of the fastest selling items in the catalog at the moment are laminated job cards, games and activity cards, station study kits, multi-cultural materials, novel studies and slide sets. Booklets and games produced by the Western Education Development Group at UBC are also very popular.

September and October are the busiest months of the year for Lesson Aid staff members, when the sales volume average is double that of the rest of the year.

During September and October last year, an average of 60 teachers visited the office each week, boosting sales to \$24,664.

Lesson Aids staff members are always on the lookout for new material and encourage teachers to submit any lesson guides they have found useful.

They currently receive an average of eight new submissions a month and are able to reproduce at least half of them into lesson aids for resale to other teachers.

Material received from teachers is edited to suit Lesson Aid standards.

New PD program called 'Project T.E.A.C.H.'

The BCTF will be offering a new professional development program in the 1978-79 school year. Project TEACH (Teacher Effectiveness and Classroom Handling) was approved by the Executive Committee at the April 14-15 meeting.

Project TEACH is a program designed to improve teachers' skills in relating positively and effectively to students, in developing a constructive classroom climate and in dealing successfully with discipline problems. The program is 45 hours with 36 hours of instructional sessions and nine hours of action assignments in the participant's own classrooms. Instructional sessions involve the use of tapes, case studies, role-plays and counselling practice. Sessions are usually three hours, one evening a week for 12 weeks.

The program is based upon interview research into the verbal skills, strategies and decision-making processes employed by successful classroom teachers. Areas of focus include verbal skills supportive skills, problem solving skills, counselling, group dynamics, humor and non-con-

frontation strategies and decision-making.

The program is used by the Ontario Public School Men Teachers' Federation, and by nine state associations in the United States. In Ontario 86% of the participants rated Project TEACH as the best, or among the best professional development programs they had taken. Teachers report that they have fewer confrontations, and more energy and vitality at the end of the day.

In B.C. the program will be sponsored by the BCTF. Instructors will be B.C. teachers, selected for their outstanding skills, and trained by the program designer. In the first year the program will be offered in 20 major population centers. Additional instructors will be trained in subsequent years, and the number of sites for the course will be expanded.

Teachers helping teachers in their professional growth is a basic principle of the BCTF.

What can Project TEACH do for you? It can assist you to:

— reduce and deal more constructively with confrontation.

— think more clearly before making decisions.

— make fewer impulsive decisions.

— make better curriculum decisions.

— make better use of time and energy.

— understand group dynamics better.

— read your own and your students' body language better.

— feel more relaxed and smile more.

— see more smiles on your students' faces.

— leave the class more rested,

and knowing that learning has taken place.

Details of course locations and times will be published in later issues of the Newsletter. Additional information about the program can be obtained from Elaine Darnell, Professional Development, BCTF.

Executive Reports

News from Victoria

MLAs continue to think costs will go down with enrollment, Eric Burkle told the executive April 14.

Burkle, the BCTF liaison associate in Victoria, was reporting on events so far in the legislature.

He suggested that the BCTF, and local association officers communicating with their MLAs, should continue to 'hit that notion.'

He reported that the session had been a quiet one on education thus far. And he suggested that members might have specific questions they want asked during the question period. (Any member with a question on education should write to the president who can forward it to Burkle.)

He did mention that Karen Sanford Comox, has talked about the erosion of school boards' authority in the house.

Burkle warned about zero based budgeting, saying that three government departments are expected to adopt the concept next year.

Teachers, he said, would need to watch closely zero based budgeting which is not suitable to education and therefore represents a potential danger. But he felt the education department would be the last to adopt the concept.

The Newsletter will be bringing a full report from Burkle of activities in the house in the next edition.

Education finance

The education finance committee got approval for broader terms of reference at the executive meeting April 14.

From these increased terms of reference, which essentially beef up the scope of the finance committees work, it is expected that the committee will be able to provide more advice to the federation and to local associations.

Norm Ornes as chairperson of the education finance committee made the presentation to the executive, explaining that members felt education finance required more careful and intense study than ever.

The executive agreed with him and the following are some of the areas the group will now be tackling:

- monitor the basic levy, provincial versus local sharing, board budgets

- advise the executive committee

- assist local associations in the achievement of adequate funding of education

It is expected that with increased activity by the education finance committee that other BCTF programs, such as learning conditions, concerned with budget matters would also benefit.

Reilly seconded

Bob Reilly has been seconded from his position with Cumberland Junior Secondary School for one month to help the fledgling United Society for Education Review in B.C. get on its feet.

The society, an umbrella organization formed by the BCTF and 10 other provincial organizations, will undertake an independent study of the B.C. public school system next fall.

During his period of secondment Reilly will provide full-time support for two society committees, one on finances and one to establish terms of reference for the Society's Commission on Education.

The Executive Committee has authorized charges of up to \$3000 against the reserve fund to cover the costs of a substitute teacher, Reilly's transportation to and from Vancouver and his lodging while in the city.

Equal opportunities

School boards would be required to try to correct any imbalance of the sexes in their administrative and teaching staffs if the government were to adopt a recent proposal of the BCTF executive committee.

This was one of the four suggested amendments to the Public

Schools Act and Regulations endorsed by the executive at a meeting Jan. 7. The suggestions will be passed to Stan Evans, former assistant general secretary of the federation who has been commissioned by the Ministry of Education to recommend changes to the school legislation, for possible incorporation in his final report.

Another amendment proposed by the executive would make it clear that student teachers on practicums have authority for supervision of students.

A third would give a teacher who disagrees with a principal's assessment of him or her the right to have a statement of his or her disagreement attached to all copies of the principal's report.

The fourth calls for principals' reports on substitute teachers to be distributed to the district superintendent of schools, the secretary-treasurer of the school district, the teacher and the principal.

Labor liaison

Gwyn Reilly, chairperson of the labor liaison committee, presented a paper giving information on the Canadian Labour Congress, the B.C. Federation of Labour, and the Confederation of Canadian Unions at the executive meeting April 14, 15.

The paper will now be distributed to local association presidents for further discussion.

Year of the child

To honor and to celebrate 1979 as the international Year of the Child, the BCTF and other concerned provincial agencies will begin to design and plan for a provincial conference on the rights and responsibilities of children.

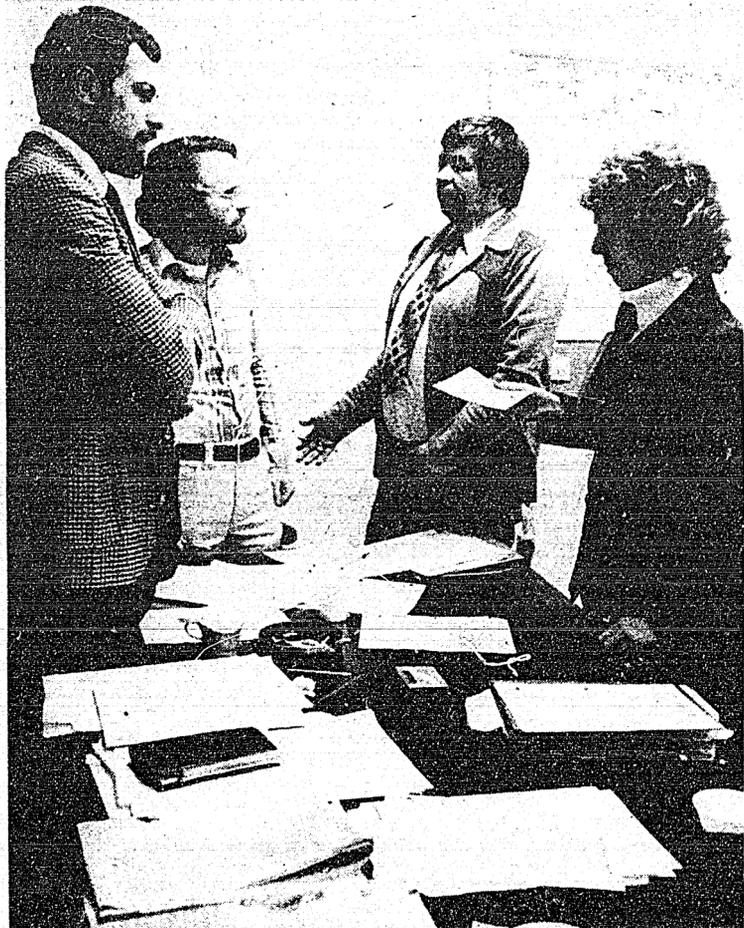
Metrication has struck

Metrication has struck the school exercise book.

The traditional narrow-ruled (1/4-inch) and wide-ruled (5/16-inch) paper is being phased out in favor of a new metric standard (7mm) that falls midway between the two.

The 7mm stock is expected to become standard for Grades 6 and up. Lower grades will continue to use exercise books with the traditional line spacing but a new metric designation (8mm).

The new designations will apply to standard exercise books, coil note books and looseleaf filler paper.



Eric Burkle, left, at the Executive. See Victoria story opposite.

DE task force

A new task force has been established by the executive committee to take responsibility for the federation's program on declining enrollment.

The new group will take over direction and co-ordination of the program from an ad hoc group of presidents of local associations in the Metropolitan Vancouver area and Victoria.

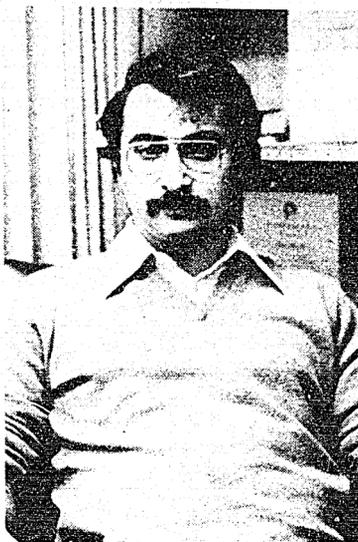
Its duties will include determining what initiatives are feasible, recommending priorities and provincial and local action plans and advising the executive committee on objectives, activities and budget for the program.

It will gather suggestions from other task forces and committees and propose a clearing-house arrangement for information.

It will also seek ways to make members more aware of the problem of declining enrollment, and ways to involve the media and the community in the program.

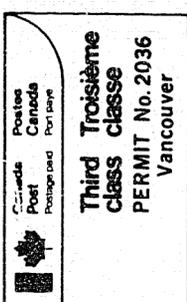
The following were appointed to the Declining Enrollment Task Force for a two-year term: Craig Bassett (Burnaby), Donn Barrieau (VESTA), Lynn Hampson (Coquitlam), Dawn Hilborn (New Westminster), Syd Langhelt (Victoria), Robert McLure (Nelson), Lynne Nickford (North Vancouver).

John Howard Society



Jerry Philipson, above, from the John Howard Society estimates he has now talked to over 11,000 students in lower mainland schools on 'What breaking the law could mean to you.' He says the program, started last September, has been well received in schools.

'We don't preach or moralize — we present the students with the way things are and hope they will make the choice.'



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

DND teachers enfranchised

Several hundred teachers serving abroad under contract to the Department of National Defence have at last been granted the right to vote in Canadian federal elections.

Enfranchisement of the teachers, who operate schools for the children of Canadian Armed Forces personnel in Europe and elsewhere, is a victory for the Canadian Teachers' Federation, its member organizations, and a Manitoba MP, Jake Epp (PC-Provencher).

At the urging of teachers, Epp introduced a private member's bill in the House of Commons last June to give the overseas teachers the right to vote for federal election candidates in their home ridings. The bill was supported by the CTF, the BCTF, other provincial organizations, the presidents of many local teachers' associations, and individual teachers.

The government declined to deal with the bill at that time. Later, however, the government incor-

porated Epp's proposal in a bill of its own to amend the Canada Elections Act. The government bill was passed Dec. 16.

Epp said he was happy that the government had acted to 'end the discrimination against teachers and staff who have volunteered their services to Canada, thus enabling us to fulfill our international obligations. The denial of these rights is an error of omission within the act and its correction is long overdue.'