

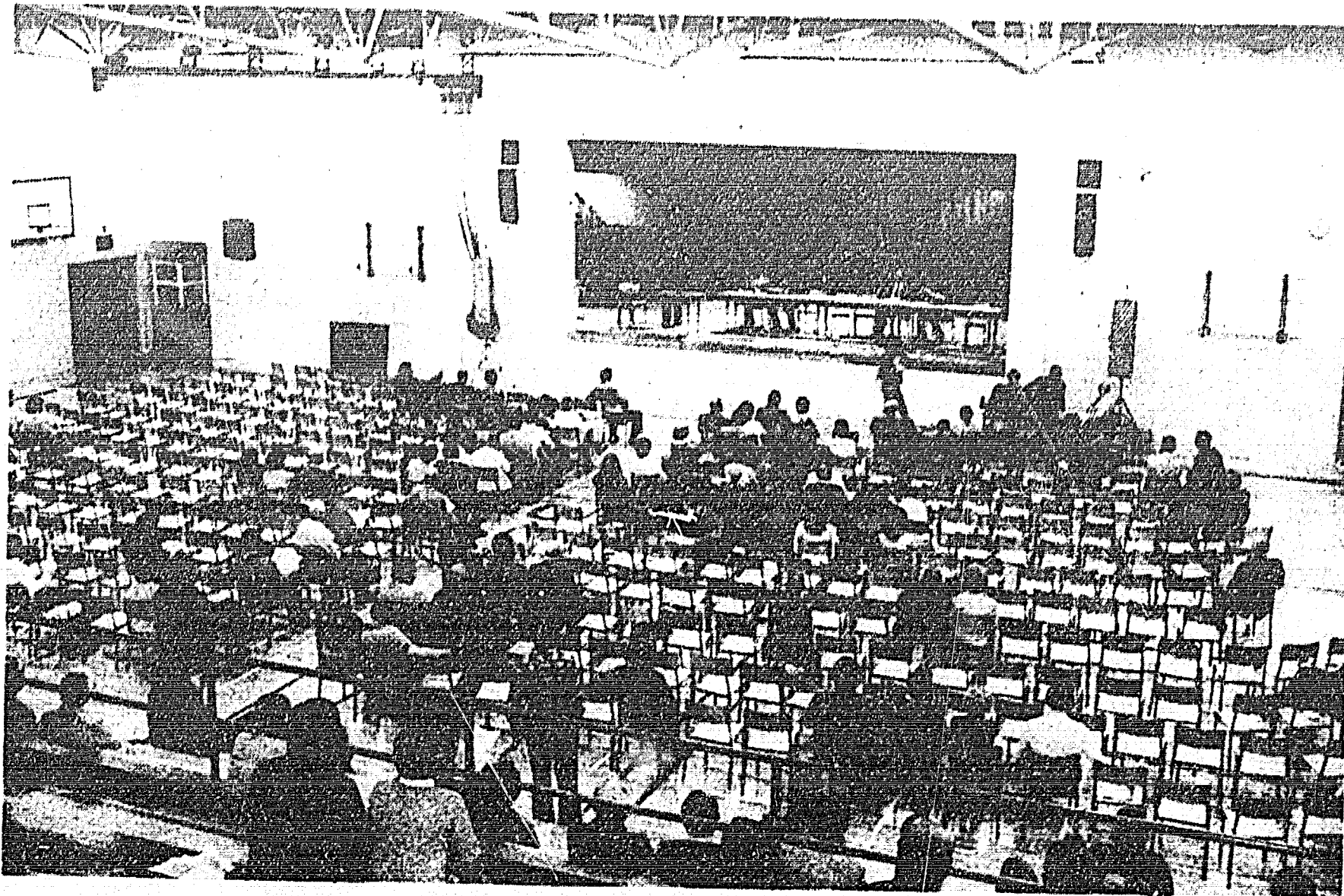
newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

Vol. 18, No. 2

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SEPTEMBER 20, 1978



TAXPAYERS' REVOLT?
You'd hardly know it existed from the turnout to a widely heralded protest meeting in Surrey Sept. 12. This was a follow-up to a meeting early in the summer which drew a reported 1,000 or more indignant citizens to complain about their tax bills. By contrast the Sept. 12 meeting drew only 143 (not counting organizers, media representatives and BCTF representatives). At left, the sparsely occupied 1,250-seat auditorium of Queen Elizabeth Senior Secondary; below, Surrey Teachers' Association president Peter Thomson explains the federation's Proposition Fairtax to two of the many reporters present. Surrey's MLA, Resources Minister Bill Vander Zalm, did not attend; nor did any Surrey school trustees.

How you'll get the word

At press time Canada was threatened with a national mail strike.

By the time you read this, the strike threat may have disappeared. But if a strike should take place, the federation's "mailings" will be confined to essential items.

Correspondence will be limited to such items as salary indemnity cheques and letters required by law — for example, ones dealing with board of reference hearings.

Printed matter will be confined to this *Newsletter*, agreements and learning conditions bulletins, and material required by executive members and geographical representatives for meetings of the executive committee and Representative Assembly.

This *Newsletter* will become an information bulletin for the duration of the strike, and will attempt to get to teachers information that would normally be communicated in a

variety of other ways.

Each local association will be asked to serve as a distribution centre for BCTF "mail" and will be asked to get materials to all teachers in their areas.

Courier services, trucks, buses, trains, ships and airlines will all be used to get information to the associations. In addition, teachers attending meetings at the BCTF building in Vancouver and BCTF staff members traveling to various parts of the province will be asked to deliver essential correspondence and printed matter to the associations.

The BCTF office will do what it can to help distribute pension cheques to retired teachers.

Local associations with inquiries about the distribution of BCTF materials during the emergency should telephone Ron Tynski of the BCTF staff, who will co-ordinate the federation's efforts to keep members informed.

4 out of 5 say:

'Cut class sizes, don't fire staff'

By JOHN HARDY

Four out of five British Columbians favor taking advantage of any decline in enrolment to reduce class sizes in our schools.

In a BCTF survey of public opinion a whopping 80 per cent of the public opted for increasing the amount of time teachers can spend with students by reducing class size, as opposed to only 9 per cent who wanted to reduce education costs by laying off teachers.

The survey was conducted in July in metropolitan Vancouver with 508 interviews, but its findings are applicable province-wide. Survey officials say that while opinion in the metro area reacts more quickly, over a period of time there is a high correlation between metro and non-metro areas. A past metro survey by the BCTF that was tested provincially bears this out.

Three other questions were asked in the survey. These were on the quality of education, value for the tax dollar, and willingness to pay more to improve the quality of education.

Metro residents generally feel the quality of education in their schools is satisfactory or better.

In percentage terms, 25 per cent rate the quality as satisfactory, 23 per cent say it's good and 7 per cent say it's excellent. But many people (27 per cent) don't know.

The rating extends a downward trend from 1972 to date in the public's perceptions of the quality of education. In 1972, 84 per cent of the population rated the quality of educa-

tion in the satisfactory-good-excellent range; in 1978, it is 55 per cent of the population.

In spite of their feelings about the quality of education, metro residents generally think they are receiving fairly good value for their school tax dollar. Of those who expressed a view, two-thirds felt they got fairly good to excellent value.

But the majority (59 per cent) are unwilling to pay more to improve the quality of education.

What people seem to be saying is that in a time of declining enrolment you can improve the quality of education without increasing the costs.

One of the more interesting groups in BCTF surveys over the years has been the 55-and-over group, who have tended not to be supportive of schools.

In this latest survey, for the age group 55 and over, 95 favor reducing class size while only 17 favor the alternative of reducing costs.

On a radio talk show with Vancouver broadcaster Jack Webster on June 14, Education Minister Pat McGeer raised an important question on teacher layoffs and declining enrolment.

Webster suggested the public was "schizophrenic" on the issue.

"They're on your back about taxes," he told McGeer, "but at the same time if anyone suggests laying off teachers, they're screaming."

"I'm not sure that's true," the minister replied.

The survey indicates the newsman had a better sense of public opinion than the politician.

Poll questions and answers page 8

Suspended teachers reinstated by Langley

At least two of the three teachers recently suspended by the Langley school board have been reinstated. The status of the third was still in some doubt at deadline for this edition of the *Newsletter*.

A packed general meeting of the Langley District Teachers' Association on Tuesday, Sept. 18, called almost unanimously for the resignation of the entire Langley board.

The teachers also agreed to contribute \$30 each to form a \$21,000 fund to support the one teacher who was then still under suspension.

The three teachers are Doris Ferry, now teaching Grade 3 at Langley's Wix-Brown Elementary School after transferring from kindergarten at Belmont Elementary; her daughter, Mary Anne Johnston, and Trevor Erlendson, both Grade 3 teachers at Belmont.

The three were summoned to appear before the board on Aug. 21 for an in camera session. All three were on vacation at the time. Mrs. Ferry had other commitments on the date set by the board; the other two were out of town.

The board took the position that the three had failed to

obey a lawful order of the board by not attending the Aug. 21 meeting, and that they were therefore subject to suspension unless they had good grounds for their failure to appear.

The teachers' position, according to BCTF staff adviser Mohammed Shamsheer, was that the board did not have legal authority to order them, in the form and manner in which it did, to appear before the board in camera.

The summonses to the teachers instructed them "to appear before the board... to explain your involvement in the problems experienced at Belmont Elementary School."

The nature of the "problems" and of the teachers' alleged involvement in them has not been made public, nor explained to the teachers.

The board issued its summonses on Wednesday, Aug. 16. Mrs. Ferry received hers on Saturday, the 19th. The next day she wrote to the board explaining that she had previous commitments for the 21st, and

(Continued on page 8)

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Racism task force—is it necessary?

Letters

'Force needs Archie Bunkers'—Steinson

Dear Wes,
I am truly sorry I cannot attend the June 26 racism task force meeting. This open letter to you and the members of the task force will have to do.

Racial prejudice is socially (in the broadest sense of the word) unacceptable. As a liberal and a member of a minority group, I have always been sensitive to the problem. As a student I never had the misfortune to have a teacher who taught or practised prejudice. As a teacher for the last 25 years, I am pleased to say I have never run into a racially or culturally prejudiced teacher in any of the schools I have visited.

I have heard more prejudice expressed against administrators of all sorts than I have against ethnic minorities. I have heard more prejudice ex-

pressed against teenagers than I have against any minorities. But the "cheap shots" are not significant because they express the internal frustrations of the speakers rather than some nefarious practice.

As that great British liberal William Ewart Gladstone said, "justice must not only be done, it must appear to be done." Our racism task force appears to be engaging in confrontation tactics when persuasion is required. Our task force appears to be dominated by people from ethnic minorities with the consequence that the group appears to be grinding its own axe.

Most teachers are pragmatic and well-intentioned. The task force will not get far until the general teacher population perceives them and their objectives as being "reasonable."

'Too many Bunkers in schools now'—May

Dear Mr. Steinson:
I hope that your letter, obviously written in haste, does not represent the view of the majority of B.C.'s 28,000 teachers as you seem to imply.

Like you, I also am convinced that "most teachers are pragmatic and well-intentioned" and, because of these qualities, most teachers have open minds on many topics, including that of the need to mobilize resources to combat the growing incidence of racism in our schools.

Perhaps you did not intend it so, but your letter conveys to this reader an impression of I'm-all-right-Jack-so-you're-all-right attitude. Take your claim of never having encountered "a racially or culturally prejudiced teacher." If my experiences in B.C. schools, and the numerous reports we receive from teachers in many parts of this province are representative, then I can only marvel at your good fortune. A teacher at a workshop which we conducted in the Okanagan put it succinctly: "If we are to get rid of racism in our classrooms, we might as well start

in the staffroom." Her comment drew applause.

Your letter also contains some generalizations without the necessary supporting evidence. You write that the task force "appears to be engaging in confrontation tactics when persuasion is required." Now, on what evidence do you base such an assertion? As I have been a member of the task force since its inception, I can confidently claim that we have avoided confrontation at all times. Indeed, any "confrontation" which we encountered was initiated by others.

While it is true that some groups took exception to our first slide-tape show, the attitude of most of the viewers with whom I have come in contact was one of surprise at all the fuss. Typical was the comment by a former president of the BCSTA: "I came to be shocked and disgusted, but this is tame stuff. I can see much more shocking things on TV, almost any night I choose."

While regarding persuasion as the ideal method of bringing about social change, I have also learned enough to know

Task Force—its history

The BCTF task force on racism was established in September, 1976 to operate for a two-year period. Its terms of reference were 1) to create awareness of racial and cultural prejudice within schools and society and 2) to develop teaching materials to improve race relations in B.C.

In the spring of 1978 the task force was given a two-year

extension by the executive committee with an additional term of reference 3) to gather examples of various programs or practices that have been used successfully in schools to deal with racism and to make these programs available to teachers in B.C.

Since its establishment the task force has been invited to hold 150 workshops in B.C. and

the federation's slide/tape presentation, Racism in B.C., has had more than 350 showings.

The slide/tape show has been banned in Surrey and Langley.

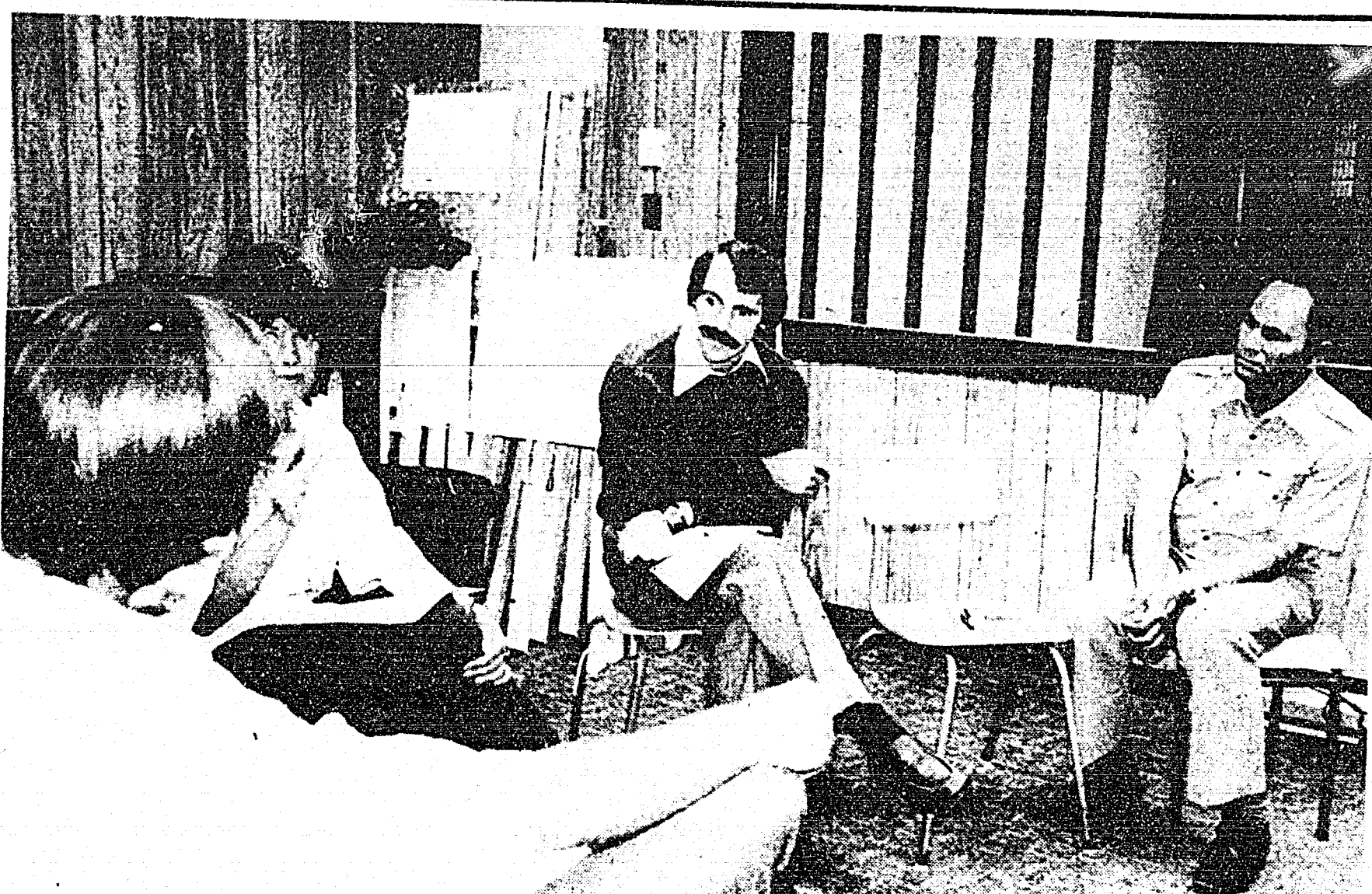
Task force co-ordinator is Wes Knapp of the professional development division of the BCTF.

anyone to agree with me. Support or lack of it won't change the situation.

Why is there so little local support for your program? Surely you and your group are sufficiently introspective to be concerned. I suggest your line of thought is out of harmony with general teacher opinion. How can you persuade open-minded people if your approach is perceived to be antagonistic?

Thanks for this opportunity to communicate with the task force. I sympathize with their objectives, but I disagree with their tactics. I hope my frankness will not be misinterpreted.

Yours truly,
Doug Steinson.



Workshops on racism were held at the presidents' summer conference at Naramata by task force co-ordinator Wes Knapp (centre) and chairperson Ed May (right).

that persuasion rarely moves the apathetic masses. For this reason, I am not sure that your unqualified statement, "persuasion is required," holds true. At our last meeting, a guest remarked that the task force has been overly sensitive about creating a "backlash" and should adopt a more aggressive posture.

I also cannot accept your statement that the "task force is dominated by people from ethnic minorities with the consequence that the group appears to be grinding its own axe." To whom does this appear to be so? Certainly not to the many people who urge us to become more "militant" and less concerned with our public image of a middle-of-the-road group.

After seeing some of the material put out by the Toronto education authorities, where racism in the school system has reached the level we used

to think was the preserve of cities south of our border, I am inclined to dismiss your comments as uninformed. Why not ask Wes for some of the material on racism put out by the Toronto board? You might then gain a new perception of our task force. The people in Toronto deal with the subject of racism in terms we have not even approached.

Although I cannot share your opposition to the presence of "ethnic minorities" on the task force, I must agree that we need more representatives of the "majority ethnic group." You might recall that the present composition of the task force was determined by the number of applicants. I would hope that when the BCTF advertises for teachers who wish to serve on the task force, the response will be more representative than was the case in 1975.

And, by "representative" I

do not intend to endorse your view that we need Schweitzers, Archie Bunkers, Lenins, Mussolinis, and other diverse types. We could do without these characters since our schools are already well supplied with clones of these exotics. I would prefer hard-working, dedicated teachers of good will who share a common desire to make our schools more humane and tolerant places.

Another of your assertions to which I must take exception is your comment that "members of the group should not be perceived as members of a partisan political minority." Once more, perceived by whom, Mr. Steinson? By you? And what would this sinister political minority be? After three years of associating with these fine people, I still have no idea of what their political affiliations are. Would you know some-

(Continued on page 3)



Bill McLeod, Dan DeGirolamo and Anita LoSasso, (left to right) at Project TEACH sessions at UBC.

Project TEACH courses start this month

Sixteen B.C. teachers, selected for their special abilities, participated in an intensive training session at UBC this summer in order to qualify as Project TEACH instructors.

Project TEACH, a training program which enables teachers to learn new ways to relate positively and constructively to each student, was sponsored this summer by the professional development division of the BCTF.

The Project TEACH program was developed in the U.S. six years ago. Teachers who have participated report that they have fewer confrontations with students and make better use of their time and energy. As well, they report more job satisfaction because they know that learning has taken place.

The teachers who volunteered their time for the intensive 12-hour day six-day course will offer Project TEACH sessions to other interested teachers and parents in 16 locations around the province this fall. Courses given in the

field will extend over 12 weeks with three hours' instruction and one hour of self-directed practice a week.

If there is a demand, courses will be repeated in the field in the spring.

These teachers, now qualified as Project TEACH instructors, will offer the program at the following locations: Harriet Bawtinheimer, Penticton; Courtney Beck, Kitimat; Owen Corcoran, Prince George; Dan DeGirolamo, Vernon; Quentin Docherty, Fort St. John; Connie Edwards, Victoria; Jean Felling, Port Alberni; Sam Fillipoff, Vancouver; Dale Kelly, Salmon Arm; Anita LoSasso, Vancouver; Bill McLeod, Kimberley; Lynda Rodier, Williams Lake; Pat Somers, Kamloops; June Striegler, Williams Lake; Jack Tearne, Chilliwack and Don Walmsley, Hope.

Ed note: Most sessions began Sept. 20, but if you wish to register late contact your local Project TEACH instructor to see if this is possible.

From page 2

thing that I do not? Should you check with fellow executive members Pat Brady, Bill Broadley and Phil Van Seters, all of whom have taken the trouble to attend some of our sessions, you will learn that we do not concern ourselves with political groups. We are willing to work with any political organization that shares our concerns.

Again, I must refer to one of your claims that furthering tolerance is best accomplished "without a task force and without a program." Ignoring the obvious contradiction here, let me remind you of a fact of modern life. We are organization-oriented. Work as an individual, and you are invariably dismissed as a "nut." Once you have an organization and all its trappings, you are in a position to gain recognition.

This has been our experience to date and, contrary to your perception that we are not making any headway, I should tell you that we have moved farther and faster than I would ever have thought possible when I first joined the task force. We have aroused interest, sparked activity and

developed action plans in many locals. Our limited resources in manpower and material have often been used to the limit.

You ask why we have "aroused so little local support?" The opposite is true. Our problem is not lack of support, but lack of resources to utilize that support. All this can change if you, and other members of the executive would grasp the extent of the concern over racism felt by teachers in many locals and would give us the encouragement we need.

As a child, my favorite Canadian was a large florid woman who had settled in Capetown. She was a marvelous raconteur who could entertain us for hours with tales of the Canadian woods. No doubt, a few of her stories were apocryphal, but we loved them all, especially the one about an old pioneer couple and a bear. It seems that when the bear ambled into the cabin, the old man leaped on a cupboard, leaving his wife to drive out the bear with a broom. While she flailed away, the old man shouted advice and, when the bear took off, told his wife

Talking about teachers

That's what the public is doing

Sometimes it seems we haven't a friend in the world.

Teachers are under attack as seldom before in recent memory. Open-line radio shows are clogged with callers eager to berate the school system. The minister of education talks of a widening gap between teachers and the public. School boards are indignant about our request for a reasonable salary increase. We're told the taxpayers are in revolt at the high cost of education (although if the recent fizzle of a protest meeting in Surrey is any indication, the movement is losing its steam).

The picture isn't entirely bleak. We do have supporters and they're beginning to come forward. Four of the five reader opinions published in *The Vancouver Province's* Speak-Easy column Sept. 13 supported higher salaries for teachers. On the same day *The Vancouver Sun* printed a strongly supportive letter from Frank Beinder, a Richmond school trustee for 20 years.

Excerpts from these statements are reprinted below:

Why shouldn't teachers get a raise? When other professionals decide that their services merit higher recompense, they simply announce the fact or put pressure on the appropriate government department to alter their fee schedules. The public docilely accepts these edicts.

We must bear in mind that teachers are professionals and, in the final analysis, are more vital to a society than lawyers and doctors. Without them, we wouldn't have lawyers or doctors, nor would there be writers, plumbers or businessmen ...

Charles Stansfield
North Vancouver

While looking at the apparently favorable aspects of

being a teacher, such as their long holidays, their various other little sojourns and their enviable hours, I am tempted to conclude that they never had it so good.

Not knowing their exact salaries, I can only presume that they make less than plumbers do, in which case I would still rather be a teacher and mark papers than be a plumber and crawl under sinks ...

S. Monkman
New Westminster

Quality of education is foremost. A good teacher is worth an infinite amount of money.

The good teachers are entitled to a raise, and the ones who are not good should be junked.

N. Margolis
Vancouver

Teachers are entitled to a raise because they are doing an extremely difficult job.

The taxpayer faces an increase in school taxes largely because the provincial government has cut back on its share of educational funding. Don't blame the teachers, blame your provincial government. It has a vested interest in ignorance.

J. Paulsen
Vancouver

In a free enterprise system, everybody is entitled to get what the market will offer for his services. Of course they are entitled to a raise.

P. Pratchett
Vancouver

A new round of restricted bargaining for teachers' salaries surfaces and an ill-informed public goes for the jugular. Shocking generalizations, half-truths and inaccuracies become a part of any

public discussion of our schools.

We are told that on the average teachers earn about \$21,000 a year. We are not told that into that average are fed the inflated salaries of an ever-growing, non-teaching administrative force. We are not told that the average salary of a classroom teacher at the cutting edge of education is closer to \$18,000. That seems to be somewhere in the bracket occupied by bus drivers, meat-cutters and plumbers ...

Through two decades the public's priorities were better schools, broader options and greater concentration on the needs of the individual. Teachers responded. In a knee-jerk reaction to an unfavorable economic cycle, the public has changed its priorities from the whole person to marketable skills. Whether or not that is best for the future of the society, let us not blame the classroom teacher for what we have ...

Frank Beinder
Richmond

Learning to write conference in May

A conference on Learning to Write will be held by the Canadian Council of Teachers of English, May 8 to 13 in Ottawa.

The focus will be on current theories of composition, successful strategies for the teaching of writing, and recent research relating to the development of writing abilities in native English speakers as well as second-language students.

Further information can be obtained from A. Freedman, English Department or I. Pringle, Linguistics Department, Carleton University, Ottawa, Ontario, K1S 5B6.

Society wants members, photos

The British Columbia Commemorative Royal Engineer Company Society was formed in June of 1978 to commemorate the contribution made by the Royal Engineers to the Crown Colony of British Columbia during the years 1858-63. There are many such commemorative units across

Canada providing historical reenactments and serving as worthy tourist attractions.

One of the initial goals of the society is to form a color party of uniformed sappers drilled and trained in the manner of the 1850s. They will participate in many special occasions related to B.C. history such as the re-enactment of the opening of the first parliament in Fort Langley, Golden Spike Days in Port Moody, New Westminster's Hyack Festival, Hope Brigade Days, etc.

The society is interested in hearing from descendants of Royal Engineer families, ex-members of the RE and RCE with an interest in the aims of the society, and others who can contribute historical anecdotes, artifacts, photographs, etc. Membership in the society is open to all for \$5. The society intends to become active in recording early B.C. history centred on the contributions made by the Royal Engineers.

Lorraine Harris,
Research Consultant,
Box 206,
Port Moody, B.C.
V3H 3E1

Mrs. Lilo O. Stanford,
Langley.

'Same old carbon dioxide'

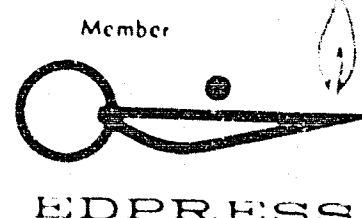
When the executive sent out the call to ask for ideas to cut the budget it seemed to be a breath of fresh air. Alas! our hopes were soon shattered. Now we're left panting, exhausted and apt to be poisoned by the same old carbon dioxide recirculated.

The demonstrated inability of the Representative Assembly to trim the costs points more plainly than ever to the need, nay the necessity, for the membership at large to have a right to referendum. When all the so-called "rights" are so loudly and expensively guarded, how about considering the rights of us quiet ones?

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

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.

Property tax revolt not likely for B.C.

If resistance to property tax does take root in Canada it is more likely to come from the commercial rather than the residential sector as business properties are taxed at much higher rates.

So says Frank A. Clayton in a *Financial Post* article Aug. 5 on why property tax resistance is unlikely to explode in Canada.

Clayton argues residential property tax rates, as a percentage of market value, are lower in Canadian cities than in the U.S. where the much discussed Proposition 13 succeeded in cutting property taxes to 1 per cent of the assessed values in California.

He has compiled a table, reprinted here, to compare American and Canadian residential tax rates.

"Contrary to popular belief," he says, "property tax increases in Canada were generally quite small during the 1970s."

For British Columbia, Clayton notes that recently introduced market value assessment for use in determining 1978 property taxes "has generally been well accepted — as indicated by the filing of appeals on only 24,000 properties out of a province-wide total of one million."

In view of all this, Clayton concludes, no revolt by property taxpayers on the scale of California's Proposition 13 is anticipated in Canada "because underlying circumstances are quite different."

"The gradual shift to market value assessment is expected to continue. And less reliance on property taxes and a greater emphasis on user charges is expected at the municipal level in coming years."

U.S.-CANADIAN RESIDENTIAL TAX RATES
Effective Residential Property Tax Rates
Selected U.S. and Canadian Cities, 1975 *

U.S. cities	%	Canadian cities	%
Buffalo	4.92	Montreal (Laval)	3.03
Boston	5.42	Quebec City (Ste.-Foy)	2.44
New York City	4.04	Ottawa	1.75
Los Angeles	3.62	Halifax	1.63
Detroit	3.18	Saint John	1.61
Chicago	2.73	Winnipeg	1.51
San Francisco	2.68	Regina	1.49
Philadelphia	2.39	Vancouver	1.26
San Diego	2.33	Hamilton	1.25
New Orleans	1.69	Toronto	1.18
		Saskatoon	1.02
		Calgary	.98
		St. John's	.84
		Edmonton	.75

* Effective tax rates express property tax payments as a percentage of market value of residential property.

Source: Statistical Abstract of the United States, 1977 and Royal Trust Survey of House Prices as at December 1, 1975.

Education costs: we have some answers

Proposition Fairtax:

● Raise homeowner grant

● Reduce minimum tax

● Lower tax levy

● Remove post-secondary

It is a response to concerns about property taxes and public expenditure on education. Proposition Fairtax is based on the premises that there should be:

- Adequate public support for public education.
- Fair distribution of tax support for education.

Homeowners under 65 presently receive a grant of \$280 to offset school tax. This has not been adjusted for inflation since 1976. It should be raised to \$350.

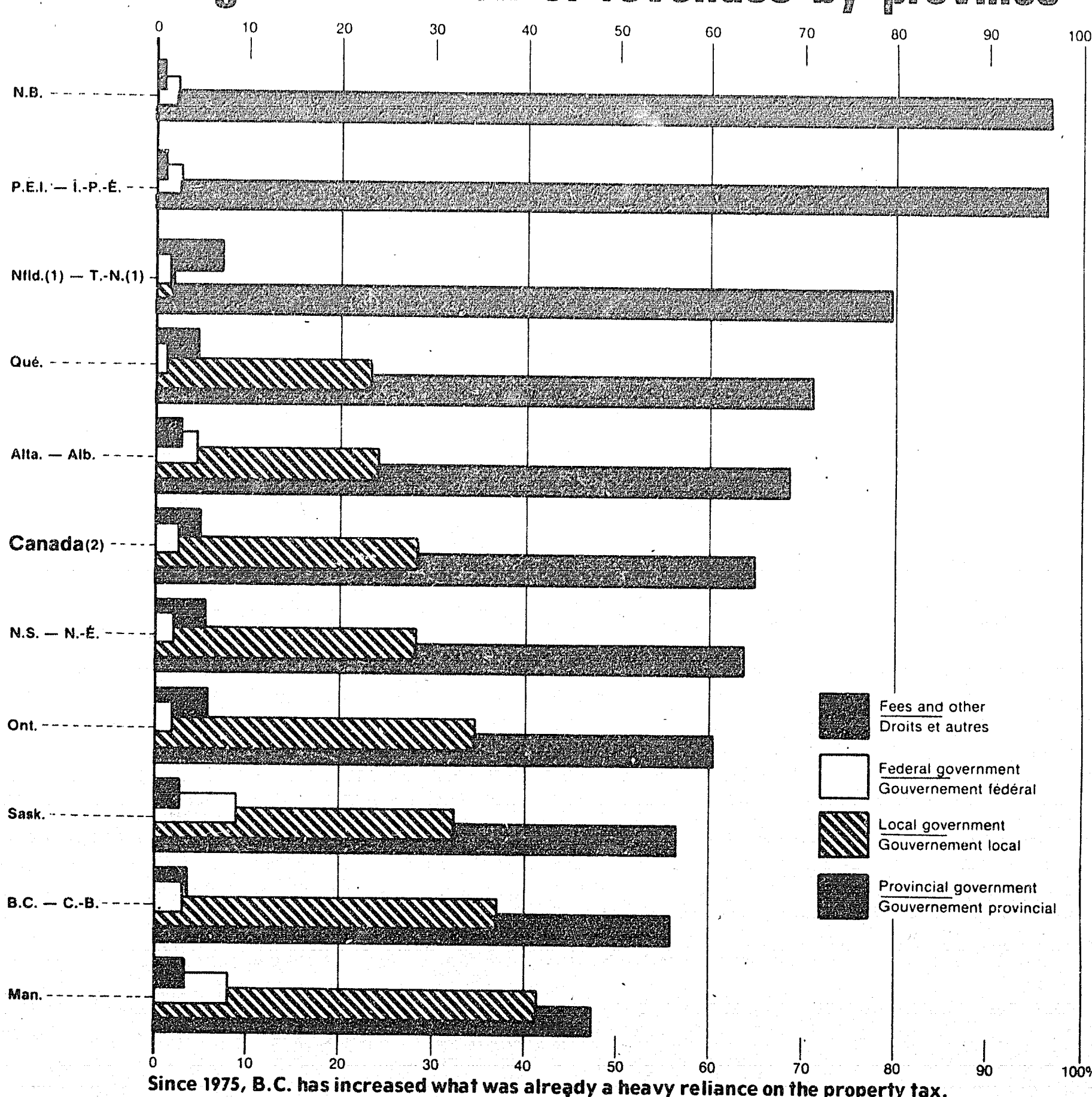
Homeowners 65 and over presently receive a grant of \$480 to offset school tax. This was adjusted in 1977 but must again be raised to \$520 to allow for inflation.

Where school taxes are less than \$50 higher than the homeowner grant a minimum tax of \$50 must be paid. This minimum should be reduced to \$1 as an added assist to low-income taxpayers.

The uniform provincial property tax levy for education should be reduced from the present 39.75 mills and provincial grants to school districts should be increased.

Post-secondary and adult education costs should be removed from reliance on local tax by proclaiming the Colleges and Provincial Institutes Act of 1977.

Percentage distribution of revenues by province



Property tax highly visible

One of the difficulties with the present degree of reliance on the property tax as a revenue base is that it is highly visible, is collected locally in large sums, and the causes of increases are difficult to understand.

The complexity of the issues leads to problems in establishing political accountability, and so property taxpayers tend to take out their frustration on the trustees or the schools.

It is a popular tax with provincial politicians because it produces significant revenues with little direct political accountability.

Since 1975, B.C. has increased property tax by way of an increase in the basic levy. However,

because the property tax, of all the major tax sources available, is the one most amenable to local control and collection, it must be retained if local school boards are to have the autonomy to exceed the provincially approved and shareable basic program.

Because the tradition of some local control and responsibility for education is so well established in this province, it seems that the best solution is to seek changes in the relative balance of sources of revenues for school districts so that there is less reliance on the property tax and greater reliance on provincial general revenues which to a large extent are derived from income taxes, sales taxes and transfer payments.

School taxes in relation to house value in B.C.

House value	Net school tax *	Tax as percentage of house value
\$160,000	\$920	.6
100,000	470	.5
80,000	320	.4
50,000	90	.2
40,000	50	.1

* Gross school taxes less homeowner grant of \$280. Based on school property tax rate of 50 mills. In 1978 the average school tax rate in B.C. is 50.593 mills.

One dollar a day

Education ministers are fond of talking about the high cost of education.

The system, they say, is breaking the province. And the current minister, Pat McGeer, is no exception because he talks to the public about the billion dollars it costs for education in this province.

That's one way of looking at it. But we want to look at it from the other side of the coin.

For \$1.01 per person per day, B.C.'s 75 school districts operate over 1,600 schools for more than 520,000 students and employ more than 32,000 people. (The Ministry of Education costs for the K-XII program are also included.)

And that is a large enterprise with a lot of service for one dollar a day!

In defence of education

You can help in the defence of education costs by taking this section home and showing it to your neighbors. Or tack it up in the staffroom. Even hang it up in supermarkets. But let's get the message out about what's happening to property taxes in B.C.

Education costs as percent of GNP

	Total Gov't Spending % of GNP	Education % of GNP	Health % of GNP	Welfare % of GNP
1960	29.9	4.3	2.3	4.5
1965	31.1	5.3	3.1	4.6
1970	36.8	7.0	5.0	6.8
1975	43.6	6.4	5.4	9.8

Source: Statistics Canada

Can the B.C. government afford to pay?

The savings to local taxpayers which we are urging will cost approximately:

1) Reducing the basic levy to 39 mills	\$10 million
2) Adjusting Homeowner Grants	\$34 "
3) Removal of post-secondary costs	\$28 "
4) Increasing grants to boards to allow for inflation	\$38 "
	\$110 million

The government estimates that in 1979 the new property tax assessments will generate an extra

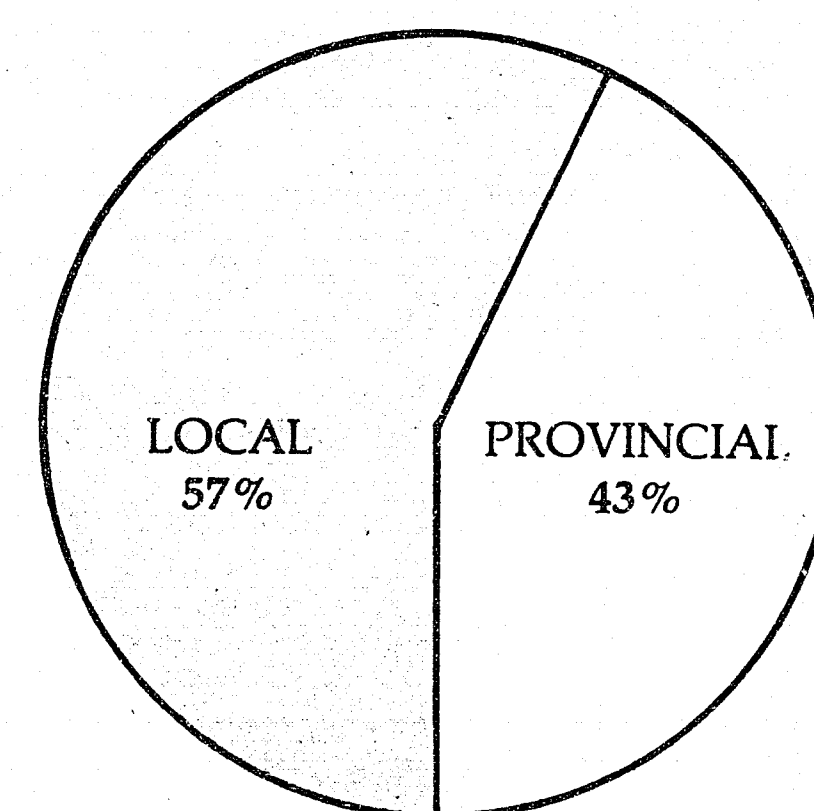
and that increases in provincial revenues are forecast at
(Hon. Evan Wolfe April 10, 1978)

\$ 44 million
\$450 "
\$494 million

So the government has the ability. But is it willing?

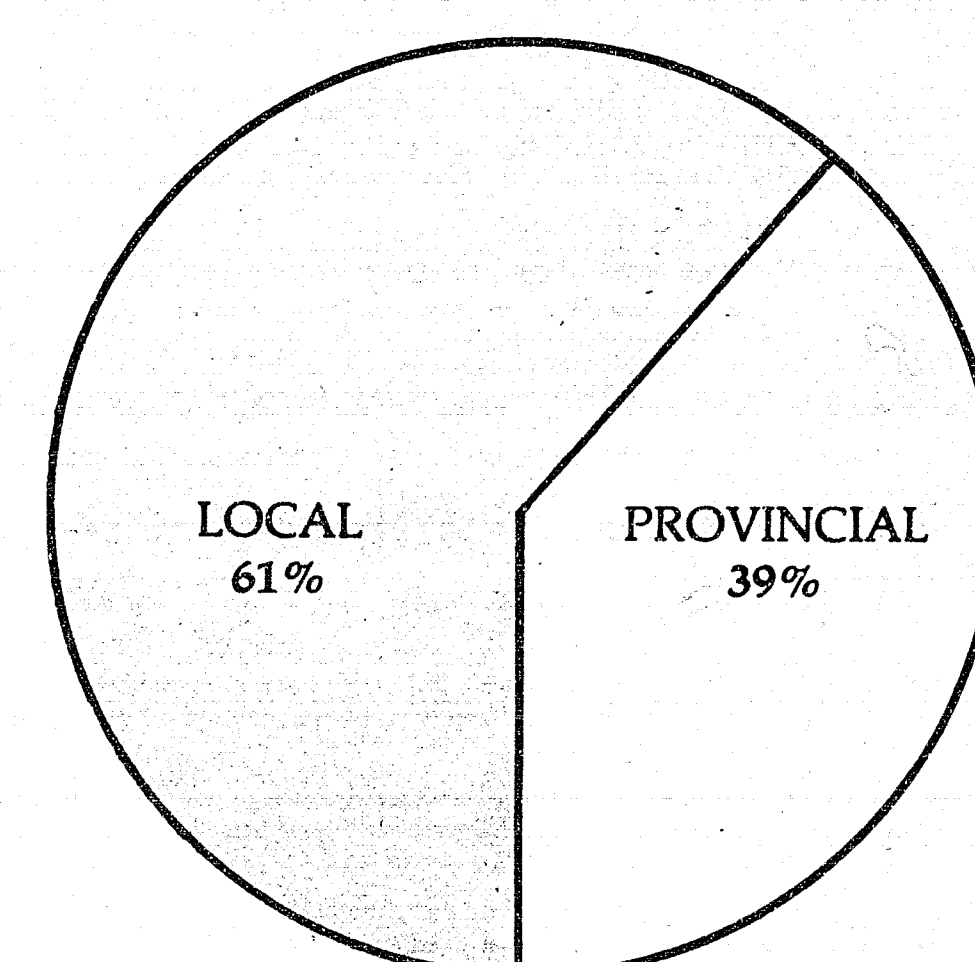
SHARING OF THE OPERATING BUDGET

1975



\$641.7m

1978

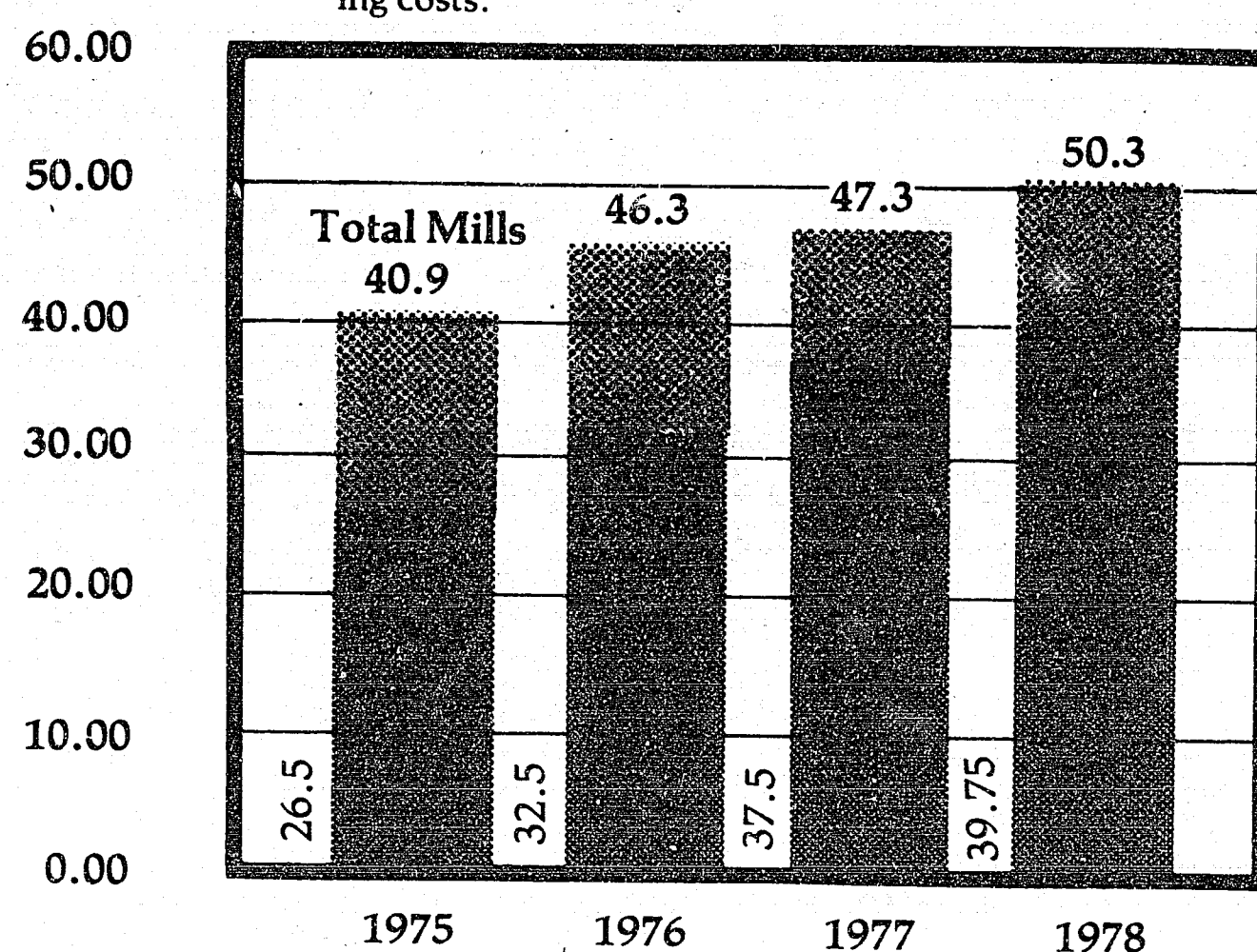


\$891.9m

Basic Levy

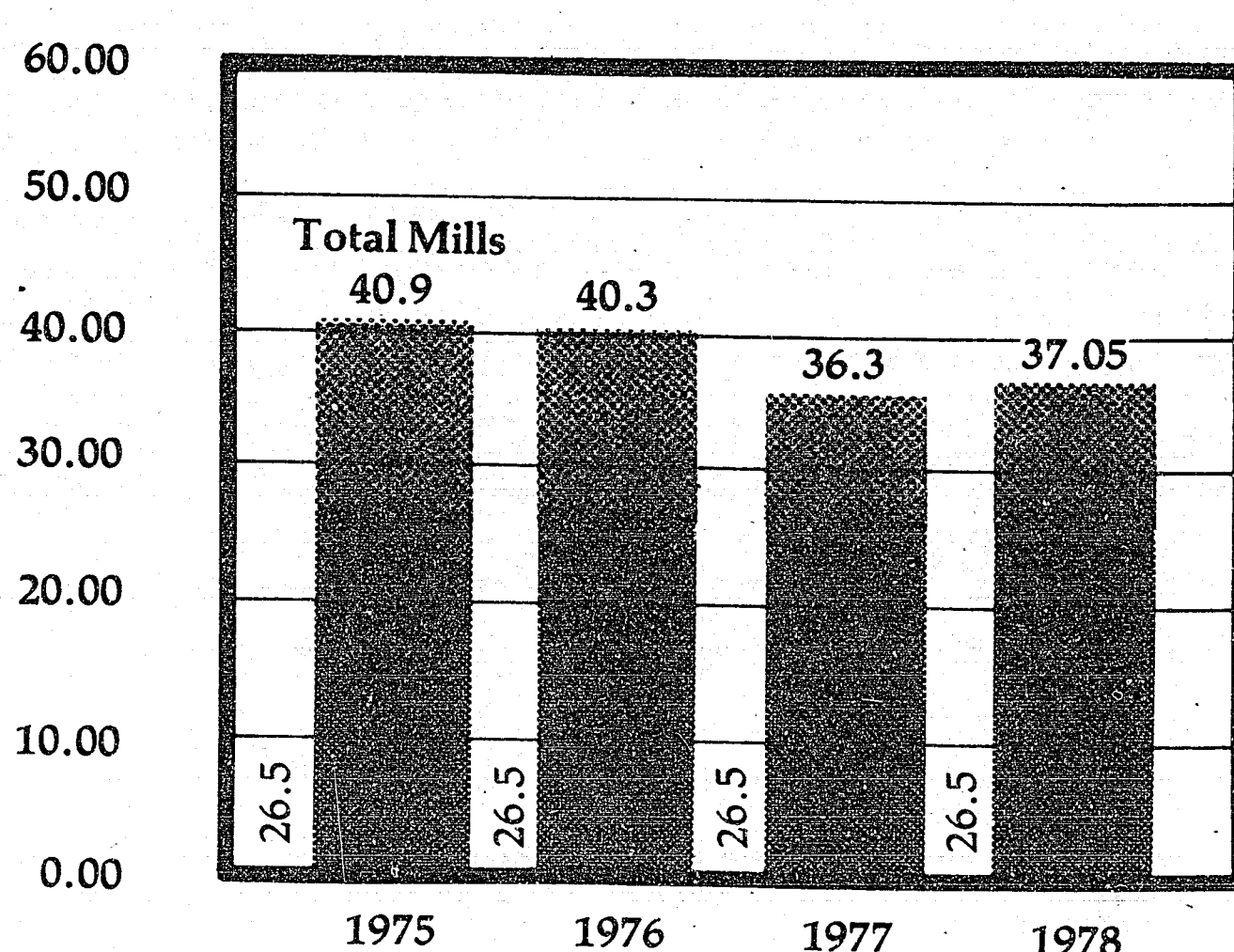
HOW IT WAS!

This graph shows how the provincially imposed Basic Levy has pushed local mill rates for education upward in the past three years. The basic levy represents the districts' portion of the shared operating costs.



HOW IT SHOULD HAVE BEEN!

If the Basic Levy had been maintained at 26.5, school boards would have been able to reduce the total mill rate between 1975 and 1978.



Source: BCSTA, Analysis of School District Budgets. (Total Mill figures are provincial averages and the basic levy is uniform across B.C.)

What was the effect in your district?

'We must state our views'-Ebert

"Political and bureaucratic decisions over the form and content of schools wield stark power. Decisions made in urban conference rooms are applied without alteration to distant villages; the validity and need of local initiative is all too often buried beneath an impenetrable flood of centralized directives.

"Teachers, then, face a *de facto* usurpation of their function the moment they enter a classroom they didn't plan, use books they didn't conceive, face a group too large to control, and confront individuals dangerously homogenized and brutalized or controlled by outside conditions."

Does this sound familiar?

It is an excerpt from a speech made by retiring president Wilhelm Ebert to more than 500 delegates from 56 countries attending the assembly of the World Confederation of Organizations of the Teaching Profession in Jakarta July 26 to Aug. 2.

"Africa or Canada — many of our problems are the same," says Bill Broadley, past president of the BCTF, reporting on the conference. He attended as a delegate along with BCTF president Pat Brady and general secretary Bob Buzzza.

Jim Killeen, WCOTF committee member since 1972, was elected vice-president of the world assembly. He is a former president of the BCTF and of the Canadian Teachers' Federation.

Broadley was impressed by the ease with which language barriers were overcome and how easily unanimity was achieved.

Working languages of the assemblies are English, Spanish, French, Japanese and the language of the host country, with translations available in German.

"We have more difficulty getting agreement here," he says.

He adds that many of the teachers' organization leaders attending the assembly are known nationally and play prestigious roles in their countries.



Bill Broadley

Theme of this year's assembly was The Teaching Profession in the World of Tomorrow, and retiring president Ebert told the delegates, "If teachers are the architects of a global community we must forcefully articulate our views to the political, social and economic powers throughout the world who might attempt to foster giant inequality among professional groups, classes and even nations by limiting or misdirecting educational opportunities."

"Of course, it is not enough to engage ourselves in confrontation and interaction with other power groups in society. We must put our own house in order. To command attention and respect, we must be able to

point with pride to the competence and dedication of all teachers. It is a disgrace for any school system to accept, much less condone, amateur or underqualified personnel. It is certainly a sign of our weakness and complacency if we allow the laws and rules governing teacher education to permit such occurrences."

And incoming president Hotofumi Makieda of Japan outlined the magnitude of the challenge facing the WCOTF and individual teachers.

"In our planet we have more than 200 million children suffering from hunger and malnutrition; we also know that more than \$350 billion annually are spent for armament. Amidst these dichotomies, we teachers must rise to the challenge of insuring for every child the right to receive an education. This is a sobering responsibility and the situation is not necessarily in our favor."

WCOTF staff member Horace Perera reported that although 1979 had been proclaimed by the United Nations as the International Year of the Child, only 58 governments had responded by June to UNICEF's appeal to set up national committees to study and take action on the rights of children.

"The year 1979 is by implication 'the year of the responsible parent' and 'the year of the dedicated teacher,'" he said, and urged that all teachers' organizations take positive action in seeing that the rights of children are protected.

Nor was the status of women ignored at the assembly, which unanimously resolved that the role of the individual teacher was to "encourage children to enjoy being what they are — girls, boys, human beings — as opposed to fostering any idea that either sex is more desirable or inherently superior."

Next WCOTF assembly will be in Brasilia in 1980 and the theme is Education and Development.

"Teachers, if it is at all possible, should attempt to attend," says Bill Broadley.



Wilhelm Ebert, (left), retiring president of the World Confederation of Organizations of the Teaching Profession, chats with BCTF president Pat Brady at the Canadian Teachers' Federation annual conference.

Leo Duguay named new CTF president

Leo Duguay, a franco-Manitoban from St. Boniface, was named president of the Canadian Teachers' Federation at its annual meeting in Toronto July 11 to 14.

Main business was consideration of the findings of the task force on structures and functions of the CTF, result of a two-year study by a committee headed by Jim Killeen, former BCTF and CTF president.

The CTF clarified the mandate of its French Language Commission in order to have it study and advise only on the education of francophone students being educated in French as well as on "the political, social and cultural impact on the francophone minority of classes / schools where French is the language of instruction."

A second commission to study programs providing French as a second language was established.

The French Language Commission had previously been performing both roles. A resolution proposed by the BCTF delegation that "all future English editions of CTF material use non-sexist language" was unanimously adopted.

Representing the BCTF at the annual meeting were CTF directors, BCTF president Pat Brady and past vice-president Peter Minshall; Ken Smith, second vice-president; Gale Neuberger, member of the outgoing executive; Bob Buzzza, general secretary; Bill Broadley, past president; Al Blakey, first vice-president; Doug Steinson, member at large and Patricia Aders, alternate delegate to the French Language Commission.

Dr. Jerry Mussio has been appointed director of curriculum development for the public school system by Education Minister Dr. Pat McGeer.

Dr. Mussio succeeds Bruce Naylor, who has been transferred to the directorship of the correspondence education branch following the retirement of former director Ross Hind.

Dr. Mussio was formerly director of the ministry's learning assessment branch which has been responsible for the recent series of assessments of overall student achievement in such fields as language arts, science, mathematics and social studies.

He took his B.Sc. degree at Gonzaga University in Spokane, teacher training at Simon Fraser University and his master's and doctoral degrees at University of Toronto. He was a secondary school teacher in Nelson and Kamloops and a visiting lecturer at the University of Victoria.

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Problems 'horrendous' but Ghana manages

In spite of inflation — it increased by 200 per cent in Ghana last year — and other "horrendous" problems, the Ghanaian National Teachers' Association (GNAT) continues to increase in strength and effectiveness.

This is the report from Bob Buzzza, general secretary of the BCTF, who co-directed a two-week staff leadership development program financed with the assistance of the Canadian Teachers' Federation and the GNAT in Ghana during August.

Other director of the program was Stephen Manu, currently director of the GNAT professional development department, who spent five months working with the BCTF and Drs. Ted Aoki and G. H. Cannon at UBC last year. Manu also addressed the BCTF's fall Representative Assembly.

And because representatives from the Canadian Teachers' Federation and the Ghana association have been working together on educational development programs for that country for 10 years, Bob was given an additional assignment.

He and Manu are collaborating on writing the history of this bilateral involvement which has resulted in such things as upgrading of courses for teachers facing external exams, development of credit unions and multipurpose co-operatives, and capturing in



Bob Buzzza, BCTF general secretary, proudly displays Ghanaian souvenirs on his office wall — an acrylic painting and decorative gourds.

secretary, Thomas Bediako, assisted in drafting the first constitution for the republic.

"They're creating a new image for teachers in their country," Buzzza says.

"They're being eclectic, not wedded to any particular ideology. They select that which will best fit their needs and seem to be shaping something unique and true to their traditions."

All this progress is in spite of the fact that Nigeria, expanding its primary education programs, is draining large numbers of teachers away from inflation-ridden Ghana.

GNAT exerts a strong role in Ghana, says Buzzza. As an example GNAT's current general

have the opportunity to attend school.

Buzzza, who co-directed a program in Ghana in 1971, noticed staggering price rises this time around: an uncooked bowl of rice, \$10; one dozen eggs, \$9.60; 10 tea bags, \$3; a roll of toilet paper, \$5; a cotton dress, \$78; a volkswagen, \$28,600.

It wasn't all work.

On the final day of the session program participants were ceremoniously received by the Oxford-educated principal chief of the Damongo district, with 26 elders, the chief's 30 wives and an entire village in attendance.

"Even though his English was superb, we had the tradi-

tional services of a translator throughout," says Buzzza.

The chief presented the group with two live sheep and a large quantity of yams and there was an additional gift from the sub-chief and headmaster of the local secondary school of whisky and a live turkey and goat.

Gifts were scheduled to appear on the menu at the final banquet in Accra, and unfortunately for the group, but more unfortunately for the goat, diners and goat shared a 430-mile bus ride between the presentation site and the banquet.

"He was served on skewers with hot pepper sauce," says Bob.

Do you know anyone on this list?

Pension refunds are waiting for them

Refunds on pension contributions are yet to be collected by many non-active teachers.

If your name is on the following list you're asked to contact the Commissioner of Teachers' Pensions, 544 Michigan Street, (West Wing), Victoria, B.C., V8V 4R5.

Areas where these teachers last taught are indicated and active teachers knowing their whereabouts are asked to pass the refund information along.

NAME	SCHOOL DISTRICT
Atkinson, Sarah Irene	Vancouver
Biggs, Enna Jean Mae	Prince George
Bexfield, Ruth Lillian	Surrey
Black, Karl Gordon	Central Okanagan
Boyd, Mary Theresa	Kamloops
Brooks, Leona Yvonne	Nelson
Browne, Florence Mary	Victoria
Burau, Karl Heinz	New Westminster
Butler, Mae Rocelpha	North Vancouver
Calleberg, Constance Isobel	Campbell River
Carvell, Willard Alexander	Cariboo-Chilcotin
Christianson, Mary Jane	Windermere
Conway, Mary Bernice	Smithers
Condon, John Patrick	Terrace
Cornett, Dorothy	Chilliwack
Crane, Walter George	Alberni
Daeley, Richard Lincoln	Revelstoke
Ellis, Ray Paul	Cariboo-Chilcotin
Enns, Anna	Salmon Arm
Fougner, Weighelisei Blanche (nee Rendle)	Ocean Falls
Gnitt, Anna Cecelia Dorothy	Prince Rupert
Gray, K. J.	Surrey
Gronlund, Kate	Blind Channel
Hancock, Kathleen Elizabeth	Terrace
Hansen, Helen Olene	Peace River North
Hellerud, Hazel V.	Burnaby
Hill, Marjorie Margaret Mary	Quesnel
Horvath, Elsie Esther	Cariboo-Chilcotin
Imrie, Allister Andrew Thomas	New Westminster
Jamieson, Isabella Moffat	Arrow Lakes
Johnson, Ada Florence	Campbell River
Johnson, Helen Jean	Central Coast
Johnson, Luella May	Prince George
Johnson, Raymond Arthur	Cariboo-Chilcotin
King, Madeline Isabelle	Grand Forks
Knowles, Florence Marie	Slocan
Lonsdale, Winifred Catherine C.	Prince George
Macdonald, Edwin Charles	Vancouver
Macmillan, Myrtle Margaret	Vancouver
Martin, Violet Marion	Campbell River

Mason, Cora	Sechelt
Milaney, Ida Isabel	Vancouver Island West
Moat, Ada Evelyn	Prince George
Olafson, Eva Mary	Fawn
Olson, Ellen De Borde	Kootenay Lake
Orman, Emily Edith	Shuswap
Read, Frank Edward	Kootenay Lake
Reimer, Mary	Campbell River
Rice, Jean Isabel	Trail
Richards, V. M.	Alberni
Riley, Dorothy Amy	Shuswap
Roberts, Elyne	Kamloops
Robertson, Verna Gladys	Cariboo-Chilcotin
Ross, Lena Helen	Kamloops
Rusk, Ellen Clara	Victoria
Scott, Dorothy Alice	West Vancouver
Shaw, Frances Dora	Cowichan
Simpson, Villa	Carrolls Landing
Sinclair, Marjorie Mable	Saanich
Smith, Hazel May	Surrey
Snider, Marie	South Cariboo
Solly, Margaret Ann	Summerland
Sommerville, Jean Margaret	Vancouver
Stafford, Florence	Prince George
Stalker, Clara Fenalla	Arrow Lakes
Standal, Ida Lena	Powell River
Thompson, Melvyn Clark	Lake Cowichan
Thorp, Elsie Alice	Victoria
Thrift, Margaret Louise	Coquitlam
Valde, Grace	Vancouver
Watson, Rose Christina	Long Lake School
Wheatley, Jean Witter	Prince Rupert
Wilson, Margaret MacG.	Victoria

North improving

The condition of George North, BCTF learning conditions program staff member, is improving.

North, who was injured in a car accident south of Williams Lake, Tuesday, Aug. 29, was flown to St. Paul's Hospital in Vancouver and placed in the intensive care unit.

He suffered broken ribs, a punctured lung and lacerations in the accident.

North has been moved out of the intensive care unit but there is still no word on when he will be released from hospital.

Apply now for Project Overseas

You could be one of 15 B.C. teachers who will spend next summer working with teachers in developing countries.

Application forms are now available from the BCTF office for Project Overseas, the annual international assistance project of the Canadian Teachers' Federation.

Requirements for interested teachers are:

- membership in the BCTF;
- a university degree;
- a minimum of five years of teaching experience in Canada;
- Canadian citizenship;
- excellent health; and
- flexibility and mature judgment.

The BCTF finances the participation of 15 of its members in the project each summer. Applications for next summer's project must be returned to the BCTF office by Nov. 15, 1978.

A total of 60 to 70 Canadian teachers participate each year. They are assigned to teams that work with teachers in various developing countries to conduct in-service training courses.

No salaries are paid, but all travel and living costs are borne by the teachers' organizations.

The project is organized and administered by CTF, and receives an annual grant from the Canadian International Development Agency to help underwrite expenses.

French curriculum ready for 1979

The French language core curriculum for elementary schools, now completed, has been approved by the provincial cabinet.

School districts will be required to offer the program beginning next September if sufficient parents indicate they want their children taught in French.

A minimum of 10 pupils will

be required to form a class and, to be eligible, children must understand French well enough to receive instruction.

Districts where the French language core curriculum is warranted are developing specific plans to register children and organize classes. Parents of children who may be eligible for instruction in French are being asked to con-

tact their local school or school board office.

Potential demand for the program was surveyed by Canadian Facts Ltd. last spring and preliminary information was sent to school district officials.

The curriculum was developed over the past year by the Ministry of Education's curriculum development branch and a team of experts from the Baldwin-Cartier school district in Montreal.

Dr. Nick Ardanaz has been appointed director of French language services to guide implementation of the program.

He was director of the curriculum development project and in 1975-76 was French language co-ordinator for the Vancouver school district.

Dr. Ardanaz is available to assist school districts in the implementation of the program and can be reached at the ministry's offices in Richmond (phone 278-3433).

Montessori workshop slated

A workshop on the Montessori approach to education will be held by the B.C. Montessori Association from 10 a.m. to 4 p.m. Saturday, Oct. 21, in Floral Hall, VanDusen Gardens, 5251 Oak Street, Vancouver.

Guest speaker will be Jean K. Miller, Montessori teacher-trainer and elementary teacher from Cleveland, Ohio. The methods used in a Montessori school setting for

children aged 3 to 12 will be discussed and there will be displays representing classroom activities.

Admission for the workshop is \$10. There will be registration at the door from 9:00 to 9:45 a.m. Those who wish to pre-register are asked to send their name, address and telephone number to the B.C. Montessori Association, 649 West 28th Avenue, Vancouver, B.C. V5Z 2H4.

Carson Graham course helps save lives

"I've been told by former students that it's the most memorable course they've taken in 12 years of school," says teacher Vern Porter.

The course Porter is referring to is an environmental awareness program offered at Carson Graham Secondary School in North Vancouver. He is program co-ordinator and teaches physical education and social studies sections of the program.

The program is credited with helping to save the lives of Sheila McGarry, a former student in the program, and of her three companions.

Sheila, her sister Barbara,

and friends Lorraine and Joanne Grout survived two cold, wet nights on Seymour Mountain in North Vancouver. Dressed in summer-weight clothing, they had headed off on an impromptu hike on Sunday, Sept. 10, and became lost.

The girls, as soon as they realized they were lost, built a lean-to beside a lake and stayed put. They had only a small amount of food between them and no matches for a fire, but pooled their wilderness survival knowledge, particularly the techniques for combating hypothermia that Sheila had been taught.

"I tried to remember every-

thing I'd learned," says Sheila McGarry.

"It's a good course because otherwise I don't think I'd have known what to do.

"I never thought I'd be in a situation like that."

More than 120 volunteers organized by the North Shore Emergency Measures Organization took part in the successful two-day search for the girls.

The environmental awareness program is offered at Carson Graham to grade 11 students in the January to June semester.

The same class — averaging 30 students — studies English, biology, social studies and physical education programs as part of a unit. The physical education portion teaches hiking skills and wilderness survival techniques during

field trips that are gradually lengthened from an overnight trip at the beginning of the semester to a six-day trip in June.

Four teachers accompany the students on the field trips.

Environmental awareness is worked into the other subjects which are part of the program.

Map reading and compass use is included in the social studies section, *Alive*, a book about plane passengers marooned in the Andes, is studied in English, and native vegetation is studied in biology.

The program has been in operation at Carson Graham for five years and was started by Paul Killeen, now principal of Hamilton Junior Secondary School, and Cam Shields, now principal of the North Vancouver Outdoor School.

Michel Leveille, who teaches physical education at Carson Graham and has accompanied environmental awareness classes on field trips for four years says, "We're talking about getting back to basics in education, and there's nothing more basic than learning to live with nature.

"Learning how to survive in the wilderness requires a lot of self-discipline.

"What happened to Sheila and the girls could have happened to anyone. People go to parks — go hiking, backpacking."

Both Porter and Leveille feel that, because people are making increasing use of the outdoors for recreation the school system should provide some basic knowledge about the environment.

What the pollsters asked

Here are the questions asked in the BCTF's latest poll of public opinion, and the responses:

Now I would like to ask you some questions about the quality of education.

1. Overall, how would you rate the *quality* of education provided by the public schools in your area? Is it excellent, good, satisfactory or poor?

Excellent	7%
Good	23%
Satisfactory	25%
Poor	16%
Don't know	27%

2. Now, I would like to find out what value you think your community is getting for the portion of your tax dollar which is spent on elementary and secondary education. Would you say the community is receiving excellent value for the money, fairly good value, fairly poor value, or extremely poor value for the money?

Excellent value	4%
Fairly good value	45%
Fairly poor value	19%
Extremely poor value	7%
Don't know	25%

3. At the present time, would you be prepared to pay more to improve the quality of education in your school district?

Yes	29%
No	59%
Don't know	11%

4. As you may or may not know, the number of school age children is decreasing in some school districts. Do you feel the decrease in school enrolment should be used:

(a) to increase the amount of time teachers can spend with each student by reducing the size of classes	80%
(b) to reduce education costs by laying off teachers	9%
(c) Don't know	9%

From page 1

Suspensions

protesting the tone of the board's letter.

She said she would not appear before the board in camera without professional or legal counsel or both.

"If the board feels they have something against me," she wrote, "let them levy a specific charge to which I might address myself. I do not respond to generalities or innuendoes."

The board rejected Mrs. Ferry's reasons Aug. 25 and put her on suspension without pay. The board met again Sept. 10 and extended her suspension. Mrs. Ferry was unable to meet her class when school opened Sept. 5.

Erlendson, who had been out of town at the time of the Aug. 21 hearing, met the board Sept. 5, answered questions and was reinstated.

After a subsequent board meeting, Mrs. Ferry was reinstated effective Sept. 18. She had been suspended without pay for 13 days and is expected to appeal.

Mrs. Johnston was in Kamloops when she received her summons on Aug. 25 — four days after the board's scheduled hearing. She wrote to the board, explaining the circumstances and offering to meet them at a later date.

Before the board received her letter she had been suspended. The board indicated it would rescind the suspension if she had sufficient reason for her failure to comply with the first summons, and set a new date, Sept. 5, for her hearing.

Mrs. Johnston reported for classroom duty Sept. 5. She met the board that evening and continued to teach for the rest of the week. On Sunday, Sept. 10, she received a phone call from the board telling her that she had been suspended. No term was specified. She appealed the suspension and had a hearing before the board Sept. 18.

At 2:30 a.m. on Sept. 19, Mrs. Johnston received a phone call from the district superintendent informing her that she had been reinstated. But at deadline she had received no formal notification and had not returned to work.

Braille for math

A Braille arithmetic teaching unit, which combines an electronic calculator with a standard Perkins Braille typewriter, has been developed in Australia.

It was developed at the Royal Melbourne Institute of Technology and has been tested successfully at a Melbourne school for blind pupils.

Mechanical keys of the Braille typewriter operate circuits, connected to the electronic processing unit, which instantly check the student's

work. The student hears one of two tones in headphones connected to the unit, to indicate either a correct or an incorrect answer.

The device has a visual display board which instantly shows how many answers are correct or incorrect. The teacher can see this and come to the student's aid when necessary.

The Melbourne institute has applied for patents and is seeking a manufacturer for the unit.

B.C. Teachers' Federation Administrative Staff Term Appointment

DUTIES

1. Advise and assist individual teachers, local associations and provincial committees on learning conditions and education finance matters.
2. Provide organizational assistance to local learning conditions committees.
3. Assist in the organization and administration of regional learning conditions meetings and workshops.
4. Assist in the resolution of grievances concerning learning and working conditions.
5. Carry out assigned tasks relating to learning conditions, education finance and declining enrolment programs.

QUALIFICATIONS

Should be a university graduate, and have public school teaching experience and experience in local teacher organizations. Experience as a learning conditions chairperson or co-ordinator is desirable. Should be knowledgeable about education finance and education, and should be skilled in advocacy, report writing and organization.

SALARY AND BENEFITS

Salary is negotiable in the annual range of \$26,486 to \$32,146, prorated. Fringe benefits include dental plan, group insurance and car allowance.

APPOINTMENT DATE

November 6 or a mutually acceptable date as soon as possible thereafter, no later than January 1, 1979. Term to June 30, 1979.

Only applications received in writing by 5:00 p.m. October 13, 1978, will be considered. Include references. Write to:

General Secretary
B.C. Teachers' Federation
105 - 2235 Burrard Street
Vancouver, B.C. V6J 3H9

A more detailed information sheet is available by phoning 731-8121 or intratel 731-0474, or by writing Personnel and Administrative Services at the above address. In case of a mail strike, applicants wishing the detailed information sheet are expected to phone and make arrangements to obtain it.

PD training team ready to assist

Members of the training team, John Church, Elaine Darnell and Roy Ronaghan in the Division of Professional Development, are optimistic about the potential demand on their services in 1978-79.

At a recent Representative Assembly meeting a budget of \$103,835 was passed in support of Program 23-A, Training.

The program has two major components, the provision of organization development support to local associations, committees and school staffs; and a curricular-instructional workshop service for teachers.

These services were implemented on a relatively small scale during 1977-78 and met with overwhelming success. BCTF staff and trained volunteers conducted over 150 workshops during the period September, 1977 to June, 1978.

It is significant in this program that trained volunteers (Associates in Curricular-

Instructional Processes and Associates in Organization Development) will be used to assist staff in conducting the workshops. This is a first for the BCTF.

Brochures advertising the two services have been mailed to all schools to permit planning to begin for the fall.

The workshops offered in the curricular-instructional area focus on various aspects of assessment, curriculum, instruction and evaluation. Twelve workshops will be offered.

The organization development service is two-pronged. Workshops are available, as a direct "on-site" consulting service which locals may prefer in the initial stages of their work toward change. The workshops are intended to provide participants with skills to enable them to work more effectively within their organization — the local, the school staff, the community.