

# BCTF brief rejects White Paper

The B.C. Teachers' Federation has called on the provincial government to tear up its White Paper and start over with a public commission to conduct a truly comprehensive examination of the goals and nature of the public school system.

This is the basic recommendation in the federation's 19-page response to the government's proposals for new secondary school graduation requirements.

The BCTF condemns the White Paper for being essentially a political document

whose proposals are based not on research evidence but on "popular misconceptions" of public education today.

"What the government should do is take the risk — and it is an enormous risk which we are prepared to share — of questioning the very nature of the school and its total program offerings in the 1980s," the BCTF said in its response. "That would at least have the virtue of facing up to real problems arising from real situations — and we do not want the

government or anyone else to avoid those — rather than dealing with spurious arguments arising from rhetoric and not from reality."

The BCTF brief urged the government:

- "Do not implement the changes proposed in the White Paper;

- "Reconsider the decision of the government not to participate in a commission on education;

- "Base reforms in education on reality, not rhetoric, on demonstrated needs rather than hidden pressures. Be critical of the system in an objective and constructive manner in order to harness the goodwill and skills of those who have to work in it."

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## BCTF Newsletter

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### Teacher layoffs continue to rise

Teachers continue to be prime victims of the government's cutbacks policy, as a new round of layoffs has been announced.

Thirteen school boards have now given notice, effective June 30, to a total of 421 teachers on continuing and temporary contracts. These are in addition to the 156 teachers in four districts who were terminated in the period January 1 to April 30.

This brings the total number of termination notices so far this calendar year to 577.

That appears to be only part of the assault on the ranks of teachers. Another large number of teachers is expected to be lost through attrition — through non-replacement of temporary teachers and teachers going on leave. The metro presidents have indicated that about 600 positions are expected to be lost in their districts alone. The federation has warned that terminations, non-renewal of contracts and attrition are likely to chop 1,500 out of teachers' ranks by September.

Nanaimo has been hit a second time by layoffs. The other districts affected by latest round are Alberni, Windermere, North Thompson, Prince George and Vancouver Island West.



Canadian elementary students receive only a "token education in science", says Science Council report critical of lack of direction in science education.

### Science Council report:

## Science education needs renewal

Science education is in urgent need of renewal in Canada's schools, the Science Council of Canada says in a report.

In the report, *Science for Every Student*, the council concludes that science teaching needs to be given higher priority and a new direction to ensure that all students — not just science majors — gain an understanding of science and its role in the modern world.

The report, which presents 47 recommendations, took four years to complete and involved analysis of science curriculum policy across Canada, study of 33 textbooks, eight school case studies and a survey of more than 4,000 teachers in various parts of the country.

While the Science Council study found major system-wide faults, it was particularly emphatic about the inadequacy of elementary science education, the failure of the system to encourage girls to continue in science and the fact that curricu-

lum is generally too narrowly focussed on scientific discipline.

The study revealed these main problems:

- most children from kindergarten to the end of elementary school receive only "a token education in science" due to inadequate time, facilities and materials;
- most teachers of elementary science are inadequately prepared for science teaching: 75 per cent have not taken a science course since secondary school;
- for the majority of science teachers inservice education opportunities are either nonexistent or of little value;
- many girls give up science subjects as soon as possible;
- students interested in science or who are high achievers find science courses lack challenge;
- Canadian children learn "virtually nothing" about Canadian achievements

in science and the impact of science on their own country;

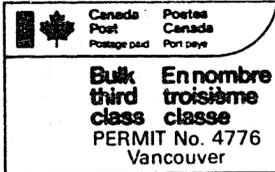
- science programs tend to be too narrowly focussed on the discipline, failing to present an authentic view of science and its relationship to the broader social context.

"None of this was unexpected," said Craig Young, president of the B.C. Science Teachers' Association. "All the recommendations here are matters about which we've been expressing concern for some time."

Dr. Jim Gaskell, a UBC professor of education who was involved in the research, emphasized that the basic problem is with the public school system.

"Stuart Smith, chairman of the Science Council, made it very clear that the last thing was to blame the teachers for the system in which they operate," said Prof. Gaskell. "When we're calling for a rene-

See "White Paper" page 3



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

## Survey reveals plight of substitute teachers

If anyone ever wondered why teachers engage in substitute teaching, the mystery has been cleared up.

The two most common motivations are: the need to survive economically and the hope of landing a continuing contract.

Only a very small minority is interested in a career as a substitute teacher.

These are the main findings of a survey of substitute teachers which attracted 588 replies.

Judging from the results, the vast majority (582) of substitute teachers hold teaching certificates and most (496) would like to obtain a teaching contract in future. More than half (367) have had a B.C. contract previously, the bulk for terms of one to nine years with some up to 24 years.

The majority (442) state that they do not want to make a career of substitute teaching. It's not surprising, as most (256) received less substitute work this year than last and an even larger number (318) have had to resort to unemployment insurance to get by. A large majority (398) earn less than \$1,200 a month from all sources. Almost all (553) are members of the BCTF.

## Interculture Canada offers year-long student exchanges

Interculture Canada, a non-profit cultural exchange organization, would like to make teachers aware of the opportunities for qualified students to complete their secondary schooling in a foreign country.

This year 180 students from more than 40 countries will arrive in August to spend a year completing Grade 12 in various parts of Canada, while a similar number of young Canadians will do the same in other parts of the world.

Under the Interculture Canada scheme, students who qualify on the basis of high academic achievement and active school and community involvement spend a year in a different culture, living with a family and studying in a local school. The cost of the program is \$4,800, which covers transportation to and from the host family's home, meals and accommodation expenses and a small allowance for each student.

Bursary programs, provided by corporate donations and provincial governments, are available to reduce the cost for students. About half the participants currently receive such aid.

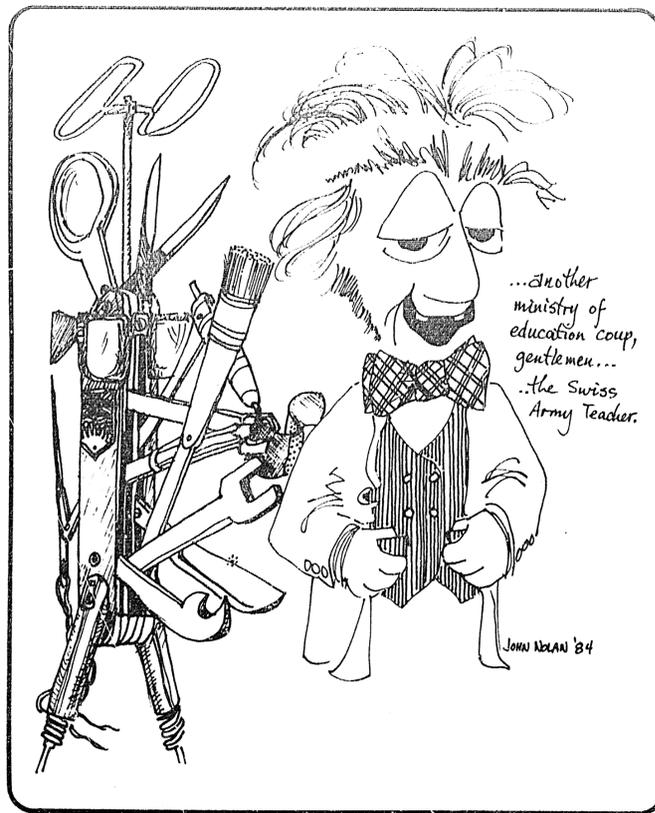
Interculture Canada is affiliated with AFS International/Intercultural Programs, an organization concerned with increasing international friendship which originated at the time of the First World War.

Teachers interested in learning more about the exchanges or in becoming involved as volunteers, are urged to write Noel Leclerc, National Director, Interculture Canada, 59, rue St-Jacques ouest, Montreal, H2Y 1K9, or call collect: (514) 288-3282.

## B.C. economic issues reports now available

There's been a great deal of interest expressed in the B.C. Economic Policy Institute's reports exposing the social and economic damage being caused by the provincial government's so-called "restraint" program (see *BCTF Newsletter*, March 29, 1984). Persons interested in obtaining copies of the reports may receive them by writing: Department of Economics, University of B.C., Room 997, 1873 East Mall, Vancouver, B.C. V6G 1Y2.

2/JUNE 6, 1984



...Another ministry of education coup, gentlemen...  
...the Swiss Army Teacher.

## "Education our greatest resource", Canadian Labour Congress declares

George North  
Bargaining division director

Solid support for expanded education programs was voiced by over 2,300 delegates attending the May 28-June 1 Canadian Labour Congress convention in Montreal.

Representatives of over two million organized employees, declaring that "education of our children is a basic right and one of our greatest resources for a prosperous future," called on provincial and federal governments not to "compromise the education of our children, but increase and expand educational programs so our children will be qualified to fill the highly technical fields that will become available."

"Education restraint programs," a resolution adopted by the convention noted critically, "will mean teacher layoffs, program cuts, oversized classes, and quite possibly school closures..." It "will have the effect of lowering the quality and variety of education."

A further resolution urged provincial federations of labor and affiliates to continue to oppose government cutbacks in education at any or all levels, as "counter-productive to the welfare of society as a whole and the welfare of individuals in particular."

In taking this position, the convention drew attention to a number of concerns:

- mentally, physically and psychologi-

cally handicapped persons are being de-institutionalized;

- programs for the "learning disabled" are currently inadequate;
- English as a second language programs for immigrants to this country have been cut back or eliminated entirely;
- computer education has become a necessity even at the elementary school levels;

- unemployed young people need training for the technological revolution and educational opportunities for placement in a computerized economy;
- students are facing increased training and tuition fees, fewer courses to select from and fewer student or training positions available.

In a pointed reference to British Columbia, the convention endorsed a resolution from the Victoria Labour Council aimed at preventing the diversion of federal funds from education. It called on the federal government to "insist that education moneys given to the province of British Columbia be used only for education, keeping in mind that the Canadian constitution states that education is a right, not a privilege."

Lack of labor education in the Canadian school system and the importance of accuracy in labor information have resulted in the congress asking the executive council to consider a proposal to develop a textbook for use in the schools.

## Liz Austrom honored for contribution to librarianship



Elizabeth C. Austrom is the 1984 recipient of the British Columbia Teacher-Librarians' Association Award of Merit given annually to recognize the outstanding contribution of a school-level teacher-librarian in meeting the professional development needs of teacher-librarians throughout B.C.

Liz Austrom has provided service and leadership to both teacher and teacher-librarian groups at the local district and provincial levels. She also served on the two Canadian School Library Association committees which produced *Qualifications for School Librarians* (1979) and *A Recommended Curriculum for Education for School Librarianship* (1981).

She has shared her ideas through workshops to a wide spectrum of professional associations and through extensive publications. Two cooperatively developed skill development programs, *Find Out About Canada* and *Finding The Facts* have been implemented in numerous secondary school resource centre programs. She has been a reviews editor for *Emergency Librarian* and was senior editor of BCTLA's recent booktalk publication, *Young Relationships*.

Liz will continue providing leadership to teacher-librarians; she is BCTLA President-elect for 1984-1985.

## Hilroy award program

The Hilroy Fellowship program, established by the Roy C. Hill Charitable Foundation and administered by the Canadian Teachers' Federation Trust Fund encourages and rewards active classroom teachers who have developed new ideas for the improvement of teaching practices.

Applications may be considered from individuals or small teams of teachers, ordinarily not more than six in a group.

Recommendations for the award of fellowships of \$1,500 each at the provincial level will be made by the provincial teacher organizations. Recommendations for the award of \$5,500 for outstanding merit, and three national awards of \$3,500 each for great merit, will be made by the National Advisory Council. The final selections in all cases will be made by the Roy C. Hill Charitable Foundation.

Applications must be made in English or French on the official application form and must reach the Hilroy Fellowship Committee of the provincial teacher organization not later than October 31. Application forms and full instructions on submitting applications may be obtained from Secretary-Treasurer, CTF Trust Fund, c/o Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4 or Theima Weinreich, Professional Development Division, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, B.C. V6J 3H9.

Craig Young pointed out that the science teachers' PSA had been pushing for many years for many of the improvements suggested by the Science Council. One of the first steps the PSA believes must be taken, he said, is in giving elementary teachers a better background in science during their training — but this need has not yet been recognized.

## "White Paper does nothing for science ed"

From page 1

wal of science education, we're calling for a renewal of the system in which teachers operate. Teachers are doing a good job under the circumstances."

*Science for Every Student* calls for eight fundamental initiatives for renewal:

1. Elementary schools must provide science education for all their students;

2. Girls must be encouraged to continue with science throughout their schooling;

3. High achievers and science enthusiasts must receive greater challenge;

4. Science education must provide a more accurate view of the practice, uses and limitations of science;

5. Science education must include study of how science, technology and society interact;

6. Students must be taught how Canadians have contributed to science and how science has affected Canadian society;

7. Technology courses must be included in the secondary school curriculum;

8. Teachers and curriculum planners must evaluate students' progress towards all the goals of science education, not just their learning of scientific content.

The low participation of girls in science, said Prof. Gaskell, is an important problem rooted in attitudes and social pressures, but one that can be solved. The start must be made in the elementary grades in involving girls in imaginative projects manipulating objects and equipment, he said, to show that science can be interesting and enjoyable. Good role models must also be presented, but the key thing is to make a commitment to encourage girls in science.

"There needs to be support in terms of making teachers aware of possible interactions that subtly discourage and frustrate girls," he said. "I think that just making this publicly visible, making it an issue that people should be concerned about, would go a long way toward solving it."

On another key issue identified by the Science Council study, Prof. Gaskell said the low priority accorded science in the elementary grades cannot be justified. The Science Council believes the time allotment should be increased (from 15 minutes daily, primary and 30 minutes, intermediate) to 45 minutes a day. In addition to upgrading of teachers' scientific background, he said there must be improvements in facilities, curriculum materials and the support system.

The other key issue is the need for re-direction of the curriculum. "The Science Council believes a broader definition of science would be more appropriate for everybody, including those not going to university," said Prof. Gaskell. "That is, there needs to be greater exploration of the relationship between science, technology and society, the ways in which scientific knowledge interacts with values, ethical decisions, political and economic parameters in terms of making decisions about such issues as genetic engineering, nuclear energy, occupational health and safety."

Young, who teaches senior science at South Peace Senior Secondary School in Dawson Creek, said the White Paper does nothing to address the problem. He described its proposals as a "whitewash" in proposing to allow foods and nutrition and agriculture courses to be taken as credit for Science 11.

Symptomatic of the problem in B.C., said Young, is the fact that the only implementation program for the new junior

## Vancouver honours its coaches



Vancouver secondary coaches recently honoured for long service to student athletics were (left to right) John Forsyth (Point Grey), Clive Hughes (King George), Fred Roots (Britannia), Jack Rush (Van Tech), Wally Moulton (Gladstone), Jack Armour (Thompson), Darlene Currie (Prince of Wales), Bud Winteringham (Van Tech), Nora McDermott (Hambey), Bill Vance (Britannia), Hugh Marshall (John Oliver), Isabella Brown, Gary Haensgen (Killarney), Mary Macdonald (John Oliver), Bob Spearman (McNair). Unavailable for picture-taking that day were: Don Thompson (Byng), Russ Bagan (Churchill), Bud Dobson (Gladstone), Jim Carney (Killarney), Stan Lawson (Kitsilano), Betty Mantyla (Magee), Bill Seggie (Prince of Wales), Heather Campbell and Jack Catherwood (Van Tech).

"I never think of myself as a coach but always as a teacher."

That is not a unique view, but the common professional credo of teachers who coach. Coaching winning teams and star athletes is enjoyable, a number of recently-honoured top Vancouver secondary coaches told the *Newsletter*, but that isn't what it's really all about. The greatest satisfaction comes from success in teaching: teaching athletic skills, healthy lifestyles and helping mold character.

But many of these coaches are concerned that the White Paper proposals may greatly frustrate this work.

At a banquet on June 5, the Vancouver Secondary School Athletic Association gave special recognition to 25 teachers who had given long — many more than 20 years — outstanding service in coaching student athletics. The group included individuals who had been involved in coaching throughout their careers, had coached a wide variety of sports from rugby to volleyball to golf and had worked with many team and individual champions, including some later Olympians.

But as John Oliver coach Mary Macdonald, who uttered the quote above, emphasized: "Winning is nothing. The important thing is that students learn to love the game and how to play it. I think all of us are teachers first and coaches second."

The competitive spirit, according to

"At that level students are very keen, very interested in science," he said, "but that keenness tends to be lost because very few elementary teachers have any background in science."

Equally important, he said, is upgrading the background of teachers currently in elementary classrooms, many of whom tend to be afraid of teaching science because they feel they don't know enough about it. "But it's hogwash that they need a lot of knowledge and equipment."

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these teachers, is not a major motivation for spending the many long hours outside school coaching year after year. "I love to win and I hate to lose and all of my teams know that," said John Oliver coach Hugh Marshall. "But, no, the number one thing is not whether you win, it's how you win and how you lose. That might sound trite but that's a truism in my case, I really believe that."

One significant, commonly cited motivation, is gratitude. "I had a lot of good coaches when I was a kid," said Britannia coach Bill Vance, "and I thought that it would be a nice way to pay back my coaches by coaching." And these coaches can give many examples of the love of athletics being shared from generation to generation, of former students continuing in the sport and themselves becoming coaches.

The essential point, however, is that student extracurricular athletics is viewed as an extension of the regular school program, as an opportunity to further the teaching that goes on in physical education and other classes. The goal is not only to assist young people in gaining skill and enjoyment in athletics, but in contributing to personal development. "I think that coaching is just a vehicle to that end," said Hugh Marshall. "The important thing is not whether he becomes a great track athlete or a great basketballer, it's whether he learns how to grow up in my opinion."

science curriculum is a summer institute at UBC — for which the ministry is not providing funds to ensure all districts are represented.

"If they're serious about making changes, implementing the new curriculum, then why are they not providing implementation," he said. "The only conclusion I can draw from the lack of

It is not surprising, under the circumstances, that there is strong opposition among these coaches and other physical education teachers to the White Paper proposal to make Physical Education 11 an elective, rather than a compulsory course.

"I'm dead against any reduction in physical education, but I'm also particularly concerned about where they're reducing it," said Bill Vance. "They're reducing it at the very level where we're going to do the major preparation for lifetime activities. In fact, I think physical education ought to be compulsory in Grade 12 as well. We're multiplying the amount of leisure time people have and we're preparing them less and less."

On their part, the B.C. Physical Education Teachers' Association has submitted a brief to the education minister arguing that the White Paper physical education proposal runs counter to current research which indicates that people leading physically active, healthy lifestyles suffer less from stress and degenerative disease and are likely to be more productive. BCPETA also pointed out that in the 1979 P.E. assessment almost 90 per cent of parents felt P.E. 11 should be mandatory, while about 85 per cent believe P.E. should also be compulsory in Grade 12. The association called for retention of P.E. as a mandatory subject in Grade 11 and as a graduation requirement.

funding and support is that the ministry is not serious about that program."

It's much the same with the new elementary science program, also being pushed out like an orphan. "I know of at least one textbook for the Grade 7 program that has been authorized but is not available — no funds," he said. "There are no funds."

## Burnaby summer computer course set

A broad selection of hands-on computer courses is being offered for teachers this July in Burnaby. There are courses available at the novice, intermediate and advanced levels related to business, education, and personal use of computers. All courses are conducted on a one-person to microcomputer basis in a 15-hour weekly block. All are taught by qualified teachers. Interested in learning

LOGO, word processing, applegraphics, visicalc, database management? This institute may be your opportunity.

For further information and registration forms contact: Burnaby Community Education Department, 5325 Kincaid Street, Burnaby, B.C. V5G 1W2 (phone 299-4361); or Nancy Flodin/Betty Goto, BCTF (phone 731-8121, 112-800-663-9163).

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## BCTF Newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

2235 Burrard Street, Vancouver, B.C. V6J 3H9

CLIVE COCKING Editor

The *BCTF Newsletter* is published by the B.C. Teachers' Federation pursuant to policy statement 36.26 in the *Members' Guide to the BCTF*. The *BCTF Newsletter* Editorial Advisory Board, which reports to the Executive Committee, serves in an advisory capacity, assisting the editor in interpreting and implementing newsletter policy.

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## BCTF brief on the White Paper

# Public commission on education needed — now



### Preface

We believe that the nature of the public school curriculum is too important to be determined by any one group in society, be that group the cabinet, the Ministry of Education, the B.C. School Trustees Association or the British Columbia Teachers' Federation.

With that in mind, the federation suspended the traditional role it has in common with other groups, of being the exclusive organizational voice of its members. We reminded teachers that, as always, they were free as individuals to react to the White Paper on Graduation Requirements. In addition, we advised local associations of teachers, school staffs and teachers' provincial specialist associations that they too could and should communicate directly with the Ministry of Education.

Further, we promoted public meetings in secondary schools and co-operated with the ministry to avoid duplication of those meetings. Representatives of the federation attended all of the meetings sponsored by the ministry and, in addition to the comments and briefs noted, we received copies of many written presentations mailed to the ministry.

We were much heartened by the quality of briefs presented. We hope that many constructive proposals in them are heeded by both elected and appointed officials at the provincial level.

In this submission we:

1. argue the need for a commission on education;
2. question the rationale and research base of the White Paper;
3. outline a set of criteria against which to measure curriculum;
4. note the common concerns in submissions at meetings to discuss the White Paper;
5. offer our recommendations.

### The need for a commission on education

Universal public schooling is little more than a century old. At first, as befitted institutions that were the servants of industrial society and the broadening suffrage, there was little question that elementary schools should insist only on literacy, simple arithmetic, order and discipline, and that secondary schools, which had a longer and more selective pedigree as well as a select clientele, would retain much of the classical tradition. Our schools had the additional mandate of integrating new Canadians into their new culture.

It did not take long for those with strongly held views about the sanctity of the "three Rs," or the "whole child," or scientific thought versus classicism, or moral education versus "value-free" education to gain adherents and conduct arguments that have had an impact on the public schools. Today, the major debate in education is between elitists who maintain that we should provide the best for the most able, and egalitarians who maintain, just as trenchantly, that the world is full of "rude untutored Miltons."

Until the early decades of this century, schooling was not seen by senior governments as being important — except as a badge of citizenship — and economic society relied on an adequate supply of labor whose virtue was its cheapness and availability, not its

scholastic achievement. Governments could, generally speaking, afford to ignore the debates about the scope and nature of education and could adopt a utilitarian policy of providing the minimum services necessary to enable its citizens to function in society.

But, since the Second World War, the aspirations of people living in an expanding, mobile and less conforming society, the growth of instant communications, the economic and sexual emancipation of women, and a much enlarged and prosperous economic society have resulted in the extensive growth of institutionalized education and inevitably increased interest by government. Most recently, the technological revolution, now proceeding apace with its fundamental impact on employment patterns, has brought to the fore the relationships between schooling and work and between education and living. Governments are faced with not only the utilitarian question — How much schooling does a citizen need to function in a changed society? — but also with the more significant question, What should be the nature of schooling?

Those questions deserve a great deal of consideration by all citizens. Life and work — or the lack of work are now inextricably bound to schooling, and institutions designed for an industrial age are now being asked to respond to a post-industrial era. And the monstrous burden of unemployment borne by the young is reason enough for us to undertake a profound examination of the school system.

Our major complaint about the White Paper is that it gets in the way of an examination of what changes the school system needs to implement to prepare its students, not only for the 21st century, but for the here and now. The proposals in the White Paper either formalize what is happening or tinker with the system to the detriment of some students and many program offerings. By implication, the White Paper assumes that it has identified minimum requirements for the future and knows what the nature of the curriculum ought to be.

It has provided an answer — and many of the paper's critics say that it is a 1950s answer — before any of the real questions have been posed.

Many of the questions are as easy to identify as they will, no doubt, prove difficult to answer:<sup>1</sup>

1. What should be the appropriate goals for schools in modern society?
2. How can we better integrate the world of education and the world of work?
3. How do we resolve the equality-versus-meritocracy dilemma?
4. How do we ensure the equal participation of females in all aspects of the education system?
5. How do we establish meaningful goals and rewards for excellence other than academic performance?
6. How do we reconcile the increased institutionalization and conformity of young people between the ages of puberty and 25, with the knowledge that this is

<sup>1</sup>These questions are based in part on the work of Thorsten Husen in his book, *The School in Question: A Comparative Study of the School and its Future in Western Society*, Oxford University Press, 1979. That work, in turn, is based in part on seminars held at the Aspen Institutes in Colorado and Berlin which were attended by a select group of eminent philosophers and educators.

the age when they are capable of doing their most dynamic creative work?

7. What emphasis on school is needed to balance the inevitable development of a computer-saturated approach to life and learning? How can microtechnology be integrated into the mainstream of education without dominating it?

We are unabashedly making the case for a comprehensive examination of schooling in this province. We are aware, as Husen stated, that "piecemeal and short-term panaceas tend to be attractive to politicians given the conditions of office under which they operate."<sup>2</sup>

But sometimes, politicians can put the needs of society and all its citizens above immediate and partisan needs. If ever there was a time for a commission to examine schools — root and branch — it is now. The need for that examination should not be obscured by debate over documents such as the White Paper.

### Rationale and research

#### Public demand

The rationale for the White Paper rests in part in the foreword which states, "The public at large and parents especially are demanding that secondary schools provide all students with a greater sense of challenge, increased clarity of direction and better recognition of accomplishment."

No documentation or evidence is provided to support this statement. When challenged to substantiate this claim, ministry officials noted that the statement was the responsibility of the political, not the bureaucratic, arm of government.

The evidence we saw appeared to contradict the assertion about "public demand." The 16 public meetings sponsored by the ministry, though hastily arranged, were reasonably well advertised and gave, as the minister himself noted, "an opportunity to those people who have a genuine interest in education to make constructive suggestions."<sup>3</sup> The public did not beat the doors down to attend those meetings and those who did go were mostly critical of the proposals in the White Paper.

#### The research base

Ministry officials at the outset of the public meetings indicated that the minister had requested his officials to prepare a sample timetable showing the very least that a student was required to take to graduate. The results apparently caused the minister to issue the admonition that those requirements showed a lack of direction, a lack of challenge and a lack of structure, and to direct that proposals be prepared to remedy those shortcomings.

The White Paper says that "many (students) satisfied minimum graduation requirements only," and "the lack of an obvious program structure has not served to help students develop a focussed program

that provides a sense of direction and accomplishment in their last two years of school."

There is no mention of any research undertaken to support these generalizations. We have to assume that the minister was also informed by his officials that curriculum choices for most students are dictated by post-secondary institutions and the advice of school personnel rather than by minimum requirements. Indeed, according to responses from some school districts, it appears a healthy majority of students already fulfill the requirements outlined in the White Paper.<sup>4</sup> Many commentators noted that to insist on the small minority (10 to 20 per cent?) fulfilling the new requirements would probably result in increasing dropouts rather than providing greater challenge for those who remain at school. We assume that it is the mandate of the schools to provide an appropriate challenge for all students.

The evidence does not support the contention that "many" students choose the easiest route. Some do, and perhaps for them the "easy" route is a rigorous one. It is clear, however, that a substantial majority (half of whom would not have been in school, had they lived a generation earlier) undertake what the ministry now regards as a challenging curriculum.

If the ministry did not know this before, it is guilty of sloppy research. If it was known, and was ignored, then we have to assume that the government has motivations other than the welfare of students. We suggest that the appropriate role of government is neither to spread misconceptions nor pander to them but rather to clarify issues, using properly researched studies.

### Decisions based on myths and other suspect premises

For the past decade we have been witnesses to, and sometimes victims of, decisions based not on research but on "popular" misconceptions. One minister trumpeted his establishment of the core curriculum when even the most perfunctory check would have revealed that schools were already emphasizing all the core materials and more. Another minister maligned a whole system of education by quoting the extreme example of his niece and her unfortunate program choices. The 1984 Speech from the Throne talked about "restoring discipline" to schools; most teachers were unaware that it had been lost.

This rhetoric may be effective in the world of polls and popularity, but the end result is to reinforce wrong perceptions and worsen the climate in which schools operate.

The school system suffers enough from the cultural shadow cast by the United States without being darkened by another from Victoria. The dramatic weaknesses in the turbulent American society dominate articles on education in the media and in the professional literature. The problems of New Jersey are not the problems of New Westminster, but the

<sup>4</sup>For example, a brief submitted by administrators of secondary schools, School District No. 24 (Kamloops), stated that more than 90 per cent of students already select a specialty area: all attempt 15 to 16 courses in Grades 11 and 12; most achieve a minimum of 14 courses.

transference seems to be easily made, particularly by the 70 per cent or so who have no children in school.

If the government's proposals were founded in the real world of B.C. schools, rather than on exceptional cases and false premises, we would honor them even if we couldn't welcome them.

### Reality

The White Paper does note that the retention rate in schools (Grades 8 to 11) went from 25 per cent in the 1920s to 90 per cent in the 1970s. It might have been more appropriate to note (and we assume B.C.'s statistics are fairly close to the Canadian average) that the retention rate for Grade 2 to Grade 12 in Canadian schools went from 36 per cent to 71 per cent between 1961 and 1971.<sup>5</sup> We assume that it is now over 80 per cent. These are revolutionary statistics. A secondary school system designed in the university/industrial mode of weeding people out has had perforce to keep them in.

That is the reality of secondary schooling. It is reinforced by other social realities of the past two decades: shifting value systems, challenges to the nuclear family, and — dominating all else — the technological revolution affecting patterns of employment and tending to isolate schools from the world of work.

It appears that — unless some of them are driven out by the new requirements — most young people will continue into the senior secondary grades. What the government should do is take the risk — and it is an enormous risk, which we are prepared to share — of questioning the very nature of the school and its total program offerings in the 1980s. That would at least have the virtue of facing up to real problems arising from real situations — and we do not want the government or anyone else to avoid those — rather than dealing with spurious arguments arising from rhetoric and not from reality.

### BCTF position on curriculum

We believe that public debate on curriculum should focus on a set of principles which can provide a test for examining what exists at present and what changes are proposed. Those principles should be in keeping with the more enlightened mores of our society and should attempt to reflect a consensus rather than the influence of any particular group.

Principles to which the federation subscribes, and which we think have the support of the vast majority of our members, include the following:

1. No change to curriculum of any consequence should be proposed without adequate objective research and the provision of a reasonable time for public discussion.
2. The curriculum should reflect the reality of life in British Columbia: the multi-ethnic nature of many of our communities; the problems of our indigenous people; the differences between living on the Lower Mainland and in the hinterland of our province; the problems of a resource-based economy and its attendant scourge of high

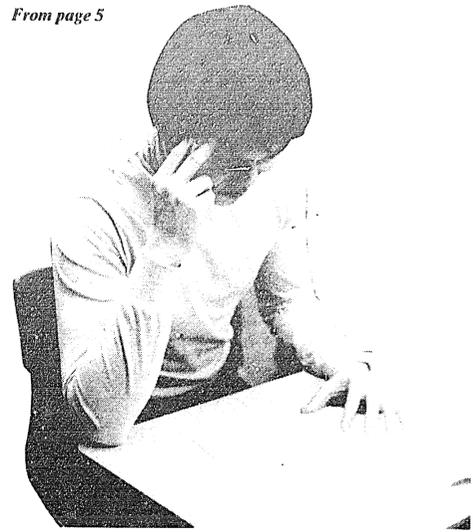
unemployment; and the problems of access to secondary and post-secondary opportunities in education.

As well as these diversities, the curriculum should stress those things that unite us. In short, the curriculum should avoid neither the joys nor the tribulations of being Canadian or a citizen of British Columbia.

3. The curriculum should reflect a range of goals explicitly stated as the purposes of public education. (Those goals should stress that excellence and status can be achieved in areas other than the pure academic one that has dominated our secondary system to the detriment of others for far too long.)
4. The curriculum should, in its breadth and diversity, be welcoming, offering easy access, rigor and opportunity to all. It should also offer easy re-entry, given the uncertain economic future we are facing.
5. The curriculum should be balanced in its offerings — "a sound mind in a healthy body." One of the tenets of our faith is "opportunity for all children to develop capacity for intellectual and cultural growth, recreation and leisure activity, happy family relationships, productive community life and participation as citizens in a democracy."
6. Care should be exercised to allow for local development of courses as an acceptable part of the total program.
7. The curriculum should be as flexible as circumstances allow. No students should be "locked in" to courses or tracks that might have a negative impact on future opportunities. Not everyone gets fired up at the same age or stage in life.
8. The curriculum should identify and emphasize the learning of skills that are readily transferable within our volatile job market, rather than a single vocational skill that may or may not be marketable in the future.
9. The curriculum should encourage students to explore and challenge courses.
10. All parts of the curriculum should emphasize learning as a process rather than learning as an end in itself.<sup>6</sup> We must stress learning how to learn, if we are to be lifelong learners.
11. Humans are a creative species and the highest order of behavior in our kind is creation. The curriculum as a whole and in all its parts, should foster creativity.

<sup>6</sup>The recent report on the teaching and learning of science by the Science Council of Canada suggests that teachers and students who pursue exacting experiments may initiate a lifelong joy in learning and discovering. Others who stick to memorizing formulas and the like will do well on government-mandated standardized tests but may be turned off a study of science for good.

<sup>5</sup>OECD Examiners' Report on Canadian Educational Policies and Practices, 1976.



### Common concerns about proposals in the White Paper

It is not our intention to get into detailed arguments about the merits or problems associated with the proposals. We think that enough informed comment was heard by ministry officials at their public meetings, so we present merely a summary of the major criticisms for the record and to note the consistency of that criticism from all areas of the province.

#### The process

Most speakers were grateful for the opportunity to be able to express their views on a matter of such importance. Almost all criticized the short time allowed for preparation and response, a number questioned the genuineness of the process, a few maintained it was just another "road show."

#### The missing elements

Many presentations identified vital elements missing from the White Paper, including a clear statement of the goals and philosophies of education that had led to the proposed changes; documentation to support the statement of "public demand"; an analysis of the shortcomings of the present system; research to substantiate claims and proposals even in such basic areas as the impact the proposals might have on student enrolment in certain programs.

#### Support

A few speakers supported the proposals. The items that were most supported by the teaching profession were the ones that are already virtually normal practice in schools.

Most students are counselled into and take coherent sequences of courses leading to graduation. Most graduate on a number of courses well beyond the minimum required; most take math in their senior years. There is general support for a strong math and science component in the curriculum for all students, but concerns were expressed that these math and sciences courses fit the needs of both students and society.

#### Delay — and a commission

Almost all speakers called for a delay in implementation pending a thorough investigation of the school system and many suggested that the time was ripe for a royal commission.

#### Streaming

The labelling of students and streaming into three tracks was attacked by almost everyone. Those tracks were viewed as a major flaw, a throwback to the 1950s and an inadequate, woefully outdated prescription for education in the 21st century.

Many presenters suggested that streaming would increase the number of dropouts, thus adding to the already onerous burden of unemployment on young people.

The ministry argument that streaming exists now was countered by the argument that it is unfair to equate course selection in particular subjects with wholesale direction into a particular stream.

Most critics questioned the amount of flexibility that students could have in moving among the streams or in preserving future options. Inherent in the streaming proposal is that students have to make momentous decisions at the age of 15 years. That proposal was almost universally condemned.

#### Electives

Some of the most forceful criticism of the paper was directed at this area. The proposals to increase the

# Streaming — "a woefully outdated prescription for education in the 21st century"

number of required courses and the streaming into "specialty" courses, with their attendant prerequisites will, if implemented, have dire impact on electives including visual and performing arts, home economics, industrial and business education. Fine arts was not included as a university option and most students would have so few electives available that further inroads into enrolment in those courses was inevitable.

The system of secondary education is a relatively closed one. Changes to the program have ripple effects. The number of courses, or the number of compulsory courses, has impact on other courses which, in turn, have impact on the judicious balance of the curriculum, the cost of new materials, equipment and facilities, as well as the availability of teachers and their preparation or retraining. Changes of any significance therefore should not be proposed without a careful analysis of their impact and a thorough airing of all the implications.

Others noted the impact on the concept of a balanced education, the importance of the arts in the curriculum, to the economy, and in life, and the inappropriate location of the fine arts outside the "university stream."

One of the most important effects of the changes would be to attack a very worthwhile principle, at present supported in schools, of advising students to try courses, to challenge them to sample courses from various areas of the curriculum. The new proposals suggest to students that they stick with a set course and not be adventurous in seeking interest and excitement in different disciplines.

Even the mildest critics asked for a relaxation of the number of compulsory courses, in order to "save" the electives and the values associated with them.

#### Physical education

The proposal to eliminate physical education as a compulsory subject met with stout opposition, particularly, but not solely, from physical education teachers.

The government appears to ignore the Platonic view that: "Bodily exercise, when compulsory, does no harm to the body, but knowledge which is acquired under compulsion obtains no hold on the mind."

Some eloquent pleas were heard at the forums for the preservation of physical education as a mandatory course, because of its generally beneficial effect on life and learning.

#### Career preparation

Many contributors were critical of the prominence given to this track, as at present it is estimated only three per cent of students are committed to those particular courses. They scorned what they perceived as the creation of third-class citizens. They noted the location of most of those taking career preparation programs — in large schools in the larger urban centres. There is a misleading implication that all schools will be able to offer everything when, in fact, and particularly as schools are losing staff due to the government's unemployment creation program, few medium-sized and no small secondary schools will be able to do so.

#### Small secondary schools

There were few favorable words heard from those living and working in districts with small secondary schools. Programs in those schools demand flexible choice for students. Some speakers forecast that it will take many of their students three years to graduate instead of two.

#### Special needs

Special-needs students are addressed in the vaguest of terms. Special-education teachers point out that this demeans these students as worthwhile members of the community, and curtails curriculum development and individual confidence-building essential to a successful program. Students should not be relegated to inferior status because they cannot conform to an arbitrary standard that is to be imposed on all.

#### Locally developed courses

A number of commentators pointed out that these proposals toll the death knell for locally developed courses because of the severe impact on electives. Many of those courses have significance in particular areas. It was pointed out on a number of occasions that, contrary to the assumption of the White Paper, the whole of rural British Columbia is not engaged in agriculture. What about fishing, forestry, and mining as acceptable course options?

#### Costs

Finally, many people at the meetings questioned the costs involved — where was the money coming from to provide the new programs and the new texts, to allow for retraining of teachers and to increase the number of science laboratories and career preparation facilities? It seemed massively ironic that the government could, on the one hand, reduce the dollars for education and, on the other, call for changes that would result in increased costs.

#### Summary and recommendations

The responses to the White Paper produced a remarkable consensus from most people in the education community, many of whom do not normally see eye-to-eye on things educational or political. They said:

Suspend the proposed changes and have a really comprehensive examination of the system. Recognize the profound changes that have taken place in society and the needs of all students in the province. Let us look forward rather than back. Stop making political mileage out of school programs. Stop tinkering with the curriculum and particularly be careful about the tracking and labelling of students, to their ultimate detriment.

The arts should have a more important place in the curriculum than is envisaged in the White Paper. We must change, but let those changes respond to present demands and future possibilities rather than nostalgic reaction.

People fear that the proposals would create a hierarchy of three classes of students. It would return us to the days of the "occies" (occupational students), the pariahs of the educational community, and schools would cease striving to become places where, in Carlyle's elegant phrase, each student can "become all that he was created capable of being."

#### Recommendations

1. Do not implement the changes proposed in the White Paper.
2. Reconsider the decision of the government not to participate in a commission on education.
3. Base reforms in education on reality, not rhetoric, on demonstrated needs rather than hidden pressures. Be critical of the system in an objective and constructive manner in order to harness the goodwill and skills of those who have to work with it.



President-elect Pat Clarke tries his hand at painting as the BCTF building gets a new paint job.

## Letters

### BCTF pornography paper too easily dismisses freedom of speech

I read in the May 17 *Newsletter* that the BCTF has submitted a paper to the federal government calling for a ban on pornography. I was dismayed.

I, like the authors of the paper, am opposed to violence against any person or group; but the Criminal Code already provides sanctions against violence. That pornography allegedly causes violence against women is a spurious argument. Firstly, there is little to suggest that the viewing of pornography is any better a predictor of violence in individuals than their astrological sign or, say, the consultation of chicken entrails. Secondly, the depicted recipients of sadomasochistic attentions in such materials are as often men as women.

But this question of violence is largely a smokescreen . . . I can see only one reason for wanting graphic depiction of adult consensual sex banned. Prudery. A deep assurance on someone's part that they know better than I what I should be allowed to read.

Nor does the protecting of the viewing sensibilities of children warrant this attempted intrusion on freedom of speech. Followed to its logical conclusion, we should then ban everything read/done/used by adults which is inappropriate in children . . . liquor, tobacco, automobiles, makeup and tasteless clothing . . .

This issue of freedom of speech, so lightly dismissed by the authors of the porn ban paper, is too lengthy to be adequately addressed in a letters column. What is better suited here is mention of federation unity. Education is now going through difficult times. Someone's pornography hobbyhorse is, being charitable, but distantly a concern of schools. I think the federation's time and credibility is well spent fighting ministry depredations upon educational quality, less so on divisive and unrelated concerns, however trendy.

David Danylyshyn  
Zeballos Elementary School  
Zeballos

### Dimsdale mistaken about Christianity and protest

Again we have a teacher trying to hide behind dubious principles (Patricia Dimsdale letter, *Newsletter* April 18, 1984).

Somehow an illusion exists that Christianity is against revolts or civil disobedience. Jesus Christ challenged the civil authorities of the day as well as the church authorities. For this among other things he was crucified.

Martin Luther King used civil disobedience to better the conditions for the Negroes of the U.S.A. Ghandi, though not a Christian, used civil disobedience to free the Indians of India from the imperial yolk of England. One could go on. Far too many Christians live in their comfortable cocoon while their fellow man goes through the gas ovens or has to face the fire hoses when exercising common civil liberties.

If one does not have the mental toughness to stand up to injustices, then one should not hide behind such phrases as "the children's undisturbed education," "my personal beliefs" (or comforts) "as a Christian."

By John H. Sutherland

In the March 29 *Newsletter* J. Exner states that as a pupil during the 30s he would have felt "a lot prouder of his teachers if they had shown some courage and had stood against the injustices they faced." I have been a full member of the BCTF for over 50 years and was actively involved for over 30 years, including the 30s. I can assure Mr. Exner that courage was amply evident at that time. And a more dedicated approach to federation affairs than that displayed at that time would be difficult to find. But there were serious difficulties to overcome before "the courage" Mr. Exner would have liked to see, I presume, could have led to anything but disaster.

In the first place organized action outside the Lower Mainland and Victoria was difficult to achieve. In 1938 membership had reached only 2,800, about 35 per cent of the total number of teachers. Locals were non-existent or weak — continuity of membership being largely absent, particularly in rural areas. Compulsory arbitration and legislated minimums of \$65, \$95 and \$100 per month had just been introduced and these the federation had still to capitalize on.

Federation fees were \$5 per year and these had to be collected by local officers. Funds were so low that when, as president, I visited the Okanagan to discuss pensions, my 16-hour bus journey had to be paid for with free advertising in the *BC Teacher*. The president still taught full time. It was not until the mid-50s that the president could assume full-time responsibility. Moreover the pension fund had collapsed.

## Unemployment wastes talent

It's a senseless waste of teaching talent and educational opportunities.

That's how unemployed teachers react to the provincial government's continued cutbacks which are forcing growing numbers of teachers out of the classroom. The government's policy only harms teachers and children, several unemployed teachers made clear in a presentation to the AGM.

One young elementary teacher, for example, described how her career hopes had been dashed after she graduated from university to face unemployment and, recently, welfare: "My last six years at university have been a total exercise in futility thanks to Bennett."

Another, who described having worked as a woodworker, millworker and garbage man but not yet as a teacher, protested the needlessness of the government's policy: "There are hundreds of millions of dollars available for reducing the B.C. Rail debt but not for the education of children."

It is to combat this difficult situation

that the BCTF has established support and advocacy teams for the unemployed. The two staff teams so far have held workshops in 10 communities around the province, involving teachers from 50 districts.

The purpose of the support team is to train local teams to extend both emotional and practical support to colleagues currently unemployed and to those who may be laid off in the near future. The practical support ranges from providing information on unemployment insurance benefits to sources of financial assistance.

The advocacy team has been training local representatives in using the grievance procedure and other means in fighting improper transfers and layoffs where seniority is abused.

"The aim is to help teachers weather this storm," said Mel Lehan, BCTF Unemployed Teachers' Action Centre coordinator. "We hope to make sure that every legal avenue is pursued before anyone is laid off and then to provide all possible support to those laid off."

The Dimsdale letter is very heavy on rights but very weak on responsibilities.

J. Exner  
Canalta Elementary  
Dawson Creek

### When should Christians disobey legislation?

I was particularly interested to read Patricia Dimsdale's letter in the April 18th *BCTF Newsletter* because it dealt with political issues from a Christian viewpoint. In it she wrote, "as a responsible citizen, it is against my personal beliefs to engage in illegal acts of civil disobedience." I too find that civil disobedience is a hard step to take; however, with

respect to a Christian viewpoint she errs by not taking into consideration the fact that there are two sides to this issue. The first is that Christians must obey civil authority. The second side is that governments abrogate their authority when they act in an ungodly way and in such a case must not be obeyed by Christians. This becomes evident when considering logical extremes such as Fascist Germany. The problem for the Christian then is to determine at which point legislation becomes ungodly, as opposed to ineffective, spiteful, or foolish.

Ernest Janzen  
J.L. Crowe Secondary Trail

## Courage made the BCTF

Because salary levels and working and living conditions were so poor in rural areas a number of courageous and dedicated teachers in these areas, with the aid of some urban teachers who had experienced these conditions, set up the Rural Teachers' Association. Gradually it gained strength and despite official opposition, began to influence the BCTF decisions.

A new approach to problems had to be thrashed out, one that was developed and supported by the members at large. In the early stages of its development the federation had to depend for progress on behind-the-scenes tactics by a few who had influence at higher levels. The negative approach of many teachers had to be reversed, a move that required courage and effort on the part of those who understood the true meaning of organization.

In the meantime many general members in the more consolidated areas and cities were adopting a more aggressive stance. The VSSTA, at an extremely well-attended meeting, adopted a resolution urging the federation to join the Trades and Labor Congress of Canada, a resolution that was finally adopted by the BCTF's AGM in 1942. At the VSSTA meeting the principal of one of Vancouver's largest secondary schools issued a threat to any members of his staff who would support the resolution. Despite the threat a large number of the staff of 64 voted in favor.

In 1938, as vice-president, I had one of the proudest experiences in my teaching career. After the compulsory arbitration act was passed, the Langley local was one of a number applying for arbitration; the Langley School Board

was one of the most difficult in the province. The teachers' salary committee chairman was Roy Mountain, (a man to whom federation members owe much). The chairman of the board visited each school to advise the teachers they would be fired if they joined the federation. Many of the teachers, being relatively inexperienced, did not know that such action was beyond the powers of the board. A general meeting of Langley teachers was called to take place at Roy Mountain's home at 8:00 p.m. I was invited to attend to explain the ramifications on behalf of the federation. When I arrived at Roy Mountain's home, there were present 35 women and three men. Despite the threat all had joined the BCTF through their local. I can assure Mr. Exner that those teachers displayed the kind of courage he was looking for. But organization and leadership made the display possible. Roy Mountain had provided the leadership; the federation had provided the organization.

At the time the Langley board refused to appoint a representative to the arbitration board; therefore the department of education made the appointment. The arbitration board made a unanimous award in favor of the teachers. Because the school board refused to pay the award, the Langley local had to go to court. The court ordered the board to pay. Compulsory arbitration, a definite step forward at that time, became an established part of the salary bargaining process.

John Sutherland, now retired, was president of the BCTF in 1939-40 and president of CTF in 1941-42.

<sup>7</sup>A reference to the provincial tour made by the Honourable Brian Smith, then minister of education, in 1980.

## New deadlines set for bargaining phases

The provincial government has passed amendments to educational statutes that set new bargaining timelines.

The amendments provide that boards and associations must, by September 20, serve notice to continue 1984 contracts into the first six months of 1985 or negotiate new agreements for the first six months of 1985. In line with the September 20 opening date, the old timelines (November 15 arbitration, December 7 chairperson, January 1 arbitration award) will continue to apply to the contract period covering the first six months of 1985 only. Thereafter, the following dates come into effect January 6, 1985:

Notice of opening	<b>March 1</b>
Arbitration	<b>May 1</b>
Arbitration award	<b>May 31</b>

Other amendments effect the budget timelines. The budget year becomes a "fiscal year," **July 1 to June 30** from a calendar year, January 1 to December 31. The ministry will collect enrolment data twice a year — **January 31** data and **September 30** data instead of only the September 30 figures collected in past. The school board shall submit its annual budget for the next fiscal year by **March 15** rather than February 15 as it is now. The period commencing January 1, 1985, and ending June 30, 1985, has been declared a "transitional period." Boards will prepare and submit a budget for this period by February 15, 1985. By May 1, 1985, school boards must adopt two budgets — the transitional budget January 1 to June 30, 1985, and the next fiscal year's budget July 1 to June 30, 1985/86.

The changes are indeed significant for teachers. Among the more significant aspects are:

- Boards and associations are obviously being encouraged to extend current contracts through to **June 30, 1985**, even though the CPI is continuing to rise, interest rates have gone up, and the trend of settlements is for at least four per cent (IWA, pulp and paper, BCGEU, newspaper unions).

- The legislation provides for two sets of negotiations within a few months (arbitrations will conclude in December, bargaining will reopen in March).

- The extremely brief period for the total arbitration process will make it difficult to establish tripartite boards, with a mutually agreed upon chairperson.

The federation is advising all local associations not to get into fall bargaining before September. It is critical that locals wait until the summer bargaining conference for a full discussion of objectives and strategy.

## Pension reinstatement possible for members who obtained refunds

Many teachers who previously took refunds of pension contributions may be eligible to reinstate their earlier service by repayment of the refund. Please refer to page 87 of the Members' Guide, call the federation or write to the Superannuation Commission for information.

Some teachers have been advised they could reinstate only a portion of their previous service because they could have 35 years of new service by age 65. These teachers, if they retire before age 65 should, just prior to retirement, request permission to reinstate the balance of their earlier service.

## Saskatchewan changes pension service rules

The May 17 *BCTF Newsletter* indicated ex-Saskatchewan teachers may be able to use their total teaching service in all provinces to qualify for a Saskatchewan pension provided they returned to that province for 60 days of teaching. Effective January 1, 1985 this requirement has been changed to one full year of teaching.



*BCTF volunteers have assisted the successful Canadian Farmworkers Union program to improve the English skills of immigrant farm workers in the Fraser Valley.*

## Educators must lead in ending discrimination

**Ed May**

*Racism committee coordinator*

"Equality Now!" the *Report of the Commons Committee on Visible Minorities in Canadian Society* challenges educators to meet the needs of a multi-racial society or be swept aside as being irrelevant.

Published in March, the *Report* represents five months of public hearings across Canada by an all-party parliamentary committee. After hearing hundreds of briefs, the committee concluded: "Visible minorities are, in fact, the invisible members of our society. Canada will be the ultimate loser if we do not take advantage of the skills and abilities which visible minority Canadians have to offer."

Nowhere is this warning less heeded than in our public school system. The *Report* devotes Chapter Six to the failures of our schools to provide equality of opportunity for Canadians whose skins are not white. Beginning with a call for race relations policies at the local level, "to create learning environments characterized by sensitivity, tolerance and respect," the *Report* urges re-examination of curriculum practices, improved communications between schools and ethnic communities, major educational cam-

paigns for responding to racism in schools, teacher education programs, and a meaningful role for non-white Canadians in the school system.

None of these recommendations breaks new ground. Indeed, the BCTF's Committee Against Racism has been saying all this and more since 1975. Now a *Report* based on a nation-wide survey has emphasized the need for change in our school system. No longer can we rely on the efforts of individual teachers to combat discrimination in our schools.

For, if changes do not come soon, we educators will face yet another threat, this time from communities which, having grown weary of being eternal outsiders, will start their own school systems. As a witness before the commission stated: "The present time is crucial for education because I fear that discrimination is on the rise in Canada."

Read the *Report*. Then work for change. Now!

*Copies of the Report can be obtained by writing members of parliament or: Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec K1A 0S9.*

## BCTF makes staff changes

The federation's professional staff complement is being reduced. Changes in some staff positions have recently been made to cover the new arrangements.

In the bargaining division, **Ken Novakowski** and **Steve Norman** have both been reappointed for two-year terms. Novakowski, a secondary social studies teacher, is a former president of the Langley Teachers' Association; Norman, an elementary special needs and P.E. teacher, is a former BCTF first vice-president.

Newly-appointed to a one-year term in the bargaining division is **Geoff Peters**, an

elementary teacher and former president of the Coquitlam Teachers' Association.

Two new appointments have also been made in the professional development division. **Anita Chapman** has been appointed to a two-year term and **Mike Lombardi** has been appointed to a 11-month term position. A Kitimat secondary science teacher, Chapman is president of the Kitimat District Teachers' Association and a former PD associate; Lombardi is a Coquitlam intermediate teacher, former Coquitlam Teachers' Association president and is co-chairperson of the BCTF Professional Development Advisory Committee.

## Vacancies

### Teaching positions open

**School District #49  
(Central Coast)  
Sir Alexander Mackenzie  
Secondary  
Bella Coola, B.C.**

The following staff are required for September:

1. Qualified Counsellor with PED and some English or special education — continuing position.
2. A combination position of elementary school computers and secondary art with some English. This is a temporary position to June 85.
3. We may have a position for a mathematics etc. combination. This may be a temporary or continuing position.

For further information on the above positions contact the principal at 982-2355 (school) or 982-2574 (home).

Send application and supporting documentation immediately to:

Tom Good  
District Superintendent of Schools  
7451 Elmbridge Way  
Richmond, B.C. V6X 1B8  
Interviews will be held in Richmond or Bella Coola.

### PD Associates

Qualified candidates are invited to apply for the position of Professional Development Associate.

**Professional Development Associates** are outstanding classroom teachers who are selected to take special training with the BCTF and provide their services voluntarily as workshop leaders/facilitators.

For the past six years PD Associates have provided exceptional service to BCTF members in leading a variety of Professional Development workshops.

Consideration will be given to the following factors in the selection:

1. **Professional credentials.** Candidates should possess a valid B.C. teaching certificate, have five years' successful teaching experience, and be acknowledged by their peers as outstanding teachers.

2. **Academic credentials.** Candidates should possess a recognized undergraduate degree.

3. **Leadership qualities.** Candidates should have experience with teacher groups, community groups, trustees or parents, and should exhibit qualities of leadership and skill in working with adults.

**Training.** Candidates must complete successfully an intensive training course, scheduled for August 15-17 at UBC. Expenses of participants will be paid by the BCTF.

**Commitment.** Teachers selected to become PD Associates will be asked to commit themselves to at least five days of service for the BCTF during the school year. All expenses for providing these workshops will be paid by the BCTF. There is no honorarium but additional training will be available during the year as recognition for this voluntary service.

**Inquiries.** Requests for further information and application forms should be directed to: Marie Kootnikoff, Division of Professional Development, BCTF, 2235 Burrard Street, Vancouver, B.C. V6J 3H9, 731-8121 or 112-800-663-9163.

The competition closes **June 22, 1984.**