

# Overcrowded classrooms protested

Two out of five elementary classes and one of five high school classes in the B.C. public school system are overcrowded.

Some classes have more than 40 students.

These are some of the findings of a comprehensive class-size survey just completed by the B.C. Teachers' Federation. The survey covered 10,513 elementary classes and 39,151 of the secondary level, or approximately 82 per cent of all schools in the public education system.

"This survey," said BCTF President Pat Clarke, "confirms our fears that cut-backs in school funding have seriously eroded the conditions in which we try to educate our students."

The survey identified 4,379 elementary classes and 7,305 secondary classes whose size exceeds the standards set by the BCTF. These professional standards are: 20 students for kindergarten classes, 25 for primary grades, 10 students for special classes, and 30 for all others.

The School Act sets size limits only on split classes involving kindergarten and other primary grades. Forty of such classes exceeded the legal maximum of 25 students at the time the survey data were collected in October, but Clarke said about 15 of these classes have since been brought under the legal limit.

In the elementary schools there are 118,140 students in oversize classes by BCTF standards. At the secondary level the total is much higher: 242,599 students.

There are oversized classes in all secondary subjects, ranging from 43 per cent of special-education classes down to less than 1 per cent of industrial-arts classes. There are more than 22,000 students in science classes of 30 or more, most of them crammed into science labs built for 24. There are also about 3,600 home-economics students and almost 1,200 industrial-education students in overcrowded

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## BCTF Newsletter

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### Superintendent hits ministry textbook delay

A school superintendent has criticized the Ministry of Education for continual delays in replacing a biology textbook that is now 20 years out of date.

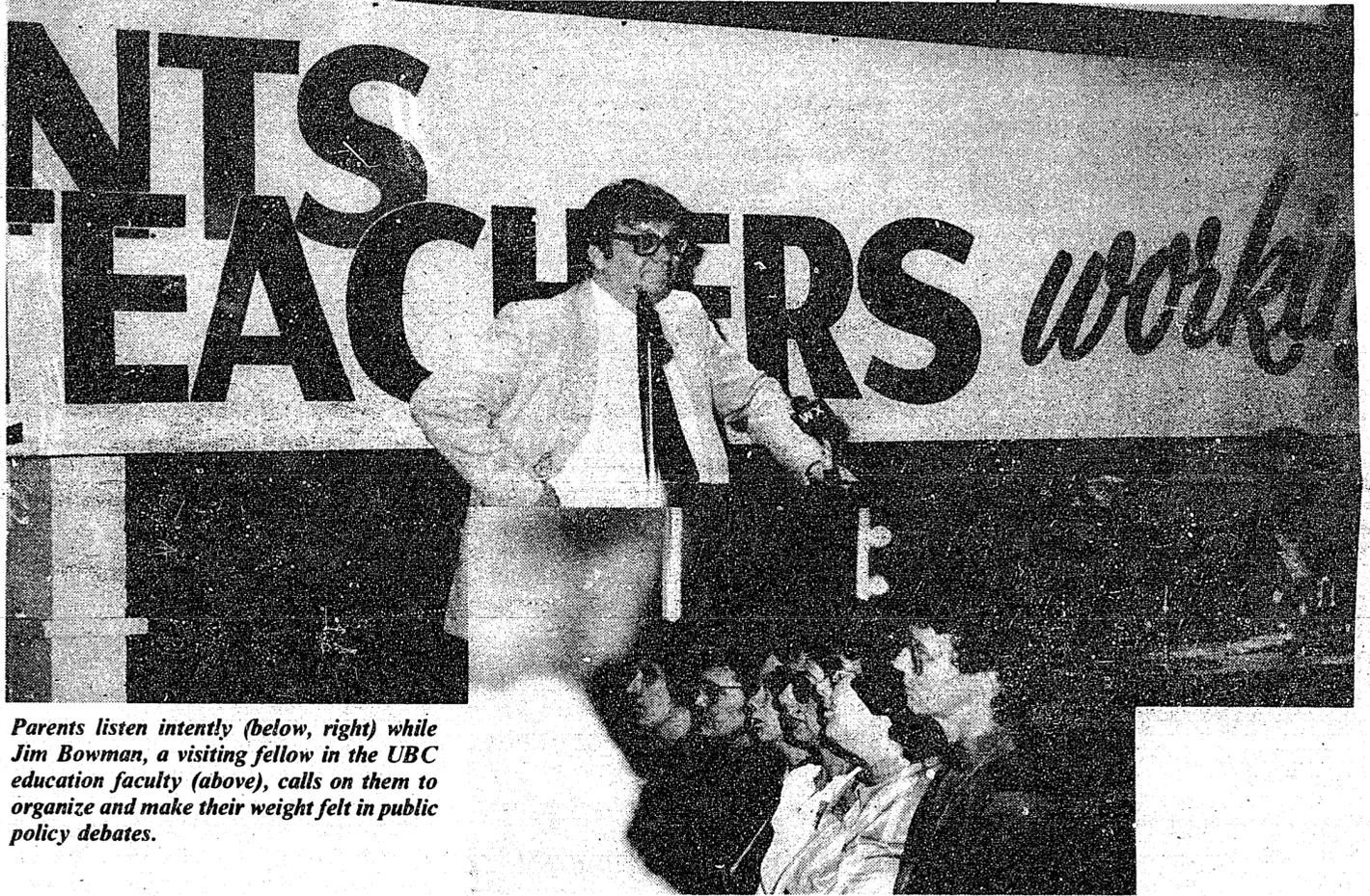
Michael Marshall, superintendent of schools for the Gulf Islands and a former biology teacher, made the remarks in a panel discussion on November 3 at the Science Spectrum '84 symposium at UBC, attended by more than 500 science teachers.

Marshall, who elaborated on his comments in a later interview, was referring to the delays in replacing the Biology 11/12 textbook which is still in use in the schools despite having originally been printed in 1963 and only slightly revised in 1973.

"We don't have time to sit around waiting for curriculum to come out 10 years from now," he said. "If it's too big a job for the ministry — let us handle it."

Marshall, who noted that teachers were also complaining of the same problem in other levels of science, said a joint Kelowna-North Vancouver-Prince George pilot project had shown teachers were

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Parents listen intently (below, right) while Jim Bowman, a visiting fellow in the UBC education faculty (above), calls on them to organize and make their weight felt in public policy debates.

### Parent-teacher conference told:

## Organize to save schools

Organize, demand to be heard, criticize the government when it's wrong, expose cabinet ministers when they stray from the truth — but exercise your rights as citizens in a democracy.

That is the only way for parents to defend public education from its attackers and to ensure that it continues to serve the needs of all children.

This was the dominant theme running through the discussions at the BCTF Parent-Teacher Conference in Richmond on November 2-3 which attracted more than 250 parents and teachers from all over B.C.

The tone was set by Jim Bowman, a visiting fellow in the UBC faculty of education, in a keynote address in which he expressed concern at the "new mentality" dominating B.C. politics "which regards victory at the polls as everything — the quadrennial Super Bowl" and in which the electoral winners do not see themselves as temporary custodians of our cherished democratic system, "nor do they seem to appreciate that peaceful dis-

sent keeps the political system healthy."

Bowman, on leave this year from his position as director of the BCTF government division, launched a counterattack on current critics of public education whose litany of complaints about lack of discipline and falling standards, he said, betrays "a nostalgic yearning for an academic nirvana" that never existed.

He said critics of public school standards frequently base their arguments on inaccurate comparisons with other countries and fail to acknowledge the transformation in Canadian society over the past few decades. Criticism that high youth unemployment is due to public school "failure to teach 'marketable skills' should be treated with less than contempt", said Bowman, who equally scornfully rejected current pressures for streaming as self-serving elitism.

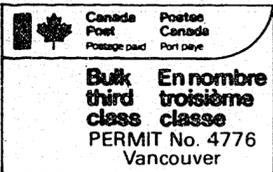
Bowman pointed out that the public delivered a strong message to the Minister of Education in the White Paper hearings — that B.C. society today is vastly different than what it was in the 1950s and that

we need a comprehensive review to prepare education for the future — which requires urgent action. But to achieve this, he said, we need a new spirit of consultation rather than the government's preference for arbitrary dictates.

"But I am frightened that the government has been seduced from its once-populist bed by the blandishments of those corporate Rasputins who have their ear," he said, noting that the government's adherence to laissez-faire economic doctrines has profound implications for public education.

"The glorification of privatization and its attendant financial support for discriminatory entrance, the rigid centralized control of school finance and programs, the constant use of image words such as rigor and discipline, the reduction in student aid, the emphasis on streaming and achievement tests, are all out of the same stable," Bowman said. "The seeds of a docile work force are sown in schools."

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

## Public protests blocked "streaming"

Strong public and teacher protests have saved secondary schools from having student streaming introduced, says BCTF President Pat Clarke.

Clarke said he was pleased that the outcry had persuaded the ministry to drop its streaming proposal as it would have been "detrimental to a great many students." The concept, proposed in last spring's White Paper, "Grad '87", called for students to be streamed into arts and science, applied arts and science and career preparation programs.

Clarke was commenting on Education Minister Jack Heinrich's announced revised secondary school requirements. He said the minister's changes "won't change the school system much. Basically he is mandating what is already common practice in most schools and for most students."

Under the circumstances, he dismissed the minister's suggestion that the new requirements were introduced to "toughen up" the system as involving more image than reality. "This is a political exercise," said Clarke. "It's an attempt to use the education system to gain political favour with the public. The government has been doing that all along with the education system, setting up straw dogs and then flailing away at them."

Among difficulties he foresaw with the new plan, Clarke said he was concerned about the preparedness of any new senior secondary math and science curriculum, questioned whether the government had given sufficient thought to teacher re-training programs to meet the needs of the new programs and strongly opposed the downgrading of Physical Education 11 from a compulsory to an elective course.

The changes to graduation requirements approved by the minister include:

### Pension improvements gained in negotiations

The federation and the Provincial Secretary have agreed on a number of significant improvements to the Teachers' Pension Plan.

BCTF President Pat Clarke and First Vice-President Elsie McMurphy together with Tom Hutchison and Bruce Watson of the government division met on October 2 with James Chabot, provincial secretary, John Cook, superannuation commissioner and Bob Pecos, deputy provincial secretary.

As the thrust of the requested changes is to update the plan and to ensure continued equity among all plan members, the president urged Chabot to have our pension act opened at the next sitting of the legislature and to have cabinet approve the required orders in council as quickly as possible.

Agreement has been reached on the following major changes:

- improvements in the reinstatement provisions for teachers who have had periods of absence and who left their contributions in the plan;
- provision for the option of a 15-year guarantee;
- provision for adjusting salaries of part-time teachers to reflect real dollar earnings during the final five years (making pensions of part-time teachers proportionate to those of full-time teachers);
- provision for retroactivity in the granting of a pension through appeal to the Teachers' Pension Fund;
- earlier payment of refunds;
- indexing of the CPP adjustment factor in the same manner as the basic pension.

Discussions are continuing on an amendment to the act which would permit teachers to receive a portion of their

- all students will be required to take one math and one science course in Grade 11 (new courses to meet the whole range of student ability are to be developed over the next two years);
- Physical Education will be changed from a compulsory course in Grade 11 to an elective;
- students who achieve a B average or better will have an "honours" notation placed on their records;
- all students must take a minimum of

14 Grade 11 and 12 courses and must pass 13;

- students must complete four 12-level courses each having a Grade 11-level prerequisite;
- language offerings will be broadened to include Japanese and Mandarin Chinese.

The minister has promised to consult with superintendents, principals and teachers in developing implementation procedures.



Education Minister Jack Heinrich announces new "tougher" graduation requirements, promptly panned by BCTF President Pat Clarke as a "political exercise."

pension while working less than full-time. It is hoped that work on this plan would be completed in time for legislation early in 1985.

Work is still continuing on a revised portability agreement to permit teachers to move between provinces with less of a loss of pension service than now occurs.

### Ontario teachers win 4% increase in '84-85

While teachers in B.C. face a third year of tight-fisted restraint, their counterparts in Ontario are making real gains in the salary area.

According to information received from the Ontario Education Relations Commission, teacher contracts for the 1984/85 year are averaging out in the four per cent range. As of the end of October, 60 bargaining units out of a total of 200 had settled. In some units, such as Atikokan and London Secondary (the latter covering about 1,000 teachers), the increases have been as high as 7.5 per cent.

This past year the Ontario government set a public sector increase target of five per cent in total compensation increases. However, given that benefit increases and accumulated increments are not represented in the four per cent teacher salary average, the commission noted that most teacher settlements in the province are breaking through the government target. The 1984/85 salary increases come in the wake of a mandatory five per cent hike (exclusive of increments or benefit changes) registered in the previous year. In effect, the provincial trend in salary negotiations shows that Ontario teachers have been largely successful in safeguarding real income levels over the past two years.

### Survey finds gov't lags in buying school computers

There are now about 6,000 microcomputers in the classrooms of B.C. public elementary and secondary schools. The number has doubled in a year, according to a recent BCTF survey.

One-fifth of the computers were purchased through school-based fund-raising, pointing to the growing trend toward private expenditures on education in B.C.

"Teachers must be congratulated for showing leadership in this accelerating field of technology," says Nancy Flodin, the BCTF staff member working with the Task Force on Microtechnology in the Schools. "Of those districts that reported in our survey, 86.7 per cent named classroom teachers as in-service leaders in computers in education."

The task force will be discussing the survey results at regional meetings throughout B.C. in November. It hopes all locals will have a representative at those meetings.

### December 15 deadline for AGM resolutions

The deadline for AGM resolutions is December 15, 1984. For your information, the procedure for AGM resolutions, 2.C.04, page 12 of the *Members' Guide* is printed below. You should check also 9.B.06, page 27 on resolutions affecting curriculum and 2.C.02, page 12 on the relationship between BCTF committees and resolutions.

2.C.04—(a) That to be acceptable for consideration by the AGM, a resolution must be published in *Reports and Resolutions*, or be a "late" resolution.

(b) That to be acceptable for publication in *Reports and Resolutions*, a resolution must meet the following criteria:

1. It is sponsored by a local association, a sub-local association, district council, provincial specialist association, the PSA Council or those members classified as unattached members, provided that, should an individual member or a group of members, after having tried to do so, fail to obtain the endorsement of the local association, sub-local association, district council or PSA concerned, a resolution may be accepted without endorsement.

2. It is submitted to the BCTF office on or before December 15.

3. It does not call for reaffirmation of present policies or procedures.

4. It is submitted with a supporting statement containing evidence and argument in support of the resolution.

5. The supporting material does not appear in a series of clauses introduced by "whereas."

(c) That adoption of a resolution by the AGM does not imply adoption of any supporting material.

If you have any inquiries, contact Tom Hutchison, government division, BCTF.

### Gov't okays increase in pension interest

The provincial government has approved a federation request to change the amount of interest to be credited when a teacher takes a refund of pension contributions and makes extra voluntary contributions to the pension fund.

Previously the refund interest rate was 3 per cent to December 1974 and 4 per cent thereafter. The rate on extra voluntary contributions was 6 per cent. Effective January 1, 1985 the interest rate for both will be 6.75 per cent.

The interest rate will now be set annually based on the lower of the net earned rate for the pension fund or the average non-chequing savings account rate used by 3 major banks at the end of each calendar year. In any event the minimum interest rate will be 6 per cent.

The draft regulation had been in front of government for some time and was reviewed again with Provincial Secretary James Chabot at a meeting with Pat Clarke on October 2.

"I am very pleased that this order was approved so quickly after our meeting," said Clarke, "and hope that our other requests for changes to the pension plan are acted upon in the same expeditious manner."

## 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 Newsletter Editorial Advisory Board, which reports to the Executive Committee, serves in an advisory capacity, assisting the editor in interpreting and implementing newsletter policy.

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. Letters to the editor and signed articles contained herein reflect the views of the authors and do not necessarily express official policy of the BCTF. Unsigned articles are the responsibility of the editor.

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## Parents urged to counter gov't misinformation

From page 1

He emphasized that the public school system's role is not to produce obedient workers but to educate individuals in responsible citizenship and critical thinking. Bowman went on to say that if parents and teachers want schools to continue in this role they must make their weight felt by taking a more active, responsible part in public policy debates.

"If [the government] doesn't want to examine the great issues of the day, let's do it without them" said Bowman. "If they want to hold meetings on revising the School Act, let's help them out. Once they venture out of Victoria, they're in that part of the political system in which you operate. The schools belong to students and parents and teachers, not to ideologues and bureaucrats. And I have no fear that once they are in your territory, they'll come off second-best in any argument."

In a panel discussion on "Organizing for advocacy", delegates got down to specifics on this theme.

Mildred De Haan, a social worker serving as consultant-advocate for the handicapped with the Simon Fraser Society in Coquitlam, outlined her experiences in working with parents on the issue of integration versus segregation of handicapped children. She emphasized the importance of parents organizing an advocacy network, gathering information ("I believe the only way to change systems is through knowledge"), committing themselves to the struggle and becoming assertive about the rights of their children.

"Sometimes as citizens we're a bit like sheep," she said. "We don't challenge and question enough."

BCTF Status of Women member Kim Lyster, an unemployed teacher currently active with the Unemployed Teachers' Action Centre, suggested the provincial government had successfully used a divide-and-conquer technique to make individuals feel powerless in the face of what was being done to education. But anger can be a key catalyst to action, she said, and there is a lot of it about: "To be a teacher and a parent in B.C. today is to be in a constant state of rage."

In urging the value of parents' advocacy networks, Lyster stressed the need for setting realistic goals, developing clear plans and strategies and developing alliances with supportive groups in the community.

Simon Fraser University professor Dr. Bob Walker explained that he had got involved fighting the government's education policies after becoming incensed at its "silly" White Paper on secondary graduation requirements which would affect his son. Walker found it full of "logical inconsistencies" and "incredibly bad grammatical constructions" and would have failed any university student handing in such a paper.



SFU education professor Bob Walker documents for the conference several cases in which he found provincial cabinet ministers spreading misinformation about education issues.

He said he had done some research and found that the White Paper had been written by retired educators, "known ardent Socred supporters", and that it had been based on the United Kingdom's 1944 Education Act. Professor Walker and two colleagues then met with a *Vancouver Sun* editor whose initial reaction, said Walker, "was that if you're criticizing it, you must be NDP." He said they spent a couple of hours convincing the editor that this was "not a political battle, but a battle for common sense", a battle to stop education from being rolled back-

many frills", were contradicted by a 1981 report of his ministry, *A Widening Gap*.

"It said that since 1969 B.C. universities have been very severely under-funded in comparison with every other province in Canada," said Walker. The figures showed that while other provinces provide about 40 per cent of university funding, he said, in B.C. the provincial government pays only 11 per cent with 89 per cent of the funds coming from Ottawa.

Professor Walker said that when challenged on this, the government claimed it had to take money from education

### "To be a teacher and a parent in B.C. today is to be in a constant state of rage."

ward in time by a document that "was not just incompetent but silly."

The editor was eventually persuaded, said Walker and he and his colleagues wrote an article attacking the White Paper and the *Sun* followed up with two critical editorials. It all had some effect on the outcome, he said.

During the recent federal election, he went on, he and some SFU colleagues did some research on federal university financing to pin candidates down on their position. Walker found that Universities Minister Pat McGeer's public statements that B.C. universities were not underfunded, that they were "fat" and had "too

because the federal government had reduced its grants for health, but the latest federal financial statements contradict this, showing increases in federal funding for health, post-secondary education and human resources of 6 per cent last year and 9 per cent in the previous year.

"You see, we're fed with misinformation," said Walker. "And I think that one of the things we should learn from this is that we can counteract this misinformation with facts. There are public records to which we can go to get these facts."

He went on to de-bunk some myths about the greater rigor of Japanese education frequently advanced by education

ministers in support of measures to toughen up B.C. education. Drawing on information from the Japanese consulate, he said, in the first place, Japanese children do not go to elementary school longer than B.C. children. "In fact, not until they are nine would they go to school for as long as children do in B.C." B.C. children do not spend less time on language and mathematics than the Japanese. "Totally untrue. We spend exactly the same time on mathematics, except at the very early stages; in the early stages the Japanese do spend a little bit more time on mathematics. We spend about 80 per cent more time on language than the Japanese do." Nor do the Japanese downplay art, music and the fine arts generally, as about one-quarter to one-third of their timetable is devoted to these subjects compared to about 15 per cent in B.C. "Mathematics and language are by no means given prominence in the Japanese curriculum because the Japanese maintain that they want people who have experience and know how to think in all subject areas."

Professor Walker urged parents to use the public records to counter the misinformation frequently coming out of Victoria, to expose blatant falsehoods with the truth. "Surely we have that freedom in a free and democratic society," he said, despite some "sinister moves to imply that anyone who calls them a liar must be either communist or NDP — or a bad British Columbian."

In winding up, the conference appeared to have achieved its aim of bringing together parents and teachers to exchange views, gain information and begin the process of developing a network of informed people to speak up for public education. From small group discussions, delegates shared information on current local parent networks and made recommendations for expanding them. Many parents expressed interest in becoming involved in the B.C. Home and School Federation.

In concluding remarks, Gwen Chute, B.C. Home and School Federation president, welcomed this interest. "I hope that if you choose to join," she said, "it will not be a token gesture, but a real commitment to the goals of the federation." She pointed out that the organization's forerunner, the PTA, used to pack a lot of clout with the education ministry, being frequently consulted on major policy changes. "It would be awfully nice," Chute said, "to see that happen again."

BCTF President Pat Clarke emphasized the importance of joining together to form networks in support of public education. "I hope you realize that we can help each other," he said. The BCTF has information and resources it is willing to devote to assisting the development of networks supporting public education, he said, but parents will have to play a leadership role.

## 350,000 students face crowded classes

From page 1

classrooms, using kitchens and shops mainly designed for 24 students.

"We're concerned about the safety of these students," said Clarke. "In overcrowded labs or kitchens, or shops where high-speed power tools are used, or even in art workrooms, there are many hazards for students. If the teacher can't keep an eye on them all, the potential for disaster is always present.

"We will be calling the attention of our members to these potential hazards, and if any teacher feels his or her working conditions are dangerous we will support them in trying to get the situation improved.

"The problem is not lack of space or facilities," said Clarke. "Many schools today have unused classroom space. The problem is a lack of teachers.

"In the last two years the public school

system has lost 2,500 teachers — one out of every 12 — because of cutbacks in funding.

"If the cutbacks continue at their present rate, we will lose another 1,500 teachers in the next two years.

"And all this is happening at a time when the decline in enrolment has ended in B.C. and all indications are that there will be more, rather than fewer, students in the system each year form now on."

Clarke said the 10 school districts with the largest secondary classes are (in descending order) New Westminster, Vancouver, Delta, Courtenay, Abbotsford, Coquitlam, Maple Ridge, Langley, Nanaimo, and Qualicum. Those with the largest elementary classes are Vancouver, Prince George, Armstrong, Fernie, Abbotsford, Langley, Courtenay, Delta, Qualicum and Bulkley Valley.

# One day in a continuing campaign of concern

It was the Day of Concern but it was not just one day of concern.

October 24 was only a focal point in a continuing campaign of concern about the fate of public education.

On that day, all over the province teachers, parents, students and others concerned about education carried on the campaign to inform the public of the damage being done to their education system by government cutbacks.

"Our feeling is that we have to engage in a long-haul appeal to the public to explain the results of funding cuts," said Jack Finnogson, spokesperson for the Defend Education Services Coalition, organizers of the Day of Concern. "You can't do it in a single glamorous event, you have to do it in a long-term campaign at the grassroots level."

It began at the top with BCTF President Pat Clarke seeking a meeting with Premier Bill Bennett, who was unavailable due to a cabinet meeting, but who left the door open for a possible later meeting. Instead, Clarke met with the NDP caucus and had a wide-ranging, "productive" discussion of education issues.

Characteristic of the many events staged around the province was the education forum organized by DESC at Capilano College in North Vancouver on October 23. More than 200 students and faculty turned out to hear and react with a panel discussing the impact of cutbacks on the community college and public education systems.

The lone panelist arguing in favour of "restraint" was Jack Davis, Social Credit MLA for North Vancouver-Capilano, who said that with B.C.'s stagnant economy and high unemployment now was not the time to raise taxes for higher education spending. He said he did not believe there was "a clear link between money and the quality of education" and, citing personal experience in a one-room school and large university classes, added that he was also "not really impressed by the argument that class size is crucial."

Davis said education was having a lean time now but had not done badly in the recent past. "The dollars out there for



It's essential that we aim at long-term solutions to the education crisis, NVTA President Andy Krawczyk told the forum.

education in this province are running constant," he said. "They jumped 20 and 25 per cent in several years in the early 1980s; they're zero per cent this year. Tough luck."

He went on to suggest that a "voucher system" for education might be worth considering. Under this, parents or students would be given vouchers entitling them to government grants to obtain their own education. "We've got a system now where the suppliers of education tell us what the problems are, how much more they want to get next year and so on, but the consumer has very little effective say," Davis said, "and I'd like to see a little more of that."

Mark Rose, NDP education critic, told the audience he was concerned with the attacks on public education and the attempts to "return to the good old days of the little red schoolhouse."

Noting that all other provinces but Newfoundland spend a greater proportion of their gross provincial product on education than does B.C., Rose said he could find no justification for the government cutbacks except "ideology." He said the education system had suffered drastically from the cuts, coupled with inflation, and yet the government intended to cut further.

"The cutbacks in the public school system over the next three years, when you

include inflation, is going to amount to a savage 20 to 25 per cent," said Rose. "That concerns me."

He went on to attack the Bennett government's diversion ("27 million last year") of federal funds for education to other purposes, the centralization of control of education in Victoria, the government-forced "privatizing" of some college vocational courses ("privatized at four times the cost to students") and the elimination of financial assistance to students.

Stressing that there must be no retreat from support for public education, Mark Rose said: "I think we should be working towards a system in which the insitution fits the needs and talents of every man's child, because every man pays taxes."

Dr. Leo Marshall, superintendent of North Vancouver schools, attacked the impression being conveyed by the news media that the public education system was inefficient, self-serving and failing to do a proper job.

Referring specifically to North Van-

couver, he cited the dropout rate (45 per cent less than the provincial average), Grade 12 exam results (more "A"s and "B"s than the provincial average), scholarship results (11 per cent winning scholarships compared to three per cent province-wide) and a public attitude survey (90 per cent indicated satisfaction with their child's school).

But Dr. Marshall warned that the cuts had gone far enough and that if the government enforces its ordered further \$5 million cuts in North Vancouver the quality of education will seriously suffer. "North Vancouver schools are doing a fine job on any measure applied to them," said Dr. Marshall. "They can do an even finer job and we'd like to see them do it, but they won't do it if the resources available to them are further reduced. There is no doubt in my mind that that is so: we cannot do better with less."

Capilano College faculty representative Gordon Wilson criticized the government's priorities as expressed by Jack Davis. "I find it really difficult to understand the thinking of an elected official who says we cannot increase taxes on people who are working, but we are able to tax the people who aren't working, and that's collectively most of the students of this province by increasing their fees by 30 per cent."

Wilson went on to condemn the government's drive to have the education system produce more technicians and managers, arguing that what is needed instead are more critically-minded thinkers capable of finding solutions to the province's problems.

Andy Krawczyk, president of the North Vancouver Teachers' Association, spoke of the concern and frustration of teachers faced with larger classes, heavier workloads, curriculum changes — and continuing denigration. "We're getting philosophical attacks on the public education system, we're getting financial restraints and we're being asked to somehow live up to the expectations of a public that forgets the role of public schooling as opposed to private schools."

Krawczyk called on teachers to give leadership in finding a long-term solution to the crisis. "We as educators should not copy the mistakes that have got us here by attempting short-term solutions to the short-term problems of deficits," he said, "but rather challenge ourselves to come up with a long-term solution and with the challenges of a new society so that we can in fact lead society out of the problem rather than continue to repeat it."

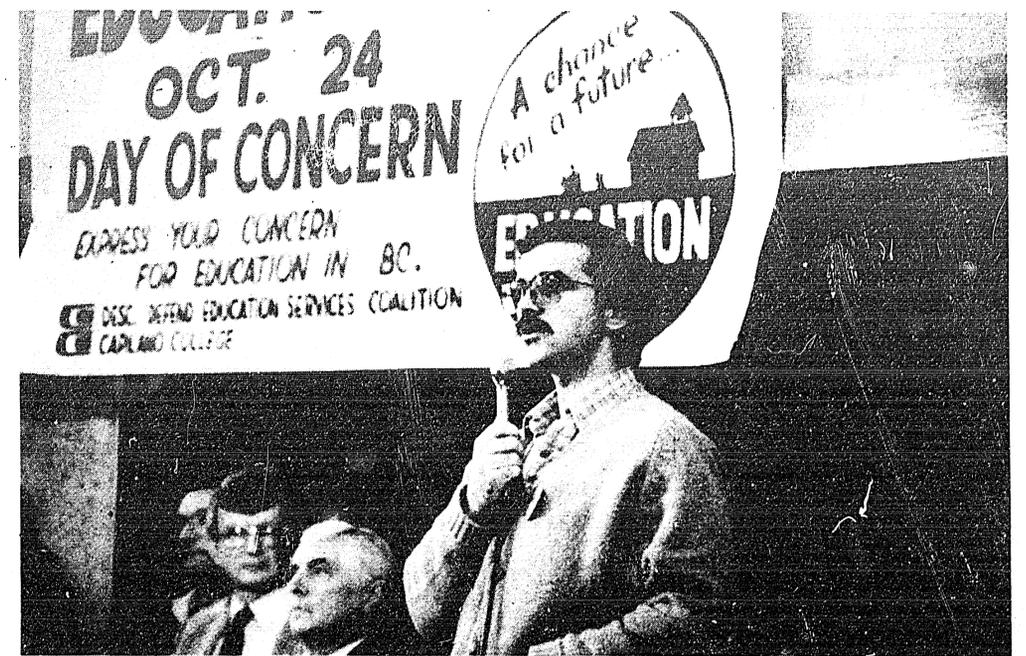
## Farm ESL Crusade expands classes, seeks more tutors

The Canadian Farmworkers Union is expanding its ESL Crusade and is seeking new tutors for this year's program.

Now in its third year, the farmworkers ESL program is being increased to 16 classes and motivated tutors are being sought to assist new Canadian farmworkers acquire English language skills. English skills are vital to enabling these workers obtain their rights and improve their working conditions.

The ESL Crusade begins with two orientation and training sessions in the second half of November. Classes will run twice a week until the middle of May, when the farmwork season begins again. Class times are set at the convenience of students and tutors and the expected time commitment for instructors is about eight hours a week, including class preparations and monthly workshops.

Teachers interested in more information are urged to call David Jackson at the Canadian Farmworkers Union office: 430-6055.



Capilano College faculty spokesperson Gordon Wilson condemned the government for refusing to increase taxes on the employed for education, while increasing the fees of students.

Similar educational efforts — both Vancouver and Douglas colleges also held forums — were launched around the province. Elsewhere they ranged from distribution of pamphlets to media appearances to street theatre.

Burnaby Teachers' Association presented a brief on the educational impact of large classes and declining support services to its board, while Surrey Teachers' Association and Kwantlen College Faculty Association combined in a brief calling on the provincial government to change its education finance policies.

The highlight of the Greater Victoria Teachers' Association effort was a very successful, extensive letter-writing blitz on the part of parents, teachers and school support staff, expressing their concerns about education to the Minister of Education. In Kelowna, the high point was a public meeting addressed by Past President Larry Kuehn which drew 400 people.

In Prince George, the Day of Concern was the kick-off of a three-week awareness campaign running up to the school board elections. It involves advertising,

media appearances, distribution of fact sheets on the impact of cuts and attempts to pin down where school board candidates stand on education issues.

PGTA President Pat Brady said that while there are beginning signs of a more positive public attitude, it will take a long, steady effort to educate the public to the damage being done by cutbacks.

"The public really hasn't seen the impact of the cutbacks yet," he said. "One of our biggest problems is our own members making do, instead of saying they can't do."

## Opinion

### Teachers, not textbooks, "sell" science

by Gordon R. Gore

In the summer of 1982 I was asked to write the electricity chapters for the new Grade 10 textbook, *Science Probe 10* (Wiley). I was reluctant to do so, having written for committees before, but agreed when I understood that Wiley was producing a "disciplines-oriented" textbook. (At that time the plan was to have a second book for teachers wishing to use the "thematic" or "integrated" approach.) For some reason or other, I have always had the impression that the new curriculum for British Columbia could be taught by either a "disciplines-oriented" or a "thematic" approach.

Lately I have received requests to do workshops on the electricity unit. On talking with teachers, I get the distinct impression that they are being pressured by their superiors (superintendents, assistant superintendents, directors of instruction) to "get with it" and "follow the new system" — integrated science.

It would appear that these senior administrators have read the voluminous curriculum guide and discovered what I call the New Religion: integrated science. The new curriculum has two aspects to it: (1) a newly ordered set of learning objectives and (2) a suggested way of achieving these objectives through a "thematic" ap-

proach which attempts to integrate the sciences.

I don't hear teachers quarreling about the learning objectives. To be honest, however, I have yet to hear one single science teacher (outside of the members on the revision committee) who wholeheartedly endorses, and is "just dying to try," the thematic approach to teaching general science. The textbook is basically disciplines-oriented (*which is what most teachers want*), so why are science teachers being pressured to "teach integrated science"? Most teachers do some integrating as they go through their courses, when it is natural to do so; for example, what better time to teach about the eye than when you are doing lenses in your study of light? But few teachers like somebody sitting on them and saying, *Integrate! It will be good for you!*

I say to those who are pressuring science teachers to use the "integrated" approach: "Lay off!" Science teachers have enough problems to contend with this year: increased marking loads, extra preparations (new courses), overcrowded laboratories, and possibly government examinations as well. Teachers do not need to be told how to teach their subjects. They do need support. They need laboratory assistants. They need time to prepare. They need

safe upper limits on class sizes. They need adequate equipment and supplies to do their jobs in a professional manner.

Personally, I have always enjoyed teaching one discipline at a time. Since I love teaching physics and chemistry topics particularly, I find I can teach them *enthusiastically* and efficiently in the traditional manner. The notion that you can teach general science more effectively by making tossed salad out of meat and potatoes does not sit well with yours truly. If, however, there actually are science teachers in this province who prefer to use the integrated approach, then certainly I would give my full support to both of them.

One thing I have learned over the years is this: Textbooks do not "sell science" to kids. Curriculum guides do not "sell science" to kids. In fact, we could do very well without either textbooks or curriculum guides. What sells science to kids is the *teacher*: his knowledge, his enthusiasm for his subject, and his enthusiasm for working with young people.

All the rest is smoke and mirrors.

Gordon Gore teaches physics and science at Westsyde Secondary School in Kamloops.

## Nominations wanted for Fergusson Award

Now is the time to start considering nominations for the G.A. Fergusson Memorial Award. Nominations of candidates for the award may be made by any federation member or by a local association. The Fergusson award is made annually to the BCTF member (or ex-member who is no longer eligible for membership), or to a member-association, who (or which) has made, in the judgment of the G.A. Fergusson Memorial Award trustees, an outstanding contribution to education. Background information on the award and past recipients can be found on page 84 of the 1984/85 *Members' Guide to the BCTF*.

Each nomination should be accompanied by a brief giving a full description of the work of the nominee. Please note that the trustees must make their decision based on the brief and supporting documents accompanying the application. Nominations for the 1985 award must be received at the BCTF office no later than February 20. Please call Jackie Boyer at the BCTF office if you would like more information.

## Opinion

### Schools in danger of becoming "smokestack industry"

by Geoff Madoc-Jones

John L. Goodlad in his book *What Schools are For* raises a particular dilemma facing schools; that is how can they satisfy the demands of the state and still educate. Or to put it another way, can we as Whitehead said produce "men who possess both culture and expert knowledge in some direction?"

This conflict has been at the heart of public education since its inception. Are we merely producing workers and consumers or "human beings who will live life to the fullest"? This has become a particularly vital question in North America today with the anti-educators dominating the politics of education.

Our provincial government has recently indicated what answer it favours in trying to reshape the school system to meet what it believes are the needs of the economy. The educational system is seen — through the new stress on vocational education — as the training branch for B.C. Inc. And after all you do not need many educated citizens when the primary job is extracting and exporting raw materials. Therefore the process of re-colonializing the B.C. economy intensifies the campaign against public education.

What Henry A. Giroux, in a recent issue of the *Harvard Educational Review*, called the "new philosophy" of

education is alive and well in this province, and its policies will ultimately turn schooling into a "smokestack industry." This philosophy, which links the outcomes of education solely to the needs of the business community, he maintains, creates in the U.S.A. "a dilemma that calls into question its very foundation as a democratic nation." Can we be assured that the B.C. government is committed enough to a democratic society to protect us from this possibility?

This "new philosophy" is really behind many of the so-called restraint policies. Ironically, of course, the narrowing of the role of schools and the restriction of their cultural agendas is not going to produce the young titans for Dr. McGeer's techno-utopia, because in order for a society to deal successfully with the "Information Age" what is needed is a fully educated citizenry.

The teaching profession has reacted to these changes, but I believe we are not really aware of the way in which we are being attacked. It is one that will truly send us the way of the hand-weaver or the unemployed steel worker. As a profession we are like a city under siege — with a large wooden horse sitting in the main square.

Certainly, we in the BCTF have shown our political militancy; we have developed alliances with labor; we

have helped, through programs like PROJECT TEACH, teachers become more competent; we have assisted unemployed teachers. But unfortunately we are embracing the most potentially dangerous enemy of all. This is the pre-packaged curriculum developed elsewhere which we merely run. Teachers, in this process, become "technicians" implementing ideologies and interests constructed by people external to the lived experiences of his or her classroom and student interests. The traditional role of teacher as an intellectual whose function is to conceptualize, design and implement learning experiences suited to the needs of a particular classroom experience is in danger of disappearing. If this trend to predesigned courses is allowed to grow, we will in effect become chefs working at McDonald's.

Unless we in the BCTF begin a debate about the politics of knowledge and the need to develop a truly transformative pedagogy, then all our militancy and classroom competence will be for naught. It is tough to strike when the mill has shut down and even tougher to sell a narrow skill after it has been automated.

Geoff Madoc-Jones, corresponding secretary of the B.C. English Teachers' Association, was stimulated to write this by the ministry's controversial proposed *Communications 11/12 curriculum*.

# End the conspiracy of



— Josh Berson photo

"Silence from adults increases children's fear, anger and alienation."

It is time for public schools to end the "conspiracy of silence" about nuclear disarmament and peace.

That was the dominant message to come out of the BCTF Peace Education Conference held at UBC on October 19.

Speaker after speaker emphasized the extent to which children today live in fear of global nuclear destruction and yearn for information from teachers and parents on how to deal with the threat and on how a peaceful world might be achieved — but too often are confronted only with silence.

Vancouver school trustee Dr. Pauline Weinstein, who admitted she had a vested interest in peace as a person who had lost about 50 relatives in Nazi gas chambers in the Second World War and "as a person concerned with the future of children", stressed the importance of school boards and teachers promoting education for disarmament and peace.

"Hiroshima stands today as a warning of what can be done to this planet with the sophisticated kinds of bombs that we have stockpiled to date," she said. "One thing is clear: unless the citizens of the world put pressure on their respective governments, the move to disarmament will not be realized."

Dr. Weinstein called on teachers and trustees to promote peace education and to encourage the Ministry of Education to develop curriculum programs.

"Peace education should aim at teaching students how to think about disarmament, it should give students facts that can be analyzed and synthesized so that they gain the critical capacity to examine and evaluate practical steps for the reduction of arms and the elimination of war as an acceptable international practice," she said. "The elimination of war is inseparable from the pursuit of justice and the struggle to overcome poverty, hunger, illiteracy and oppression. It is absurd that we spend more money and more human

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effort on preparation for war than on preparation for life."

In 1980, Dr. Weinstein said the Vancouver School Board took some steps to encourage peace education. The board called on schools to change the focus of Remembrance Day celebrations to place more emphasis on peace than war, it eliminated war games from school computers and participated in the End the Arms Race march.

Noting that peace education is not yet widely supported, she called on the 200 conference participants to become actively involved.

"I realize it's difficult to put yourself on the line, but it's also difficult not to put yourself on the line when the future of children is at stake," she said. "The future of the planet is at stake."

Dr. Milton McClaren, associate professor of education at Simon Fraser University, introduced his discussion of an educational strategy for dealing with the nuclear war issue by noting the fears children have of world nuclear destruction.

"Their fears are not alleviated by the sort of 'conspiracy of silence' which is created around the topic by adults in their presence," he said. "Young children and adults need to talk about the problem."

Silence, fear and inaction are a "psychologically unhealthy mixture for children," he said, and it's vital that children be assured that while the problem is dangerous and fearful — to adults as well — that people are trying to solve it.

Adults frequently do not want to discuss the issue with children, Dr. McClaren said, out of fear of frightening and confusing children, and often because they feel powerless in the face of the problem. In addition, teachers hesitate because the issue has become politically polarized.

"But this is precisely why it is an issue

## Teaching peace — a noble goal

by Pat Clarke

The Alberta Teachers Association magazine recently put out an entire issue on peace, the cover of which said, "This could be the last issue."

In that issue, there is a letter from a young student and any of you who have had the experience of teaching young people this age will know that while they can be very trying at times, they also frequently have this uncanny ability to distill the essence of truth and I think this letter is an example of this. Given the topic of today's conference. It's a fairly fitting opening comment. This is from a young girl, whose name is Karen, she's in Grade 8, she says:

I'm very scared about nuclear war. When I am older I would like to be a psychiatrist or a pet store owner. But how can you expect kids to live normal lives when we could be blown up to smithereens in a minute?

My teachers say we cannot study about nuclear weapons or what to do, because it is not part of history, or biology, math or English. Anyway the principal decides what kids learn. I asked the principal and he said I should ask my parents or learn about it in church. My mom thinks we should have a course in school because it affects us so much, but my father thinks teachers should not be

interested in politics and I should learn about more important subjects.

So do you have information that could teach me and my friends about nuclear war? My teachers might listen to you. But please help us quick. Next year we'll be in high school and it's about time we got educated.

I think she deserves an answer and teachers should be prepared to give her one, or at least help her find one.

Children and young people, I think, in 1984 have one predominant emotion about the issue of war and peace and that's *fear*. And it's a fear that's born of helplessness and powerlessness, as much as anything else. No teacher can deny our responsibility to help children become effective citizens, citizens who understand their power and who are not helpless.

I cannot think of any nobler use of citizen power than working for peace to end war. I cannot think of any more important responsibility for teachers than to help our students understand our world in such a way that they can be citizens for peace. Certainly as teachers we cannot remain silent. There's no acceptable rationalization for that silence, not when there's 130 million children in the world who are denied the right to education. One-fiftieth of the world's current expendi-

ture on arms would enable every one of those children to attend school. For the price of one Leopard tank 520 classrooms could be provided for 15,000 children. The cost of one nuclear submarine would pay for the education of 16 million children in developing countries.

Teachers cannot be silent as military expenditures soar while funds for public education are cut.

I've heard teachers say that such a view is not professional: it is political, we cannot take such positions. That is nonsense. We heard them last summer when we were in Halifax at the meeting of the Canadian Teachers' Federation. The BCTF put forward some motions on nuclear disarmament; those motions were debated at length, they were voted upon, the vote was fairly close to our surprise — those motions could well have been defeated. There are still a great number of teachers who don't see any particular responsibility in this area.

But I maintain that we have a unique and vital responsibility for the young. Ultimately our dedication to children is only going to be born out by our concern for their future and out determination to give them hope for the future. The UN Declaration on the Rights of Children speaks of the right of each child in this world to education, to health, to a family and most of

all, it speaks of the right of each child to life.

If children used to ask their parents what they did in the war, I think our children are going to ask us what we did for peace and for their right to live.

This conference is an example of what the BCTF believes teachers must begin to do if we are to fulfil our responsibility to children and for their rights. This is a practical in-service approach to teaching peace and we might reflect on that for a moment, on teaching peace. I spent my career teaching as a history teacher and I've taught extensively about war, how it happens, what it's like, how it's won and lost, what we learn from it. And now more than ever before I think what we have to learn from our knowledge about war is how to make peace. We can no longer teach about war for its own sake. This conference is a beginning to build for teachers a teaching approach to peace.

The letter that I read, I think, tells us one thing that as adults and teachers is very important to realize: every day in these times we live in is a borrowed day, it's borrowed time. And I wonder if the politicians and the militarists, the scientists and the military industrialists, or even a lot of teachers understand that. I think children do.

— From an opening address to the BCTF Peace Education Conference.

which should be raised in educational settings, that is, to discuss it free from the advocacy of any single ideology," said Dr. McClaren.

With so much at stake, teachers must make consideration of the issue rise above politics, he said, since nuclear war represents not only "the death of politics" but the massive termination of human life.

"If the purposes of education are the promotion of critical thinking and the development and examination of a full set of possibilities, then no other human problem is more deserving of an educational approach," said Dr. McClaren. "However, I think there is another, equally pressing reason for focussing on education on the nuclear question. That is, if human intelligence and creativity have produced atomic weapons (and the social and economic systems which employ them) then surely that same intellect and creativity must be used to find ways to restrain or eliminate them."

Psychiatrist Dr. Joanna Santa Barbara, director of children's services, Chedoke Child and Family Centre in Hamilton, Ontario, spoke about what research in Canada, the U.S., Finland, Sweden and the Soviet Union had revealed about children's anxiety over the threat of nuclear war.

Surveys of teenagers in these countries reveal, she said, that well over half of the respondents are fearful of the danger of nuclear war and feel powerless to change the course of events.

Referring to the results from the U.S. and Canada, she said the responses indicate an alarming degree of hopelessness, disillusionment with politicians and anger and cynicism toward adults generally. These attitudes are not helpful to the development of young people, Dr. Santa Barbara said, as they can lead to irresponsible "live-for-today" behaviour and less problem-solving, which are inimical to citizenship in a democracy.

"Kids need adults to listen to them and to talk to them about their anxieties," she said. "Silence from adults increases fear; if after all the whole thing is unspeakable, then it must be totally terrifying. This increases the conviction of helplessness in the face of the problem and it increases the possibility of anger and alienation from adults who are refusing to deal with what their kids are most worried about."

Dr. Santa Barbara said that, despite the gloominess of the situation, it is important for teachers to show youngsters that progress has been made and that a peaceful world can be achieved. She suggested that the issues of disarmament and peace be placed in a historical context by comparing them with "other major social changes, like the abolition of slavery, black civil rights and women's rights, to demonstrate to kids that societies can change and that where major changes take place it's usually because ordinary people like us start wanting it and doing things about it."

Susan Hargraves of the Peace Education Resource Centre in New Westminster reviewed results of a survey of attitudes toward the threat of nuclear war conducted among 700 Burnaby elementary and secondary students. The anxiety revealed, she said, was generally consistent with that reported in other surveys elsewhere.

One significant finding, she said, was that the students wanted to learn about the issue in school. About 75 per cent of the respondents said they had so far learned very little about the nuclear issue in school, she said, while 63 per cent said they wanted to learn more about it in class.

Other sections of the BCTF Peace Conference were devoted to panel discussions and workshops dealing with specific aspects of teaching peace.

# A mid-term report on BCTF finances

Michael T. Duffey  
Chairperson  
Finance Committee

Financial statements can be confusing. In an effort to keep all members informed regarding the federation's finances, the following is intended as a summary of significant items, in "non-accounting" terminology.\*

## 1. Revenue considerably exceeded expenditure

We took in more than we paid out. In fact, general operations of the BCTF for the 1983-84 fiscal year resulted in an excess of revenue over expenditure of \$1,195,020 compared with the original budget established by the RA at the beginning of the year of \$228,756 and the budget as amended during the year by the Executive Committee of \$936,822. The total federation budget is around \$10 million.

Reasons for this surplus include: a higher FTE membership than anticipated, the fee increase passed by the last AGM and underexpenditures in most divisions.

## 2. Our cash position improved

Our bank account is a lot healthier. Whereas we owed the bank \$193,162 at the start of the year, at year-end we had a positive balance of \$1,064,895. The reason for this stems from #1 above. An implication is that borrowing (and costly interest charges) will likely be avoided for most of the current year.

## 3. The Reserve Fund is further depleted

It's not what it used to be. The fund stood at \$1,059,050 at year-end. One year earlier it stood at \$1,380,458. Procedure statement 10.F.04 calls for a balance equal to 25 per cent of the gross annual operating expenditures of the federation (about \$2,500,000).

To counter the government's education policies and cutbacks the federation has had to use the Reserve Fund extensively for programs such as Legislative Counter-Attack, job defence, provincial election campaign and services to unemployed teachers.

The 1984 AGM passed a motion to use the Reserve Fund as a defence fund which would be more accessible to respond to emergent issues. New guidelines are in the process of being developed for this fund. The motion also acknowledged the related commitment to long-term substantial funding to replenish the Reserve Fund.

Future charges against the Reserve Fund include budgeted amounts of approximately \$750,000 for the public commission on education and a legal challenge of the provincial government under the Charter of Rights.

Over the past several years the BCTF has had to react to numerous attacks against education generally and the welfare of members. Reaction cannot be planned for in advance. Hence, the financial statements for these years show considerable divergence between actual and planned deficits and surpluses and a depleted Reserve Fund.

With the implementation of the new Salary Indemnity Plan an external investment manager has been appointed.

The federation's finances are secure. Further losses of teaching positions and/or voluntary membership may reduce our revenue base but with proper planning, general operations will not be seriously affected.

Questions pertaining to BCTF financial procedures are welcomed.

\*The audited financial statements for the year ended June 30, 1984 were presented to the Representative Assembly on September 28. The complete statements will be published in the newsletter prior to the 1985 Annual General Meeting. The above is an abridged statement for the General Fund and the Reserve Fund.

### GENERAL FUND Statement of revenue, expenditure and surplus for the year ended June 30, 1984

	Budget 1985 (Unaudited)	Budget 1984 (Unaudited)	1984 (Audited)	1983 (Audited)
Revenue				
Membership fees	\$10,010,800	\$10,058,250	\$10,366,850	\$8,966,388
Program expenditure	10,191,343	9,829,494	9,171,830	8,976,037
Net revenue (expenditure) for the year	(180,543)	228,756	1,195,020	(9,649)
Surplus at beginning of year	3,806,606	2,611,586	2,611,586	2,621,235
Surplus at end of year	\$ 3,626,063	\$ 2,840,342	\$ 3,806,606	\$2,611,586

Note: The 1984 and 1985 budget figures above are as approved by the Representative Assembly.

### GENERAL FUND Statement of changes in financial position for the year ended June 30, 1984

	Budget 1985 (Unaudited)	Budget 1984 (Unaudited)	1984 (Audited)	1983 (Audited)
Source of funds				
Net revenue (expenditure)	\$ (180,543)	\$228,756	\$1,195,020	\$ (9,649)
Items not requiring an outlay of funds				
Depreciation, net of gain or loss and proceeds on disposal of fixed assets	164,155	148,480	172,870	144,578
Revenue from operations	(16,388)	377,236	1,367,890	134,929
Obligations under capital leases, long-term	166,835	140,000	156,997	15,370
Changes in other funds balances	(53,542)	85,548	152,627(103,727)	
	96,905	602,784	1,677,514	46,572
Application of funds				
Additions to fixed assets	337,616	390,000	416,286	249,534
Changes in current assets and liabilities	(35,476)	92,900	3,171	250,545
	302,140	482,900	419,457	500,079
Increase (decrease) in cash and term deposits	(205,235)	119,884	1,258,057	(453,507)
Cash (bank indebtedness) and term deposits at beginning of year	1,064,895	(193,162)	(193,162)	260,345
Cash (bank indebtedness) and term deposits at end of year	\$ 859,660	\$ (73,278)	\$1,064,895	\$ (193,162)

Note: The 1984 and 1985 budget figures above are as approved by the Representative Assembly.

### RESERVE FUND Statement of revenue, expenditure and fund balance for the year ended June 30, 1984

	1984	1983
Revenue		
Allocation of membership fees	\$ 394,800	\$ 456,000
Investment income	118,312	201,367
Staff donations	11,691	—
	524,803	657,367
Expenditure		
Legislative Counter-attack (formerly Job Defence program)	591,819	694,960
Provincial election program	—	195,702
Services for unemployed teachers	105,494	—
	697,313	890,662
Write-down of marketable securities to market value	62,000	13,000
	759,313	903,662
Net expenditure	(234,510)	(246,295)
Fund balance at beginning of year	1,293,560	1,539,855
Fund balance at end of year	\$1,059,050	\$1,293,560

### RESERVE FUND Statement of changes in financial position for the year ended June 30, 1984

	1984	1983
Source of funds		
Decrease in accounts receivable	\$ 12,950	\$ 32,787
Changes in general fund balance	—	156,008
	12,950	188,795
Application of funds		
To operations		
Net expenditure	234,510	246,295
Changes in general fund balance	140,440	—
	374,950	246,295
Decrease in cash, term deposits and marketable securities	(362,000)	(57,500)
Cash, term deposits and marketable securities at beginning of year	1,342,500	1,400,000
Cash, term deposits and marketable securities at end of year	\$ 980,500	\$1,342,500

## Items

### UN Human Rights Day

December 10 has been declared UN Human Rights Day, in honour of the 36th anniversary of the Universal Declaration of Human Rights.

The Universal Declaration of Human Rights, adopted by all United Nations members without dissent in 1948, enshrines fundamental civil, political, economic and cultural rights. It does not have the force of law, but it is morally binding.

Teachers are urged to consider classroom programs to celebrate the declaration and increase student understanding of the importance of human rights.

### School band exchange

Brookside Junior High School in Halifax County, N.S., is interested in locating a twin school for an Open House Canada band exchange. Brookside is looking for a school with a 25-35 member band for a trip in March or April. For information contact: Brian Allaway, Principal, Brookside Junior High School, Box 10, Site 15, RR 2, Armdale, Nova Scotia.

### Helen Caldicott speaks

Internationally-noted nuclear disarmament advocate Dr. Helen Caldicott will give a public lecture 8 p.m., Monday, November 26, in the UBC War Memorial Gymnasium. Tickets are available at Vancouver Ticket Centre/Concert Box Offices for \$6 each; student or teacher groups may receive discount prices of \$5 through Students for Peace and Mutual Disarmament: 224-5679 or 734-2715.

### Red Cross workshops

The Red Cross is offering three professional development workshops this year. **Simulation Games** is a free workshop in which teachers learn how to use international education games to increase students' knowledge of international issues. **First Aid for Teachers** is aimed at preparing elementary teachers to cope with common school accidents. Cost: \$8 each. **Teaching for a Changing World** is a free workshop exploring strategies and resources for teaching about international development. Information: Brenda Sawada, 879-7551.

### Teaching Peace

The Peace Education Coalition plans to publish a newsletter, **Teaching Peace**, which will offer timely information on resources, activities and lesson plans on this important subject. The new publication is looking for tips on classroom activities that work. Share your ideas with: The editors, *Teaching Peace*, c/o Matthew Speier, 4540 West 10th Avenue, Vancouver, B.C. V6R 1V5 (224-7165).

### School flood-damaged, teachers appeal for resource materials

The devastating flood earlier this month in Pemberton washed away teacher resource materials. Those teachers are now seeking your help. If you can spare worksheets, exams and teaching aids (song cassettes, posters, handouts) for all secondary subjects, including learning assistance, please send them to: Anton De Bakker, Staff Representative, Pemberton Secondary School, Box 40, Pemberton, B.C. V0N 2L0 (894-6318).

## Students echo award to Terry Quelch — he's "outstanding"

Terry Quelch of North Vancouver has been honoured as an outstanding biology teacher by the U.S. National Biology Teachers' Association.

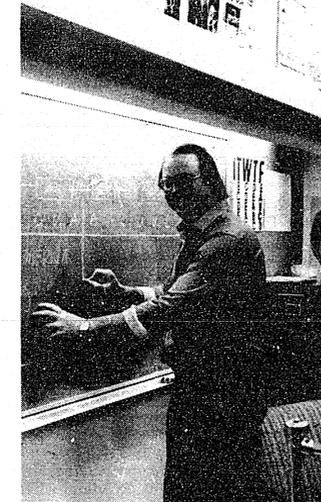
Quelch, who teaches senior biology at Argyle Secondary School, is the sole Canadian to receive this award. The U.S. association annually selects one teacher from each state and one from Canada for recognition. The award is conferred on the basis of nomination by colleagues, extensive examination of background and teaching and, where possible, classroom observation.

"I'm extremely pleased for Terry," said Argyle principal Jim Buchanan. "He's an extremely hard-working and dedicated teacher. He works well both with the less able kids and the highly motivated kids. Terry is also the kind of person who gets to know his students as people — I know he's a good friend to a lot of kids."

Quelch, who has an MA and 18 years' teaching experience, taught for nine years at Carson Graham in North Vancouver, and spent two years at UBC and one year at SFU teaching biology methods, before coming to Argyle.

He's pleased with the award but believes it could easily have gone to a lot of other science teachers.

"The most rewarding part is that I've had probably 50 to 60 letters from



Terry Quelch... combines innovation with traditional teaching.

students who are convinced that it was the right thing," said Quelch. "That's kind of nice."

Quelch is noted for combining innovation with traditional teaching practice. At Carson Graham, where he was working with non-academic students, he introduced a number of different approaches, such as inviting experts into class as speakers, having students build models and produce films or photo studies of aspects of the course. As well as conducting traditional lectures and labs, he continues at Argyle bringing in speakers — ranging from experts on human genetics, heart surgery and cancer to an Anglican minister speaking on creative evolution. This is done not only to introduce practising scientists but also to alert students to career possibilities.

Quelch will formally receive his award (he receives a plaque and the school gets one too) at the U.S. National Biology Teachers' Association awards banquet at Purdue University in Lafayette, Indiana, on November 11. The North Vancouver School Board, the North Vancouver Teachers' Association and Argyle school are all contributing to the cost of the trip.

"Our principal has been great, he's done more than his share of being supportive," said Quelch. "Jim Buchanan has gone to bat to make sure that I get the proper recognition by flying to Purdue."

## Public deeply concerned about cuts, survey finds

A Coquitlam survey has revealed that both parents and non-parents are concerned about the impact of cutbacks on the public school system.

The Coquitlam School Board, with the assistance of the Coquitlam Teachers' Association, developed the recent survey of public attitudes, which drew responses from 298 community residents. The survey was carried out by Simon Fraser University education professor Dr. Norman Robinson and Coquitlam elementary teacher Glenda Speight.

CTA President Gordon Wickerson said he found the results encouraging, noting that more than three-quarters of the respondents felt the cuts had gone far enough or too far, that a strong majority believed larger classes would harm education and about 60 per cent thought teachers' salaries were about right or too low.

"When the public was asked where they would least like to see further cuts, three of the four groups had as their top three choices that teachers should not be cut," Wickerson was pleased to see. "There is a strong emphasis on keeping teachers in the classroom and providing special services."

The survey was focussed on four groups, parents of children attending school (parents/public school), parents whose children have finished school (parents/finished), parents of pre-school children (parents/pre-school) and non-parents.

The following are the responses to some of the key questions:

During 1982 and 1983 the provincial government reduced its financial support for the public school system. What is your reaction to these cuts?

	Parents/Public School	Parents/Finished	Parents/Pre-School	Non-Parents
Support strongly	8.1%	8.9%	3.1%	14.3%
Support moderately	24.8	35.7	21.9	18.4
Oppose moderately	14.1	19.6	37.5	20.4
Oppose strongly	53.0	35.7	37.5	46.9

Have the cutbacks in school services been carried:

	Parents/Public School	Parents/Finished	Parents/Pre-School	Non-Parents
Too far	32.4%	21.6%	33.3%	41.0%
Far enough	54.2	64.7	50.0	33.3
Not far enough	13.4	13.7	16.7	25.6

Class sizes are becoming larger as more teaching positions are cut from the school system. Do you feel larger classes will have a harmful effect on the quality of education:

	Parents/Public School	Parents/Finished	Parents/Pre-School	Non-Parents
Yes	76.2%	45.8%	81.8%	69.2%
No	23.2	49.2	12.1	25.0
No opinion	0.7	5.1	6.1	5.8

B.C. teacher salaries are:

	Parents/Public School	Parents/Finished	Parents/Pre-School	Non-Parents
Too low	4.0%	9.8%	9.1%	5.7%
About right	57.0	49.2	54.5	47.2
Too high	13.9	19.7	3.0	17.0
Don't know/no opinion	25.2	21.3	33.3	30.2

Teachers should have the same collective bargaining rights as other groups.

	Parents/Public School	Parents/Finished	Parents/Pre-School	Non-Parents
Yes	53.1%	48.3%	51.5%	56.9%
No	33.3	38.3	30.3	29.4
Don't know/no opinion	13.6	13.3	18.2	13.7

"It was a worthwhile effort," said Wickerson, "and it shows that the public — parents and non-parents — are concerned about what is happening to public education and are opposed to further cuts in the system."

He said the Coquitlam School Board is generally supportive and he was confident they would use the information in a positive way.

## Plan now for retirement

The Retired Teachers' Association will again be conducting pre-retirement planning seminars this year. The aim of the program is to encourage all persons aged 45 and over to give some thought to their retirement, particularly to such areas as activities, accommodation, lifestyle and income.

The topics to be discussed include: developing perspective, estimating pension income, myths and realities of aging and health, wills and estates, accommodation options, using assets effectively and lifestyle planning. The following is the spring lineup of seminars and their locations:

Sumnerland through Kettle Valley and Princeton	— Penticton	February 16
Abbotsford, Mission through to Hope	— Chilliwack	February 23
Courtenay through to Vancouver Island West and Hope	— Campbell R.	March 9
Victoria, Lower Vancouver Island and Gulf Islands	— Victoria	March 15-16
Lower Mainland	— Burnaby	February 12, 18, 26

Note: The 3 sessions in the Lower Mainland cover different topics. No pre-registration and no fees are required for attendance. Full details on the program will be sent to all schools about a month in advance of the seminar.

**College instructors grateful for BCTF support in disputes**

When we formed an alliance with the BCTF, we assumed it would primarily involve an exchange of union and professional concerns. However, our connection has quickly gone beyond that level.

This fall, we have had two serious disputes involving C-IEA member organizations: at Okanagan College, the instructors were locked out; at the College of New Caledonia, the majority of faculty honoured the picket line established by the striking staff union. In each case, extremely important assistance was supplied by the BCTF and, in particular, the local associations. I would like to express individual thanks to Greg Howard and the Central Okanagan Teachers' Association and to Pat Brady and the Prince George Teachers' Association. Their help was much appreciated.

The so-called "restraint period" has been a test of the collective will of all public sector employees, and teachers have been tested as rigorously as any group. Perhaps our "new reality" resides in the realization that we need each other, that we can help each other and that, together, we can have genuine impact on the public. That is what we have discovered in the Okanagan and in Prince George.

Jack Finnogson  
President, College-Institute  
Educators' Association of B.C.  
Vancouver

**Call a spade a spade: non-academic students need Communications 11/12**

Why must people continue to think that there is something wrong in calling a "spade a spade"? It's better that the proposed Communications 11/12 course segregate non-academic students into "bonehead English" than allow everyone to pretend that what these students currently do in the academic stream is not already "bonehead".

If there is something wrong with Communications 11/12, it is that the proposed objectives are so similar to the regular English curriculum that if the students are able to succeed in Communications 11/12, they shouldn't have needed it in the first place.

Grading non-academic English students in a "watered-down" way on the same subject material that academic stu-

dents take is the ludicrous method. Frustrated English students are not having their needs met by pretending that they fit in somehow.

Like it or not, circumstances stream students long before they ever reach grade 11 or 12.

Just because the ministry is involved in trying to provide an alternative, it does not mean that there is not merit in the overall objective.

Stefanie VanderLaag  
North Shuswap elementary-secondary

**Admin needs favoured at classroom expense, Surrey teacher claims**

Here we go again! Classes in excess of BCTF standards not just by one or two, but by six, seven, even 10, are now quietly accepted. My own daughter is in a 4/5 split with 32 children. Why is it that, when boards are expected to raise their PTR by one or two, this translates into such astonishing increases in the classroom? The answer, I believe, lies in the fact that the classroom teacher is no longer well represented in the councils of power.

This is directly reflected in educational spending. In Surrey, for example, the amount of money spent on classrooms and classroom teachers has dropped dramatically over the past 15 years. To illustrate this consider a hypothetical 20-teacher school. These teachers teach 600 students (official Surrey figures) which then means they "earn" \$1,800,000 for the district (about \$3,000 per student in operating funds). Their own salary, at \$35,000 per teacher, comes to \$700,000. Where does that other \$1,100,000 go? Obviously the priority in education is no longer the classroom.

Perhaps the time has come to form an independent union of classroom teachers, so that once again the classroom can become the focus of education.

Jack Boulogne  
Princess Margaret Senior Secondary  
Surrey

**Boulogne estimates wrong: instructional needs are biggest budget item**

Is the majority of any school district's budget really committed to non-instructional costs? I think not, and I'll illustrate that, but first let me deal with the hypothetical 20-teacher school — described in Mr. Boulogne's letter.

A Surrey school of 600 — particularly a secondary one — has more like 25 staff (an increase of five staff or \$175,000 more expended) as apparently defined by Mr. Boulogne, assuming that librarians, counsellors, administrators, learning assistance and other special program staff are to be excluded.

The \$3,000 operating cost per pupil is an average for all program expenditures. Consequently, the costs of special education, other staff as well as the non-instructional costs, are reintroduced but not acknowledged (excluding special education alone would reduce the \$3,000 by \$150 or \$90,000 less "revenue"). Perhaps a small point, but this cost per pupil reflects local taxes and not just Victoria's largesse.

It seems then by focussing upon a fraction of the staff Mr. Boulogne's example understates the expenditure on classrooms. By ignoring special programs — but not their costs — the author overstates the "revenue" or budget relative to his 600 students.

Nevertheless a point is made. Not all of a school board's expenditures are spent directly on regular classroom teaching. However, there is no missing million!

Education spending suffers under restraint. There can be little doubt about that. Furthermore, changes to the education finance system have rendered many historical budget comparisons questionable if not inaccurate.

Nonetheless, the system of accounting now prompts reporting of expenditures in more narrowly defined accounts: for example, salaries for teachers who provide instruction in grades 1-7. Consequently, it is now more readily possible to develop a detailed chart showing costs of instruction as a proportion of the operating budget. Depending upon how narrowly one defines regular classroom instruction, the cost of instruction in Surrey in 1984 will range from 52 per cent to 66 per cent of the budget. Even then there remain some very arbitrary distinctions. For example, school-based administration salaries also include the portion of salary relative to the teaching assignment for teaching principals.

In 1971, according to the BCSTA Analysis of School District Budgets, the B account (instruction) represented 76.5 per cent of the operating budget in Surrey. In 1984, while not totally comparable, the relevant expenditures paralleling what used to be the B account, amounted to 77.4 per cent of the operating budget. As percentages of the operating budget, these expenditures are made up of: regular K-12 instruction 51.9, special education 5.7, French immersion 1.2, career preparation, local programs, learning assistance 1.5, library 2.4, counselling 2.1, school-based administration 11.2 and instructional materials 2.4.

The debate as to the appropriate and relative levels of these budget allocations should go on. However, objective measures are required.

Dennis Rankin  
Member, BCTF Education Finance  
Committee, Surrey

**Help keep the "teacher" in Teachers' Credit Union**

Put the "teacher" back in TCU. The Teachers' Credit Union last spring advertised that it would be changing its name to "Peoples Credit Union." However, at the annual meeting the new name was rejected by the members.

The credit union has since designed a new logo showing the initials "TCU" in giant letters and "Teachers' Credit Union" only in small print. And the credit union is now advertising widely that anyone can join. This is because of a change in the "common bond" from an

"occupational" to a "geographic" credit union, like VanCity.

That change in common bond was made improperly, according to the Commercial Appeals Board, and is being challenged through appeal procedures set out in the Credit Union Act.

The Credit Union's actions are part of a management strategy of growth at any cost. Those in control want it to become a competitor with the largest credit unions, even if it means abandoning the groups who founded and supported it for many years. This trend accelerated recently when a businessman was appointed to the board of directors, rather than a representative from the teachers or other existing occupational groups.

Join us if you are interested in saving the credit union as an institution which serves teachers. Write to the following address to receive more information: Save the Teachers' Credit Union, 7130 Gibson Street, Burnaby, B.C. V5A 1P1.

Shirley Church  
Bill Gibson  
Larry Kuehn  
Elsie McMurphy  
Geoff Peters  
Marion Runcie  
Mohammed Shamsher  
Norm Shuto  
Vancouver

**Retired teacher proposes public education museum**

The purpose of this letter is to make teachers aware of a proposal for a B.C. museum of public education. At present the B.C. Retired Teachers' Association is being asked to determine the extent to which it will become involved.

Should that association endorse the project, it could decide:

- to promote its establishment by some other group(s);
- to sponsor it jointly with other groups with similar interests; or
- to become even more influential in its establishment and direction.

The concept and scope of the museum are yet to be defined and elaborated by those who ultimately sponsor it. It is logical, however, that it will serve essential collecting and conserving needs, and will provide a public facility for research, education, and nostalgic and other pleasures.

Educators at all public education levels, from pre-school to secondary school, can contribute to the success of this project by being alert to the desirability of conserving, for possible accession by the museum, of artifacts, memorabilia, records and other formal and informal accounts of teaching and learning throughout B.C.'s history.

Ray Wunderlich  
Retired  
Victoria

**BCTF Newsletter article on UBC special ed fund "violates" new policy**

I read with approval the article in the last issue of the *BCTF Newsletter* about the Rep Assembly's decision that BCTF members should not raise funds to replace those cut by the Secord government. However, in the same issue of the newsletter, the article entitled "UBC seeks \$500,000 to save special ed" confused me. Why is it that the *BCTF Newsletter* advertises, indeed solicits for, a campaign that is directly contrary to BCTF policy? We as teachers are not, and should not, be allowed to raise funds to cover up the devastations to elementary and secondary education; neither should we be urged (especially by our own newsletter!) to raise funds to counteract the

underfunding of post-secondary education. In future, please ensure that our newsletter does not violate our own policies — send the solicitations to the government where they belong!

Lynne Macdonald  
Delta secondary

*This campaign was launched prior to the passage of the RA motion. But aside from that, there are circumstances which make the campaign worthy of reporting: it is news; it is essentially an attempt to put a necessary program beyond reach of government cutbacks; and it is a response to a long-standing problem of inadequate support for the special education program.* — Ed.

**Education is critical in fighting violent message of pornography**

Mr. Danylyshyn stands to be corrected in his erroneous treatment of pornography and its relationship to "educational quality" (*BCTF Newsletter*, June 6, 1984).

At the 1983 AGM, a Status of Women Committee recommendation on pornography passed with little negative debate.

The recommendation specified our objections to pornography by means of definition:

"Pornography is material that exploits those it portrays by depicting them as sexual objects, or as victims of sexual abuse, humiliation, domination, mutilation or murder, for the sexual stimulation of the consumer."

We are concerned with the message pornography generates to its audience: the message of "violence," "victimization," "exploitation" and "abuse" of women, children and men, all under the guise of improving sexual freedom. Conversely, Mr. Danylyshyn posits pornography to be the "graphic depiction of adult consensual sex." This definition is obviously too general.

Mr. Danylyshyn states that the Criminal code "provides sanctions against violence." But reading the Criminal Code (Section 159), one immediately becomes aware of the ambiguity of such words and phrases as "undue exploitation," "the public good," "disgusting object" and "standards of tolerance."

Mr. Danylyshyn states that "there is little evidence to prove that viewing pornographic material is any better predictor

of violence in individuals than their astrological signs or . . . the consultation of chicken entrails," and that "pornography allegedly causes violence against women is a spurious argument." Neil M. Malamuth and Ed Donnerstein, both well known for their research in this field, have verified a connection with men becoming sexually aroused by depictions of rape in entertainment media, particularly where the woman is shown involuntarily enjoying being raped, and an increase in male acceptance of violence against women. In brief, they found an increase in male aggressive behavior and a desensitization toward the victim.

Status of Women is interested in the issue of pornography because of its effect on our children, our students and ourselves. This interest culminated in the presentation of a brief and slide show at the Fraser committee's hearings on pornography last spring in Vancouver which showed the connection between pornographic material available at local corner stores and the media and advertising directed at the youth culture (rock videos, rock album covers, television, theatre, magazines, music, billboards). Common themes are apparent: sexism, exploita-

tion, victimization, and violence. These young children are being manipulated as consumers and yet as teachers and parents we know they have yet to develop analytical skills to decipher the real message of the media.

There is a legitimate need for such a workshop on violence against women and children to be part of the Status of Women foci, and to be part of the educational program our children receive. The growing cases of child abuse, incest, sexual harassment and rape clearly depict a society of violence. Education is critical. We must teach our children and ourselves about the issue of pornography in all media. We do not want them to become "desensitized" and "dehumanized" to its violent and sexist message.

Katherine McLean  
Provincial Status of Women  
Hazelton

**EDITOR'S NOTE**

*The editor would like to make a plea for brevity in letters to the editor. It's not that he does not enjoy your contributions, it's just that he has a devil of a time fitting them in when letters begin to soar above 300 words. Be brief, friends, be brief.*

**Communications 11/12 committee disputes article**

The unsigned article, "New 'bonehead' English attacked" (*BCTF Newsletter*, October 4, 1984), contains statements, made both by the unidentified reporter and by executive officers of the B.C. English Teachers' Association, which are misleading, inaccurate, and personally and professionally objectionable to members of the Communications 11/12 Committee.

A draft version of the proposed curriculum guide for the courses went out in August, 1984, for reaction from English teachers throughout the province. Constructive criticism of the proposed goals and the scope and sequence would be a valuable and entirely fair form of reaction. Public statements which impugn the integrity and sense of responsibility of the committee members, on the other hand, are not. The article in general and the statements made by BCETA executive officers in particular misrepresent the work of the Communications 11/12 Committee. In the opinion of committee members, they constitute unethical public commentary on our integrity and sense of responsibility as members of the teaching profession and of the B.C. Teachers' Federation.

It should be made clear at the outset that the committee, except for the ministry personnel assigned to the project, consists of duly-nominated representatives of the B.C. Teachers' Federation. The committee's eight BCTF members were appointed following the usual procedure for ministry committees. After circulation of the ministry's call for applications, representatives of the BCTF and the BCETA were involved in screening and appointing teachers to the committee. In fact, the B.C. English Teachers' Association representative involved in selecting committee members was one of the executive officers quoted in the article as attacking the course. In addition, several members of the present BCETA executive had applied for the committee but were not appointed. Ironically, included in the article is the statement that one of the BCETA executives "questioned how the curriculum had been able to advance so far without protests."

The attitude of the B.C. English Teachers' Association executive toward the course appears to be inconsistent. The

association has had ample opportunity over the past year to make protests to appropriate bodies of the federation and to request action. Preliminary work was done by the K-12 Languages Arts Advisory Committee, which assisted in the initial stages of development. Protests or concerns could have been expressed at that point or at the time when the original advertisement was circulated, prior to the closure of applications in mid-January, 1984. Certainly protests could have been made when the B.C. English Teachers' Association was asked to participate in the screening process.

Representation on the matter could have been made to the 1984 winter or spring representative assemblies or to the BCTF Annual General Meeting in March, 1984.

In fact, the English teachers' association has had considerable contact with ministry personnel regarding the course. Winston Jackson, Communications 11/12 curriculum co-ordinator, attended one executive meeting, and Arnold Toutant, then director of special projects, attended another. A presentation of information about the progress of Communications 11/12 curriculum development was made by Winston Jackson at the B.C. English Teachers' Association spring conference, March, 1984. Input and suggestions would have been welcomed by committee members at any time. During the course of the committee's work, however, no such contact was made with committee members to provide constructive advice.

Moreover, the B.C. English Teachers' Association executives' response to the draft guide dealt with matters of ministry policy, not with an analysis of the goals and the scope and sequence of the curriculum. Matters of ministry policy are not the domain of the curriculum development committee. Since BCETA has apparently not made appropriate representation to the federation regarding ministerial policies which affect the course, to publicly attack the committee members for not "speaking out" is unfair and is a misrepresentation of the committee's mandate and responsibilities.

Also included in the article is a quotation from a B.C. English Teachers' Association executive officer: "One of the

things BCTF has to look at," he said, "[sic] it is not good enough to just get [sic] the right people for ministry committees, but that they should have the responsibility to speak out if curriculum changes are not in the best interests of students." It is apparent that neither the BCETA executive nor the newsletter editorial staff checked the factual accuracy of their assumption that committee members have not fulfilled their "responsibility to speak out." In June, 1984, the committee's concerns about some aspects of work in progress were discussed with Pat Clarke, B.C. Teachers' Federation president, and Jim Bowman, of the BCTF government division. These concerns were dealt with by Jim Bowman in further discussions with ministry officials, and matters were resolved satisfactorily. However, the article in no way acknowledges any such action on the part of the committee. It is indeed distressing for the committee to find, only three months later, that the newsletter of the federation uses as a headline article a report which implies that committee members have not been responsible in their role as federation representatives.

In addition, it should be pointed out that the committee has made a number of recommendations regarding the course, some of which have been acted upon by the ministry, others of which are ministerial policy decisions beyond the control of the committee.

1. The original implementation date was set as September, 1984. The committee's strong recommendation that implementation be delayed until September, 1985, was subsequently accepted.

2. The committee strongly recommended that a draft version of the curriculum guide be distributed as early as possible for reaction in order to make use of professional responses in revising the draft guide. The draft was subsequently circulated in August, 1984, with reaction requested by October, 1984.

3. The committee requested that the draft version be sent to the B.C. Teachers' Federation, to every secondary school, and to the executive officers of relevant PSAs, including the B.C. English Teachers' Association, in order to facilitate wide reaction to the guide. The draft was distributed accordingly.

4. The committee has recommended that new textbooks be provided specifically to suit the needs of the courses. This is under review.

5. The committee has recommended that no provincial final examination be set for Communications 12. This is a matter of ministry policy.

The committee members also find the pejorative term "bonehead" to be an offensive and unfeeling stereotyping of the students who may enroll in the course. It appears that both the B.C. English Teachers' Association spokespersons and the newsletter editorial staff are insensitive to the negative effects of such a derogatory term applied to a group of students in our school system. The draft guide suggests that some students may choose to take the course on the basis of career plans. Does anyone who chooses goals other than academically-oriented post-secondary training automatically merit the insulting designation of "bonehead"? Implicit in the use of this term is an elitist perception and judgement of others which surely run counter to the values we, as a federation, try to foster. The guide, it is to be hoped, reflects the committee's efforts to avoid placing a stigma on students who elect a course other than a traditional academically-oriented English course. Although the label has now been attached and the damage done, it is surely worthwhile for the B.C. English Teachers' Association executive and the newsletter editorial staff to consider the following provision of our Code of Ethics: "The teacher speaks and acts towards pupils with respect and dignity, and deals judiciously with them, mindful of their individual rights and sensibilities."

Doug Bryden,  
Cranbrook  
Sandra Davis,  
Victoria  
Judy Fraser,  
Nanaimo  
Muriel Morris,  
Chilliwack

Jim Satterthwaite,  
Vancouver  
Dan Ryan,  
Prince George  
Berence Wood,  
Burnaby  
Joe Ranallo,  
Trail

BCTF representatives  
Communications 11/12 Curriculum  
Development Committee  
NOVEMBER 9, 1984/11

**the B.C. Teacher**

**Spotlight on young writers**

What would students want to publish in a magazine that reaches the province's 29,000 teachers?

With the exception of two or three articles on the writing process, the final issue of *The B.C. Teacher* this year will be devoted to student writing.

Teachers are invited to involve their Kindergarten to Grade 12 students in writing for the magazine.

Teachers should submit their "best" student writing to *The B.C. Teacher* Editorial Board by **January 31, 1985**. The board will select student writing for publication that reflects:

- a variety of styles and genres, i.e., poetry, essay, short story, drama, journalism;
- a cross-section of ages;
- innovative treatment of a topic.

Students are encouraged to write on any topic that they find exciting from current social and educational issues to personal interests.

For further information: contact Judith Turner (746-4435) and/or Nancy Flodin (731-8121) or (112-663-9163).

The B.C. Science Teachers' Association has honoured four members for their outstanding contributions to the teaching of science.

Anand Atal, Burnaby South Senior Secondary School, was given the Distinguished Service to Science Education Award for his contributions to science education outside the classroom. A former BCScTA president, Atal has given many professional development presentations, has organized biology and space science updates to aid his colleagues and has assisted beginning teachers.

Ron Knight, Hillside Secondary School in West Vancouver, was given the Exemplary Secondary Science Teacher Award in recognition of having developed units on human sexuality, cancer and computer-assisted instruction, as well as designing enrichment projects for junior secondary and elementary science students.

Exemplary Elementary Science Teacher Award went to Brian Herrin, Caulfeild Elementary School in West Vancouver, who has developed many elementary science teaching strategies and has many films, publications and a book to his credit.

Margo Molson, White Rock Junior Secondary School, was honoured with the Exemplary Junior Secondary Teacher



Looking pleased after being honoured by their colleagues for outstanding science teaching are (left to right) Brian Herrin (West Vancouver), Margo Molson (White Rock), Ron Knight (West Vancouver) and Anand Atal (Burnaby). Frank Cloutier photo.

Award for her contribution in developing an enriched science program and strategies for motivating science students.

The award certificates, with gift pack-

ages, were presented at a BCScTA luncheon at the University of B.C. Faculty Club during the Science Spectrum '84 conference on November 3.

## "Hard to achieve excellence with obsolete textbooks"

From page 1

capable of developing good curriculum materials in this area and could do the job if necessary.

"The ministry seems insensitive to the real problems this creates for school districts — and they control all the marbles," he said. The ministry talks a lot about excellence, he added, "but it's very hard to achieve excellence when we have to work with books that are very very old and we keep getting the runaround."

Many good books are available and other provinces have them, notably Ontario which allows its districts to select from a list, Marshall pointed out.

"Ontario could give us their discards," he said, "and we would be better off."

Dr. Graham Orpwood, science advisor with the Science Council of Canada, opened the symposium with an address in which he reviewed the council's recent report, *Science for Every Student*, which called for major renewal of science curriculum and teaching in Canadian schools.

Among the findings, he noted that, "inquiry teaching" was relatively rare in

Canadian schools, probably because administrators feel it leads to too little order and too much noise. "Teachers know that the best way of keeping parents and principals happy," he said, "is to sit the kids down, keep them quiet and teach the facts."

As for responding to the report's findings, Dr. Orpwood said that while "schools had not changed much in the past 50 years" they will have to adapt and change greatly to meet the challenge of the rapidly-evolving "information society."

In the panel discussion, which was focussed on the implications of the Science Council report, Gerry Mussio of the Ministry of Education said the report's call for improved textbooks would be difficult to achieve as many provinces can't afford to develop their own textbooks to match their own curriculum. He expressed hope that inter-provincial cooperative ventures would continue, as well as some initial work on an inter-provincial test item bank.

UBC chemistry department head Dr.

Larry Weiler called for less of a "gee-whiz" approach to the teaching of science in elementary school and for better trained elementary teachers. He suggested children get a negative impression about science when their teacher teaches everything but that, leaving science to a resource person. "We should give elementary teachers all the abilities and then ask them to teach all the curriculum" he said.

Richmond science teacher Peter Healy urged better training in the basics of science for elementary teachers, greater opportunities for secondary teachers to be retrained and a return of district science coordinators, eliminated by budget cutbacks.

The Science Spectrum '84 symposium was jointly sponsored by the department of mathematics and science education, University of B.C., the Thomas Alva Edison Foundation and the B.C. Science Teachers' Association.

## Vacancies

### G.A. Fergusson Memorial Award Trustees

Two BCTF members are sought to serve three-year terms as G.A. Fergusson Memorial Award Trustees. The five trustees meet each year prior to the Annual General Meeting to review nominations and to name the recipient who will be presented the award at the AGM.

### Finance Committee

There is one vacancy to be filled on this five-person committee which meets approximately eight times a year. Applicants should not hold any other BCTF office or serve on a federation committee. In an effort to provide for geographical representation on the committee, preference will be given to applicants from the Lower Mainland.

Applications, on BCTF curriculum vitae forms, should be submitted by **November 20**. For more information or forms, please call Jacquie Boyer at the BCTF office.

### Judicial Committee

The January 25-26 RA will elect one BCTF member to serve a three-year term on the federation's Judicial Committee. Candidates must have prior approval of their local association through a secret ballot at a general meeting or delegate assembly.

Members of the BCTF Executive Committee, Investigation Committee, Committee of Ombudspersons or Federation Appeals Board are not eligible.

Applications should be submitted on standard BCTF curriculum vitae forms by **January 18**.

For further information, please call Jacquie Boyer at the BCTF office.

## N.S. teachers gain 10% over two years

Nova Scotia's 11,000 teachers have settled for a salary increase of about 10 per cent for the two years August 1, 1984 to July 31, 1986.

The agreement, which was ratified by more than 85 per cent of voting members, also provides for "significant benefit increases in areas covering working conditions," according to Brian McCabe, president, Nova Scotia Teachers' Union.

In releasing the voting results, McCabe said, "Our provincial executive recommended acceptance of the new agreement to members and I am delighted they, our members, have agreed with our assessment."

The Faculty of Education, Simon Fraser University, invites application from experienced teachers for the position:

### FACULTY ASSOCIATE for the Professional Development Program (PDP)

#### The position:

Faculty Associates primarily supervise student teachers during their school placement for classroom practice. They assist faculty members in instructional components of PDP, and provide liaison between the faculty and the school system. Faculty Associates may have the opportunity to travel as the program is also offered at several regional centres in British Columbia. Preference will be given to applicants who are prepared to undertake some travel as part of their job responsibilities.

#### Criteria:

The selection will be highly competitive. The following criteria will be considered:

- usually five years' successful teaching experience in a public school system
- curriculum and instructional needs of PDP
- secondment approval from school district
- previous successful School Associate experience
- work experience with adult learners

#### To apply:

All correspondence, requests for application form and information packages should be addressed to: Mrs. Renate Doege, Program Assistant, Professional Programs, Faculty of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6. (Telephone: 291-4358).

Preference will be given to applicants eligible for employment in Canada at the time of application. Completed applications, together with supporting documents, should be received by the Faculty of Education no later than **December 15, 1984**.

### Are you getting your Newsletter?

Address errors can be costly — please help us keep up-to-date.

All members: If your home address has changed, or if we don't have it correctly, please give us your proper address:

Name \_\_\_\_\_ Social insurance number \_\_\_\_\_

Home address \_\_\_\_\_

City \_\_\_\_\_ postal code \_\_\_\_\_

School \_\_\_\_\_

Staff reps: If the number of Newsletters that should come to your school has increased or decreased, or if for some reason we are not supplying the right number, please give us the correct quantity:

Number of Newsletters needed \_\_\_\_\_

School \_\_\_\_\_

Staff rep \_\_\_\_\_

Please return this coupon to: Member Records, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, B.C. V6J 3H9.