

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

DECEMBER, 1965

VANCOUVER, B.C.

VOL. 5, No. 4



Smug looks are justified in a history-making agreement at Cranbrook. Signing for teachers, at left, Rod Joyce, CTA president, and for the school board, Ron Dale. Standing, left to right, are

Morley Obee, Board Secretary-Treasurer, and Agreements Committee Jack Sandberg, John Cuthbertson (chairman) and Gary Mitchell.

Pearson To Speak To Student U.N. Assembly In Vancouver

Prime Minister Lester B. Pearson will address a mock meeting of the U.N. General Assembly at Simon Fraser University on February 19.

The Assembly meeting will involve 350 senior secondary students, including 80 from Seattle high schools. An additional 200 spectators are expected to attend.

Sponsor of the affair is the Vancouver branch of the United Nations Association. Chairman of the organizing committee is Don Sage, social studies teacher at Lord Byng Secondary School. Sage is working closely with Dr. P. D. McTaggart-Cowan, President of SFU, Dr. T. Bottomore

and Dr. A. H. Somjee of the Political Science Department of the University, and SFU's U.N. Club.

'The Assembly meeting is being held to provide an unforgettable learning experience for the students,' said Sage. 'Each student will represent a delegate of one of the UN countries, and national costumes will be worn where they are appropriate.'

The students will meet Friday evening, February 18 and all day Saturday. The Friday sessions will be 'bloc' meetings — Arab bloc, African bloc, etc. Highlight of the Saturday meeting of the whole Assembly will be the address by Prime Minister Pearson.

Dr. Somjee will act as President of the Assembly.

In preparation for the affair the students are now studying such things as parliamentary procedure, public speaking and protocol. A trial run of the Assembly was held on December 2.

An interesting sidelight is the participation of the Seattle students. High schools in the State of Washington are not encouraged to form UN

Board Angers Burnaby Staff

Sham negotiations with trustees representatives tied to an inflexible scale present in the back rooms of 'Metro' roused the anger of a meeting of more than 700 Burnaby teachers on November 24.

Teacher spokesman Bruce Watson said that 'the board behaved improperly when they went through a form of negotiation while all the time they had an agreement with other Metro boards to maintain a fixed position.'

'The board's responsibility is to Burnaby district and decisions made concerning teachers' salaries should be made in the light of the conditions prevailing in Burnaby. They should not be made on the basis of conditions prevailing in other school districts,' said Watson.

Teachers voted to protest what they termed the board's abrogation of responsibility by authorizing their committee to take more militant action.

Gov't Offers Scholarships

L. R. Peterson, Minister of Education, has announced the government's seventh annual program of teachers' scholarships.

A total of \$5,000 will be available to assist two or three teachers to take advanced academic training in 1966-67.

Copies of scholarship regulations and application forms are available from the Co-ordinator of Teacher Recruitment, Department of Education, Victoria.



... to speak here

clubs, but may have International Affairs clubs. The Seattle students therefore regard the UN Assembly at SFU as slightly clandestine. This, of course, makes the affair more attractive than ever.

Part of the proceedings will be videotaped, for the planners hope to be able to produce a TV program on how to organize such a project.

Teachers Invade Board Meeting

Registering their protest against the board's 'failure to bargain in good faith,' a delegation of more than half the secondary teachers of North Vancouver confronted the regular meeting of the local school board on November 22.

The delegates overflowed the board room, spilled into passageways and then waited silently while their spokesman, C. J. Wilson, read a statement charging that the board negotiators were too committed to an agency outside the district to offer more than a 'gratuitous insult' to the teachers on the maximum.

Two Year Pacts In Three Areas

Cranbrook, Sechelt, Vernon Make History

Two-year salary agreements made history this year in Cranbrook, Sechelt and Vernon.

'This is the first time that agreements have provided for increases after the first year. Some previous agreements seemed like long-term agreements,' said C. D. Ovens, BCTF General Secretary, 'but they were only one-year agreements intended to stretch over two years and, in one case, three years.'

Previous agreements of that nature caused salaries in those districts to lag behind prevailing rates throughout the rest of the province, Ovens stated.

Vernon 7% and 6%

Vernon's two-year agreement is the best increase in the province, calling for a 7% increase in scale for 1966 and 6% for 1967.

The agreement in Cranbrook calls for 6.2% and 5.5%. Sechelt won increases of 5.8% and 5.5%.

Major Breakthrough

Cranbrook's teachers have won five clauses which provide money to teachers for upgrading qualifications.

John Cuthbertson, chairman of the teachers' committee

Teaching Methods To Be Studied

A four-week workshop on 'Educational Change and the New Technology' and a shorter one on educational television will highlight BCTF in-service education activities next summer.

The major workshop will include discussions of team teaching and staff utilization, computer timetabling, programmed instruction, the new role of the library, the use of ETV and the influence of curriculum change on methodology.

Real Situation

Pupils will be used during the morning sessions so that teachers can learn to use the new technology in a genuine school environment. Fee for the workshop will be \$100 and enrollment will be limited.

R. J. Carter, Eric Hamber Secondary School in Vancouver, will be in charge of the workshop. Other teachers are needed to serve as consultants. An honorarium of \$600 will be paid. Applications are invited from teachers who have had experience with team teaching or with any of the other innovations listed above. Write to W. V. Allester, BCTF office.

Other Workshops

Details of the ETV workshop have not been completed; they will be announced later.

Many parts of the province have indicated interest in workshops on the education of Indian children. A successful workshop was held in Campbell River last month, and it is likely that other districts will have similar activities next term.

tee in Cranbrook, reported that there are now bonuses for teachers taking courses in summer and winter sessions at university. These bonuses will cover tuition and residential expenses.

No teacher in Cranbrook, he stated, will now have to suffer financial hardship in improving his professional standing. Negotiations were conducted in a most enlightened and amicable atmosphere, he added.

Sechelt Trustee Happy

In commenting on the settlement in Sechelt, Joe Harvath, chairman of the school board's salary committee, said, 'I am happy that both the board and the teachers could see their way clear to sign a two-year agreement. I'm satisfied we will gain in some way from it. Honest effort was put in on the teachers' behalf, and we would like to think that everyone was fairly considered.'

Sechelt teachers in vocational programs now have recognition for their trades experience under the new agreement, John Ferrari, teachers' chairman, reported. Increased money for summer school fees and recognition of full Canadian, Commonwealth and U.S. experience in teaching are real boosts, he added.

'Educational leave and increases in administrative allowances make this an attractive district to teach in. Payment for non-credit courses will encourage teachers to round out their education as they see fit,' said Ferrari.

Vernon Studies Overloads

In addition to signing the two-year contract, the Vernon School Board is studying overload conditions and a committee of supervisors will screen applicants who wish leave of absence for professional development.

In reporting on the Vernon agreement, teacher-spokesman Charles Clarke said, 'We are very pleased with the way negotiations have turned out this year. The results of the negotiations are matched by the good atmosphere in which they were conducted. Teacher morale is extremely high.'

Principal Moves

A. E. (Andy) Soles, principal of J. Lloyd Crowe Senior Secondary School in Trail, will leave that position at the end of this month to assume his duties as Dean of Students at West Kootenay Regional College.

Can We Improve Communications?

This issue of the BCTF Newsletter has been published in the tabloid newspaper format for a purpose. The Executive Committee is considering the regular publication of a newspaper as a means of improving the two-way flow of information between teachers and the BCTF office. To this end it has instructed that two experimental issues be published this year. This is the first; the second will probably appear in February or March.

Because of the ever-increasing size of the BCTF and because of the size and geographical complexity of the province, maintaining the two-way flow of information is a difficult problem. The Federation engages in an astonishingly wide variety of activities. If it is to be successful in these, it is essential that its members know what the officers, Executive Committee, other committees and staff are doing on their behalf. It is equally important that those groups know what the members think and want.

An inescapable fact of life for any organization is that, as it grows larger, it tends to become more and more impersonal. Yet it is essential that BCTF members be interested and active in their Federation, for the BCTF is the only organization in the province which is com-

posed entirely of teachers and which speaks solely for teachers. Communication within the organization is, therefore, a critical factor, one which can preserve and enhance the vitality of the organization.

The decision of whether or not to use the newspaper format regularly will be based on your reaction to the experimental issues. The main factor in the decision will be the extent to which you think a newspaper could improve communications within the Federation. Your comments, criticisms and suggestions will be welcomed.

A regular newspaper might replace BCTF Newsletter, the Curriculum Newsletter, the In-Service Newsletter and the reports of meetings of the Executive Committee and Representative Assembly. In addition, it would attempt to give teachers information they are not receiving now about what the BCTF is doing on their behalf.

Would a regular publication such as this improve communications? Only you can answer the question. Meanwhile, we want to record our grateful appreciation of the assistance given by Colin Brown and Alex Dorland in the production of this issue.

Forced Zones Won't Work

We have heard in the past, and we shall likely be told again, that teachers' salaries should be determined by zonal negotiation. A reduction in the number of separate jurisdictions, and a trend toward regional uniformity are cited as desirable objectives. Since trustees and teachers generally have not made effective use of their present right to associate voluntarily in zonal groups, so the argument goes, let us legislate them all into zones from which they cannot escape.

This apparently simple reorganization is fraught with dangerous implications. It is a proposal to weaken the authority of school boards and curtail the bargaining rights of teachers, for no justifiable purpose.

Compulsory zones will not serve the interests of school boards. The primary responsibility of each board is to provide a fully adequate educational service for the children within its jurisdiction. Essential to the discharge of this responsibility is the board's freedom to do what is necessary to recruit and retain suitable teaching personnel.

It is unthinkable that any board's decisions in this vital area should be subject to approval or consent by boards or by teachers of other districts who do not share and may not appreciate a particular problem or circumstance. The local school board will always be held responsible for the results of its stewardship. Responsibility must be supported by authority to act.

Compulsory zones are contrary to the interests of teachers. An essential feature

of our democratic society is the right of groups of employees to bargain collectively with their own employers. This right is abridged if a teachers' association cannot adopt objectives, present proposals for compromise and accept or reject offers without the consent of other associations of teachers who work under different conditions in other districts for other employers. This right is destroyed if the teachers' association must conduct its negotiations with the trustees or agents of other districts, who have no direct interest in the welfare of the pupils or teachers in the community concerned.

Compulsory zones will not necessarily produce rational results. A common basic salary scale in Vancouver and Burnaby, for example, does not create a uniform employment situation, if existing differences are permitted to continue in such conditions as class size, school organization and personnel administration. If the object is to reduce the number of separate jurisdictions, the rational procedure is to combine the school districts, not just for salary determination but for all purposes. In the resultant single district, uniformity in salary scale would be supported by uniformity in other related conditions.

Voluntary agreement by a group of boards and teachers' associations to examine together issues of common concern, as a preliminary step toward conclusion of local agreements, may often prove fruitful. Voluntary abdication of final authority, either by a board or by an association, is an act of irresponsibility. Legislation which compelled the parties to relinquish their responsibilities would be a catastrophe.

Stop Bending Pupils To Fit Schools

'Let's stop bending children to suit subjects and courses,' said C. D. Ovans, BCTF General Secretary, in a recent letter to Jean Norris of Pen-ticton.

'The only thing that can give schooling unity and coherence is rational as well as

emotional acceptance of the proposition that the main aim of education should be to develop each child to his maximum potential. The same tends to be stated, accepted and then completely forgotten.

'If every teacher were to see the developmental needs

of children as their reason for being teachers, the battle would be half-way won.

'We would then stop trying to bend children to suit subjects and courses and start looking at subjects and courses as tools to be used skilfully for child development purposes.'



A familiar sight about Tokyo this Christmas season is Santa Kurosu, the Japanese equivalent of our own Santa Claus. Unlike the Western version, Santa-san is used primarily to advertise merchandise and hawk wares. The Japanese have taken to Santa in a big way and the kindly old gentleman in white beard and red suit can be seen on street corners from early November to January. Nipponese Santas are usually recruited from the ranks of struggling university students who frequently prefer the slim, sleek look to the traditional plump and padded version of the West.

Penny's News Photo

Negotiations Come Of Age

By G. R. KIRBY
Assistant Director of
Economic Welfare

Teachers can feel some satisfaction in gains made by negotiated settlements this year, but any gratification stronger than this is unjustified. The satisfaction should not arise from either the size of the increase to pay cheques or from the effect of a good yearly salary as a status symbol. Rather, it should come from the fact that the size of these raises is a sign of economic maturity.

The saga of teachers' salaries has been told many times by the older members of our profession; the poverty of the great depression; the sacrifice of money for country during World War II; the hat in hand negotiations of the late forties and early fifties; the militant reaction of the late fifties; the relapse and later recovery in the sixties.

A Good Lesson
An interesting lesson can be found in this sequence of events. The traumatic experience of the thirties proved that a stationary economy is a sick economy. The war proved that a moving economy is healthy, even if the product is wasted. The forties proved that teachers could not expect to be automatic beneficiaries of a burgeoning economy. The fifties proved that forceful policies produce results. But the relapse which followed showed that such policies also produce a reaction. The recovery from this condition holds the key to future progress.

It is this recovery which signals our coming of age in the economic field. Recent year by year gains registered by teachers have been directly related to gains registered by other groups. Since 1963 average weekly wages and salaries in B.C. have a

increases of 4.5, 5.3 and 6.7% respectively. Teachers' salaries have closely paralleled these increases.

This relationship could be a coincidence but it is more likely a result of our own actions. We are now asking for what we should get, not for what we want; we are now searching for effective ways of getting this amount, not asking plaintively, 'Why not?' We have adjusted our approach to the realities of the business world, and we have oriented our thinking to the influences of the market place. We are at last trying to solve our economic problems by using the tools of the business world. And we have discarded the emotional and academic approaches as unsuitable.

I find this a source of satisfaction.

Elementary Schools Being Deprived

Elementary education in Canada is being deprived.

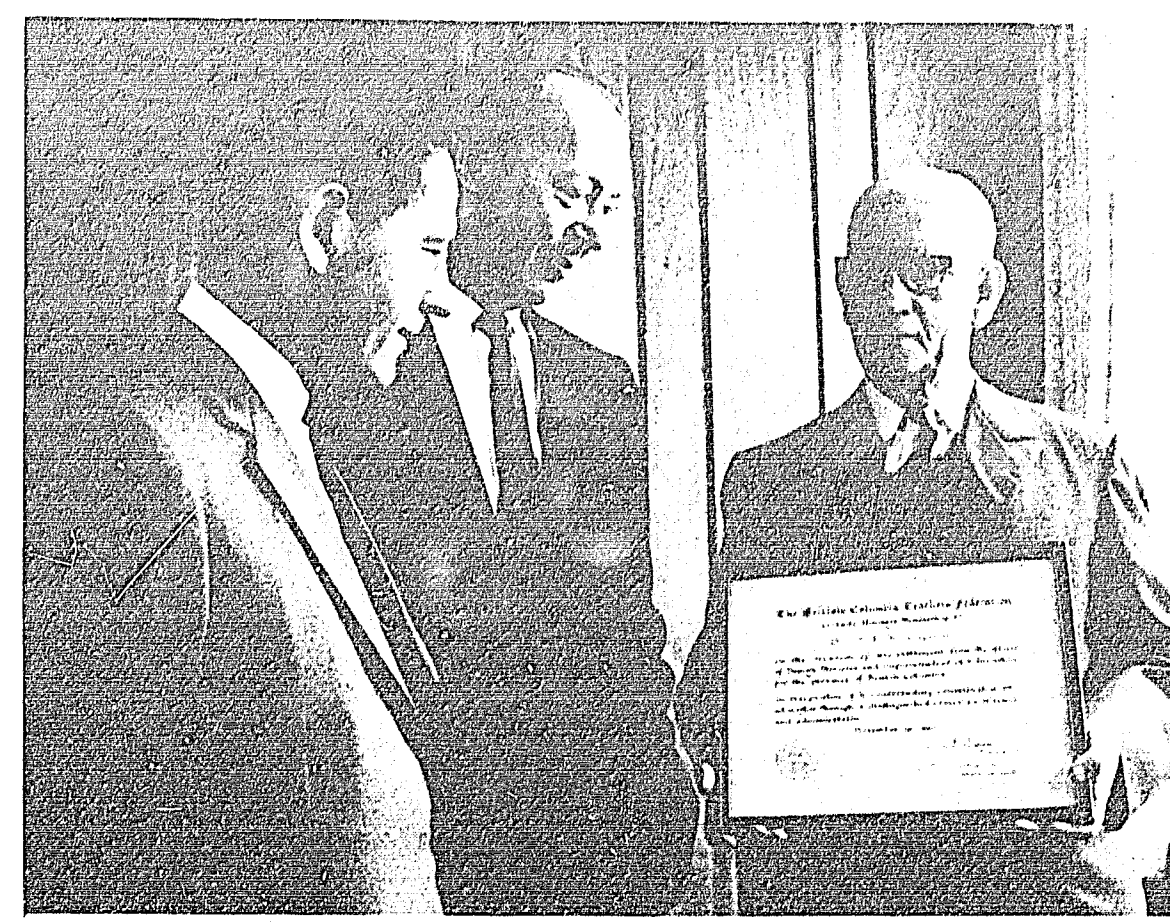
This charge was made at a recent conference in Banff by Dr. Walter Worth, Director of Elementary Education at the University of Alberta. Seven delegates representing the BCTF at the conference

Changes Suggested
Dr. Worth offered four suggestions for improving elementary education.

1. Financial support for elementary education should be increased. The prestige hierarchy in our educational system is inverted; it should be reversed or at least leveled. 2. The quality of the teaching force should be upgraded. The elementary teacher is the key figure in education and the best teachers should be selected for this level.

3. Kindergartens should be attached to every elementary school, and nursery school facilities should be expanded.

4. Instructional and supporting services in the elementary school should be greatly expanded.



President R. G. Kaser (left) and General Secretary C. D. Ovans examine the Honorary Membership certificate presented by the BCTF to Dr. J. F. K. English (right) on his retirement as Deputy Minister of Education.

Curriculum Resolutions Proposed

Curriculum resolutions proposed by local and provincial specialist associations are circulated by means of the Curriculum Newsletter for reactions. Because this issue of the BCTF Newsletter is replacing an issue of the Curriculum Newsletter, the resolutions below are included so that individuals or groups may submit reactions to the Curriculum Directors.

Following the usual procedure, the Directors will submit the resolutions to the Department of Education in six weeks' time, unless objections are received.

Resolution 1 on censorship, from the Secondary Association of Teachers of English.

(a) That reading assignments in English in the secondary schools shall be determined by the individual teacher of English, and further

(b) That English teachers should be provided with forms, similar to those described in the NCTE booklet, *The Student's Right to Read*, to present, through school principals, to persons who voice criticism of a particular book or books.

SUPPORTING BRIEF

According to the National Council of Teachers of English, 'The right of any individual to read is basic to democratic society. This right is based on the only tenable assumption for democratic living; that the educated free man possesses the powers of discrimination and is to be entrusted with the determination of his own actions.'

The spirit of this resolution is to encourage teachers and their students to explore reading materials suitable to the students' development.

Lists of books should be suggestions, not prescriptions, for the in-service assistance of the inexperienced or unsure. It is grossly unfair to expect the same kind of performance, or even choice of tools, from the beginning teacher as from the experienced professional.

Departmental censorship of children's reading suffers the same problems as Customs House censorship of adult reading. One must question the competency of the censors and the effects of such censorship.

We are wise to be concerned with children's moral growth, but a youth's response is vastly different to a mature adult's response. Particular reading is concerned, in effect we know that children censor for themselves. They read what they want to read and ignore the rest. This is why they so often miss the satire of Gulliver, the irony of Alice and the morality of Toad. They miss the fun of Tom Jones for the purity of Sophia, and see Fanny Hill as a good reason for cleaning up our own Victorian morality.

Students need the guidance of widely-read, intelligent teachers. They do not need prescriptions mechanically applied, for if our purpose is to inculcate moral rectitude, surely the very pursuit of literature demands, not the soulless application of a formula, but the exercise of good taste.

The NCTE booklet goes on to state, 'Many works of literature important in our culture contain isolated elements to which some individuals may object. The literary artist is a seeker after truth, recording in structured form life as he perceives and feels it. As a creator, he must necessarily challenge at times the common beliefs or values of the culture, for creation is the process of identifying new relationships out of which come new meanings. In seeking honestly for meanings behind reality, the artist strives to achieve a work of art which is always basically moral, although not necessarily conventionally moral. Moreover, the value and impact of any literary work must be examined as a whole and not in part — the impact of the

entire work transcending words, phrases, or incidents out of which it is made.

It is just such 'words, phrases, or incidents,' extracted from their contexts, which have given rise to much controversy over 'questionable' books in B.C. In recent years *Fail Safe*, *The Ox-Bow Incident*, and *Catcher in the Rye*, to cite only a select few, have been subjected to varying degrees of criticism.

It is to enable teachers and administrators to reply to such criticism that the second part of this resolution has been proposed.

As educators, it is our professional responsibility to encourage our students to explore and assess a considerable range of human experience. If we are negligent in this duty, we are fostering a 'white picket fence' education that can only prove detrimental to a democratic society.

The Provincial Intermediate Teachers' Association has requested the English PSA to amend part (a) to include elementary as well as secondary schools.

Resolution 2, on child care, from the Teachers of Home Economics PSA.

Whereas a whole year of Child Care 9 seems too much in many cases; whereas too extensive work at this level may detract from Child Care 12; whereas there is a real need for home arts learning; whereas girls can learn sewing techniques by sewing articles they want immediately rather than children's clothing;

Be it resolved that the Child Care 9 course be combined with applied home arts.

Resolution 3, on class size, from the B.C. Art Teachers' Association.

Whereas the whole of the new art curriculum for senior secondary schools has been constructed by the Departmental curriculum writing team on the premise that class numbers would not exceed 20 and would be fewer when possible; whereas the new art curriculum for senior secondary schools would have to be rewritten to be feasible for larger classes and would necessarily be inferior; whereas many additional problems would arise if the curriculum were rewritten for classes larger than 20; whereas equipment and supply lists have all been constructed on the basis of an enrollment of 20;

Be it resolved that the specific figure of 20 pupils as a maximum enrollment in senior secondary art classes is a valid figure which the Department of Education should support and insist on by issuing a curriculum bulletin to all school boards and administration stating the same and allowing for the necessary teacher entitlement.

SUPPORTING BRIEF

The following is a list of some of the many additional problems that will arise with classes of more than 20 pupils.

1. Definite reduction in amount of teaching time given each student (much teaching is done on an individual basis and students might go whole periods with no instruction).
2. Loss of teaching and learning time due to the longer time taken to issue and return equipment and supplies with larger classes.
3. An increased cost to initiate the program due to the need for additional equipment, larger classrooms and larger craft rooms.
4. Loss of working efficiency among students because of increased work noise and disciplinary problems.
5. Safety would be reduced in classes.

Educational Tours Of Europe Possible Next Summer

Some lucky British Columbia students will spend next summer touring Europe if plans of the Canadian Youth Hostels Association are successful.

The Association has planned 10 educational hostelling tours of Europe for groups of students supervised by their teachers. Costs have been kept to a minimum.

A brochure giving full details and itineraries of the 10 tours is available from the Pacific Region Travel Section of the Association, Box 4363, Vancouver 9.

New Look In West Van

By COLIN BROWN

West Vancouver uses markers, lab assistants, and business managers to free teachers for important jobs. This is the new look in education.

Trustees have supported educators' requests for aids to teachers to free them from the overwhelming burdens brought about by new attitudes in running schools. To free teachers, they insist, brings us closer to the excellence we are looking for in education.

New English teaching uses composition as the basis. To provide students the scrutiny of one theme every seven school days, help in marking was obtained.

As an experiment which appears to be working, teachers and substitutes have been marking senior English for more than a year, with each marker paid for an average of six compositions an hour.

English 40 and 91 students in West Vancouver's three secondary schools now write average essays of 300 words each week, and every word is marked.

Gain Confidence

The results, say all reports from West Vancouver secondary schools, are more than satisfactory. Students are gaining in self-confidence, and are enjoying the objectivity of the unseen marker. With confidence, reports Miss Helen Barr, head of West Vancouver Secondary's English department, comes speed, and with speed of writing, an essential skill in handling examinations. Error frequency charts, kept by all students, she says, assure that markers' comments are studied.

All markers are university graduates and all have had senior English experience. They work closely with teachers, using the same marking symbols. The system has been tested by having regular teachers assign grades and comparing them with those assigned by the markers. In all cases both have been on the same track.

Business Managers

Business managers, now in vogue in all three secondary schools, are taking the fussy jobs from teachers.

These business managers handle textbook rentals, student council bookkeeping, sales to students, team bus transportation arrangements,

requisitions for educational materials, visual aids and maintenance reports.

In addition, they are often used to help do statistical work for timetabling and preparation of course cards for students. The important jobs of printing and distributing internal examinations often come under their jurisdiction.

Teachers and administrators in West Vancouver seem happy to have one person devote himself solely to the job of looking after student and teacher interests.

Lab Assistants

Student lab assistants in West Vancouver schools work on equipment maintenance, demonstration preparations, and inventories. They are involved, often with science clubs, in preparing displays, issuing reference books, cataloguing journals, and supervising film strips.

Lab assistants are senior students of proven responsibility, paid for their services but proud of the results of their daily work in a field they like well. They do their work before school, at lunch hour and after school, under the supervision of science teachers. Science teachers are relieved of much of the busy work and have time to spend with students working on experiments — in the classroom rather than in the store room.

Bugs Removed

All of the innovations in West Vancouver are treated as experiments. Should they at any time prove ineffectual, they will be discontinued. All three systems are moving into another year now, and all the bugs seemed to have been ironed out.

Eight Boards Agree To Detached Duty

School trustees in eight districts have recognized the value of assisting teachers who wish to further their training.

Following a pattern well established in business and industry, the eight school boards have agreed to send teachers for further training by assigning them to 'detached duty' at a university.

Assignment to such duty will be governed by such factors as length of service, length of assignment, and the number of teachers assigned each year.

Provisions Vary

The scope and type of provision varies from district to district. Campbell River makes available \$12,000 a year for teachers on detached duty. Powell River, Sechelt, Howe Sound and New Westminster each allot \$5,000. Cranbrook and Ocean Falls provide for winter sessions at a university by paying an amount per unit. Windermere pays an allowance and tuition fees for short courses.

Windermere pays \$50 a week and tuition fees. Ocean Falls pays \$100 a session and \$35 a unit to a maximum of \$5,000 for one person. Cranbrook pays \$50 a unit to two teachers each year.

Campbell River provides \$100 plus \$50 a unit. Sechelt pays \$500 a month for full

time enrollment and \$10 a day, 10c a mile and tuition fees for non-credit courses.

Powell River makes no specific limitations except the \$5,000 maximum yearly expenditure, but the unused portion of this can accumulate. Howe Sound pays two-thirds of normal salary. New Westminster has not yet made specific provisions.

Spring Conventions Scheduled For 1966

At least 13 teachers' conventions will be held early in the new year.

The Department of Education has approved convention dates as follows:

February 11 - Surrey; February 18 - North Vancouver, Peace River and West Kootenay; February 25 - Burnaby, Delta, Okanagan Valley and Richmond; March 4 - Central Mainland, Fraser Valley East and Victoria; March 11 - North Central and North Coast.

Two or three additional conventions will probably be held in other centers.

December 31 is the deadline for submitting articles on elementary education for the special issue (February) of *The B.C. Teacher*.



DR. G. N. PERRY

Dr. Perry Speaks At Induction

Teachers' associations in New Westminster scored a coup on November 25 in having Dr. G. Neil Perry, Deputy Minister of Education, as the speaker at their Induction Ceremony.

The occasion marked Dr. Perry's first speaking engagement as Deputy Minister.

In his address Dr. Perry predicted that schools in the future may employ master teachers and technicians and helpers to assist them. He felt that some of the present duties of teachers could be carried out by non-professional personnel.

BCTF President, R. G. Kaser, assisted with the Induction Ceremony and presented membership certificates to 34 new BCTF members.

The evening included a banquet and dance.

Seminar Seeks New Tests

A major seminar on pupil evaluation will be sponsored by the BCTF in February.

Purpose of the seminar will be to provide teachers with alternative procedures to those now used to evaluate pupil progress.

Main speaker will be Dr. W. A. Brownell, retired Dean of Education at the University of California, Berkeley. Dr. Brownell is now lecturing at the University of Victoria.

Two Papers to Come

On February 4 and 5 Dr. Brownell will present papers on 'The Shibboleth of Objectivity in Examinations' and 'Two Ways of Looking at Learning, with Implications for Evaluation.'

Three weekends later, February 25-26, the seminar will reassemble in small groups to discuss implications of the two papers.

New Methods Anticipated

Commenting on plans for the seminar, R. J. Carter, of the BCTF Research Committee said, 'There is a growing concern on the part of teachers that our traditional paper and pencil examination procedures have become inadequate. Teachers are looking for new ways. It is our hope that the seminar will have a major effect in introducing better evaluation procedures in B.C.'

Conciliation Can Work

A single conciliator can make conciliation work, according to D. H. McKay, chairman of the BCTF Agreements Committee.

In past years two conciliators were used in teachers' salary disputes, one representing the teachers' association, the other representing the school board. Each conciliator tended to act as an advocate for his group, and the conciliation process was seldom successful, McKay said in an interview recently.

Process New This Year

This year marked the first trial of legislation requiring a single conciliator. The BCTF had sought this change for some time.

Of the 65 agreements reached this fall, 44 were concluded with the aid of a conciliator. 'The failures in the remaining cases resulted from time limitations or from the board's assuming a fixed position,' stated McKay.

'Conciliation was most successful in areas where teachers and trustees agreed on a conciliator rather than depending on a ministerial appointment,' McKay observed.

MEDIAN SALARIES UP FOR 1966

Median salary scales for 1966 as set by 62 negotiated agreements are as follows:

EB	\$4100 - \$ 6300
EA	\$4600 - \$ 7075
PC	\$5150 - \$ 8124
PB	\$5700 - \$ 9257
PA	\$6170 - \$10,100
PA (Master's)	\$6360 - \$10,350

Salaries in 18 areas will be determined by arbitration hearings. Awards must be published by December 31.

Elementary Science Revision Underway By Joint Committee

A precedent-establishing revision committee has begun a study of the science courses in Grades 1 to 7.

Unique features of the committee are that it is sponsored jointly by the BCTF and the Department of Education, and that it has two members from areas other than the Lower Mainland.

All other revision committees are Departmentally appointed only and, because of cost factors, are confined to the Greater Vancouver and Victoria areas.

Committee Members Named

Members of the Elementary Science Revision Committee are: Dr. C. J. Anastasiou (UBC), Mrs. J. E. M. Little (North Vancouver), Mrs. I. A. LaBounty, S. S. Gill and J. H. Wainwright (Vancouver), G. W. Catherall (Coquitlam), G. A. Clarke (West Vancouver), C. R. Moss (Barriere), and A. W. Robinson (Alberni). W. J. McConnell, Curriculum Consultant to the Department, and J. S.

CURRICULUM DIRECTORS SAY:

Scrap Exams

Departmental examinations should be abolished in Grades 11 and 12, say the BCTF Curriculum Directors.

In a statement entitled 'A Proposal for Abolishing Departmental Examinations' the Directors elaborate nine reasons for discontinuing the examinations administered each year by the Department of Education.

The statement has been approved by the BCTF Executive Committee, and has been submitted to the members of the Professional Committee on the Secondary School Curriculum for their consideration. It will be printed in the December issue of *The B.C. Teacher* so that all teachers may have a copy.

Reasons Given

Mrs. I. A. Cull, BCTF Past President and chairman of the Curriculum Directors, lists the following reasons for doing away with Departmental exams:

1. The exams attempt to serve too many purposes — e.g., graduation, entry to university, selection of scholarship winners, entry to certain occupational groups.

2. There is a danger in relying on one set of exams and in having the results interpreted somewhat mechanically.

3. The exams result in our expecting a single level of achievement when we should be emphasizing individualized instruction.

4. Province-wide exams cannot properly evaluate the new 'open-ended' courses, which are designed with 'lateral extensions' to promote student inquiry.

5. Evaluation should be a continuous process, but the

Departmental exams emphasize unduly one time of year.

6. Province-wide exams tend to discourage divergent thinking, creativity, inquiry and curiosity.

7. Traditional pencil and paper exams measure only some of the objectives of courses, and not necessarily the most important ones.

8. If Departmental exams continue in only one program, it will be difficult to establish parity of esteem among the various programs.

9. Each year the physical and financial problems involved in administering the examinations become more severe. The problems cannot be solved simply by employ-

Busy Schedule Of In-service Activities

Seven in-service workshops were held in Duncan, West Vancouver, Campbell River, Vancouver, Kitimat and Victoria in the two weeks between November 20 and December 3.

Topics included the education of Indian children, the professional preparation and the continuing education of district superintendents, principals and vice-principals, language arts and mathematics K to 12, counselling, and cake icing for home economics teachers.

Besides the coming workshops listed below, there are others planned for the spring months.

Coming In-service Sessions

Saturday, December 11. Special Education Workshop, Vernon. Sponsor OVTA. Resource speaker Dr. Charlotte David, UBC.

Saturday, January 22 or 29. Elementary Language Arts Workshop, Gibsons. Sponsor Sechelt T.A. Resource speaker R.I. McLaughlin, Kamloops.

Saturday, February 19. Physics 12 Workshop, Sooke. Sponsor Sooke T.A. Resource speakers N. Glover, Burnaby, and Dr. E. Livesey, Department of Physics, UBC.

Saturday, March 26. Elementary Science Workshop, Qualicum. Sponsor Mount Arrowsmith T.A.

In planning stages is a workshop on Drama and Speech Arts, in January. Sponsor Kitimat T.A.

A bibliography of more than 150 books and articles on creativity, covering all grade levels, is available for a handling and mailing charge of 20c from A. H. Oestrich, Director, Division of University Schools, Indiana University, Bloomington, Indiana.

Any group of 10 or more teachers may submit nominations for positions (table officer or member-at-large) on next year's Executive Committee. Deadline is January 10.

ing additional markers and clerical workers.

Based on Principles

The proposal to abolish the Departmental exams is based on four principles:

1. Secondary schools should accept responsibility for the graduation of all their own students. (A California study has shown that teacher evaluation marks there correlate more closely with college marks than does any standardized test yet developed.)

2. A variety of different examinations — achievement, diagnostic, etc. — should be made available.

3. Post-secondary institutions should confine their entrance exams to diagnostic testing. (They would continue to set their own entrance requirements — e.g., completion of a certain secondary school program, certain personality characteristics.)

4. With the refinement of data processing, post-secondary institutions should be able to provide secondary schools with information on the progress of their former students. This would permit secondary schools to assess and, if necessary, to improve the accuracy of their prediction procedures.

Teacher Education CTF Theme

Activities of the Canadian Teachers' Federation for the next two years will be based on study of teacher education, CTF President W. H. Janzen has announced. (Janzen is vice-principal of Henry Bose



WES JANZEN

Elementary School in Surrey.)

Centering its program on a major theme is a new departure for CTF, which represents more than 140,000 teachers in the 10 provinces and the Northwest Territories.

The program calls for conferences, research surveys and publications. As soon as plans are completed, invitations will go to all major bodies interested in teacher preparation, seeking their co-operation. An attempt will be made to reach agreement on theoretical principles, which will then be applied to a close study of the actual processes involved.

OUR MAJOR AIM — EXCELLENCE OF INSTRUCTION