

Short-term training blasted

BCTF delegation to voice protest to minister

A BCTF delegation will meet the Minister of Education this week to protest the issuance of teaching certificates to people with only seven weeks of training.

The delegation will also criticize the Department for permitting developments in which men recruited to teach senior courses in industrial education are teaching some academic courses.

Earlier this year the Department of Education recruited 16 men from industry to teach industrial education courses. The men were given a summer session and were promised temporary Vocational 'C' certificates. The certificates have not yet been issued, but will be shortly.

The Shop Teachers' PSA and the BCTF Executive Committee and Representative Assembly regard the Department's move as a threat to standards of teacher preparation.

The concern was intensified by a BCTF survey which revealed that, although the men were originally intended to instruct only in specific vocational subjects at the senior secondary level, most are not doing so. Many have junior secondary industrial education subjects, and some are teaching such subjects as Science 8 and 9, Recordkeeping 9, Health and Guidance 8 and 10 and Industrial Science 12.

BCTF representatives have already protested the Department's move to the Joint Board of Teacher Education. Departmental representatives on the Joint Board were surprised to learn that academic subjects were being taught by the trainees. However, they offered no excuses for the short program, stating that there had been an immediate need and that they had taken steps to meet it.

Other members of the Joint Board deplored minimal training

programs, but the Departmental representatives were adamant in their support of the emergency arrangements.

In September the Executive Committee notified Dr. Peterson that it 'emphatically opposes the issuance of temporary certificates to the trainees of the seven-week summer session and urges that such trainees be granted no certification recognition other than letters of permission.'

The Executive Committee also urged the Department to stop prescribing new courses until it is assured that an adequate supply of properly certificated teachers is available to teach the courses.

The delegation will reiterate an earlier BCTF request to the Minister that he strike immediately an appropriate joint committee to study the problems associated with the issuance of all temporary certificates and to recommend measures to overcome the apparent need for such certificates.

The delegation will also ask Dr. Peterson for more information on cutbacks in school construction

Bob Buzza, First Vice-president, expressed concern about the announced cutback. 'In particular,' he said, 'we shall ask for further clarification on the phrase "all but essential classrooms" mentioned in Dr. Petersen's address at the trustees' convention. We want to know, for example, if libraries are considered essential classrooms.'

Court upholds award

The B.C. Supreme Court of Appeal has upheld a Supreme Court judgment dismissing a Vancouver School Board petition to set aside part of an arbitration award granted instructors at the Vancouver School of Art.

The ruling has been hailed by BCTF Agreements Committee chairman Doug Campbell as a 'significant clarification of the scope of collective agreements.'

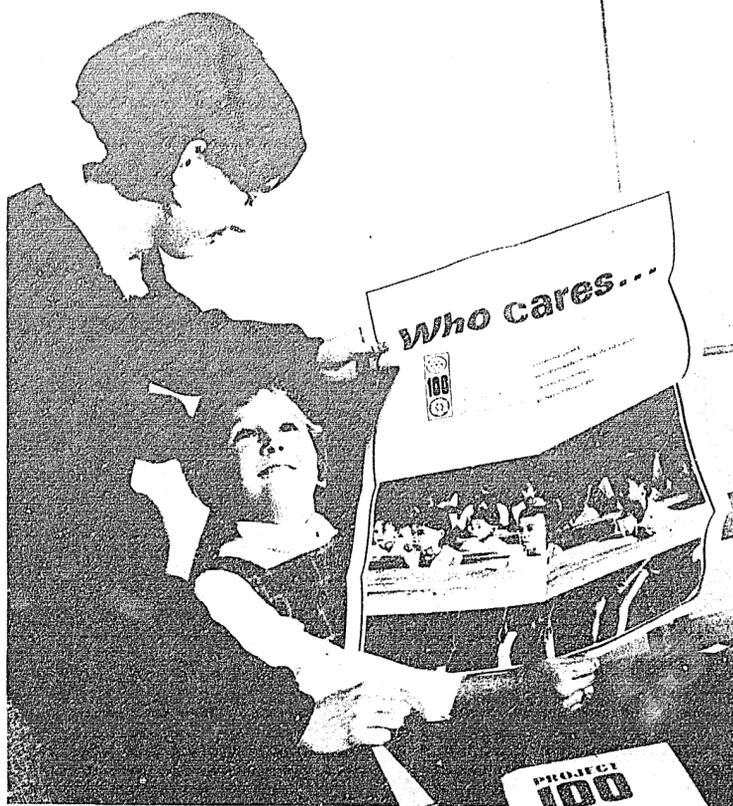
The Vancouver School Board had petitioned the courts to set aside that part of an arbitration award which granted the art teachers leave with pay for bereavement in the immediate family and the payment of a death benefit to the teacher's estate.

When the case came before the Supreme Court Mr. Justice Nathan Nemetz upheld the unanimous award of the arbitration board.

The school board appealed to the Appeal Court and this time three judges came out in favor of the arbitration board ruling.

Mr. Justice Norris ruled that the provisions were terms of service or conditions incidental to employment and that the provision for negotiation of 'bonuses' excludes any limitations imposed by the 'without pay' section of the Public Schools Act. (The board had contended that the award violated section 129 (k) of the Public Schools Act, which provides for leave of absence without pay.

Commenting on the decision, Campbell said. 'The decision broadens the terms of reference for negotiation and arbitration and therefore should make it easier to conclude agreements.'



LOOKING AT B.C. CENTENNIAL Student Project poster are (left) Susan Thomson, president of Edmonds Elementary Junior Secondary School, and Cynthia Ritchie, seven-year-old Grade 3 student at the school. (See story below).

AIM: \$1 A STUDENT

'Project 100' set for schools

B.C. students started making their contribution to B.C. and Canadian centennial celebrations November 1.

Provincial Centennial Chairman Laurie Wallace announced the start of a fund raising campaign designed to aid educational facilities in less favored areas.

The campaign, christened Project 100, will be run in both November 1966 and 1967. Its aim is to raise \$1 per student over the two-year period.

Precise nature of the aid, type of facilities and location of any project will be left to a committee made up of students and other sponsoring organization representatives.

Two posters have been commissioned, one directed at elementary students and the other at secondary and post-secondary, and have been distributed to all school districts in B.C.

The elementary poster shows children in a classroom in Sarawak with the simple heading 'WHO CARES . . .' The secondary poster depicts a group of youths sitting beneath the guiding hand of an Indian instructor and is headed 'INVEST IN TOMORROW'S LEADERS.'

On the reverse side of the unique poster, instructions and other information concerning Project 100 are outlined in full.

Each classroom in B.C. will be supplied with two of the posters it is hoped.

Campbell River Secondary School principal John Young, who taught in Sarawak, donated the photograph used on the elementary poster. The secondary poster uses an Indian government booklet as its source.

The instruction portions of the poster include the following request of teachers:

'Teachers are requested to aid this campaign by explaining why it is being run and inspiring student interest.

'Education has been established in the minds of most British Columbians as a vital ingredient to our future success and is surely one of the keys to a developing nation.'

The committee co-ordinating the campaign, in addition to student representatives, lists members of the B.C. Centennial Committee, B.C. Teachers' Federation, the Provincial Department

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CHARLIE OVANS DREW IT UP

'Magna Carta' for teachers OK'd in Paris

A UNESCO-ILO recommendation concerning the status of teachers got final approval from representatives of governments from all parts of the world at a UNESCO conference in Paris last month.

Next step is for the representatives to take the document back home with them to try to get their own governments to proclaim it.

The 'recommendation,' drafted originally by BCTF general secretary Charlie Ovans during a six-month stint in Geneva, Switzerland two years ago, is an attempt to upgrade the status of teachers in all parts of the world.

'It has been loosely termed a "teachers' Magna Carta",' said Ovans, 'but really it is simply, in detailed form, a

set of minimum standards that a government must abide by if it is to have an effective teaching force.

'These standards,' said Ovans on his return from the Paris conference, where he was one of five Canadian government representatives, 'pertain not only to minimum salaries which should be paid teachers, but also to the selection and training of teachers and the part that teachers' organizations should play in development of curriculum and formulation of educational policy.'

Ovans said that although the minimum standards set out in the document are generally exceeded in Canada, there are some areas where improvements could be made.



CHARLIE OVANS

For example, he added, it says that teachers should be entitled to study leave with full or partial pay at intervals but in B.C. school law there is no provision for this. It says also that women teachers should be given maternity leave with pay and be permitted to return to the classroom once they have had their babies — something else that isn't done in B.C.

Ovans said the recommendation is expected to be most effective in developing countries, but he warned that many of these countries won't be able to meet even minimum standards without a great deal of outside help from countries such as Canada.

He added that the document recognized that education is

perhaps the most important issue in the social and economic development of a country, but to have good education, a country has to have good teachers and to get good teachers it must have attractive enough working conditions to attract the best people.

The document was originally drafted by Ovans using findings that came out of earlier ILO and UNESCO conferences on the status of teachers.

He gathered together all of the material and using some ideas of his own, stitched together the 'Magna Carta.' Last January he went to Geneva where a committee of experts went over his recommendations and last month governmental representatives discussed them.

British Columbia Teachers' Federation
NEWSLETTER
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Sheer Nonsense

Among the many distortions of fact involved in the recent controversy over Dr. Gordon Shrum's remarks to the school trustees' convention were two that are particularly ridiculous. The first is the allegation from several quarters that teachers and their professional association advocate university training for all students. The second is the suggestion that we want to keep students in school merely to keep teachers employed. Actually, Shrum's contention that society has overstressed the importance of a university education is one of the few things he said with which we agree. To advocate university for all students is just as ridiculous as to suggest that only university-bound students should attend secondary school and the others should be turfed out when they are thirteen years old. Both extremes are nonsensical. There is no point in reopening the controversy. Suffice it to say that teachers do not advocate university for all students. They do advocate as much of an appropriate kind of education for each student as he is willing and able to absorb. The second allegation is so absurd that it really needs no comment. However, we can't resist pointing out a couple of the more obvious facts. Employment is the last thing teachers need worry about. Our schools need hundreds of teachers more than the number available, and the shortage is getting worse, not better. Moreover, our province has the dubious honor of having larger classes than any other province except Newfoundland. It would be to the advantage of teachers, therefore, if several thousand students were removed from school.

Furthermore, if our only interest in students is to keep teachers employed, how do our critics explain the hundreds of thousands of dollars teachers spend each year, as individuals and through the BCTF, on such professional development activities as curriculum development and in-service education? And how do they account for the thousands of dollars teachers spend out of their own pockets each year on aids to learning for their pupils?

Perhaps the best answer to the charge is to say Heaven help the children of this province if teachers ever abandon their professional development activities. It is not difficult to imagine how pitifully little would be done in this area if we left the responsibility to school boards and the Department of Education.

Preparing today's young people for the world they will have to control is a task vastly different from that faced by teachers in the past. We don't believe that dismissing students from school when they can still benefit from attending is any way to prepare them for tomorrow. If society thinks we're wrong and wants to weed them out early to save money, fair enough, but let's not have any nonsense about teachers' reasons for wanting to help youngsters as much as they can.

And the 'saving' will be an illusion, of course. Society will have to pay many times the cost of schooling later to look after the forced-outs with such things as unemployment insurance, welfare and prisons.

A Friend Leaves

Teachers lost a real friend recently when Dr. John Friesen left UBC's Department of University Extension to do population planning work.

For many years Dr. Friesen worked closely with the BCTF in attempting to offer suitable extra-session courses for teachers both on and off campus. He was particularly sympathetic to our request for courses in areas other than the Lower Mainland.

Dr. Friesen also assisted the Federation in many other ways, not the least of them being his sound advice on our international assistance program.

We have appreciated his friendship and support and extend to him congratulations on a difficult job well done. His keen mind, friendly smile and ready humor will be missed in B.C. educational circles.

Exchange to Quebec

The Ministers of Education have approved a recommendation of the Canadian Education Association that 60 teachers be exchanged annually between English and French-speaking Canada.

The CEA proposal stated that cultural exchange between the two principal groups in Canada is one of the best means of improving the quality of relations between the two.

Cost of exchanging the 60 teachers is estimated at \$45,000. The Ministers will request the amount from the federal government.

It is hoped that the annual exchange will begin in 1967.

'OCTOBER'S MURKINESS'

Prophets of gloom see cutbacks all round

By DES GRADY
 Director of Economic Welfare

As predicted in the October issue, the prophets of gloom and doom have heralded the approach of winter with anguished cries of inflation, tight money, cutbacks, and restrictions. Although teachers' salaries have not been a specific target, the tone of glum foreboding was conveyed to trustees in the Minister of Education's address to the BCSTA convention. Many overzealous custodians of the public purse will be tempted to embark with alacrity on economy campaigns.

With the settlement of most non-teacher agreements into 1967 and with average wages in B.C. now at a level over 8% better than the 1965 figure, we believe that any induced constraints on the legitimate salary demands of teachers would be unjust and discriminatory.

If one were inclined to be cynical, he might wonder how it could be possible to leave the sunshine and dynamic glory of September 12 and enter the dingy murkiness of October.

Letters

Langley, B.C.

Sir: I wish to convey my sincerest thanks for such an outstanding newsletter as the October issue. It alone is worth my yearly fees.

Such headlines as 'Go after big salary increases' and 'Do not teach over-sized classes' reflect the leadership that individual teachers want and need from the BCTF. It is this kind of positive leadership that will bring cohesion to the BCTF and make us a stronger force.

So many teachers have commented on the comparison made of laborers' salaries and teachers' salaries. They honestly did not know these facts, which is why Agreements Committees are often misunderstood. Information to the teachers is necessary.

Des Grady is my hero!
 Mr. Campbell — bravo!
 Mr. Editor — My esteem for you rose rapidly!
 Congratulations on a wonderful newsletter.

GEORGE V. CLEMENTS

Project Africa

The Canadian Teachers' Federation will operate Project Africa again in 1967.

Each summer the CTF project sends teams of Canadian teachers to African countries to assist with training sessions for African teachers. Expenses are borne by the provincial teachers' organizations.

For several years the BCTF has sent six of its members to the project. W. R. (Bill) Long of Kitimat has twice served as overall leader of the project.

CTF plans to send English-speaking teams to those African countries which have asked that the assistance be continued next year. In addition, it hopes to initiate courses in reply to invitations from other countries in Africa and in the Caribbean area. Plans also call for at least one French-speaking team for French West Africa.

Last summer CTF sent 28 teachers to Uganda, Tanzania, Kenya and, for the first time, French-speaking Africa.

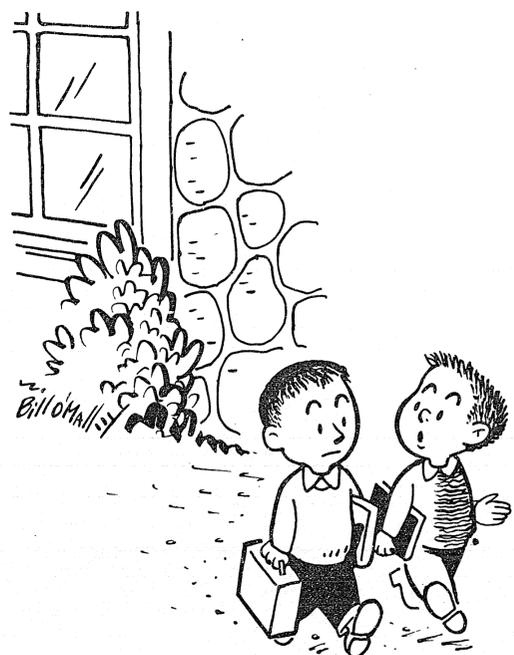
Application forms for Project Africa 1967 will be available from the BCTF office in December.

Perhaps we are naive in considering that education should be a priority item. In our attitude we are admittedly swayed by past government statements, by the reports of the Economic Council of Canada and other experts, by overcrowded classrooms, and by a scarcity of qualified teachers willing to teach under existing conditions.

For these reasons we are biased in our judgment. Certainly restrictions on educational expendi-

ture are akin to locking the stable door after the horse has bolted. One does not have to accept the H. G. Wells dictum that 'human history is a race between education and catastrophe' to recognize that progress in the atomic and electronic age will not be made by public representatives devoted to the provision of subsistence level public school education.

Who wants to be debt free if we have to advance backwards!



'My mother says school days are the happiest days of her life — MY school days.'

As I see it

By JOHN CHURCH
 Assistant Director of Professional Development

Are we sufficiently forward-looking in our viewpoint?

In-service education activities too frequently emphasize only an immediate need. They are concerned, for example, with a new language arts program, or a new Grade 12 mathematics course. Essential as these sessions are, should not more activities be devoted to a fuller examination of the new functions of the teacher as a facilitator of pupil learning, and not merely to a recasting of the teacher to impart a revised kind of information?

The purpose of education and the roles of both teacher and pupil have changed. Should not more in-service education sessions be designed to promote independent pupil learning — the four 'process goals' of tool skills, problem-solving thinking or inquiry, self-instruction and self-evaluation?

Educational change can no longer be dismissed merely as a process of pouring a new wine into the old bottle. Let's stop pretending it can be.

Let us also start to practise the dictum that learning is learning how to learn — how to learn for continuous learning. If this happens, will we not place less emphasis on formal examinations? Will we not recognize that evaluation of pupil progress must be continuous and linked to the independent learning of each pupil?

Do we not compromise our belief in promoting individual differences if we insist on 'uniform' examinations and 'common standards'? Let us then undertake practices to maximize individual differences among pupils.

A more 'humanitarian' approach and curriculum are badly needed. An already 'de-personalized' curriculum — de-personalized in the last decade by the academic disciplinarians — now faces the danger of a new assault from computer experts.

The latter, highly trained and proficiently skilled in their technology, are too often deficient in their own education of human values.

Unfortunately, we have failed to attach sufficient importance to the dehumanizing influences of computers — electronic data processing, informational retrieval services, etc. — on education.

Now we must act. Too often in the past we have turned outside of ourselves and have sought leadership (direction might be a more honest term) to solve the problems of the day. Today, larger problems in automation and education require the combined attention of all members of the profession.

The real leadership must come from within our own membership. Let's be more forward-looking!

Switch in exam policy by dept.

Major in-service projects planned

B.C.'s teachers are off and running in an active program of in-service education. More than a score of major projects have been reported during the months of September and October, and an equally active November lies ahead.

Coming events include a regional workshop for intermediate grade teachers in Vernon on November 5. On the same date, music teachers will gather at Langley for the annual conference of the B.C. Music Educators' Association. Music will again hold center stage in Campbell River on November 18, at a meeting of Campbell River and Courtenay teachers.

Sechel teachers will join with their school board in sponsoring a community education conference on November 19. Chief speaker will be R. J. Carter, chairman of the BCTF Research Committee and organizer of last summer's course on educational change and the new technology.

Noteworthy among past events was the provincial workshop for primary teachers, held at Victoria on October 15. Feature speaker was Dr. Sheila O'Connell of Toronto University's Institute of Child Study.

Busiest consultant during the early fall was Dr. Lloyd Slind of UBC, who assisted music teachers in the Peace River area from September 12 to 16, and in Terrace on October 15. Also from UBC, Eric MacPherson followed Dr. Slind to the Peace on October 1 and to a mathematics workshop,

Education Minister L. R. Peterson announced new departmental examination procedures at the B.C. School Trustees Association convention in Penticton.

He said departmental examinations will be provided for students graduating in academic and technical programs next June in the specialty courses listed as '12'.

Examinations will therefore be provided in the following courses: English Literature 12, Geography 12, History 12, Mathematics 12, Biology 12, Chemistry 12, Physics 12, French 12, German 12, Latin 12, and Spanish 12.

There will be no Departmental examination in the General Education Constant, English 12. The principle of accrediting will continue.

In addition, 50 percent of the final mark secured by each candidate will be assigned by the school prior to the time of writing the Departmental examination.

Scholarship students will be required to write two of the above-mentioned '12' courses. This examination will consist of two parts—one will be the regular Departmental examination, and the other part will consist of ques-

while Professor Frank Bertram met with English teachers at Prince Rupert on October 22.

The other B.C. universities have also been helpful. At Simon Fraser on October 6 faculty members co-operated with the Lower Mainland Chapter of SATE in a meeting on Testing in the Resource Course. At Kimberley on September 23 and 24, 110 East Kootenay teachers met with a resource team from Victoria University on elementary mathematics. A major workshop for elementary teachers in Vernon at the end of September featured Dr. Glenn Kirchner of Simon Fraser.

An import of note was Miss Eleanor Ahlers, Superintendent of School Library Services for the State of Washington, who met with Vancouver Island librarians at Nanaimo on October 15. On the same date, Peace River teachers were served by a resource team on Creativity in the Classroom, sponsored by the Province of Alberta's Recreation and Cultural Development Branch and the Fine Arts Council of the Alberta Teachers' Association.

The B.C. Science Teachers' Association and Educational Services Incorporated are co-sponsoring a series of area meetings for physics teachers. The first meeting, at Creston on October 1, featuring Arthur Creelman of North Vancouver and Dr. Derek Livesey of UBC, attracted 40 East Kootenay teachers. Further meetings in the series are set for late October and early November in Kamloops, Penticton, Shawnigan Lake, Prince George and Abbotsford.

SOMETHING NEW THIS YEAR

PITA's 'instant conference'

Something unique in in-service education ventures is the 'instant conference' offered this year by the Provincial Intermediate Teachers' Association.

Under the direction of David Soy, a group of eight outstanding teachers from the metropolitan area has designed a day-long program of practical assistance in science, mathematics, social studies and the language arts. The team is prepared to travel, with a full kit of demonstration materials, to a number of centers to act as leaders in regional meetings of intermediate grade teachers.

There is no element of condescension in this, says Soy. 'We don't imagine for an instant that the metropolitan area has a monopoly on good intermediate teachers. It's just that a large, concentrated group like those in the metropolitan area is a relatively easy recruiting ground for resource people who can readily get together to design a correlated program.'

Soy also emphasizes the local co-operation that is needed to make the project work. In any area where his team is used, a local organizer or committee will arrange for physical facilities, food

tions designed especially for scholarship candidates. This total paper must not exceed three hours in length.

Scholarships will be awarded solely on the basis of marks secured on the scholarship examinations.

ADVANTAGES

The new policy includes a number of advantages. Since no common external examination will be required in English 12, teachers will be able to design many different teaching courses from the resource materials provided.

The BCTF had earlier been critical of the attempt to make one examination serve many different purposes. Now there will be a partially separate scholarship examination. In addition, the school now has responsibility for assessing 50 percent of the final mark of students required to write Departmental examinations.

The typical student will be required to write only two papers. Furthermore, the student will be writing in an area where he has at least made a partial selection or shown a special ability. Most significantly, the new policy applies to June 1967 only. The policy is to be reviewed annually.

Are two papers sufficient to provide the basis for allocating scholarships? Will the continuation of

DISADVANTAGES

To those who have supported the movement for the removal of Departmental examinations, the new policy represents a frustrating compromise. In 'open-ended' science courses, the emphasis may not be placed on evaluation of process because of the June Departmental examination.

Other disadvantages may include the fact that the requirement of the school to provide 50 percent of the final mark may cause some schools to emphasize more than ever before those very same objectives which the Departmental examination measures.

Will schools not feel some pressures to ensure that their assessments correlate with examination achievements? Again, it is suggested that scholarship students in science or in science and mathematics will have an unfair advantage over students, for example, who write English Literature 12 and History 12.

Are two papers sufficient to provide the basis for allocating scholarships? Will the continuation of

examinations in the academic-technical program maintain the prestige factor formerly associated with the University Program?

Finally, the critics of Departmental examinations ask, what is happening to the brave new world to promote inquiring, probing, imaginative and creative students, the brave new world sought by modern curriculum designers? The critics quickly add there is no philosophical basis for this new policy.

At the same time the new policy represents a tacit acknowledgment of the justness of the BCTF position that external examinations should be abolished. The first and the great step toward abolition has now been taken, commented T. M. Chalmers, past-chairman, BCTF Curriculum Directors.

'Principals and teachers have requested professional freedom to make the final decisions concerning their own students. It is now up to us as principals and teachers to prove to the public that we are worthy of complete, not just added, responsibility,' Chalmers concluded.

Two Douglas Day radio programs

Teachers are reminded of the two centennial radio programs set for November 18, to mark Douglas Day.

The program for elementary grades, 'Sing Centennial', will be broadcast from 1:30 to 2:00 p.m. The secondary program, 'Giant Beyond the Rockies,' will follow, from 2:00 to 2:30 p.m.

Schools are encouraged to plan their own supplementary programs suitable for the occasion.

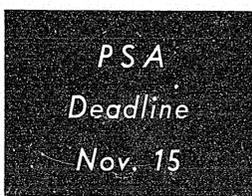
'Project 100'

(Continued from Page 1)

of Education, B.C. School Trustees Association, the Universities, the Junior Red Cross and the B.C. Parent-Teacher Federation. The project has been endorsed in principle by all the above organizations.

Chairman of the committee is C. G. Archibald, principal of Edmonds Elementary Junior Secondary School, Burnaby.

All costs of the posters and related material are being borne by the British Columbia Centennial Committee.



Several districts hire teacher aides

Several districts are now employing teacher aides to assist teachers. Two of them are West Vancouver and Campbell River.

Dr. L. P. Sampson, Director of Instruction for West Vancouver, reports that his district is pleased with the services of teacher aides.

Several aides are used as science lab assistants, whose duty it is to inspect and maintain equipment and prepare experiment materials. There is one adult assistant and three to six student assistants in each of three secondary schools.

The teacher of a special class of students who have neurological impairments has been assigned an assistant. The latter is not a teacher but has had experience in working with handicapped children.

West Vancouver also uses 12 housewives with English majors and teaching certificates as theme marker assistants to English teachers.

Campbell River Senior Secondary School has a teacher assistant to look after textbooks and transparencies, to assist in the library and in the science and commerce labs, to mark objective tests and to help with stenographic work.

Campbell River also uses an aide at the kindergarten level.

Liability in shops topic of seminar

What is the liability of the teacher and the school board in school shops?

This question was thoroughly discussed at a seminar sponsored by the Greater Victoria Industrial Education Teachers' Association.

The panel included a trustee, a district superintendent, vice-principal and two lawyers.

Basic definitions were explored and numerous judicial findings were cited.

While the title of the seminar is related primarily to shops, the

lawyers made it clear that in terms of law, the fundamental points are applicable to all teachers.

Points dealt with included the status of substitute teachers, when teachers may be found liable, student use of school equipment, importance of requests and reports in writing to absolve teachers of responsibility, overcrowded classroom situations, record of safety lessons and instructions, exclusion of pupils from a class for reasons of liability.

In summary, there is no need for teachers to understand all phases of law, but it is important for them to understand basically that phase of law which affects them directly and which may stimulate precautionary measures to aid in the reduction of injuries to children.

A digest of the seminar has been sent to all shop teachers by their PSA as a newsletter. If teachers are interested, it is suggested that the PSA's be requested to send the material to those who request a copy.

NOTICE

Any BCTF members with an urgent professional problem may telephone collect (731-8121) to the BCTF office for advice.

Any teacher with an unduly heavy workload should write to the General Secretary for assistance.

Contract Capsules

A pamphlet published by the U.S. Department of Health, Education and Welfare supports something B.C. teachers have been stating for years—working conditions and salary are both proper items for negotiations with school boards and for inclusion in the collective agreement.

The pamphlet is entitled *Teachers Negotiate With Their School Boards*.

It says, in part, 'The goal of improving the economic welfare of teachers, regardless of what group advocates the goal, cannot be treated in isolation from desires to improve education per se.'

'Along the same lines, certain changes in the educational program may well affect the working conditions of both the teacher and the student.'

'Thus, efforts by teachers or other groups in reducing the class size are seen by those groups as having dual benefits—the teaching conditions of work and the student's conditions of learning—and this reciprocity feature should not be ignored.'

★ ★ ★ CLASS SIZE

Class-size limitations can be achieved if people care enough.

The agreement for New York City specifies limits of 33 pupils in elementary and junior high school classes in 1966-67. The Minister of Education in New Brunswick will prepare regulations stating that whenever practicable the normal class size will be 30 pupils. The Montreal agreement specifies as a working condition '30 élèves par classe.'

Such limits were not achieved by sacrificing salary increases.

Classroom teachers with top qualifications and maximum experience receive \$11,950 in New York City, \$10,400 in New Brunswick and \$10,400 in Montreal (agreement for 1964-66).

★ ★ ★ LEAVE

Two of the seven school districts which have provisions for detached duty have teachers using the benefit this year.

Lake Cowichan has two people on detached duty at two-thirds of full salary, a total of \$5500. Powell River has one teacher on detached duty at a salary of \$5000.

Sechelt, Howe Sound, Williams Lake, Campbell River and New Westminster will probably have teachers on detached duty next year.

One person from Fraser Canyon, one from Cranbrook and one from Slocan are on educational leave. These people receive \$45 or \$50 a unit for courses completed during winter or summer sessions.

McBride, Gulf Islands and Ocean Falls also have provisions for educational leave, but they are not being used this year.

★ ★ ★ JURY DUTY

Teachers are not exempt from jury duty. Although school boards have no authority to make salary deductions when a teacher is called for jury duty, it is advisable to establish in the agreement the procedure to be followed.

Campbell River provides for full pay if a teacher is required to attend a court of law other than as a defendant, and when required to attend as a defendant if subsequently acquitted. Victoria provides for jury duty at normal salary provided that the regular

jury pay is assigned to the Board of School Trustees.

★ ★ ★ SALARIES

For the experienced teacher with top certification, teachers' salaries in British Columbia are not outstanding. Maximum salaries in Ontario urban centers for classroom teachers are about \$11,500 plus an extra \$500 for a Master's Degree.

Top salaries for classroom teachers elsewhere in Ontario rise to the \$14,000-\$15,000 range.

★ ★ ★

SALARY DIFFERENTIALS

Higher salaries will not attract teachers say some trustees. As justification they point to the year when they paid \$100-\$200 above the going rate and did not attract the teachers they needed.

Vernon and South Okanagan provide the foil to this argument. South Okanagan pays its teachers four increments for full time winter sessions spent at university, producing a starting salary about \$1250 above the going rate. Vernon pays its secondary teachers at Lumby a differential of up to \$750 above the rates paid in Vernon. Such provisions have solved recruitment problems.

If other districts were to adopt similarly realistic amounts they would improve their attractiveness to teachers from outside the province and to would-be teachers from within the province. The result should be an increase in the total number of teachers available.

★ ★ ★

COMPENSATING TIME

Vancouver School Board has endorsed a comprehensive report from its committee on athletic activities in schools. Among the major recommendations was the proposal that teachers performing extra-curricular duties in excess of what is determined to be normal or reasonable should be awarded 'compensating time.' In other respects, also, the committee report shows foresight in planning for the financial and physical needs of an athletic program.

Presumably the School Board's intention is to provide the additional human resources to accomplish the objectives.

Presumably, too, care will be taken to ensure that teachers of the core subjects do not become the victims of the improvements in the teaching loads of others.

Resources inventory

Our September 1966 issue carried an article on three publications of the B.C. Natural Resources Conference. The Inventory of the Natural Resources of B.C. was mentioned as being particularly valuable.

The publication is available for \$9.50 from the Secretary, B.C. Natural Resources Conference, c/o Department of Recreation and Conservation, Victoria.

Total enrollment in institutions of learning increased from 12.8% of the world population in 1957-58 to 14.6% in 1961-62, the latest year for which statistics are available.

Trustees are not teachers' bosses

One of the major stumbling blocks toward teacher-trustee co-operation is the 'employer-employee' relationship that exists between the two.

BCFT president Harley Robertson made this point strongly in an address to the annual convention of the B.C. School Trustees Association.

'Teachers do not look upon themselves as employees of the board any more than a doctor looks upon himself as an employee of the hospital board,' he said.

'Teachers are hired to perform a professional task, in the conduct of which they receive no direction from the hiring board. Teachers look to their principals and to the superintendent for educational leadership.'

'I say here very frankly that any board member who looks upon himself as boss of the teachers is rendering a great disservice to education in that district.'

B.C. wages continue to lead the nation

British Columbia wage earners continue to lead the nation both in average weekly wages and in increases over last year.

The Dominion Bureau of Statistics reports that during May the Canadian average was \$95.89, with the B.C. figure reaching a new high of \$108.06.

Other provinces were: Newfoundland \$84.90; Prince Edward Island \$61.38; Nova Scotia \$77.25; New Brunswick \$79.42; Ontario \$98.74; Manitoba \$84.84; Saskatchewan \$87.92; Alberta \$93.47.

During the first five months of 1966 average weekly wages in Canada increased by 5.9% over the same period in 1965. In B.C. the increase was 8.2%. Quebec was second with 6.9%.

The October 1 issue of the *Financial Post* reported a study of wage gains in the first six months of 1966. The study, prepared by the Department of Labor, covered 34 key collective agreements, excluding those in construction. Each agreement covered at least 1,000 employees.

The report indicated that:

- All agreements involved increased wages — and the increases were all substantial.
- Seventeen of the contracts raised base rate wages 4-8% yearly.

- Eleven raised base wages 9-13% yearly.
- The remainder raised base rate wages in excess of 13%.
- The general level of increases is higher than in 1965.

PENSIONS

The Representative Assembly has ordered a representation to the provincial government for further improvements to the teachers' pension plan.

Among the improvements to be sought will be a 2% formula, providing for those retiring at 65 a benefit rate of 2% for each year of service applied to the highest average salary over 50 teaching months, reduced by a Canada Plan offset factor.

The brief will also propose raising the maximum countable salary for pension purposes from the present \$10,000 to \$15,000.

A reduction in the penalty for retiring early will also be sought. The brief will propose that the pension benefit be computed according to the 2% formula, and then reduced by 3% for each year by which the age at retirement is less than 65. Maximum reduction proposed would be 15%.

Salary boosts for prairie teachers

Prairie teachers have received major salary increases for 1966-67. Salary agreements in the three Prairie Provinces coincide with the school year.

Average rate increases are:

	Minimum	Maximum
Alberta (44 counties and divisions) (45 districts)	6.7%	8.1%
Saskatchewan (Collegiates, secondary schools) (City public, elementary schools)	9.4%	6.5%
Manitoba (41 divisions) (230 districts)	12.7%	10.3%
	9.5%	7.3%

Comments Des Grady, Director of Economic Welfare, 'Average increases may not be valid criteria for the statistician, for they will be influenced in large measure by the base to which they are applied. However, it is obvious that prairie teachers have received major salary increases.'

'Perhaps of more significance to B.C., with its annual spate of arbitrations, is the fact that in Manitoba 271 agreements were concluded by negotiations; only one had to be settled by arbitration.'

Businessmen are not aware of 'recession'

Fraser Robertson, reporting in the *Globe and Mail* on the annual meeting of the Canadian Chamber of Commerce, questions the recession views of many of the country's economists.

After talking to many of the 500 delegates, he considers businessmen more accurate predictors of the future than economists are.

Says Robertson, 'If business is sick, they (businessmen) are not aware of it. The general opinion was expressed succinctly by Henry Valle, chairman of the chamber's executive council at a press conference with the new officers of the chamber. He predicted a high level of activity throughout 1967 and there was no dissenting voice.'

'There is, Mr. Valle pointed out, a large backlog of business activity that cannot now be met.

because of shortages of labor, materials and money. This is causing the deferment of many expansion plans, but that needs to be distinguished from cancellation of plans.'

BRITISH COLUMBIA
TEACHERS' FEDERATION
NEWSLETTER

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MEDICAL NOTICE

- Membership cards for new members are being mailed out as quickly as lists can be checked. Delay results from lack of information and, in many cases, no application form having been filled in or sent to our office. We are still receiving bundles of new applications which have to be checked before cards can be issued.
- Coverage for new members to PTMS began October 1. If you require medical attention before receiving your card from this office, please ask your doctor to use your school district number in the 'membership number' space on the account card which he will send to PTMS.
- Members changing districts are required to advise the new school board secretary that continuing PTMS coverage is required. This is not automatic. The secretary will have a supply of stop-order forms; and, if necessary, application forms, to be completed.
- Registration of new dependents: Babies must be registered within 30 days of birth. This is your responsibility, not that of your doctor or school board. Write or telephone to our office, giving name and birth date of the child. If an increased fee is required, it must be paid.
- Address enquiries about coverage or procedure to PTMS Office, 1815 West 7th Avenue, Vancouver 9, or telephone 731-8121 and ask for PTMS.

Mrs. Alix Richards,
c/o Library,
B. C. T. F. Office

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