

BCTF asks for class size cut

A brief demonstrating the need to reduce the size of classes in B.C. schools has been sent to Education Minister L. R. Peterson.

The 21-page brief includes a review of research studies on class size, including the study done in San Diego, reported elsewhere in this issue.

The brief contains four recommendations:

(1) That the number of pupils per teacher recognized for grant purposes be reduced to 25 in primary grades and 30 in other elementary school grades.

(2) That the elementary grade pupil-teacher ratio, recognized

for grant purposes, be reduced at a rate of two per year until the objective of a 30:1 ratio has been attained; and that an additional reduction program be undertaken to bring the primary grade ratio to 25:1.

(3) That the over-riding ratios for grant purposes in secondary schools, set forth in Article 16.06 of the Rules of the Council of Public Instruction, be returned to the figures which were in effect prior to 1958: namely 20:1 in schools having not more than 500 pupils and 22:1 in schools having more than 750 pupils.

(4) That teachers of vocational courses be excluded from the gen-

eral entitlement formula and treated in the manner now prescribed for teachers of occupational classes in Article 16.07 of the Rules.

A BCTF study last year revealed that B.C. has larger elementary school classes than any other province except Newfoundland.

The brief states that while 'any reasonable person will concede that the right size for a group or activity depends both on the maturity of the individual and the nature of the activity, we must take the firm stand that large, unwieldy elementary classes are permanently damaging to the chil-

dren who are forced into sterile, frightening, and confusing relationships in groups that have no purpose other than expediency in organization and economy.'

President Harley Robertson said of the brief, 'It is the first step in a campaign to reduce the size of classes in our schools. We are convinced that many of our pupils are being shortchanged in their education by being deprived of the individual attention so necessary to develop them as persons. The emphasis in education today is on developing each individual so that he will be able to cope with the rapidly changing adult world he will enter. It is

obviously impossible for a teacher to do justice to each child when he is given classes of forty or more pupils.'

Robertson also said that large classes are driving teachers out of the profession, keeping married women teachers from returning to teaching, and making teaching less attractive to students.

'In addition to helping students, smaller classes will enable teachers to do a better job and, by making teaching more attractive than it is now, will help solve the teacher shortage problem,' he said.

BRITISH COLUMBIA TEACHERS' FEDERATION

NEWSLETTER

DECEMBER 1966

VANCOUVER, B.C.

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CANADA'S CONFEDERATION train will tour British Columbia during January and February. The train will tell the story of Canada from primeval times to the modern day. Thousands of

students are expected to view the exhibits. In the above picture Miss M. Howie, a Centennial staff member operates a model of the train. (For more on the Confederation train, see page 3.)

Editorial

The Same Old Tactics Again

The perennial pitch of the B.C. School Trustees Association for zonal or provincial bargaining has been trotted out again, as it usually is at this time each year. The news peg was the fact that there will be 28 arbitrations to settle teachers' salaries for next year.

The BCSTA statement studiously avoided the major factor in producing the 28 arbitrations. School boards used paid bargaining agents in 39 of the bargaining units this fall. Presumably these men were supposed to be skilled negotiators and should therefore have been able to effect negotiated settlements. Yet 20 of the 28 arbitrations scheduled are in the areas which used the agents!

Trustees—many of whom are businessmen—complain that they are not experts in salary negotiations and are therefore at the mercy of teacher negotiators. We find this statement hilarious. It has been school boards—not teachers—who have employed bargaining agents. How can anyone seriously suggest that negotiations between teachers and paid bargaining agents are unfair to school boards?

The problem this year, as in the past, has been that BCSTA policies have violated basic principles of collective bargaining. There would be no problem if trustees would accept their responsibility to negotiate in the true sense of the word. Until they do, the form of bargaining—local, zonal, or provincial—will be immaterial.

Trustees are being naive if they think compulsory zonal negotiations will somehow make teachers accept decisions by trustees that they are unwilling to accept now in local areas. Teachers in a zone are the same teachers as those now in local areas. The only difference is that in a zone there are more of them to become incensed about any denial of their bargaining rights.

The tactics of school boards this fall were ones the BCSTA has been promoting for several years. Chief among them is to adopt salary policies guaranteed to prevent negotiated agreements, thereby forcing arbitrations, and then to cry loudly about the 'chaotic' conditions which have resulted, in the hope that the provincial government will pass legislation to 'solve' the problem.

The script was followed well this year. In addition to the pitiful record of the bargaining agents employed by many boards, it was apparent that some boards would not even consider a mutually acceptable conciliator. Some boards and/or their paid agents did not even go through the motions of true negotiation—they applied for conciliators several days earlier than permitted by law. In short, the conciliation procedure was reduced to a farce by trustees bent on destroying local bargaining.

It is significant that the BCSTA statement complaining about the chaos—created in large part by its own agents—made no mention of the 58 agreements reached amicably this year. Moreover, 39 of those agreements were in districts where trustees and teachers negotiated without the 'benefit' of bargaining agents, and three were reached after bargaining agents had departed—in effect, agreements reached in spite of the agents, not because of them.

The lesson is obvious. Where trustees are willing to accept their responsibility for negotiating with their teachers—as required by the Public Schools Act—there is no 'annual uproar.'

The agents, of course, have a lucrative thing going for them. They get their fees and expense accounts and more of both if they make sure there is no settlement reached by negotiation.

Many trustees prefer to let arbitration hearings settle salaries. In doing so, they incur the double fees and expenses of bargaining agents, the cost of the arbitration hearings, plus the increases awarded by the hearings—which are usually what teachers would have settled for anyway. This is economy? It's time taxpayers were given the full story, not just part of it.

Resource manuals prepared by BCTF committees

Four manuals of help to teachers will be made available this year by BCTF committees.

Recently a Resource Manual for Educable Mentally Retarded Children was distributed to teachers of primary-aged slow learners. The committee responsible for the first manual is now preparing a second manual, to be available in January 1967.

According to Henry Lunn, Prince George, chairman of the committee, the second part will include suggestions for handling other learning experiences for primary-aged slow learners.

The committee, including Mrs. V. Wilson, Prince George, Mrs. H. Davy, New Westminster, Mrs. C. I. Thornton, Victoria, and W. E. Jones, Trail, has plans to prepare a resource manual for teachers of children with neurological impairments.

Each manual in the series has been designed to supplement the Curriculum Guide, Elementary School Programme for Slow Learners in Special Classes, Primary Division.

Other committees under the general sponsorship of the BCTF Curriculum Directors are also planning manuals of help to teachers.

Mathematics 12: A Monograph of Some Helpful Suggestions, a manual prepared by the BCTF Arithmetic - Mathematics Committee at its summer workshop, was recently distributed to all senior secondary schools.

A second volume, which will list skills and concepts in the first years at school and which will be organized under a number of major mathematical headings, will soon be printed and distributed to all elementary schools.

The committee, under the chairmanship of Mrs. H. J. McKinnon, completed much of the work for this volume at the summer workshop.

Two other committees, one in the area of science for Occupational Program pupils and one in art for junior secondary pupils, will also publish resource manuals this year.

Commenting on the progress of the new BCTF curriculum committees, Mrs. Isobel Cull, chairman of the BCTF Curriculum Directors, pointed out that each of the groups was attempting to provide a vital service for teachers. 'Materials have heretofore not been available.

'The Directors are very pleased that the enthusiastic members of the committees will be filling a real need.'

CONFLICT!

By CHARLIE OVANS
General Secretary

The advertisement reproduced elsewhere on this page tells the story of the conflict that has arisen in Victoria between school board and teachers.

The conflict led the GVTA a few weeks ago to consider the advisability of resignation as a tactic in forcing the school board to pay serious attention to its pleas for improved teaching and learning conditions, particularly class size.



Victoria has one of the poorest pupil-teacher ratios in the whole of Canada. The school board disclaims responsibility for this. 'We can't get our building by-law passed,' it says.

The problem from the teachers' point of view is that this has been said for ten years. The statement has come to be an excuse for inaction.

In the first instance teachers tried to make teaching and learning conditions subject to bargaining during negotiation sessions over salaries. Board spokesmen maintained that legislation is such that teachers would have to put a dollar value on any proposal they wished to place on the bargaining table. The teachers, however, wanted improved conditions, not bonuses for tolerating bad conditions.

The underlying problem is that there is no provision in the Public Schools Act for negotiation between teachers and school boards over teaching and learning conditions — this despite the fact that conditions and salaries are obviously related.

A fair price for services rendered has to be related to the conditions under which the work is to be performed. Collec-

Victoria teachers take ads to tell their story

tive bargaining under labor legislation takes into account both salaries and terms and conditions of employment.

Teachers in Alberta and Quebec, who bargain under labor codes, have conditions protected in their collective agreements.

In Victoria there was for a time some confusion in the minds of teachers as to how they could consider a strong tactic relating to a dispute over teaching and working conditions without being in contempt of existing legislation providing for arbitration as the means of settling disputes over salaries.

The obvious solution—separate the two issues—soon suggested itself. Accordingly a general meeting of the GVTA attended by more than 650 teachers last month passed a recommendation of the Agreements Committee authorizing the officers of the association to withdraw from the salary arena items dealing with conditions, provided that the school board gave reasonable assurance of willingness and intent to discuss teaching and learning conditions through another committee.

A joint teacher-board co-operative committee has now been set up with a trustee and a teacher as co-chairmen. The committee will discuss class size, supervision duties and co-curricular assignments.

There was a time when teachers had no collective bargaining rights in law, even over salaries. The first legislation came as an aftermath of two teachers' strikes where the essential issue was the right of teachers to bargain collectively through their elected representatives. It may be significant that one of these two strikes occurred in Victoria.

Is history now repeating itself? The temper of the November meeting was such that the GVTA will not easily be diverted from its objectives.

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

Editor, K. M. AITCHISON

Editorial Offices

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Autonomy in Name Only

James Campbell, the Vice-President of the B.C. School Trustees Association, hit the headlines in recent weeks with two contradictory statements.

Campbell has been closely associated with progressive developments in his own school district, Gulf Islands, particularly in school construction and in a pioneer educational leave plan for teachers. It was not surprising, therefore, that he told the convention of Canadian school trustees that school boards had all the autonomy they had the guts to use.

We were surprised, however, by Campbell's second headline-making statement. Early last month, speaking as a BCSTA officer rather than a Gulf Islands trustee, he blasted the Trail School Board for awarding its teachers an 8% increase in salary for 1967. Campbell thought the increase was too large and berated the Trail board for acting irresponsibly.

Trail's school trustees do not need teachers or anyone else to defend their decision. The salary settlement was acceptable to both trustees and teachers in Trail, and these are the people best suited to assess the needs of the Trail school district. Neither the BCSTA nor the BCTF has any business commenting publicly on the Trail agreement.

We are disturbed, however, by the implications of the criticisms levied by Campbell for the BCSTA. Surely local autonomy for school boards applies to all areas of the province, not just Gulf Islands. School trustees deny provincial direction from the Department of Education, but what will they gain if BCSTA direction is substituted for that of the Department?

We believe that provincial direction inevitably means minimal standards. Our experience with school construction and the entitlement formulae reinforces this conclusion.

If slavish adherence to provincial direction—be it from the Department or the BCSTA—is to be the lot of school boards, what real need will there be for school trustees? Certainly such progressives as the Trail trustees and Gulf Islands trustee James Campbell will not be interested in school board work under such conditions.

If trustees want to assemble only to rubber stamp decisions made at the provincial level, they are, like the arctic lemmings, rushing headlong to self-destruction.

Pity The Ostrich

A recent BCSTA statement complained that the 7.5% increases awarded in the 58 agreements reached this fall were too large. The statement then described how difficult it is to recruit enough teachers each year.

Apparently the BCSTA sees no relationship between the level of teachers' salaries and recruitment difficulties. An ostrich with its head in the sand has better vision than that.

THINGS TRUSTEES WON'T DISCUSS . . .

Greater Victoria has 1,600 school children in classes where there are more than 40 pupils per teacher.

The Chant Royal Commission on education recommended there be no more than 30 to 35 children per teacher to ensure adequate teaching and learning situations.

In Greater Victoria there are 8,000 children in classes of more than 35.

This is a subject Greater Victoria Teachers' Association wishes to include in negotiation talks with Greater Victoria School Board.

But the board demands that negotiations be limited to matters pertaining to salaries.

The teachers are being allowed no voice on this important subject. The trustees say "no".

WHEN TRUSTEES SAY NO TO THE TEACHERS THEY SAY NO TO YOU TOO

Teachers are being denied the right to negotiate their basic working conditions. Overcrowded classes are difficult for teachers. And they are crippling to pupils.

This is just one example of why teacher-board negotiations are important to every parent. A better standard of living for teachers is only part of the story. Teacher negotiations affect the children of the community.

The trustees wish to talk to teachers through a bargaining agent appointed by the British Columbia School Trustees' Association—an appointee from another school district who is not fully familiar with Greater Victoria school problems.

The trustees have refused to discuss vital working conditions and suggest instead that teachers deal with a provincial conciliation officer.

Neither of these proposals suits the teachers. The teachers want to "talk turkey" with the board. Educational progress is at stake.

SHOULD TEACHERS JUST SHUT UP AND TEACH?

The Greater Victoria Teachers' Association feels otherwise. And their stand is backed by the Downey-Hartwick Report.

This report, "A Co-operative Study Of The Greater Victoria School System," was recently prepared for the Greater Victoria Board of School Trustees by the Department of Education Administration, University of British Columbia.

Here are pertinent excerpts:

Page 12—"The evidence is that in the Greater Victoria School System the partnership (of provincial department, school board, supervisory staff, teachers, municipal government and citizenry) has all but disintegrated."

"Indeed, a serious condition of conflict, of distrust and of downright hostility has developed in the system."

Page 12—"... the district is in danger of becoming known as an undesirable place to work; the recruitment of staff will become correspondingly difficult."

Page 12—"For co-operative effort that is so essential to educational progress is virtually nonexistent; lack of progress is the consequence."

Page 21—"RECOMMENDATION: That the district cease to regard the minimum standards set by the provincial authority as the level at which local initiative and effort should stop, and, instead, to reach for levels of excellence far beyond."

Page 26—"RECOMMENDATION: That the board recognize the importance of the teacher as a member of the educational partnership—and encourage teachers—individually and collectively—to advance new ideas and suggestions for use by the system."

... EXPERTS HIRED BY TRUSTEES SAID THAT.

Greater Victoria Teachers' Association agrees wholeheartedly. They believe teaching conditions are vital to negotiations with the school board.

Teachers have a high sense of responsibility. They want quality education for children. They say that unless the trustees are willing to discuss teaching conditions with teachers, the negotiations are nothing but a farce.

The trustees are not doing what their own studies suggest. Let them sit down and discuss these things with the teachers and make use of the teachers' experience to improve our schools.

(The teachers, at their expense, discuss the conditions of teaching and learning in their own schools.)



Inserted by
Greater Victoria
Teachers' Association

BCTF studies new sick leave plan

A new approach to sick leave benefits will be studied by a special committee of the Representative Assembly.

Present sick leave benefits are one day for each month taught. The disparity between coverage and need leaves large segments of the teaching force without protection—the beginning teacher, the teacher new to the province, the teacher new to a district and the teacher who suffers an extended illness.

The influenza epidemic in the Vancouver area last year spotlighted the inadequacies of present sick leave provisions. One result was a pair of AGM resolutions reaffirming requests for improvements.

Subsequently, the Executive Committee asked for a detailed brief to support a presentation to government. The resulting research indicated that the present formula for sick leave benefits, basing sick leave on the length of service, fails to provide enough sick leave for some people while providing more than others ever need.

FLEXIBILITY NEEDED

Jurd Kirby, Assistant Director of Economic Welfare, who carried out the research, says, 'Sick leave provisions should be flexible enough to fit all reasonable demands. We should therefore abandon present provisions and replace them with a type of sick leave insurance.'

Employers would pay premiums into a fund on behalf of each employee. Employees would draw sick leave from the fund on the basis of need. Premiums would probably be between 1% and 2% of the total salary bill, about 5% higher than the cost of present provisions. However, the plan could provide up to a full year of sick leave at full salary.

Kirby adds, 'A complete change of approach to a problem like sick leave requires some reorientation of the people concerned. It also presents some administrative problems and the problem of persuading employers that they should co-operate in the new system. A thorough study by a committee is therefore a logical move.'

Pollock gets NEA award

James R. Pollock, Director of the Department's Division of Visual Education, has been honored by the National Education Association of the United States.

Mr. Pollock was given a 'DAVI Pioneer Award' by the NEA's Department of Audio-Visual Instruction for outstanding contributions to the field of audio-visual education.

A letter accompanying the Award states: 'This award is a distinct honor since only 199 Pioneer Awards have been made by DAVI since they were first issued.'

Mr. Pollock's interest in what audio-visual aids can do to assist teachers goes back more than 30 years. In 1936 he organized Vancouver's Audio-Visual Education Department, the first of its kind in Canada.

In August 1946 he organized the Department's Division of Visual Education, and has been director of the division since that time.

Fewer students going into teacher training

Preliminary enrollment figures in teacher-training institutions in B.C. show a smaller increase this year than in any year since 1962, reports Jim Killeen, chairman of the Teacher Education Committee.

In 1965 the enrollment was 4186, a 12% increase over 1964. This year's 4294 is only a 2.6% increase over the 1965 figure.

Teachers coming from teacher-training institutions are becoming a smaller percentage of the number of new teachers required each year. The percentage has declined from 49.1% in 1960-61 to 39.9% in 1964-65. The low percentage increase in enrollments this year will further aggravate this situation.

The problem is compounded by the fact that the teaching force is increasing by a higher percentage each year. The increase was 5.2% in 1960-61; last year it had risen to 6.7%.

Killeen expressed the hope that the variety of teacher education programs now being developed and offered would attract an increasing number of enthusiastic teachers to the profession.

He added, 'This training is just a start, however. The education of the professional teacher does not include simply preliminary university courses, but is rather a lifelong process of experience, study and growth.'

Equipment list now available

A revised equipment list is now available for Industrial Science 12.

Principals, shop teachers, science teachers, or supervisors who need the new list should request a copy from the Technical Branch of the Department of Education.

J. Jupp, Co-ordinator of Industrial Education, has prepared the list at the request of the B.C. Shop Teachers' Association.

Office closed December 24-27

Anyone wishing to visit the BCTF office during the Christmas vacation should note that the office will be closed from December 24 - December 27 inclusive and from December 31 to January 2 inclusive.

Regular hours—9 a.m. to 5 p.m. — will prevail other days.

Large classes 'drudgery'

As a result of a major study of class size in San Diego, that city's school system will continue a program to reduce class sizes in its primary and intermediate grades.

The San Diego School Board began the study after reviewing several other research projects on class size which indicated that smaller classes resulted in better pupil achievement.

The study involved 36 classes in Grades 1, 3 and 5. These were classified as small, medium and large. Pupils taught in the 'small' classes in Grades 1 and 3 showed superior achievement in word knowledge, word discrimination and arithmetic concepts.

'BURDENSOME'

San Diego's teachers described any class with 35 pupils as 'burdensome', and termed classes of 39 or more 'real drudgery.' District resource teachers who observed the San Diego classes reported a poorer tone in large classes. In the small classes the visitors noted higher and more consistent levels of teacher energy and morale.

Visiting principals reported that 'the height of teacher morale seemed to have an inverse relationship to magnitude of class enrollment.'

Among the research studies which prompted the San Diego study were the following:

(a) Blake—thorough study of 85 classes — small classes favored five to one over large classes.

(b) Newell—found that teachers of small classes invent more new practices and utilize more readily the new practices of others.

(c) Frymier—found in a study of reading achievement in Grade 1 that 'students in small classes achieved at a significantly higher level than students in larger classes.'

(Continued on Page 4)

PENSION POINTERS

Almost everyone who is working has been paying into the Canada Pension Plan.

The plan's purpose is to provide retirement pensions for everyone—and to this end it covers almost everyone in the country's work force. But many people seem unaware that it also provides survivors' benefits, disability benefits and death benefits.

In other words, the Canada Pension Plan, in addition to providing pensions to people retired, also provides pensions to widows, to disabled workers, and to disabled widowers whose wives have, through necessity, provided the family income.

In addition, it provides benefits for children of disabled workers, benefits for orphans, and a lump sum cash payment to the estate in the event of death.

The Canada Pension Plan Act is a complex act to administer, and the federal government is setting up offices across Canada to assist the public to obtain the maximum benefits to which they are entitled.

We have arranged with the Vancouver District Office of the Canada Pension Plan to publish in each issue an item of information, or brief answers to questions. Further information or details may be obtained by calling the Canada Pension Plan office at 683-5322.

Offices are maintained also at Victoria and Penticton. Members from those areas wishing information or assistance should check with the telephone company for the appropriate number to call.

* * *

Q. If I retire early, at say age 60, when do I get my Canada Pension Plan pension and is it adjusted?

A. Regardless of when you actually retire, you cannot get your CPP pension before age 65. If you did not contribute to age 65, then your CPP pension at age 65 would be for a reduced amount in proportion to the number of years you had contributed.

Q. If I hold two jobs, do I contribute on both?

A. Yes. Employers must deduct appropriate amount in each case. Claim for over-contributions can be made when filing income tax returns the following spring.

Q. Are pensions under CPP taxable?

A. Yes — Just like a pension under your Teachers' Pension Plan.

Q. Are contributions to CPP deductible from income tax?

A. Yes.

Q. Will changing my job or residence to another province have any effect on my eligibility under CPP?

A. No. There is full portability of benefit. The Quebec Pension Plan is the same as the Canada Pension Plan.

Q. What are my total contribution rates for pension purposes?

A. Teachers contribute 4.5% of salary up to \$5,000 and 6% of salary above \$5,000 to the Teachers' Pension Plan. In addition, teachers contribute 1.8% of salary between \$600 and \$5,000 to the Canada Pension Plan. (Total contributions are approximately 6%.)

Q. I have already paid my maximum Canada Pension premium of \$79.20 (1.8% of salary between \$600 and \$5,000) this year. I moved to a new district this September and additional deductions are now being made. Do I lose these additional contributions?

A. All employers must deduct Canada Pension Contributions from the salary of new employees. The employee may claim a refund of all his extra payments when he completes his income tax return in the spring.

Train tells story of Canada

Why was there a rebellion on the western plains in 1885? Were the Haida Indians really descendants of Asian immigrants? Were any English laws enforced in Canada prior to the 1931 Statute of Westminster? Questions like these are likely to be prompted in the minds of school children—and adults—by a visit to the Confederation Train touring British Columbia in January and February 1967.

The story of Canada from primeval times will unfold before the eyes of students as they experience, by sight and sound, an adventure through Canadian history. Life-size models, sound effects, artifacts and photographs will enable children actually to experience great events in history.

Teachers of British Columbia have the opportunity to help make a visit to the Centennial exhibitions not only a memorable experience for children but also an educationally valuable one. Through the B.C. Department of Education and the B.C. Centennial Committee, teachers of most grades are be-

ing asked to help prepare pupils in advance for guided tours of the Confederation Train. Filling in some of the gaps in their knowledge of history beforehand will help children grasp the significance of what they will see and hear.

The train's exhibits do not constitute a complete history of Canada but merely provide a broad impression. Advance discussion of the nation's history, also on a broad scale, will fill in the gaps caused by age and curriculum and will give children an added advantage before they make their tours. A guide to classroom discussions will soon arrive on the desks of teachers from the Department of Education; it will be in the form of an attractive color folder and will indicate how the story of Canada is told by the exhibits.

The first B.C. teachers to have the opportunity to contribute to the train and caravan project will be those on Vancouver Island—the train begins its cross-Canada tour at Victoria on January 9. During the following six weeks it will visit Nanaimo, Vancouver, Chilliwack, Kamloops, Castlegar, Cranbrook, Prince Rupert and Prince George.

Schools not included in the Confederation Train's visit in January and February will be included for later visits to the Confederation Caravan, which begins its tour of B.C. on May 1. In Langley, Confederation Caravan number 8 will cross the province making nearly 100 exhibition stops, and will complete its B.C. tour at Sparwood on November 4.

See the December issue of The B.C. Teacher for further information.



NOTICE

Teachers who have applied for or are interested in making application for teaching positions in Calgary Public School District No. 19 are requested to contact Head Office, the Alberta Teachers' Association, 11010 - 142 Street, Edmonton, Alberta. Telephone: 455-3181; Area Code 403.

Contract Capsules

CLASS SIZE
Howe Sound School District has led the way in recognizing the need to limit the size of classes. Effective next September, primary classes will be limited to a maximum of 30 pupils.

SICK LEAVE
The need for improvement in the number of days of sick leave has been recognized by the Howe Sound School District. The following regulations have now become part of school board policy.

First year teachers—
10 days' statutory sick leave;
+10 days' additional sick leave
Second and subsequent years—
10 days' statutory sick leave;
+30 days' additional sick leave
which is credited at the start of each school year;
+any statutory sick leave accumulated from the first or any subsequent year.

All sick leave is available to the teacher as of September 1 of each school year.

All sickness is first debited against the statutory sick leave. Only the statutory sick leave not used in any school year is cumulative.

SABBATICAL LEAVE
Kitimat has shown the lead in agreeing to a sabbatical leave clause which will allow one teacher per year to be absent from the school district for the purpose of adding to his competence as a teacher. The selectee must have taught at least seven years, five of them in Kitimat, and must agree to return to Kitimat for a minimum of three years. While absent the teacher will be paid 60% of his salary.

Computers impress teachers

A group of Victoria mathematics, commerce and science teachers recently took an eight-hour course in computer science.

Litton Electronic Business Systems of Victoria supplied the computers and two computer experts — George Melnychuk and Chandu Kotak — explained the Quikomp XI program system.

Melnchuk detailed the language of the computer and Kotak showed how to make use of this language by doing some elementary programming.

One of the teachers who took the course gave this report to the Newsletter:

'Quikomp programming would certainly be a most stimulating method of instruction. Machine language would have to be mastered, programs would have to be thought through, and checked most carefully, and then added-punched perfectly before going to the machine itself.

'This would certainly develop clear thinking and also make the student aware of the great value of the computers in business. Also many students might be encouraged to enter this fast-growing field.

'However, before a teacher could handle such a course, he would certainly need further instruction to enable him to present the material with confidence.

'This actual work could be applied in a number of different commerce subjects, e.g., Business Machines 12, Bookkeeping 12 and Accounting 12.

'A number of students attended the commerce section and they were all most enthusiastic and managed to follow the basic instruction.

'We learned the initial cost to install such a system would be approximately \$30,000. Whether this large sum could be used more advantageously in other ways would be a question to look into.'

TEACHER AIDES
The Powell River School District has agreed to establish a joint committee with its teachers to implement the hiring of teacher aides who will be involved in the supervision of non-classroom activities. Such teacher aides will probably also be used to relieve teachers of duty during the noon period.

CLASSES

(Continued from Page 3)

(d) McKenna and Pugh—found that 'individual differences of pupils can be better served in classes numbering 20 or fewer pupils than can be in classes of 30 or more.'

In a study of the effect of class size on pupil achievement in Alberta schools, Dr. S. C. T. Clarke, Executive Secretary of the Alberta Teachers' Association, concluded, 'Attempts to save money by larger classes and less-qualified teachers are paid for in the lives of children.'

Summaries of these and other studies are included in a monograph recently published by the BCTF. Copies of Research and Class Size: The Critical First Years at School are available on request from the BCTF office.

New Quarterly

The University of Victoria will introduce next month a new literary quarterly, The Malahat Review.

The Review will publish poetry and fiction from around the world, together with political commentaries and a quarterly art supplement of 12 full-page illustrations.

Issues will appear January 1, April 1, July 1 and October 1.

Full information is available from The Malahat Review, University of Victoria.

U.S. SPENDS MORE

BC behind Washington in education spending

By DES GRADY
Director of Economic Welfare

We would be the last to suggest that quality education can be measured by pie-shaped graphs and account book records of costs. However, the following comparisons of educational expenditures for various British Columbia and Washington centers does show that restrictions and cutbacks in B.C. would compound existing disparities.

Unless we can be shown other-

(The centers compared are comparable in enrollments and degree of urbanization.)

State of Washington

Cost of education (current expenditure) for estimated enrollment 1966-67 including kindergarten.

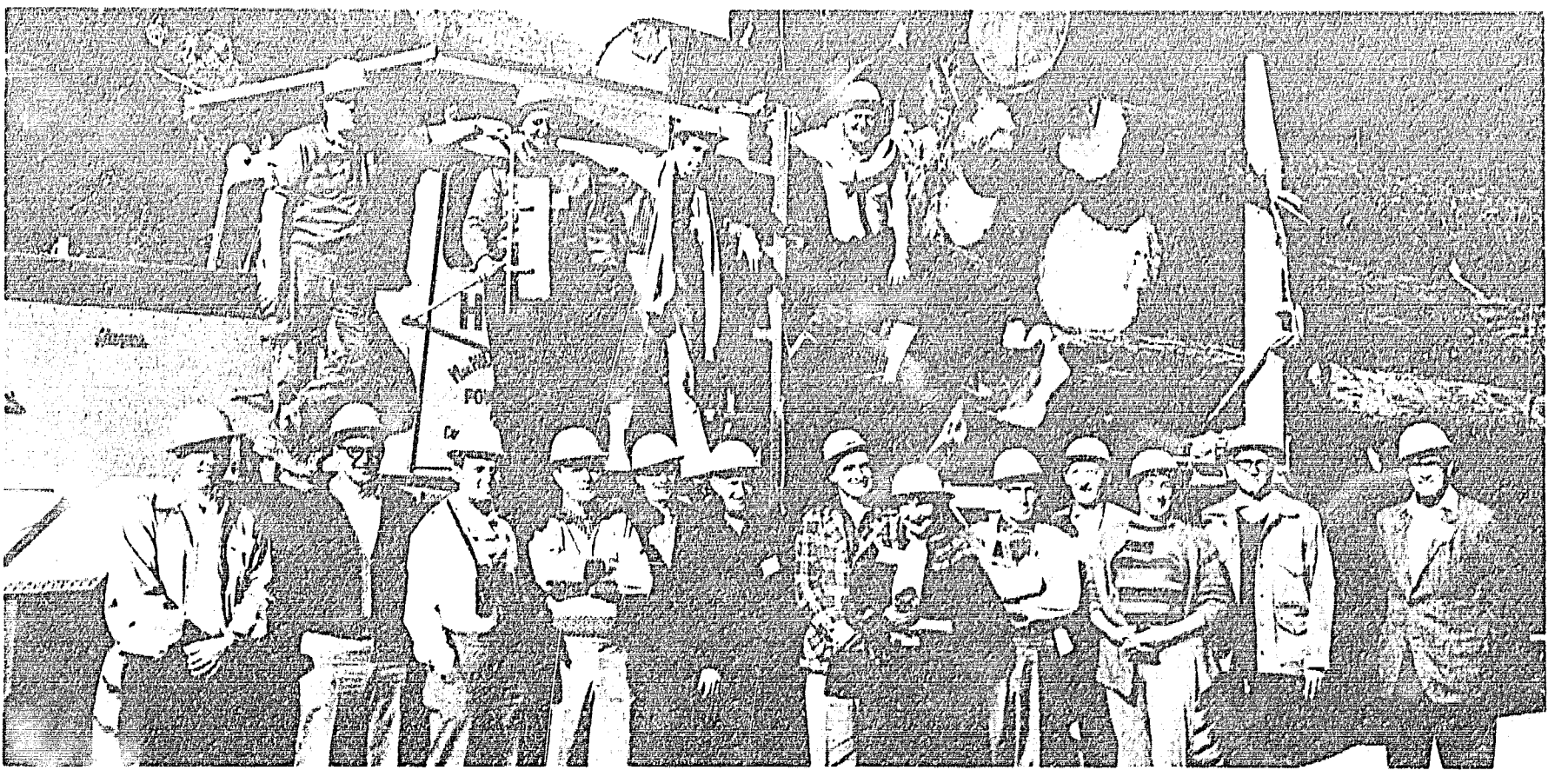
Seattle \$608 per pupil
Shoreline (Seattle) \$557 per pupil
Highline (Seattle) \$516 per pupil
Spokane \$628 per pupil
Vancouver (Wash.) \$534 per pupil
Bellevue \$569 per pupil

Province of British Columbia

Cost of education including debt charges and capital costs, 1964.

Vancouver \$476 per pupil
North Vancouver \$436 per pupil
Burnaby \$406 per pupil
Victoria \$377 per pupil
Prince George \$378 per pupil
Surrey \$386 per pupil

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER



FOURTEEN VANCOUVER counsellors learned first hand about B.C.'s logging industry recently when they toured the Vancouver Island forest operations of MacMillan Bloedel Limited. The company has sponsored similar tours for several years in an

effort to keep teachers familiar with development in the province's largest industry. The company states that it hopes other industries will make similar tours available to teachers.

Board of admissions request

Teachers urged to update BCTF membership categories

BCTF membership cards for 1966-67 are now being issued. Details of the Membership Categorization Plan, inaugurated in 1962, are being sent with the cards.

The Board of Admissions and Review urges all BCTF members to update their categories.

Anyone who has completed two years of teaching experience or who has obtained a university degree should refer to the statement accompanying the membership card to determine his eligibility for a change in category.

Change in category application forms are available from the BCTF office.

During the 1965-66 school year 675 changes in category were approved. There were 290 changes from Probationary Teacher to

Teacher, 238 from Probationary Teacher to Professionally Certified Teacher and 147 from Teacher to Professionally Certified Teacher.

Acting on a complaint of unsatisfactory service filed by a principal, the Board of Admissions and Review last month with-

held the membership category of a teacher.

The decision was made after thorough examination of the record of service and of the efforts made to assist the member to upgrade her service to an acceptable standard.

Complaints of unsatisfactory service must be filed in writing with the Registrar of the Board of Admissions and Review and may be filed by principals, directors of instruction, local teacher associations or district superintendents.

The Board then contacts the teacher concerned to obtain all available evidence and information pertaining to the quality of service.

Before withdrawing a member's category, the Board satisfies itself that the teacher has received from supervisory personnel, specific criticism and specific suggestions for remedying the weaknesses.

Gov't Offers Three Awards

Again next year the Government of B.C. will award two or three scholarships of up to \$2500 each to experienced classroom teachers.

Full information and application forms can be obtained from the Co-ordinator of Teacher Recruitment, Department of Education, Victoria.

Applications must be submitted by January 15, 1967. Winners will be notified before the end of March.

Applicants should hold PB or PA certification, but applications will be accepted from teachers with EA certificates. All applicants must sign an undertaking to continue to work within the B.C. education system following their advanced professional study.

Applicants should be actively engaged in classroom teaching and should be recognized as being a credit to the teaching profession and a respected member of the community.

Correction

The annual wage of a B.C. Hydro lineman was reported in the October Newsletter to be \$9089. B.C. Hydro has now brought to our attention that this figure is somewhat high in that the work week from June 1 to December 31, 1967, will be reduced.

The hourly rate during this period has been increased to \$4.30 to offset the decrease in hours worked with the result that the 1967 annual wage would be \$8374.92.

The President and Staff
Wish You
A Joyous Christmas Season