

'Classes too big'



L. S. GRANT (left), president of the B.C. Teachers Credit Union, and C. M. Blois, past president, examine a monthly report, which indicates continued progress. The organization is 25 years old this month and is one of the fastest-growing credit unions in the province.

25 Years Old

Credit union assets total \$6.2 million

By CLARENCE MORIN

The B.C. Teachers' Credit Union celebrates its 25th birthday this month.

In those 25 years the Credit Union has changed its name three times and expanded its operations to include teachers in all parts of the province. (When it began, only teachers in the Vancouver area were eligible for membership.)

At the end of December 1966 its assets reached \$6.2 million — an increase of more than \$1 million in 12 months. Today it is one of the fastest-growing credit unions in the province.

Captain R. P. Steeves, former principal of General Gordon School, Vancouver, and a past president of the BCTF, was the organizer. He believed that teachers should have a credit union of their own.

Mrs. Dorothy Steeves, in discussing the beginnings of the Credit Union, explained, 'Mr. Steeves invited some teachers to our home to discuss credit unions and to consider formation of a study group. We met many times in our living room. In those days people were more idealistically minded about credit unions. It was generally expected that people would form study groups prior to organization.'

And study they did, for several months. The Great Story of Credit

Unions, CUNA Emerges, The Credit Unions Act and many pamphlets were all considered required reading. At the sessions answers were expected to such questions as 'What were the differences between the Raiffeisen system and the Schulze-Delitzsch system?' and 'Why has Canada no Dominion credit union law?'

By January 1942 members of the group felt they were sufficiently well informed to apply for a charter. On January 27, some 22 teachers met with Thomas A. Switzer, who later became Chief Inspector of Credit Unions, and formally signed the application.

Those 22 charter members that night invested a total of \$150 in their own credit union — 20 invested \$5 each and two, \$25 each.

The Vancouver School Teachers Credit Union was chartered on February 3, 1942. A short time after incorporation, a special meeting was held in a classroom and other teachers invited to join. George B. White remembers the meeting well.

He arrived just before the session began. Because all the back seats were taken, he sat at a desk

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PSA plans for AGM firm up

Preliminary information on Easter meetings has been received from five of the provincial specialist associations.

The B.C. Primary Teachers' Association will meet in the Fraser Room of the Bayshore Inn on Thursday, March 30. A morning business session will be followed by a luncheon.

The afternoon session will hear Miss Cleda Baldwin, author of *Stories of Fun and Adventure*, speak on 'The Role of the Reader in our Language Arts Program.'

The B.C. Association of Mathematics Teachers will meet in the Brockton Room of the Bayshore on Monday, March 27.

FILM SHOWINGS

On the Monday afternoon and on Tuesday and Wednesday, there will be continuous film showings of the NCTM series and the National Film Board series on modern mathematics.

The NCTM set of ten 30-minute films was designed for use in training elementary mathematics teachers, but contains much of value to secondary teachers also.

The NFB series is a set of film loops on various topics in mathematics designed for instructional use.

The B.C. Shop Teachers' Association will meet on Thursday, March 30, at Sir Winston Churchill Secondary School, 7055 Heather Street, Vancouver. A morning business session will be followed by lunch at the Blue Boy Motor Hotel, at which Dr. Porter, of the University of Western Washington, will speak on 'Trends in Industrial Education.'

The afternoon will feature manufacturers' demonstrations of plastic forming, closed circuit TV, reproducing methods, classroom projects, teaching aids and projects, machine tools and new materials.

HOME ECONOMICS

The Teachers of Home Economics Specialist Association will meet Thursday, March 30 and Friday, March 31 in the Thompson-MacKenzie Room of the Bayshore.

The program will include speakers on the vocational program and vocational training beyond secondary school, and special demonstrations and displays, including educational television.

Miss Mildred Ryan, Educational Director for McCall's, will present a program on textiles and a fashion show.

The finale for the two-day gathering will be a new products luncheon followed by a fashion show from a top Vancouver store.

The B.C. Art Teachers' Association will meet on Thursday, March 30, in the Mai Tai Room of the Bayshore.

A morning business session will be followed by a luncheon. The afternoon will be devoted to discussion groups.

Year-long campaign to inform public

The Executive Committee is toughening its stand on the class size issue.

Concerned by the lack of progress being made to reduce the size of classes, the Executive has voted to mount a year-long political action campaign to obtain action from the provincial government.

If the government refuses to act, the Executive has promised 'drastic action,' but has not spelled out what that action will be.

Executive Committee members gathered for a two-day special meeting in early January to discuss the class size issue. Special advisers at the meeting included representatives of the Teacher Education, Public Relations and Effective Teaching and Learning

Conditions committees and also the B.C. Principals' and Vice-Principals' Association.

Outcome of the meeting was an extensive political action and public relations campaign that will acquaint virtually every person in the province with what was termed the 'class size crisis' in B.C. schools.

Basis for the campaign will be the brief on the need to reduce class size in B.C. schools, presented to Education Minister Leslie Peterson last fall.

The brief spelled out what President Harley Robertson has termed the 'sorry situation' with regard to large classes.

Campaign has started

Opening gun in the campaign was actually fired before last month's special meeting when the Executive Committee decided, in December, to recommend to the Annual General Meeting that no teacher should teach a class of 40 students or more next September.

Any teacher who refuses to teach such a class would get the financial backing of the Federation.

At that time president Robertson said: 'Teachers are fed up with trying to do the impossible. They are expected to develop each child as an individual but B.C. has many of the largest classes in Canada. The situation is obviously absurd.'

At the January special meeting the Executive Committee approved an elaborate information campaign that will acquaint all residents of the province with the large class problem.

Long-term objective of the campaign is to improve teaching and learning conditions so that teachers may effectively cater to the learning needs of individual children.

The short-term objectives of the campaign will be to:

- reduce the size of classes by gaining some improvement in teacher entitlement (which will require changes in legislation).
- persuade school boards to hire more teachers than the number for whom the provincial government will pay grants.
- encourage administrators at all levels to arrange teaching assignments so that talents of teachers are used to the best advantage.
- persuade school boards to employ various types of auxiliary help to assist teachers.

The major issues

It was pointed out at the special meeting that while the 40 or more pupil issue will be one of the important planks of the campaign, the major aim will be an attempt to obtain improvements in teacher entitlement legislation and to win the right for teachers to bargain over teaching conditions just as, in past years, teachers had to win the right to bargain over salaries.

The campaign will be divided into three areas — groundwork, external aspects, and internal aspects.

First step in the groundwork was a letter to Education Minister Leslie Peterson asking what action may be expected on recommendations in the brief on class size. If the response is inadequate there will be a request for a meeting with the Minister to obtain information.

The Federation will also obtain from the Minister information on the purpose of a questionnaire on class size sent recently to district superintendents.

Another important aspect in the groundwork will be the preparation of a brochure on class size, using data from the brief presented to the Minister. This brochure will be distributed with press releases to all news media, and will also be used as a 'hand-out' piece for meetings of the public sponsored directly by the BCTF and by local associations. The brochure will also be distributed to MLAs, members of the Faculty of Education, district superintendents, trustees and other special interest groups.

In addition, a visual presentation will be prepared along with a prepared speech, to be used as an illustrated lecture on the subject of class size.

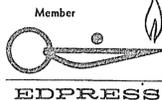
The external aspects of the campaign will include a variety of approaches.

For a start, the BCTF will seek meetings with a number of groups to acquaint them with the campaign and seek their support.

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BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

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Editorial Offices:
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Authorized as second class mail by the Post Office Department,
Ottawa, Ontario, and for payment of postage in cash.



We Want Action

Teachers can expect both commendation and criticism for having declared war on deplorable teaching and learning situations.

The objective of the campaign to reduce the size of classes will meet with the approval of thinking people everywhere, but there will inevitably be criticisms of the Executive Committee's recommendations that teachers refuse to accept classes of 40 or more pupils next fall.

What many people do not understand — and consequently what we must make clear to all — is that the militant stand of teachers is not the result of a spur-of-the-moment decision.

For years we have been trying in every possible way to convince the provincial government and school boards that expecting quality education under present teaching and learning conditions is expecting the impossible.

Resolutions, briefs, delegations, discussions, editorials, speeches, press releases — these and many other approaches have been tried to make people aware of the unfavorable learning and teaching conditions in many of our schools.

The gentlemanly approach of past years has had virtually no effect. Indeed, the provincial government has not even honored its own commitment to reduce the entitlement formula for elementary teachers by one each year for five years.

Teachers are fed up with being asked to do the impossible. They are in a mood to take direct action if the provincial government and school boards fail by next fall to reduce the size of classes in this province.

And let's have one thing straight from the beginning. Our objective is to improve our services to youngsters, not to make things easier for ourselves.

A teacher is able to do so much more for his pupils in a small class that he actually works harder than he would with a large one.

We want action, and we want it soon.

Emphasis shifts

Each victory in the campaign for improved teaching and learning conditions will present to teachers an opportunity and a challenge. The victories will have significance only as the challenges are met.

Leaders in educational thought have shifted their emphasis from the process of teaching to that of learning; from conformity to individual growth; from acquisition of facts to discovery of concepts.

Consequently, new techniques of teaching and of school organization are commanding action: individualized learning, resource-centered classrooms, continuous progress and team teaching.

The new philosophy, and the new techniques which flow from it, demand new conditions. Treatment of the learner as an individual can occur effectively only in small classes, with adequate physical resources, under the guidance of teachers who are skilled in the appropriate techniques and free to use them.

But creation of ideal physical conditions will not in itself guarantee any change in process. Indeed, there is evidence that teachers, long schooled in methods appropriate to large-group instruction, have a regrettable, but understandable, tendency to employ much the same method with small groups. When this occurs, an opportunity has been wasted and a challenge ignored.

If education is to be changed, conditions must change, but teachers must also change. The change in teachers will not just happen; it must be worked at by teachers themselves.

The implication for our in-service education programs is clear. Increasingly, the emphasis must be on new concepts of teaching.

This is not to say that workshops and seminars must be merely debates of abstract theory. New pedagogical concepts, like their predecessors, will have no reality until creative teachers devise procedures to give them life.

In-service activities will continue to deal with concrete procedures, but they will be new procedures, designed to make optimum use of new theories and new supporting conditions.

Local action is needed to advance professional goals

By HARLEY ROBERTSON
Let's stop asking, 'What has the BCTF done for me lately?' Instead let's look ahead and ask, 'What is the BCTF going to do next year, and the year after?'

How can I fit into it? How can I make it stronger so it can implement the dreams of teachers?

Here are three immediate problems which we must attempt to solve:

1. How can an unreasonable teaching load be defined?

2. What is the optimum class size?

3. What steps could be taken to ensure achievement of a reasonable teaching situation and a manageable class?

What action should we take to solve these problems? Should the BCTF instruct teachers not to accept unreasonable loads once they have been defined? Should these objectives, once defined, be achieved piecemeal by local bargaining? Should not the BCTF set minimum standards likely to be immediately attainable objectives each year, or optimum standards, notwithstanding the difficulty of establishing them immediately because of problems of space and teacher supply?

I would like to give my own opinion in these matters. Yours may differ. The field is entirely open, and in the absence of adequate research, likely to remain so.

I believe the time is rapidly approaching when the advancement of professional goals can be more readily achieved through local action than through legislation. It has long been true that legislation follows practice. Pressures must be created to which a desired response is forthcoming. The innovations upon which progress depends must be implemented district by district.

It is absolutely essential, therefore, that local teachers be able to discuss with local school boards the problems inherent in difficult teaching and learning

situations. Some districts have liaison committees of trustees and teachers to study these problems. Surely no more potent recruitment and retention device is available to local boards than that of offering their teachers manageable loads.

The role of the Federation, as I see it, is to supply information to local associations to assist in the development of excellence of instruction in the districts.

It is also the role of the Federation to supply personnel, in case of need, to local associations to assist them in their negotiations with local authorities. (Direct contact by the BCTF with local

authorities will be construed as interference and no progress will result.)

Teachers must realize, however, that at present inadequate staffing of the BCTF office effectively precludes any real assistance. Immediate additions to the administrative staff are absolutely necessary.

I do not subscribe to the idea that the Federation should set objectives to be reached by the concerted action of the total membership. School trustees are just as interested as we are in providing quality education. As professionals directly involved,

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Improving Teacher Quality

Professional development is major concern of Federation

By BILL ALLESTER
Director of Professional Development

From time to time some of our members question the amount of time, money and leadership effort we devote to certain aspects of professional development.

It is claimed that we appear to be accepting naively responsibilities which properly belong to school boards and the Department of Education, and in which they are in default.

So long as the BCTF is willing to carry the load, these members argue, the public authorities will continue to evade, or neglect, their responsibilities.

This attitude is surely not the way to win public respect or to build self-respect. Our claim to professional status and recognition is weakened when we rely on external agencies for leadership, and enhanced when we ourselves lead. Similarly, our aspirations to control the direction of educational progress depends completely upon our willingness to assume responsibilities and discharge them with competence.

The first objective of the Federation, as stated in the BCTF Constitution and By-Laws, is 'To foster and promote the cause of education in British Columbia.' Teachers do not need to be told that, with the exception of the pupils, they are the most important people in the educational process.

Accordingly, the cause of education is most readily promoted and fostered through an improvement in the quality of service rendered by teachers.

Teacher selection, teacher education, and teacher in-service education are all important in improving education through improvement of teacher quality. Historically, therefore, our Federation has stood for a careful selection of those intending to enter the profession and for an effective teacher preparation program. We could not do otherwise

and still speak of teaching as an important profession.

In recent years society has been changing rapidly. We have come to recognize that the best of teachers will become less than adequate, or even obsolete, if they do not engage in a continuing in-service program.

We therefore believe it to be the teacher's responsibility, as a professional person, to keep abreast of new developments. This he may be able to do quite adequately through his own professional reading and through consultation with others.

However, it is likely that he will also need to participate in conferences, workshops and formal courses.

While I have emphasized the significance of the teacher himself in promoting the cause of education, other factors also need to be considered.

The curriculum must be revised frequently to keep it in line with changes in society. Good textbooks are needed and adequate libraries, equipment, and other learning materials must be available.

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Representative Assembly approves idea

Let's move ahead—set the fee at \$75

By HARLEY ROBERTSON
President

There seems to be some misunderstanding of my statement in the last issue that the Five Year Plan should be scrapped.

The statement does not mean that I do not favor planning. Planning is essential in any operation. Indeed, I recommend that the Finance Committee look ahead five years every year.

It is certainly not my intention, either, that all curbs to BCTF expenditures be loosened. The Representative Assembly and the AGM will exercise final authority in budgetary controls, as they have in the past.

I call for the scrapping of two parts of the present Five Year

Plan as listed on pages 53 and 54 of the Policies and Procedures booklet. I ask that the first and fourth basic principles be deleted, on the understanding that the Finance Committee, Executive Committee and the Representative Assembly will exercise their authority to limit unnecessary expense and to set a fee commensurate with the proposed budget.

RESTRICTIVE

The statement in brackets on page 54 — 'Implicit in this statement is that the \$55 fee will be renewed annually until June 30, 1970' — is the portion of the plan I was referring to specifically in my call to scrap the Five Year Plan. This section is restrictive

to a degree and limits the Federation unrealistically in terms of an expanding economy.

Moreover, teachers now want the BCTF to play a greater role in curriculum development, they demand more in services from their Federation, they have requested the BCTF to be more active in promoting the teacher image, and they have demanded much in terms of reduction in the size of classes faced by the individual teacher.

These demands cannot be met if, at the same time, the fee cannot be increased. You can't get something for nothing.

For very little added expense — \$2 per month per teacher — existing demands can be met, the building can be paid for as planned and the Federation can move ahead, doing adequately for teachers that which teachers demand.

For \$2 more per month per teacher staff needed three years ago can be hired now. For \$2 more per month per teacher some of the existing problems in edu-

cation can be adequately studied and answers provided.

The Finance Committee will be recommending to the Annual General Meeting a \$65 fee on the basis of existing activities of the Federation. This fee is well justified but I submit that it is not enough.

Teachers must be in the forefront of educational change. Under the pressures of individualized instruction and the new curriculum, teachers cannot take time off to study their role. It follows, then, that the Federation must have the time and personnel to perform this function for teachers.

As professional people we must be prepared to subsidize studies which will keep us fully conversant with developments in education. We must be able to meet with community representatives with our professional position clearly outlined. We cannot do this now. I therefore recommend to every teacher in this province that the fee for the forthcoming year be \$75, not \$65, and that at

least two people be hired in the near future to enable the Federation adequately to serve the teachers of this province.

EXERT FORCE

A fee of \$75 will enable us for the first time to avoid borrowing \$150,000 every June to tide the Federation over the summer months. Such a fee will enable us to do the studies mentioned and to give much greater service to the individual teacher. With such a fee we shall be able to exert some force in the matter of class size.

The Representative Assembly has given approval in principle to the proposed \$75 fee. I welcome this step forward in the development of the Federation. I urge all teachers, who collectively have received this year some eight million dollars in salary increases, to support the proposal at the Annual General Meeting. The increase I ask you to approve is, after all, only 4% or less of your salary increase.

CAMPAIGN

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These groups include the executive of the B.C. School Trustees Association; district superintendents; the executive of the B.C. Parent-Teacher Federation; members of the Faculties of Education at each of the four universities in the province; the B.C. Federation of Labour and the B.C. Chamber of Commerce.

There will be a continuing program of press releases, press conferences, and radio and TV interviews, as the occasion or the news items warrant.

There will also be an extension of the BCTF's advertising policy to stress the class size issue.

There will be a broad distribution of the class size brochure to community business and professional leaders, accompanied by a letter from the president requesting comments and offering speeches.

There will also be meetings and discussions with MLAs on the issue of class size.

If satisfactory progress is not made by October 1, 1967, there will be a request for a meeting with the Minister for a review of the situation. There will also be meetings with opposition party members to further the prospect of legislation at the 1968 session of the Legislature.

The internal aspects of the campaign include preparation of an information kit, sample press releases, speeches, etc., for local associations to use, extensive use of the Newsletter to keep the membership informed on the campaign, and articles on class size in The B.C. Teacher.

The planners of the 1967 Summer Conference will be asked to consider ways to incorporate ways by which local negotiation on class size may be furthered.

A separate item will be included in the 1967-68 budget to cover the cost of the campaign.

In adopting the report of the Public Relations sub-committee which outlined the campaign, the Executive Committee agreed that October 1 should be the date by which action on the Federation's complaint should have been taken. It therefore passed the following motion: 'That in the event that no adequate action is forthcoming as a result of the proposed campaign, the BCTF implement drastic measures in support of its position.'

Memorial Fund

Simon Fraser University has started a Jean Bailey Memorial Fund to provide scholarships to students training as teachers at SFU.

The fund honors the late Jean Bailey, former Intermediate Supervisor in Burnaby. Miss Bailey was an authority on the intermediate grades, and was used extensively throughout the province as a resource person for in-service education activities.

Contributions to the fund should be sent to the Bursar, Simon Fraser University, Burnaby 2.

UBC offers occupational course

A credit course for teachers of the Occupational Program will be offered by UBC at this year's summer session.

Education 418 was written especially for teachers of the Occupational Program, says Professor W. H. Auld, director of the summer session.

The course is the result of work by a committee of Occupational Program teachers under the chairmanship of Murray Hockridge of Vancouver. The committee has worked for two years to have the course approved.

'We are confident that many teachers who have wanted the credit course will enroll this summer,' says Hockridge.

The BCTF Representative Assembly consists of 45 Geographical Representatives and the 11 members of the Executive Committee. The latter are non-voting members.

The new trend is admirably illustrated by a project currently under way in Nanaimo.

Early in March, Nanaimo teachers will participate in a major workshop devoted to new concepts in the fundamental philosophy of education.

Feature speakers will be Dr. B. Frank Brown, Principal of Mel-

Continuous progress conference attracts outstanding speakers

Mrs. Helen Bumphrey, Holliston Public School, Saskatoon, and Dr. Maurice Hillson, Professor of Education, Rutgers, the State University of New Jersey, will be featured speakers at the BCTF Invitational Conference on Continuous Progress on Friday evening, February 24 and Saturday, February 25.

The conference will be held at Eric Hamber Secondary School, Vancouver.

Mrs. Bumphrey, who has established a completely individualized reading program by relying on the use of public library books and not on prescribed textbooks, will give details of her fun-filled learning program.

After listening to Mrs. Bumphrey speak recently in Winnipeg, Mrs. I. A. Cull, chairman of the BCTF Curriculum Directors, reported, 'Mrs. Bumphrey's charm, beauty and dedication won us all. She was like a fresh breeze.'

Dr. Hillson is one of the leading authorities on non-graded school organization and continuous pupil learning. He is a popular resource speaker at teachers' workshops, and will speak in Prince George in March as well as at the conference.

The conference will also include a panel of four leading B.C. educators, including I. D. Boyd, principal of Queen Elizabeth Elementary School, Vancouver, a past president of both the Canadian Teachers' Federation and the BCTF. There will also be opportunities for questioning the

speakers and small group discussions. C. D. Ovans, BCTF General Secretary, will summarize and attempt to suggest 'Where Do We Go From Here?'

The BCTF office has received many requests for invitations. Mrs. Cull commented, 'We hope we shall be able to send invitations to most of the teachers who have asked for them. We are gratified that so many teachers from districts farther removed from Vancouver have expressed an interest. We hope they will

receive some assistance with their travel expenses.'

The Curriculum Directors consider the conference one of the most important, most exciting and most timely of the many conferences planned by the BCTF.

'It has been made easier for us by the generous action of Science Research Associates in sponsoring Dr. Hillson,' Mrs. Cull noted.

A report of the conference will be published in April for those who attend and other interested teachers.

Free to schools

Record peeks into school of future

What was school like 100 years ago? What will it be like 100 years from now?

Some answers to these questions are contained in a record produced as a centennial project by radio station CFGM in Ontario.

The record, 'Canadian School Days — 1867 and 2067,' has been distributed to all schools in the Toronto area and to every Canadian radio station. Additional copies are available to schools and radio stations without charge from the Public Service Department, CFGM, Richmond Hill, Ontario.

The script for the record was done by Max Braithwaite, a freelance writer and frequent contributor to CBC School Broadcasts.

The station says, 'From the familiar fixtures of the contemporary classroom the leap forward 100 years seems long and bizarre to a public school child.'

'But his complete acceptance of the miracles of technology may make this leap less strange than the one his forebears took from the primitive, rural, one-room schoolhouse of 100 years ago to the large, well-equipped, centrally-located school of today.'

In neither sense is the Nanaimo project unique. A similar dedication to new ideas is apparent in the Campbell River seminar, on January 10, on 'Modern Trends in Education,' in a New Westminster workshop, February 18, on 'The Changing Role of School Libraries,' and in the programs of several upcoming spring conventions.

Taken together, these projects represent a tendency to balance the traditional — and still necessary — workshops in specific technical teaching skills with other sessions devoted to ideas less palatable but perhaps of deeper ultimate significance.

In-service education

'NEW LOOK' IN NANAIMO

By J. A. SPRAGGE
Assistant Director of Professional Development

A refreshing change of emphasis is becoming apparent in the in-service education programs designed by teachers' associations for their members.

The new trend is admirably illustrated by a project currently under way in Nanaimo.

Early in March, Nanaimo teachers will participate in a major workshop devoted to new concepts in the fundamental philosophy of education.

Feature speakers will be Dr. B. Frank Brown, Principal of Mel-

bourne High School in Florida, and Dr. Ralph Tyler, Director of the Center for Advanced Study in the Behavioral Sciences at Stanford University.

Dr. Brown, who will speak to the conference from Florida by the 'telelecture' method, operates what is reported to be the first ungraded high school in America.

Dr. Tyler, who will attend in person, will react to Dr. Brown's message, and later will deliver a second major address, 'Guidelines to Effective Learning.'

In preparation for the workshop Nanaimo teachers will, on a series of Wednesday evenings through

January and February, examine the ideas of such leaders in contemporary educational thought as Jerome Bruner, Marshall McLuhan and Dr. Mellancon, as well as those of Dr. Brown and Dr. Tyler. First in this series was an evening with Charlie Ovans, examining the nature of change in educational objectives.

Two aspects of the Nanaimo venture make it noteworthy. One is its content — its preoccupation with the new and significant. The other is its structure — a series of closely related study sessions leading to a climactic intellectual experience.



WES JANZEN, Vice-Principal of Henry Bose Elementary School in Surrey, headed the Canadian delegation to last year's WCOTP Assembly in Seoul, Korea. He is shown here chairing one of the seminars held during the conference. Janzen was elected to the executive of the world body, representing the Americas. He is a past president of both the BCTF and CTF. This year's Assembly will be held August 2-9 in Vancouver. About 800 delegates are expected from 94 countries. The affair will be the first world conference of any kind ever held in Vancouver.

NEWS . . . in brief

TRADE UNIONS

Information about the trade union movement in Canada is available free from the Canadian Labour Congress, 100 Argyle Avenue, Ottawa 4, Ontario.

In addition to answering specific requests, the CLC will provide teachers and students with a brochure on the CLC and with two booklets, *About Labour Unions in Canada* and *Trade Unions and Collective Bargaining in Canada*.

BRITISH SUMMER SCHOOLS

Four British universities cooperate each summer to offer a joint program at Oxford, Stratford-upon-Avon, London, and Edinburgh.

Special bursaries are offered to Canadian applicants.

A brochure with full information and application forms are available from Mrs. Dorothy Patterson, 151 Slater Street, Ottawa, Ontario.

LIBRARY WEEK

Using Expo's slogan, 'Man and His World,' Canadian Library Week 1967 will use the theme, 'The Library and Man and His World.'

Library Week this year will be April 16-22.

COIN BOOKLET

A booklet tracing the origin and history of Canadian currency from Indian times to the present is available to students and teachers free of charge.

From Wampum to Bank Notes can be obtained from the Advertising Department, G. H. Wood and Company Limited, Box 34, Toronto 18, Ontario.

BUSINESS CONFERENCE

The Business Education Council of the Alberta Teachers' Association has organized a Canadian Conference on Business Education, 'Systems for the Seventies,' to be held in Banff, Alberta, March 26-29.

Purpose of the conference is to present emerging trends and developments in business education across Canada, and to consider guidelines for the future.

Anyone interested in attending should contact Dr. G. Farmer, Faculty of Education, University of Alberta, Edmonton.

HISTORY CONFERENCE

A major conference on the history of the Canadian West will be held at Banff, May 17 to 20.

Sponsors of the conference will be the Alberta Historical Society, the Social Studies Council of the

Alberta Teachers' Association and the University of Alberta.

The centennial conference will present an opportunity for the layman, citizen, professional and teacher of history to confer on common interests and concerns.

The National Film Board will show special documentaries and Canadian feature films, including some new materials now in production.

Full information is available from the Public Affairs Section, Department of Extension, University of Alberta, Edmonton.

LINGUISTICS SCHOOL

A summer school of linguistics will be held July 3-August 16 at the University of Alberta in Edmonton, jointly sponsored by the University and the Canadian Linguistics Association. Nine credit courses will be offered.

Detailed information is available from the Registrar's Office of the University.

WCOTP Donations

Local associations have responded generously to the suggestion that they might provide financial assistance to bring delegates from the developing countries to the WCOTP assembly in Vancouver this August.

Donations so far total \$6,703, and more has been promised.

Donations have been received from the following associations: Burnaby, Campbell River, Chilliwack, Kamloops, New Westminster Elementary and Secondary, North Vancouver, Ladysmith, Prince Rupert, Salmon Arm, Sooke, Trail, Vancouver Elementary, Secondary and Supervisors.

In addition, the associations in the North Central District Council are combining to raise \$1,800-\$2,000, to pay the entire cost of bringing a delegate from overseas to the assembly.

Some associations have donated a sum per member. Others have donated the 'stay' costs of one or more delegates.

Robertson

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we must point out to trustees inequities in the existing system, and press for remedial action.

I know the Campbell River School Board points with pride to its solution of these problems. This board has acted with imagination and initiative, has not been limited by short-sighted government prescription, and has been willing to accept the advice of the professional people it employs.

In accepting the responsibilities of their advisory role, teachers, and more particularly administrators, must exercise real professional judgment. The crucial factor in arriving at decisions must be the welfare of the individual child. As teachers we cannot accept entirely the dictates of or the unnatural limits imposed by finances, by history or by the demands of conformity in seeking promotion.

As professional people we must be willing to put our individual careers on the line in an attempt to achieve that which we hold to be necessary. This, after all, is the only true measure of the worth of the individual as a professional.

30 percent less than 15 years of age

By C. B. CONWAY

Director of Tests and Standards
Department of Education

Of B.C.'s population — 1,900,000 at the end of 1966 — some 550,000 or about 30 percent are below the age of 15, which is about the age at which important current events might become significant.

Of the remaining 70 percent who are youth and adults, the percentage who have not experienced, i.e. been 15 at:

the end of World War I is	85%
the stock-market crash is	74%
the middle of the depression is	63%
the beginning of World War II is	54%
the use of the atom bomb is	41%
the retirement of W. L. MacKenzie King is	37%
the beginning of the space age (Sputnik)	31%
the end of the Korean War is	29%

And 26 percent of them, which, when the children are added makes 45% of the total population, don't really remember the time when there was no TV.

CREDIT UNION

Continued from Page 1

near the front. After the speaker and discussions were finished, applications for membership were passed around. 'Because I was seated closest to the front I became member No. 1,' he said.

The credit union immediately became popular. Following the example of the Vancouver group, teachers in Chilliwack and New Westminster also formed credit unions. These amalgamated with the Vancouver Teachers' Credit Union in 1951, to form the BCTF Credit Union, which became province-wide in its operations. At the end of that year it had 761 members and assets of \$267,215.60.

Since then it has grown at a phenomenal rate. In 1955 its assets reached \$1 million; four years later, \$2 million, and at the end of 1961 passed the \$3 million mark.

In 1965, with assets of \$5.2 million, it changed its name to B.C. Teachers Credit Union. Today it has assets of more than \$6.2 million.

Its organizer, Captain Steeves, served as president from 1942 to 1944.

Vernon Wiedrick, the first treasurer, served for one year. He was succeeded by E. J. Simpson, who

serves today as full-time treasurer-manager. A staff of 14 is required to handle the numerous transactions of this multi-million dollar organization.

The B.C. Teachers Credit Union has a membership scattered all over British Columbia. To help service these members, the credit union has had the assistance of teachers in many local areas who form local credit union committees. These volunteer committees provide local knowledge and are of great assistance to the Vancouver office.

The Credit Union has a Board of Directors of eleven. They are: L. S. Grant, president, C. M. Blois, B. M. Cooper, E. Deagle, J. W. Gilmore, J. A. Harper, R. A. Muir, F. S. Thomson, C. P. Withers, and Misses W. C. Henderson and G. W. Owen.

'Intolerable' work load discussed

What is the definition of 'intolerable' teaching and learning conditions?

This subject received considerable attention during the special two-day meeting of the Executive Committee held to discuss the class size campaign, and was finally referred to a special sub-committee for definition.

In its findings, however, the sub-committee could define intolerable class size only in relation to the elementary schools because there was not enough statistical material available from secondary schools to make any concrete recommendations.

The Executive Committee decided that information similar to that compiled for elementary schools should be gathered from secondary schools and instructed the General Secretary to compile material on workload and pupil-teacher ratio.

The decision may necessitate the hiring of an additional member of the non-administrative staff as a statistician.

TEACHERS WIN OFFICE

Several BCTF members were successful candidates in the recent municipal elections.

Elected as aldermen were: Bruce Bennett, Prince Rupert; Ron Lyon (re-elected), Alberni; Ralph Shaw, Kamloops; Terry Wayling, Nelson.

Elected as councillors were: L. F. (Bud) French, Terrace; Jack Gilmore, Coquitlam; Don Wilson (re-elected), North Vancouver.

Jim MacFarlan, who teaches in Burnaby, was elected to the school board in Vancouver.

George Puil was re-elected to the Vancouver Parks Board and was subsequently named chairman of the board.

ALLESTER

(Continued from Page 3)

However, even with good teachers, equipment, materials and curriculum we can be frustrated and prevented from providing an optimum learning environment when classes are too large and when teachers are too busy with non-teaching tasks.

Over the years the officers and committees of the Federation have assumed that promoting the cause of education was listed before the status of teaching and before teacher welfare in our objectives because that was what our members really believed. It was not intended merely as window dressing for a relentless trade union that was really concerned only with teacher welfare.

As teachers have become more prosperous and as the BCTF has become better established, we have accordingly put more and more of our time and assets into professional development.

We have undertaken a major study of teacher education, produced several persuasive documents on class size, concerned ourselves with school building policies, encouraged educational

research, formed provincial specialist associations, organized an extensive in-service program, developed new curriculum, and continually pressed the local and provincial authorities to spend more public money on education.

It is clear that the public no longer views teachers as underpaid. We cannot expect substantial salary increases merely because of public sympathy.

Increasingly we are having to earn salary increases through winning respect as professional people.

I suggested earlier that an essential ingredient of a professional person is that he be willing to continue to develop professionally.

Similarly, I suggested that our professional organization had an active professional development program because of our concern for the cause of education.

Professional development is also an investment which must be made deliberately and gladly. We know that it is only through this type of investment that we can improve the status of the teaching profession and the welfare of teachers.

CORRECTION

An item in our December issue indicated that Kitimat now has a sabbatical leave provision which allows one teacher a year to take further training.

The item indicated that the teacher would be paid 60% of his salary while on leave.

The Kitimat District Teachers' Association has indicated that the sentence should have read: 'While absent the teacher will be paid 60% of his teaching salary.'

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER