



A special report by members of the BCTF's Effective Teaching and Learning Conditions committee appears on pages 6, 7 and 8 of this Newsletter. Shown above are members of the committee at a recent meeting. Left to right: Dave Latham, Bob

Evans, Malcolm Mactavish, Jurd Kirby (BCTF staff), Les Isaacson, chairman; Cory Holob, Frances Worledge, Kay McKinnon, Margaret Smith, Bruce Watson (staff).

BRITISH COLUMBIA TEACHERS' FEDERATION

NEWSLETTER

MAY 1968

VANCOUVER, B.C.

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Teachers, parents sponsor forum in Vancouver South

The Vancouver Parent-Teacher Council joined with Vancouver teachers' organizations and the BCTF to sponsor an Educational Forum May 15 for candidates in the Vancouver South by-election.

The by-election, scheduled for May 21, is being contested by candidates from the Social Credit, Liberal and NDP parties.

The forum, at Marpole Community Center, was publicized by a special tabloid newspaper distributed to the homes in the Vancouver South riding, plus radio advertising.

The front page of the newspaper contained a statement entitled 'This is Our Concern' written by C. D. Ovans, general secretary of the BCTF.

In it, he spelled out the concern of the teaching profession.

The paper included information on some of the problems facing the Vancouver School Board, including an article on one specific school that faces serious overcrowding problems because the government refuses to permit tenders to be called for an annex even though the land has been bought and the site cleared long ago.

(Continued on Page 7)



Three members of the planning committee for the all-candidates' forum, left to right: A. Garneau, VESTA; Rae Bates, representing Vancouver administrators, and Don Jorgenson, president, VSSTA.

Peterson to meet with Rep. Assembly

Education Minister L. R. Peterson has agreed to address a meeting of the Representative Assembly May 31 to discuss school construction and education finance.

The invitation was extended following the AGM in Penticton. Peterson attended the AGM as a guest but did not speak.

'We are delighted that the Minister has agreed to speak to the Representative Assembly,' said president Bob Buzza. 'I know that many of his concerns in education are our concern too and that we will have a fruitful dialog.'

The Minister will be accompanied by Dr. Neil Perry, Deputy Minister of Education; F. P. Levirs, Superintendent of Education; Joe Phillipson, Assistant Superintendent in charge of Administration and School Board Relations and Department of Education Comptroller S. E. Espley.

The meeting is scheduled to take place at 10 a.m. on Friday, May 31. It is expected to take the form mainly of a question and answer period.

Members of the BCTF Education Finance and School Buildings Committees will also attend.

President Buzza said Mrs. Frances Thompson, newly-elected president of the B.C. Parent-Teacher Federation had asked if two or three members of her executive committee could attend and he had told her that they would be welcome.

1968 SHORT COURSES

The BCTF 1968 program of non-credit short courses appears on pages 4 and 5 of this Newsletter. Registration deadline is June 10.

LETTER TO THE EDITOR

'Malignant minority' at AGM

Sir:

It was plain from the discussions that took place in our staff-room after the Easter vacation that many teachers were disturbed over certain events that took place in Penticton.

The two incidents responsible for this feeling were the increase in the membership fee of \$5 and the levy of \$3.

At the outset I should make it clear that I am not taking issue here with the purpose of either of these two levies. The first levy was not explained at all, while the second levy was explained in the press in a manner that many may consider to be less than satisfactory.

The point I am raising is simply this; if 2,000 teachers out of 19,000 attended this convention, how is it that 10% of the entire Federation membership can decide matters that the other 90% have not discussed?

At this point all the old arguments will be dragged out. The

10% will be referred to as Hawks and the 90% as Doves. I would rather refer to the two groups as the Militant Minority and the Non-Violent Ninety.

I should also make it clear that I have no quarrel with the majority of the delegates. What I do find disturbing is the conduct of a small number of delegates — a minority within a minority. Perhaps this smaller group might be better classified as the Malignant Minority.

I feel very strongly that the Malignant Minority is in a position to manipulate conventions to a degree that many may consider to be undesirable. I also feel that this group is under the impression that the membership is an unlimited (and easy) source of funds.

I shall be told that if I want to change anything I should ensure that I am a delegate to the next convention. I submit that this will change nothing — on

the contrary, it will only perpetuate the system.

I shall be told that the Non-Violent Ninety are too apathetic to care. It is true that many of us are apathetic, but I suggest that it is the system that has made us so.

I shall be told that there are some situations which in effect make it essential for the Militant Minority to make decisions for the Non-Violent Ninety. If one applies this reasoning to the two levies under consideration, it is possible to find some justification for discussion of the \$3 levy, but not for decision without a mandate. To apply this reasoning to the \$5 levy is a gross insult to the Finance Committee. This committee, on page 48 of the Reports and Resolutions Booklet, 'recommends no change in the fee of \$75.' This is to infer that this committee has overlooked some item. (How can one overlook an item worth \$100,000?)

I shall be told that 'we elect a delegate to vote for us' or 'it

won't work any other way.' These arguments are as invalid as the other shibboleths.

At this point I feel that I shall still have the attention (albeit hostile) of the Malignant Minority. I only hope that I shall not have lost the attention of too many of the Non-Violent Ninety, for I am about to make a suggestion.

I suggest that every member of the Federation should have his own vote, and that this vote must be recorded.

Without going into the administrative detail it is possible to give every teacher his own vote (or her own vote). If the Non-Violent Ninety then wish to be apathetic, this is their privilege, but at least every member has been given the opportunity to express an opinion.

I asked members of the staff at this junior secondary school for their views on whether or not I should send this letter. The fact

that I have sent it is evidence of their opinions — 96% were in favor.

I also asked the staff to let me have their views, in the form of a 'yes' or a 'no' to each of the following three questions:

1. Are you in favor of one vote per member?
2. Would you have voted for the \$5 fee increase?
3. Would you have voted for the \$3 levy?

The results were:

Question	Yes	No	Undecided
1	87%	8%	5%
2	3%	84%	13%
3	16%	64%	20%

There are 41 teachers on this staff. With two absentees, the above data is compiled on a sample of 39 replies.

The results are significant enough to warrant this letter, for it is our opinion that these three questions should be put to the membership at large.

Torquil Macleod,
Edmonds Elementary
Junior Secondary
School.

17 B.C. teachers in CTF's 'Project Overseas'

year will be: Tanzania, Uganda, Kenya, Gambia, Ghana, Somalia, Toro, and perhaps Sierra Leone.

For several years the BCTF has sent six teachers to the project. Their expenses have been met from the \$1 allocation for international assistance included in the BCTF fee. No salaries or honoraria are paid.

This summer the BCTF will send eight of its members to the project. An additional nine will participate, however, as a result of a grant to CTF by the External Aid Office of the Government of Canada. The no-strings-attached grant was made to enable CTF to assist more developing countries and to send more Canadian teachers.

The African and West Indian projects will be similar to those of past years. The Asian project will be quite different. The Canadian teams in India, Pakistan and Sarawak will work with officials of the teachers' organizations in those countries to help improve the organizations and their effectiveness.

Three B.C. teachers will serve as team leaders for this year's project.

Frank Neale, of Vancouver, will lead the team going to Ghana. Gary Armour, of West Vancouver, will lead a team to Gambia. Both men served in Africa with the project last summer.

Ken Aitchison, BCTF Director of Communications, will head the teams going to Asia. His expenses

Seventeen B.C. teachers will participate in this summer's Project Overseas, organized by the Canadian Teachers' Federation.

In past years Project Africa, as it was known, sent Canadian teachers to African countries during the summer to conduct in-service education courses for African teachers. The expenses of the participating teachers have been paid by their provincial teachers' organizations.

This year the project will be extended to include more African countries, Jamaica, the Bahamas, India, Pakistan and Sarawak.

African countries included this

will be met from the government grant, not from BCTF funds.

Other B.C. teachers participating this summer are:

Mr. H. Friesen, on leave of absence this year;

Miss Jean Halcrow, department head, Sir Frederick Banting Junior Secondary School, Coquitlam;

Melvin Henderson, English teacher, Kitsilano Secondary School, Vancouver;

F. Trevor James, vice-principal, Cloverley Elementary School, North Vancouver;

Garth W. Johnson, vice-principal, Tsawwassen Elementary School, Delta;

Alfred I. Jones, geography teacher, Kelowna Secondary School;

N. E. Nelson, vice-principal, Kitchener Elementary School, Burnaby;

Roy Jonsson, social studies de-

partment head, Windsor Secondary School, North Vancouver;

Miss Nancy Peterson, English department head, Sardis Secondary School, Chilliwack;

David W. Redekop, principal-trainee, Central Fort Elementary School, Prince George;

John Young, principal, Campbell River Senior Secondary School;

Dr. Frank E. Rouvier, French teacher, North Delta Secondary School;

Mrs. Margaret A. Smith, teacher, Nanaimo District Secondary School;

Edward S. Stelzl, teacher and counsellor, Vancouver Technical School.

The B.C. teachers will join teachers from each of the other provinces in Fredericton, New Brunswick, site of this year's annual meeting of the Canadian Teachers' Federation, for a three-day orientation course, prior to going overseas.

43-hour work week

There are some classic misconceptions which are still part of the thinking of a large section of the general public.

Such as 'Teachers have a 9:00 to 3:00 work day.'

Such remarks are based on ignorance but we must admit that taken at face value they seem to contain elements of truth.

An examination of the facts relating to a secondary teacher's workload quickly destroys these oversimplifications.

The average teacher in the secondary schools puts in 10 months in school working 43 hours a week at tasks which directly result from his assignment.



MRS. M. E. MACLACHLAN



DON TAYLOR



MRS. P. WEINSTEN

Three win scholarships

Three British Columbia teachers have been awarded Department of Education scholarships to enable them to take advanced studies at a university of their choice, it was announced by the Hon. L. R. Peterson, Minister of Education.

They are: Mrs. M. E. MacLachlan, a teacher at Montgomery Junior Secondary School in the Coquitlam School District; Don N. Taylor of the Oak Bay Senior

Secondary School in the Greater Victoria School District, and Mrs. P. Weinsten of Killarney Secondary School in the Vancouver School District.

The scholarship program was instituted in 1960 by Peterson, as an encouragement to mature teachers of high academic standing and demonstrated excellence in their profession.

Mrs. MacLachlan, winner of a \$2,000 scholarship, plans to study

for her Master of Education degree in history at the University of British Columbia.

Taylor, who also won a \$2,000 scholarship, will study for his masters degree in geography at Western Washington College in Bellingham.

Mrs. Weinsten, winner of a \$1,000 scholarship, will study for her doctorate in education at the University of Oregon.

Miles for millions

BCTF types put best feet forward

Oh my aching corns! But, as the Miles for Millions walkers will agree, the walk was for a worthwhile cause.

BCTF types collected a total of \$277.25 as a result of their participation in Vancouver's Miles for Millions walk.

President Bob Buzzza, who completed 14 miles of the 25-mile marathon around Vancouver, was backed to the tune of \$80.75. He strolled with the common herd for part of the way and then limped over to the Bayshore Inn where he took part in the Celebrity Mile, up Georgia to the Queen Elizabeth Theater.

Among this group was Education Minister L. R. Peterson, who was sponsored by the BCTF for \$100. He later quipped: 'If they had offered to back me for \$100 a mile, I would have walked the whole 25-mile route.'

Meanwhile, back with the commoners, Jim Cairnie of the BCTF staff set a brisk pace. He was backed at the rate of \$2.40 per mile with the money coming mainly from BCTF administrative staffers. He made the 25 miles and came second in winnings with \$60.

Others who spent the remainder of the weekend nursing tender tootsies were:

Ed Nelson (28 miles, \$28); Arild Dalsvaag (25 miles, \$87.50); Dennis Ottewill and Bert McGe (walked for the love of it, no sponsors), Bert Knowles, 7 miles, \$21.



Jim Cairnie puts his best foot forward.

Student council workshop

Dr. Donald Wood, of Rice University, Texas, will be consultant at the 2nd Annual British Columbia Student Council Workshop to be held at University of B.C. June 23 - 28.

Dr. Wood is a leading authority on student councils and has served as consultant in many summer student council workshops in the U.S. He has also taught classes in student council activities at the University of Oregon and has written well over two dozen articles on various aspects of the school activity program.

The fee for this year's workshop will be \$55, including \$10 registration fee, and \$45 to cover the cost of board and room at the university, teaching materials and activities.

Director of the workshop is R. W. Holt, counsellor at Burnaby North Senior Secondary School.

Holt said that last year's conference, which attracted more than 100 delegates, was so successful that one day has been added to this year's event.

'Through the general assemblies and group discussions at the workshop, both students and group leaders will have an opportunity to understand better the role of the student council in the total educational picture in our modern day high school,' Holt said.

Exercise in creative math

A North Vancouver mathematics teacher's treatise on an enrichment program in mathematics is being acclaimed as a worthwhile innovation in the arithmetic-mathematics subject area.

The treatise, entitled 'Basic-x Arithmetic' is written by Bruce Ewen, head of the Mathematics Department at Carson Graham Secondary School, North Vancouver.

The author has taken some of the relatively simple arithmetic ideas popularly used in teaching base 7 or base 8 numeration to junior high school students and expanded them to teach some relatively sophisticated ideas from high school algebra.

Writing in Monday Morning, Ron Beardsley said of the treatise: 'It's just the sort of thing to place before the bright student in the intermediate grades who sits in class bored, while the teacher tries to explain the distributive property for the nth time to a class full of slow learners. He can immerse himself happily and productively in it for 10 or 12 hours.'

Even said the treatise is essentially an exercise in creative mathematics. 'Base-x Arithmetic is simply that, arithmetic in an

unknown base, any base,' he said. 'It is introduced after the Grade 8 experiment of using numerals in bases other than 10. To my knowledge, the concept of a numeral in unknown base has not been used before, nor has the symbolism been used.'

'As a student proceeds into 'Basic-x Arithmetic' he finds himself doing problems in algebra, but in the language of arithmetic.'

Ewen says the North Vancouver School Board is considering using his treatise as the basis for a summer school course in mathematics enrichment. He would conduct the course.

Taylor or Victoria

Christopher I. Taylor, District Superintendent of Schools for Burnaby, has been appointed to the Department of Education as Assistant Superintendent of Education in charge of field services, it was announced recently by the Hon. L. R. Peterson, Minister of Education.

Mr. Taylor's new position replaces and complements the previous position of Chief Inspector of Schools effective August 1. The position is currently held by R.

B. Stibbs, who is retiring during the summer.

Mr. Taylor was born in Vancouver. He was educated at the North Vancouver High School, University of British Columbia, Vancouver Normal School and the Ontario College of Education. He served as a teacher, inspector of schools and district superintendent in many parts of the province before taking up his position in Burnaby.

PTMS paid out \$1.1 million

The Provincial Teachers' Medical Services paid out a total of \$1,181,429 on medical care in 1967 — an increase of \$179,759 over the previous year, secretary-treasurer W. E. Whatmough reported to the annual meeting of PTMS in Penticton.

Whatmough said that the average claim during 1967 totalled

\$37.75, compared with \$32.94 in 1966 and \$36.11 in 1965.

Discussing the types of services, Whatmough said that home, office, hospital and consultation costs during 1967 amounted to \$583,883.

Other costs were: laboratory, special services, \$120,613; diagnostic, therapeutic and X-ray, \$103,617; obstetrical services, \$72,657; surgery and anaesthesia, \$241,299;

physiotherapy and psychiatric services, \$38,792; injection, therapy, nursing, chiropractic and dental, \$20,565.

Whatmough said that the membership in 1967 was 12,518 compared with 11,633 in 1966 and 10,770 in 1965.

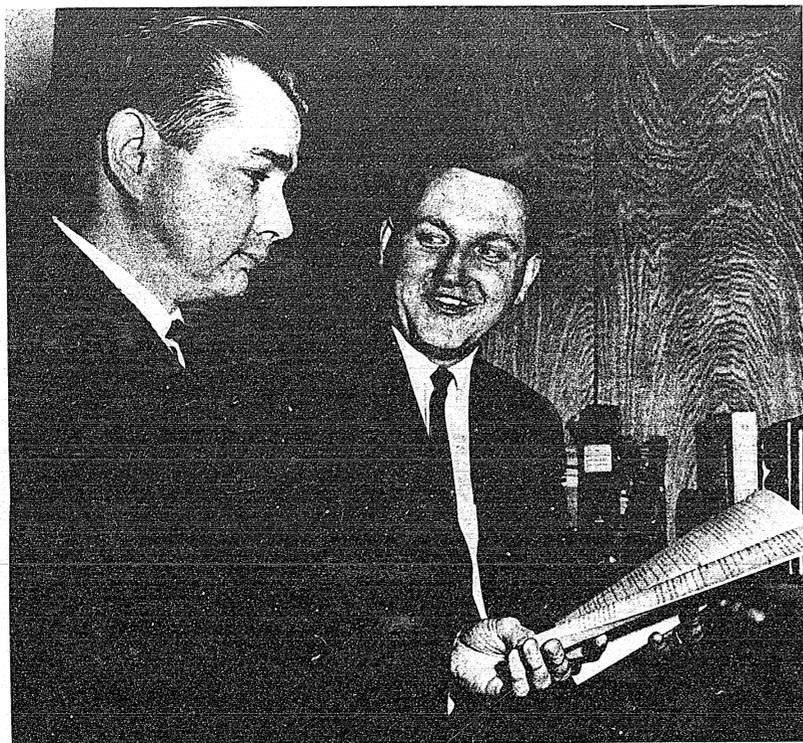
Retiring president R. A. McCormick said, in his presidential address, that PTMS still does not know how it will be affected by Medicare.

'There are several alternatives to be considered,' he said. 'We could continue in operation. In fact there is a provision in the B.C. Government Act on Medicare to allow for this, or we could offer ancillary services such as dental care, optical care and extended health benefits.'

A. Lock, of Burnaby, was elected president, with Don Fonseca, Delta, vice-president.

Board members are: T. Bullman, North Vancouver; A. Creelman, North Vancouver; M. E. Downing, West Vancouver; J. Goldie, Burnaby; A. H. Gooding, Richmond; W. Janzen, Surrey; C. Stroh, Haney.

Also serving as directors are the following trustees appointed by the B.C. School Trustees Association: R. H. Reeve, S. M. Leggatt and J. V. Smedley.



W. E. Jones (left) examines copy of monograph draft with H. J. Lunn. Copies will be available this fall.

Monograph on learning disorders draws praise

A monograph on learning disorders prepared by a Trail counsellor promises to become a 'best-seller' among the teachers of the province.

Draft copies of W. E. Jones' manual already are hard come by and one executive member — John Young of Campbell River — was so impressed with his draft that he immediately had it duplicated and distributed to his teachers.

Jones and H. J. Lunn, chairman of the Resource Manual Committee for Exceptional Children, appeared before the BCTF executive at its March meeting to discuss the monograph.

Executive members were high in their praise for the manual.

Gil Johnston, of Gold River, said he had read it through twice before putting it down, while Cec Blois of Haney said he never did get a chance to read his through because another teacher had picked it up soon after it had arrived and it has been making the rounds of his school ever since.

The executive congratulated Jones on the preparation of the monograph and the tremendous amount of research that had gone into it.

They said it would be an important resource manual not only for special teachers but for all teachers in the province.

The monograph spells out characteristics with respect to behavior, perceptual and conceptual formation, motor functioning, scholastic achievement and adjustment and social behavior.

It says that its purpose is to describe children with learning disorders and to suggest lines of action that might be taken to meet the needs of these youngsters.

'Teachers are concerned with children and therefore are curious as to what causes disorders that so negatively affect development and growth,' the monograph says.

The monograph adds that the necessity for the classroom teacher to understand the characteristics of students with learning disorders must be recognized.

Ten recommendations in the monograph cover such subjects as the role of the regular class and the specialized teacher, teacher assessment of students with problems, parental involvement and research.

Jones, who comes originally from North Carolina and has a master's degree from San Jose State College, worked on the monograph for a year. He traveled extensively throughout Canada and the U.S. and consulted with many eminent authorities in preparing material.

'The problem is that most teachers don't know what a learning disability is,' he said. 'There is nothing in the teacher preparation programs to inform teachers about the nature of learning.'

'Too many young people become dropouts because we don't understand the nature of their learning disabilities.'

PENSION POINTERS

Pension Refunds for Teachers Leaving the Profession

Teachers leaving the profession may claim a refund of their pension contributions by writing to the Commissioner of Teachers' Pensions, Parliament Buildings, Victoria, B.C. No refund can be approved until after October 31 in the year in which the teacher last taught.

If the teacher is likely to return to teaching in the future, and eventually qualify for a pension, then contributions should be left in the fund. The value of a year of service counted toward a pension is far more than the refund value of the teacher's contributions.

Pension Refunds to Teachers Continuing in Service

Recent amendments to the Teachers' Pensions Act permit teachers to reclaim, with interest, all contributions made on salary exceeding \$10,000 per year or for service beyond 40 years. This refund provision will stay in force until July 1, 1969.

This refund, if claimed as income, would be subject to Income Tax, effectively at the highest rate paid by the teacher. If the contributions remain in the fund, they will be credited to the teacher's annuity account and will increase the amount of pension which he will receive.

The BCTF is now investigating the feasibility of the establishment of a supplementary pension plan, which can be recommended as a depository for teachers to place their refund (free from Income Tax charges), and also any extra contributions which they wish to invest in the future. Until further details of this project can be reported, teachers are advised to leave their contributions in the Teachers' Pension Fund.

Teachers Retiring on a Pension This Year

There is now no prescribed time for advance notification to the Superannuation Commissioner that retirement is contemplated. However, to permit the calculation of allowances by the Superannuation Branch and study by the teacher of the various plans available to him, the commissioner should be notified of the intended retirement as soon as possible.

Most teachers retiring this year should now have requested the details of the pension available to them.

Those teachers retiring this year who have contributed on salary in excess of \$10,000 or for service beyond 40 years should seek the following information from the commissioner:

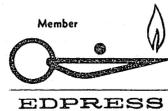
1. How much could I claim as a cash refund of 'surplus' contributions?
2. How much extra pension (single life or joint life, whichever is chosen) will these contributions purchase for me if left in the Teachers' Pension Plan?

The teacher should then decide whether to leave the money in the Teachers' Pension Fund, or to elect a refund as income, or to invest it privately in an annuity elsewhere.

This decision must be made prior to claiming a retirement allowance, as all contributions now in the individual annuity accounts are credited to the teacher when his pension is calculated.

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

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BCTF 1968 SUMMER SHORT COURSE PROGRAM

Course No. 1A: 'THE DISCOVERY METHOD IN PRIMARY ARITHMETIC'

One week, July 8-12, in Vancouver
Instructor for this course is Mrs. Velma McKinnon, Primary Consultant in the Vancouver school system. She will conduct a study of the new 'Experience Approach' in mathematics as applied to the primary classroom. Participants will have the opportunity to work with material aids and apparatus, films, film strips and other audio-visual media in the Primary Mathematics Center.

Course No. 1B: 'THE DISCOVERY METHOD IN PRIMARY ARITHMETIC'

One week, July 15-19, in Victoria
This course is identical with Course No. 1A except for the date and place, and will again be under the direction of Mrs. Velma McKinnon.

Course No. 2A: 'APPROPRIATE TEACHING TECHNIQUES IN THE PRIMARY LANGUAGE ARTS'

One week, July 8-12, in Victoria
This course will be given by Mrs. Lynn Leluck, Primary Consultant in Coquitlam School District. The mornings will feature talks and discussion sessions on such topics as: selection of specially suitable techniques and materials for less able children and for more able children; individualized reading within the Language Arts structure; remedial and diagnostic techniques in the primary classroom. Guest speakers will be invited to deal with some topics. The afternoons will be workshop sessions for construction of practical self-checking seatwork devices, charts and instructional aids necessary to meet individual student differences.

Course No. 2B: 'APPROPRIATE TEACHING TECHNIQUES IN THE PRIMARY LANGUAGE ARTS'

One week, July 15-19, in Vancouver
This course, again under the direction of Mrs. Lynn Leluck, will be identical with Course 2A except for the date and place.

Course No. 3A: 'FOLK DANCING AND PUPPETRY FOR PRIMARY GRADES'

One week, July 8-12, in Vancouver
Instructor for this course is Mrs. Beth Cook, Primary Supervisor for Kamloops schools. Through active involvement, course participants will be encouraged to develop both the skills and the confidence needed to add a new dimension of movement, rhythm and creative activity to their primary grade classrooms.
The folk dancing sessions will feature dances for children in the six to eight year age group. The dances are chosen chiefly for enjoyment, although the skills acquired are also desirable outcomes.

The puppetry course has two facets. The first is instruction in making and using puppets for classroom situations: creative art projects for children, correlated with other subjects. The other is instruction in making hand or glove puppets. These are made by the teacher and used to inspire the children to create and act out their own plays. During the course, original plays will be written and performed by the participating teachers.

Course registrants will receive in advance a list of art supplies and puppet-making materials they will need to bring. Sewing machines will be available.

Course No. 3B: 'FOLK DANCING AND PUPPETRY FOR PRIMARY GRADES'

One week, July 15-19, in Victoria
This course is identical with Course 3A except as to date and place, and will be given by Mrs. Beth Cook.

Course No. 4: 'NEW DEVELOPMENTS IN ELEMENTARY SOCIAL STUDIES'

One week, July 8-12, in Vancouver
Given by Peter Harper, this course is designed to acquaint teachers with recent trends in social studies and to help them prepare for the revised social studies program which, it is hoped, will be introduced in 1969.

Emphasis will be on the practical application of recent ideas, using a wide variety of teaching materials and field-study methods suited to pupils in Grades 1-7.

Mr. Harper is specially qualified for this task through his association with social studies revision committees at both the elementary and secondary levels.

Course No. 5: 'LEARNING ACTIVITIES IN PRIMARY SCIENCE'

One week, July 2-6, in Vancouver
This course, under Mrs. Vivian McConnell of Dr. Hugh N. MacCorkindale School in Vancouver, will feature six units from the proposed science program, two for each of the primary grades.
Emphasis will be on the need for pupils to 'do' science rather than be taught about it.

Note carefully the early dates of this course and the fact that it begins *Tuesday*, July 2 and runs through *Saturday*, July 6.

Course No. 6: 'LEARNING ACTIVITIES IN INTERMEDIATE SCIENCE'

One week, July 2-6, in Vancouver
This course will be under the direction of Wm. J. McConnell of Burnaby, a member of the Elementary Science Revision Committee and former Curriculum Consultant to the Department of Education.

It will examine four specific units of investigation from the Science Revision Committee's scope and sequence report.

Note carefully the early dates of this course, and the fact that it begins *Tuesday*, July 2 and runs through *Saturday*, July 6.

Course No. 7A: 'INDIVIDUALIZED LEARNING: OUR PURSUIT OF AN ELUSIVE IDEAL'

One week, July 8-12, in Victoria
This course will be organized by Ron Berod, principal of McKenzie School in Victoria, and will involve some other staff members of that school, where significant experimentation in individualization has been in progress for some time. Mr. Berod lists the following as some of the topics to be examined:

- Non-grading at McKenzie: history of, and present condition.
 - Language Arts: new programs, language experience.
 - Arithmetic: individualization when, and how.
 - Evaluation of Pupil Progress: record keeping, pupil files, record files, reports.
 - Curriculum Adaptation.
 - Material: teacher-made and commercial.
- Practical participation by course members will be emphasized, and visits to McKenzie School and other classrooms may be possible, to examine materials, charts and physical arrangements.

Course No. 7B: 'INDIVIDUALIZED LEARNING: OUR PURSUIT OF AN ELUSIVE IDEAL'

One week, July 15-19, in Vancouver
This will be a repeat, in Vancouver, by Mr. Ron Berod and his staff colleagues, of the content of Course 7A.

Course No. 8: 'A NEW LANGUAGE ARTS, GRADE 7'

One week, July 15-19, in Vancouver
This course is considered particularly topical this summer in view of the fact that the progressive revision of the Language Arts program reaches Grade 7 this fall. Dennis Humphries, North Vancouver vice-principal, who will give the course, is author of the Teachers' Source Book for *Sense and Feeling* (Copp Clark), the recommended literature anthology.

Course No. 9: 'FIELD STUDIES AT THE JUNIOR SECONDARY LEVEL'

9A one week, July 8-12; 9B one week, July 15-19; both in Vancouver
Course 9A, to be given by Mr. C. W. Dick, will explore field study techniques with major reference to the social studies, while in Course 9B Arthur Heine will apply similar techniques to the study of science. Registrants may wish to sign up for one week only, or for both.

Mr. Heine's program will include a series of earth science field excursions in the metropolitan Vancouver area, photographing and collecting field specimens for the purpose of compiling a variety of suitable classroom resource materials. Mr. Dick's program will likewise feature on-the-spot participation in practical field activities.

Course No. 10A: 'UNITY IN THE SENIOR SECONDARY SCHOOL SOCIAL STUDIES PROGRAM'

One week, July 8-12, in Victoria
Under the direction of David Reimer of Victoria, this course will be designed as an exchange of ideas under the guidance of an experienced and resourceful classroom teacher.

The intention is to work out interesting methods of tackling socio-political problems, historic or temporary, in such a manner as to give senior high school students an opportunity to apply skills they have learned in various social science disciplines.

A secondary but important purpose will be to work out appropriate methods of evaluating the progress of students who are operating within the new methods.

Course No. 10B: 'UNITY IN THE SENIOR SECONDARY SCHOOL SOCIAL STUDIES PROGRAM'

One week, July 15-19, in Vancouver
Again given under the direction of Dave Reimer, this course is identical with Course 10A except for date and place.

Course No. 11: 'THE NEW SCIENCE 10 COURSE'

One week, July 22-26, in West Vancouver
Jure Loudon, the excellent resource person who last summer provided an introductory survey of the new Science 9 course, has kindly consented to repeat the operation for teachers who now face a new Science 10 program.

He has again asked that the course be located at his own school, Hillside Secondary in West Vancouver, so that course participants may get right in among his experimental materials and equipment.

Course No. 12A: 'TROUBLED CHILDREN — PROBLEMS OF IDENTIFICATION, STUDY AND TREATMENT'

One week, July 8-12, in Vancouver
This course is under the direction of Hugh J. McPherson, Supervisor of Special Education for Burnaby School District. Identification will be dealt with from the classroom teacher's point of view, with emphasis on techniques for observing and interpreting behavior patterns. Study will include the role of non-teacher personnel and non-school agencies.

'Treatment' will include a review of all services in the province directed to the needs of troubled children. It will also introduce teachers to techniques and programs which may prevent the necessity of referral, or which may at least help the teacher cope until additional resources are brought to bear.

Course No. 12B: 'TROUBLED CHILDREN — PROBLEMS OF IDENTIFICATION, STUDY AND TREATMENT'

One week, July 15-19, in Victoria
This is a repetition, in Victoria, of Course No. 12A of which Mr. H. J. McPherson is organizer.

Course No. 13: 'THE COMPUTER AND INSTRUCTION'

One week, July 15-19, in West Vancouver
This course will be given by Wm. P. Goddard, Head of the Mathematics Department at Sentinel Secondary School in West Vancouver. Location of the course will be the Computer Room at Sentinel School, where application of computer techniques to problems of administration and instruction is rapidly progressing from the experimental to the operational phase.

This will be a lecture-lab course which requires no previous knowledge of mathematics, commerce or computer science. Registrants who do have background in these areas will also find the course valuable, however, because each participant will undertake lab projects at his own level in an area of personal interest. It is expected that some projects will be computer programs, while others will be instructional programs. However, as it is difficult to discuss computers without 'hands-on' experience, the course will begin with work on the computer.

Course No. 14A: 'THE PLACE OF THE RESOURCE CENTER IN THE LEARNING ENVIRONMENT'

One week, July 8-12, in Vancouver
Roy Ronaghan of Kamloops, organizer of this course, defines his subject in the following words.

'To accommodate the changing emphasis in the use of instructional media in education a new concept has been developed in the accumulation, accommodation, organization and distribution of materials and equipment and related services. This concept is the resource center.'

Using the seminar approach, this course is designed to give teachers, librarians and administrative personnel the opportunity to examine with experienced consultants practical aspects in the development and operation of school and district resource centers. Emphasis will be given on such topics as planning a school resource center (facilities, staff, etc.), guidelines for the selection of materials and equipment, the development of a district administrative plan merging instructional materials, equipment and services, and the function of a district resource center.



Course No. 14B: 'THE PLACE OF THE RESOURCE CENTER IN THE LEARNING ENVIRONMENT'

One week, July 15-19, in Victoria
Again under the direction of Roy Ronaghan, this course is identical with Course No. 14A except for time and location.

Course No. 15: 'CREATION OF A LEARNING ENVIRONMENT FOR MATHEMATICS'

One week, July 8-12, in Vancouver
This course, given by Professor John V. Trivett of SFU, is for teachers of arithmetic and mathematics at the 6, 7, 8, 9, 10 grade levels.

Although we have over the past few years moved considerably toward a new mathematics curriculum at all levels, many teachers are now more concerned with the need for better implementation of the content in their classrooms. Mathematics labs are discussed, as well as manipulative aids, individualized programs, mechanical media, models, and more practical involvement by the students.

This workshop will deal with new trends so that participants may gain in knowledge both in mathematics and in methods by which it can be communicated to all kinds of youngsters, bright or slow, interested or not, regardless of their background.

Materials will be used from the University of Sherbrooke Psycho-Mathematics Research Project (Dienes), the Ontario Institute for Studies in Education, the Madison Project (Davis), the Illinois Math Projects (Beberman), and Schools for the Future (Cuisenaire-Gattegno). Prof. Trivett has had close association with such projects for many years.

Course No. 16: 'THREE WEEKS WITH MARC BELTH — AN ADVENTURE IN EDUCATIONAL PHILOSOPHY'

Three weeks, July 8-26, in Vancouver
This course is jointly sponsored by the Federation and Simon Fraser University. Because of generous university support, we are able to offer the full three weeks at a registration fee of only \$50.00.

Registration is limited to 50 persons, of whom 25 are to be nominated by the University from among persons who will be serving on campus in the fall as Associates in Education.

The remaining 25 places are open to all Federation members. At Dr. Belth's suggestion, we may depart arbitrarily from the usual first-come-first-served basis, in order to select a group which presents a fairly even balance among teachers of several major subject disciplines.

We anticipate that this course will be of particular interest also to school principals.

Dr. Belth comes to us from Queens College, City University of New York. He is a thoughtful and pro-

vocative analyst of the processes of thinking and of learning. He may be expected to bring some stimulating ideas as to how our understanding of these processes should dictate the strategies employed by teachers.

Course No. 17: 'A COMPUTER COURSE FOR COMMERCIAL TEACHERS'

Three weeks, July 22 - August 9, in Vancouver
This is not strictly a BCTF course, being offered through the generosity of International Business Machines, at the IBM Education Center, 1445 West Georgia Street in Vancouver. There is no fee for the course. We have undertaken to receive and compile registrations along with those for our own courses.
The course is designed to give commercial teachers a general introduction to computers and an insight into the way computers are used in business. The course will stress basic computers of system design and computer applications through the use of one or more small case studies.

Integrated throughout will be instruction and practice in writing programs in a student language, which relate directly to the systems case studies.

The main objective is to provide commercial teachers with enough information to enable them to incorporate data processing into present commerce courses in secondary schools.

Other topics will include computer-assisted instruction and data processing curricula. No prior knowledge of computers or data processing is required.

Class manager J. R. Fleming of IBM points out that limitations of physical equipment impose a maximum registration limit of 18 persons.

THREE OTHER SUMMER COURSES OF SPECIAL INTEREST

1. HOME ECONOMICS

Under the capable direction of Mrs. Eleanor Vaines, the University of B.C. offers a 'Residential Conference on Recent Trends in Home Economics,' Friday, July 5 to Friday, July 12, at Totem Park Residence, UBC.

All lectures, demonstrations and study sessions will be held in Totem Park, and registrants are urged, if possible, to arrange to live in residence for the eight-day period.

Registration fee is \$50.00, and Totem Park accommodation rates are \$8.00 per day (double) or \$9.00 per day (single), including all meals.

To obtain a registration form and a brochure listing the program details and the galaxy of guest speakers, apply to Education-Extension, University of B.C., Vancouver 8.

2. FINE ARTS

The University of British Columbia will offer an 'Integrated Program for Teachers of the Arts,' two weeks in duration, July 8-19. The Arts Study Center on Acadia Road has been made available for this program, and living accommodation on campus is available. Fee for the course is \$50.00, and daily accommodation rates are \$8.00 (double) or \$9.00 (single), including meals.

Under the general direction of Phil Thomas of the Vancouver school system, this course is designed to enable teachers of art, music, drama, creative writing and the dance to gain fresh insights in their specific fields and simultaneously to explore bases for interdisciplinary co-operation in the school program.

Registration forms and descriptive brochures are available from Education-Extension, University of B.C., Vancouver 8.

3. COUNSELLING

The University of Victoria offers a Residential Workshop for Counsellors August 19-22, directed by Dr. R. V. Peavy of UVic and featuring Dr. Leona E. Tyler of the University of Oregon and several other distinguished resource persons.

Theme of the workshop is 'Counselling: A Decision-Making Process.' Registration fee is \$30.00 and daily accommodation rates are \$7.50 (double) or \$8.50 (single), including meals.

Registration forms and descriptive brochures are obtainable from the Director of Summer Session, University of Victoria, Victoria, B.C.

Registration forms available from your school or the BCTF

SPECIAL REPORT - I

SEARCH FOR THE ANSWERS TO THE PROBLEM OF THE OVERLOADED TEACHER. THE BCTF COMMITTEE HAS BEEN WORKING ON THIS PROBLEM SINCE 1964. THE COMMITTEE HAS BEEN SUCCESSFUL IN OBTAINING THE ASSISTANCE OF THE B.C. EDUCATION DEPARTMENT AND THE B.C. TEACHERS' ASSOCIATION. THE COMMITTEE HAS BEEN SUCCESSFUL IN OBTAINING THE ASSISTANCE OF THE B.C. EDUCATION DEPARTMENT AND THE B.C. TEACHERS' ASSOCIATION.

SPECIAL REPORT - II
Too many secondary teachers overloaded

By A. E. STEWART
With today's great emphasis on education as a means of developing each individual to prepare him for employment, leisure, and all aspects of life, all of us involved in schooling are faced with the need to provide a higher quality education than has been provided in the past.

This is true because we live in a more complex world that is changing more rapidly than the world of previous generations. When the child of 1968 becomes a citizen, he may have to cope with problems that we have not yet thought of. Memorization of facts about the past will not help him.

We must teach him to detect and overcome his prejudices, to gather information, and to think critically in order to cope successfully with his world. This requires high quality education.



For these reasons, a limit of 24 is recommended for laboratory courses. In modern languages, where formerly a reading knowledge was the aim, and a great deal of memorization of words and rules of grammar was required, today the stress is more on speaking ability.

Memorization of words and rules can be done effectively in large classes, but speaking ability requires constant individual attention and individual testing. A subject such as art where the pupil must consult individually with his teacher cannot be taught successfully to a large group. If the pupil is to be taught effectively in these and similar subjects, class size must be limited.

HOURS WORKED
The hours a teacher works are directly related to the subjects he teaches and the total number of pupils he is responsible for. In some subjects there is a limited amount of preparation and marking required.

In others, a great deal of subjective work must be marked to provide high quality education.

This is most noticeably true in English. Paragraphs, book-reports, and essays must be written, and to be of value they must be carefully marked and discussed individually with the student. Unless the teacher has qualified marking assistance this can impose an intolerable burden. Following is a quotation from a teacher of English 11 and 12.

I have just spent over three hours, free from all other distractions, marking 15 English 12 compositions which are one page to one and one-half pages long.

I have 67 of these compositions from two classes. Assignments at the Grade 12 level are designed to encourage student thinking.

As the student is still learning how to express ideas clearly and forcefully, he needs much help, and that does not come from a cursory glance at his paper.

Compositions are not 'right' or 'wrong'; there is not just one way of correcting them.

There is much criticism both among the general public and also the teaching staff concerning the poor quality of student English.

Small wonder. We simply have too many students to be able to give them the attention they need.

Since this term began, I have been averaging at least three hours' homework every school night (except Friday) and five to six hours every Sunday.

That time is spent in lesson preparation and the marking of compositions . . .
The new courses are excellent. But please give us the opportunity to handle them properly.

In those subjects where larger groups can operate successfully there is a tendency to pile them on, giving the teacher a large total number of pupils. This is shown when we receive the following reports from secondary teachers.

English 8, 9, 234 pupils; English 8, 9, 10, 232 pupils; English 11, 12, 229 pupils.

Social Studies 8, 9, 10, 259 pupils; Social Studies 8, 9, 10, 240 pupils. History 12, Social Studies 10, 11, 237 pupils.

Mathematics 11, Occupational Math, 229 pupils; Mathematics 8, 9, 10, Science 8, English 8, 253 pupils; English 9, 10, Social

Studies 10, 239 pupils; English 10, Mathematics 8, 245 pupils.

These large numbers are indicative of intolerable teaching and learning conditions.

Teachers can handle large numbers but the techniques they must use: lecturing, fewer assignments collected, less subjective marking, less opportunity to provide individual help, are not good enough to prepare pupils adequately for the world today.

The teacher must have time to know and understand each pupil. If he cannot do this the pupils in his care suffer.

Considering the complexity of the modern world, the child whose education suffers is at a serious disadvantage. He may have difficulty in holding a permanent job, and thus in establishing a home and exercising the responsibilities of a citizen.

Special Help Needed

By MALCOLM MACTAVISH
"Intolerable teaching assignments and intolerable learning conditions must be described in terms of a teacher's total assignment and a student's total learning situation if our campaign is to be successful."

One of the biggest problems facing many teachers in elementary schools is the so-called 'culture-gap' between students who come from good home environments and those who have been culturally-deprived at home.

The problem is not uncommon to a teacher in the elementary grades. The 'problem' students are quickly identified.

They have simply not had experiences that are common to children from the majority of homes — experiences like riding buses, visiting a zoo or an aquarium; reading a child's book; having a parent interested enough to sit down with the child and answer his questions.

School is a strange, hostile environment. The children are scared, uncertain, bewildered and speechless.

The teacher faces the seemingly impossible task of trying to get through to these young people, to make them understand that the teacher is there to assist them, that learning can be enjoyable.

But their English is poor; they have little or no skill at the art of listening with understanding and they have huge gaps between their level of understanding and their ability to express themselves.

Here are some ideas that can be utilized to work with these children:

Professional teachers working with no more than 20 or 25 children, using paid auxiliary personnel to do the 'back-up' and learning reinforcement.

Attempt to bridge the communication gap by: applying political pressure for ETV programs; providing students with both vicarious and real visual and tactile experiences in pre-nursery, nursery and kindergarten situations; arranging for organized social contact between privileged and under-privileged children from their earliest talking years.

Provide materials for audio-visual equipment to help fill the 'experience' gaps.

Different measures of intolerability

By K. McKINNON
Intolerability cannot be defined in terms of numbers only. Individual differences negate the selection of any one number, be it a straight grade or a multi-graded situation. Although most of my remarks will be directed to the multi-graded situation they are applicable to any grade, particularly if the teacher has more than three consecutive levels.

In the multi-graded situation it is the spread in interest and ability that creates problems. In chronological ages there may be a spread of almost four years while the spread in mental ages can be as high as seven or eight years.

How can one teacher possibly meet this wide range of interests and abilities? In order to develop the necessary basic skills there must be either individual or small group instruction. Even in the areas of music, art and physical education they cannot be successfully taught as one group. Of course a traveling specialist in any one of these areas could give the teacher relief.

Using levels or the traditional grouping methods a teacher in a multi-graded situation might find that she has anywhere from six to nine levels.

No teacher can spread herself so thin and provide effective learning conditions.

Under such circumstances, the teacher can regiment and hand out prepared materials but she cannot facilitate learning through discussion or discovery.

If it then becomes necessary to teach to the 'middle'! Consequently, our slower students become special class candidates

Such people could also be used in other ways. They could keep progress and attendance records as well as assist with testing and marking procedures. The assumption of such duties by aides would free the teacher for lesson preparation and to give individual attention to students.

while our top students never reach or develop their potential abilities.

The teacher's own self-concept as an educator is destroyed by constant pressure and frustration.

The number of pupils in such a situation must be small enough so that the teacher can implement an individualized approach or alternatively she must have paraprofessional help. The individualized approach, or any modern teaching program, demands a great deal of equipment and resource material. Few small schools have adequate supplies of such materials.

Teachers then must assume the extra burden of scouring for substitute materials.

If they do not we cannot have learning through discovery.

In the small school, school supervision becomes an all-day affair. True it may be of a casual nature, but nevertheless the teacher does not have five minutes to call her own. And if she did she could not take advantage of such a break for there is not a comfortable chair or quiet corner in most small schools.

In most small schools janitorial services are of a part-time nature which means that many of the janitorial duties are the responsibility of the teacher. It is a waste of teacher time to wipe up spilled milk, wash desks and dust and line chalk boards. These services and many more could be done by paraprofessional help. Let's use professional people for professional tasks.

Such people could also be used in other ways. They could keep progress and attendance records as well as assist with testing and marking procedures. The assumption of such duties by aides would free the teacher for lesson preparation and to give individual attention to students.

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Reporting to parents

Another problem is that of reporting to parents on pupil progress. I believe that the best type of reporting is the parent-teacher conference. When does the teacher find time? Usually after school when she should be preparing tomorrow's lessons. If we use written reports as a substitute we must spend many hours of concentrated effort on them — again after a full teaching-day.

To be truly professional, teachers must have time to be human and consider each child as a precious and unique individual. When realistic goals are set up for each child then he is challenged and yet he will taste success. In this way he develops a healthy self-concept.

To set up such goals demands a great deal of planning, preparation and guidance. Children must know that learning can be fun.

It is our responsibility to kindle this fire. It is your responsibility to demand what children need.

The Effective Teaching and Learning Conditions Committee believe that the child's first year at school is the most crucial year and therefore we have set the intolerability level for any class containing first-year students at 30 students.

Let there be no mistake that in spite of a numerical definition set as the intolerability level the total assignment of duties to any teacher should constitute a manageable task. It is your responsibility as a professional teacher to demand in the interests of your class a manageable task.

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(Continued from Page 1)
Chairman of the committee that worked on the project was Rae Bates, of Vancouver School Administrators' Association. Other representatives from the administrators were: Norval Brown, Edward Hunt, Jim Killen and Ken Macpherson.

Vancouver Secondary School Teachers' Association was represented by Charles Arthur and Don Jorgenson, and Vancouver Elementary School Teachers' Association representatives were Al Garneau, Dennis Ottewill and Frances Worledge.

John Zelman, president of the Vancouver Parent-Teacher Council, also sat on the committee. President Buza, General Secretary C. D. Ovans and Press and Information officer John Arnett represented the BCTF.

Let's Make Split Classes Work!

By FRANCES WORLEDGE

It's good when teachers express dissatisfaction openly. A decade ago not so much was said publicly about split classes but 'over the coffee cups' teachers had plenty to say.

The delegates at this year's Annual General Meeting expressed confidence in the report of the Effective Teaching and Learning Conditions Committee but I'm one member who is convinced that many teachers are still going to object to teaching 'split classes.'

I'm also a turncoat. I can no longer support 'any size class rather than a two-grades-in-a-room situation.'

Why change my opinion? Having taught split grades, I've found those years some of the best in terms of learning and teaching. I wasn't assigned the largest number of pupils in the school. The class members were well-selected.

I had pupils who were willing to work and who were not 'real problems' in any way. I had spare periods which helped me to prepare visual aids and lesson materials. Transfers into my class were only those of a type to fit into the working groups I was able to establish.

Mind you, it wasn't all 'sweetness and light'. I started my elementary school teaching with a 'split grade' and physical education.

Neither of these situations were covered adequately, in my opinion, in my one year's emergency training program, and no 'split-class' in-service sessions were organized in those days.



Surely these facts point up two most important changes we teachers have to see are effected.

First, we, the teachers on a school staff, must work as a team. It's not what's my teaching assignment for September 1968? It's what are all the 'jobs' in our school as far as can be foreseen now.

Second, how best can this staff share that total load? If we, as a staff, don't know — we'd better find out, right now! Are we prepared to volunteer an after-school hour to discuss and to offer constructive suggestions?

Are we prepared to state that we can handle certain subjects better than others and suggest constructive timetable changes where necessary?

So — we are not going to allow the heavier load to fall on the shoulders of the new staff member.

At a recent meeting with first-year teachers a fellow committee member received the strong impression that a goodly number of our new colleagues feel really 'deserted' on some school staffs.

So — we are to face the situation of a number of split grades because we've got to get these class sizes down to a sensible 30 in intermediate grades before too long.

Let's make the split grades work! Social studies dual curricula are a burden for many teaching 'splits'.

Curricula are there to be adapted. How about the main theme — the major concept approach — the concept is the same for either grade — the course content can be quite different in the two grades to illustrate and bring out the same concepts at the two levels.

Let's team up two teachers in the subject areas that cause us the concern. The Grade 6 teacher for three periods a week teaches

the large group of 'sixes' and the small group of 'fives' are handled by the Grade 5 teacher for those three periods in a small group situation.

No space? There's room even in the oldest schools — remove some cloakrooms — bring in modern classroom furniture—carpet basement areas and put in wall-facings—use portable classrooms.

We can team up and share the load in a number of subject areas in order that the 'split class' becomes the responsibility of two or more teachers and not just one teacher.

We can organize subject committees on our staffs to prepare teaching and lesson materials for use by several teachers and not just ourselves.

The media, the voice of the public, asks: 'what do teachers need?' They mean what do children need. It's the same thing.

As a staff team let's sit down and decide on the things we need — to do an effective job — programmed materials, machines, visual aids mimos'd materials — and make our voice heard as an entire staff until we get them.

If it's auxiliary personnel because generally our classes are large and we've a number of split grades — then everybody's got to know about it.

A staff that's united in sharing all responsibilities and which can speak with a strong, persistent and united voice is going to be pretty hard to ignore.

There's a lot more we can gain from practical co-operation if we are prepared to work as individuals — and work as a team — to teach children as individuals.

These are two ideas I've been obliged to accept after debating with members of the Effective Teaching and Learning Conditions Committee. Now I've got to try and put them to work for effective teaching and learning.

BRIEFS

Make boards aware of aims

By CORY HOLOB
Structure of the Effective Teaching and Learning Conditions Committee is being reorganized to parallel that of the Agreements Committee.

The move is being made in an attempt to get more information, more quickly, on teaching and learning conditions around the province.

Zone co-ordinators will be responsible for communication between the provincial committee and local chairmen.

All local associations have been asked to establish Effective Teaching and Learning Conditions Committees and to submit names of possible zone co-ordinators.

At the local level, teachers involved in the Effective Teaching and Learning Conditions Committee will have to be more than 'hard-nosed' bargainers.

They should be professional members who understand and can explain the needs of their district.

They must also be able to set practical objectives which can be realized. They must be knowledgeable in educational trends, alert

to the needs of the teachers and aware of the responsibilities of the board.

Members at the local level will be required to work in concert with board officials and/or elected board members. Therefore chairmen and local committee members must be accepted by the board. Acceptable, practical lines of communication must then be established.

At the same time the local association committee should be structured in such a way that it represents a cross-section of the teachers in the district.

When we have these two conditions we can in harmony (teachers and board) 'sell' our shared ideas to the community at large. Co-operative action is most important when we are faced with a new education finance formula.

We must be alert in order to prevent adverse effects that it may bring about and to capitalize on any advantage that it may bring to school districts.

Part III of Appendix A approved at the 1968 AGM places an obligation on all BCTF members to report situations which they deem intolerable. A teacher may have some right to withhold knowledge of his own intolerable

teaching situation but he cannot assume the right to withhold knowledge of an intolerable learning situation.

To ensure that the aims and objectives of the effective teaching and learning conditions policies are effective, it is a professional obligation of every member of the BCTF to be an active supporter of these policies.

It is imperative that local Effective Teaching and Learning Conditions Committees make their boards aware of the provincial objectives regarding the schools term 1968-69 in order that they may make allowances for such objectives when staffing the schools.

The normal line of communication for reporting intolerable situations would be from teacher or principal to local chairman, local chairman to zone co-ordinator and the appropriate BCTF office staff members.

It would be preferable if such situations could be corrected at the local level with or without the help of the zone co-ordinator; however in case the local representatives cannot effect a solution the advice and support of the BCTF will be available.

The reporting process should occur with as short a time lapse as possible. In some cases, because of the geographical situation, it may be more expedient for the teacher to report directly to the BCTF and the information rerouted for action. In either case the emphasis should be on immediate and complete reporting.

Ideally most reports would be made jointly by principal and teacher. Teachers will be advised to withdraw their services only after an investigation has confirmed the intolerable situation and after all suggestions for corrective measures have been re-buffed.

This means that he has to prepare for, teach, know and evaluate 112 students daily.

Some teachers are assigned classes in as many as seven grade levels, others may meet over 300 pupils a day and still others may face 80 to 100 pupils in a class.

Some of these assignments result in work weeks which are more than double the average of 43 hours.

This year 32% of elementary classes can be termed split classes.

That is, they have two or more grades or more than three levels in the class.

This adds up to a total of 2,527 classes; of these 574 had 35 or more pupils and nine classes had 40 or more pupils.

The average secondary teacher is assigned six or seven classes spanning two or three grade levels. The classes average 28 students.

Some of these assignments result in work weeks which are more than double the average of 43 hours.

This creates a situation that is educationally indefensible and no teacher should tolerate it.

In some other cases, secondary class size must be limited. The need for safety in shops and laboratories limits such classes to 24. Even in science courses where there is no danger to the students, the emphasis on discovery requires that they work individually.

There work must be closely supervised, and their results carefully checked, for untrained pupils can easily misinterpret their instructions and draw false or unwarranted conclusions from their data.

There were 1,349 such classes last year. Some 718 of these classes had 31 or more pupils and 93 exceeded 35 pupils.



SPECIAL REPORT - III

If it's intolerable, speak up!

By MARGARET SMITH

In the past year, the efforts of the Effective Teaching and Learning Conditions Committee have been directed toward attaining tolerable class sizes throughout the province.

The focus now is on any and every condition that makes a teaching and learning situation intolerable.

In Part I of the new Policy Statements of the committee the following appears:

C. Class space, texts, equipment and minimum materials and supplies should be provided before the start of any new course.

Teachers throughout the province should be aware that such a policy exists; that if students

are deprived of the full benefits of a course expected by the curriculum planners because of lack of necessary equipment and materials, the teacher should move to protest a situation which can be remedied.

Many districts are guilty of inadequate preparation before introducing a new course. Science 10, Foods 12, Office Machines 12, and Industrial Science are examples where classes have often been scheduled with less than minimum equipment and material provided.

The last named, Industrial Science, is probably the worst. It has been stated that only a few of these classes are really properly equipped with essential materials and supplies.

Many district boards still expect the industrial education teacher to install and maintain shop machinery.

In fact, no teacher is so obligated; however, he may, if he

wishes, come to an agreement with the board whereby he is paid to do the work.

In no case should it be the responsibility of the teacher, even with the aid of a class (always inexperienced at the start of a course) to install, level, wire or prepare machinery for class use.

In cases where servicing is not done by contractors or sales people, a district board should have full or part-time maintenance personnel capable of installing and servicing machines.

In situations where servicing of equipment is always tardy, the teacher should initiate action to overcome this.

Delays of up to nearly a year have been noted. This certainly makes the teaching and learning situation ineffective.

A problem often referred to by industrial education teachers is the venting of shops. Fumes and

dust are a hazard to health and efficiency. The teacher should insist that action be taken at once to clear up this matter.

New courses and new technological equipment will continue to be developed. It is the responsibility of the district board to provide teachers with ample time to study the course and become competent in the use of the new technology.

Numbers are still with us, of course. In Part II of Appendix B, objectives of class size are stated:

i. A manageable task exists when:

e. An industrial education or home economics class does not exceed 24 pupils;

f. A laboratory-oriented science course does not exceed 24 pupils;

Complementary to this is the requisite that at no time should there be more students scheduled

into a class than there is equipment to handle that number.

There is no doubt that many thousands of students are in shop, home economics and laboratory science classes that exceed 24. With double programming, which can often occur in smaller schools, the number should be even smaller, particularly when occupational students are programmed into a regular class.

It is the duty of the teacher to remind the principal if any conditions exist in his classroom which he finds intolerable. If every teacher protests the inadequacies he finds in his teaching situation, then attention on the scale of that received by the 'over 40' campaign should result.

Then, and only then, will widespread moves be made to overcome the deficiencies that exist in classrooms throughout British Columbia.



Co-operation necessary in collecting material

A. I. ISAACSON

During the last three or four years teachers have become increasingly concerned with the learning and teaching conditions in the schools and classrooms of the province.

Guided at first by Des Grady and later by Jurd Kirby, latterly assisted by Bruce Watson, the Effective Teaching and Learning Conditions Committee has

expanded and unfolded to take under consideration almost every aspect of teaching and learning.

The total picture is complicated by the wide variation of complex factors that apply from district to district.

The task has been demanding and often tedious both in selecting appropriate goals and in suggesting step-by-step approaches necessary to the realization of these major objectives.

For two or three years the committee's main concern has been with collating data and providing information for teachers and others concerning educational practices in our schools.

Surveys and submissions from teachers and local associations have provided data for informational reports and releases in Newsletters.

Initially, the publicizing of certain unfavorable conditions caused a slow, but definite, trend of improvement.

The earliest stages of our class size campaign were based upon the publicizing of desirable practices and placing emphasis upon the numbers of teachers appointed above the number allowed for salary grant purposes in certain districts.

At the 1967 AGM the concept of intolerability was introduced, based upon class sizes of 40 or over, and the Commission on Intolerable Teaching and Learning Conditions came into being.

There is little doubt that this tactic, together with other aspects of the campaign, helped to maintain the trend of improvements in the class size picture.

The number of elementary classes of 40 and over decreased from 411 to 40. There was a corresponding improvement in the number of classes above 35. The fears of so many teachers that the 'split-class' picture would worsen were not realized.

Considerable time was ex-

pendent by the committee this year in investigating the problem of 'split grades.' Two reports were made to the Representative Assembly and a joint meeting of our committee and the Curriculum Directors was held. The final recommendations contained in our new policy statements were explained at the AGM.

During the year, the Representative Assembly approved our proposal to expand and reorganize the committee to provide zonal and regional representation similar to that of the Agreements Committee.

Letters have been forwarded for the orientation of the new members; present members of the committee will remain active until December 1968.

The committee is unanimous in its belief that up-to-date information on all aspects of teaching and learning conditions must continue to be collected to provide

a base with which individual schools and teachers may make comparisons and assess their individual situations.

For this to be done, complete co-operation of all teachers in providing information is essential.

At the 1968 AGM the policy statements on effective teaching and learning conditions were replaced by guidelines (Appendix A) to provide the broad framework within which the Federation will operate until the 1969 AGM.

Authorization was further given for the committee to submit any recommended changes in policy (Appendix A) through the Executive Committee to the Representative Assembly for ratification.

Appendix B of the committee's report outlines objectives and actions accepted by the AGM to be appropriate steps to be taken to improve teaching and learning conditions during the coming year.



Class size campaign triggered by survey

By JURD KIRBY, Assistant Director, Economic Welfare.

Three years ago a survey of schools confirmed the complaints of many elementary teachers that many learning situations were making teaching assignments intolerable and depriving children of a good education.

Some 507 classes of 40 or more students were identified in the schools of the province.

In addition 3,080 classes had more than 35 pupils. Publicity, persuasion and pressure reduced these to 411 classes of 40 or more students with 2,500 classes of 35 and over.

Last year an intensified campaign resulted in even better progress. The stand was taken that no teacher would teach classes which contained 40 or more students because such a situation is intolerable. The result was a drop to only 40 classes of 40 or more students.

All 40 classes were investigated to determine whether or not there were any compensating factors.

The co-operation and assistance of the BCTF was offered in the search for remedial measures. In many cases additional teachers were hired.

In some cases students were transferred to other classes or other schools.

Some classes stayed at or above the 30 level but teacher aides were provided to correct or improve the situation.

When is a task intolerable?

By R. B. EVANS

When does a manageable task become an intolerable one? What causes a manageable task to become intolerable? What can be done to correct an intolerable situation?

These questions are being asked by teachers as they view the large classes they teach, often in restricted physical quarters with inadequate resources.

As teachers have become more concerned with these problems they have become more vocal and more militant.

Demands have been made for someone to do something. Some time ago when the teachers of New York went on strike, their battle cry was 'Teachers want what children need.' The same concern for a manageable task is being expressed by teachers everywhere.

The Effective Teaching and Learning Conditions Committee has attempted to define in broad terms what is considered to be a manageable task and what is considered to be an intolerable one.

Defining a manageable task for a teacher in a regular class situation is fairly straight forward, but

what happens when one tries to define a manageable task for a librarian?

For many years much lip service has been given to the saying 'The library is the heart of the school.' Regulations governing libraries have been very permissive and some school districts have interpreted this as permission to do nothing.

What are the standards for library service in the schools of British Columbia?

MANY CHANGES

Like other facets of education, the standards of library service are subject to the pressure of the many changes taking place in educational philosophy.

The discovery approach technique and the individualizing of instruction cannot be carried out

without the facilities provided by a well-organized, fully-stocked library; a resource center for all the learning materials necessary to a late twentieth century education.

Since 1964, it has been possible for all schools in British Columbia to have a library and the services of a librarian. Although the Survey of British Columbia School Libraries (1964) suggests a certain pupil-librarian ratio (500:1), a certain minimum number of books per pupil (10:1), a certain size of room (10% of enrollment), centralized processing and part-time clerical assistance, the responsibility for carrying out the suggestions is left up to the discretion of the individual school districts.

Those districts most interested

in keeping down their expenses have found the elimination of librarians an easy way to achieve that aim.

At the 1968 Annual General Meeting in Penticton, the B.C. School Librarians' Association adopted the standards of the Canadian School Library Association. These standards represent an upward revision of the B.C. standards; pupil-librarian ratio of 300:1; minimum of 30 books per pupil, and a library room seating 30% of the enrollment and full-time clerical assistance.

These higher standards have been set in order that teachers may develop the discovery approach technique and provide their pupils with opportunities for individual instruction.



BRITISH COLUMBIA
TEACHERS' FEDERATION
NEWSLETTER

EDUCATION FORUM

MAY 1968

'The future is not for the weak and the timid; the future is for those strong enough to build it. We will have to release all the potentialities in all of the people if they are to build this kind of future.' — Pierre Elliott Trudeau.

By C. D. OVANS
General Secretary, B.C. Teachers' Federation

The future of children depends on their education. How good an education they get depends on a school system designed and equipped to release all of the potentialities in all of the children.

THIS IS OUR CONCERN — THAT THERE BE MADE AVAILABLE TO ALL CHILDREN GOOD SCHOOLS OFFERING GOOD EDUCATION.

Although in most important respects the Vancouver school system is as good as or better than any other school system in Canada, it still needs a great deal of strengthening before it will be capable of contributing to the positive development of every child. We cannot forget that up to 40% of all pupils fail to graduate from Grade 12.

THIS IS OUR CONCERN—THAT THE SCHOOL SYSTEM IMPROVE TO THE POINT THAT NO PUPIL NEED DROP OUT BECAUSE HIS POTENTIALITIES ARE NOT BEING DEVELOPED.

Up until this year there was good reason for optimism. Through new curricula, through new methods, through special programs and through new forms of school organization, we were making steady progress toward the ideal of personalized education.

THIS IS OUR CONCERN — THAT STEADY PROGRESS WILL NOT BE MADE BECAUSE THE FREEDOM OF THE VANCOUVER SCHOOL BOARD TO PLAN AND WORK FOR BETTER SCHOOLS FOR THE CHILDREN OF VANCOUVER PARENTS IS RESTRICTED BY THE NEW EDUCATION FINANCE FORMULA.

In particular, children need room to learn. This need is not satisfied when each child is limited to a desk squeezed into a crowded room with 30 or 40 other desks. Learning is essentially an active process.

Children need room in which to be active.

Learning requires access to a wide range of materials. There must be room for these materials to be spread out, to be worked with, to be stored.

Learning requires access to a good selection of books. There must be room enough that books will be readily accessible to pupils, with space in which they can use and enjoy them.

THIS IS OUR CONCERN—THAT THE SCHOOL CONSTRUCTION FREEZE END SO THAT CHILDREN MAY HAVE ROOM TO LEARN.

Yes, it is a fact that money is in short supply and that interest rates are high. Yes, it is a fact that there are demands on the public purse not only for schools but also for highways, power dams, hospitals and low rental housing. Yes, it is a fact that this is a time for all governments at all levels to investigate ways and means of getting more value for the education dollar.

But these, also, are facts:

Construction costs and interest rates are getting higher. Building programs postponed today will cost more tomorrow.

The children are here now. The educational opportunity denied them today cannot be made up to them tomorrow.

Education, as the Economic Council of Canada has pointed out, is not a cost but an investment that pays rich dividends in social and economic progress.

Because it is in particular an investment in human resources development upon which the good society depends, education deserves the very highest priority in government spending. Is it being given this priority in British Columbia?

THIS IS OUR CONCERN — THAT SHORT TERM SAVINGS NOT RESULT IN LONG TERM LOSSES FOR CHILDREN.

Candidates' forum May 15

Candidates from the three parties contesting the by-election in Vancouver South have been invited to attend an educational forum in Sir Winston Churchill Secondary School on Wednesday, May 15, at 4 p.m.

Because of the time of day it is expected that the forum will be attended mainly by teachers, but the general public is also invited to attend.

Purpose of the forum is to inform candidates of the needs of education in Vancouver and to

solicit their support toward the satisfaction of these needs.

The forum will be co-sponsored by the Vancouver Elementary School Teachers' Association, the Vancouver Secondary School Teachers' Association, the Vancouver School Administrators' Association, the B.C. Teachers Federation and the Vancouver Parent-Teacher Council.

The candidates are: George Wainborn, Social Credit; Norman Levi, NDP and Sandy Robertson, Liberal.

Robert M. Buzza, president of the B.C. Teachers' Federation, speaking on behalf of the planning committee, said:

'We are confident that all candidates in the by-election, regardless of any party affiliation, will be prepared to examine seriously with us our concern for the education of children and to offer suggestions and proposals as to how the needs we have indicated can be met.

'We feel certain, too, that the needs of school children should

transcend party politics to the end that whoever the voters of Vancouver South elect to help represent them in the legislature will be well informed of those needs.'

Buzza added that it had originally been hoped that the meeting would have been held in the evening, to permit more members of the general public to attend.

However, because of prior commitments it was impossible to arrange an evening meeting that all candidates could attend at the same time.

What price inflation?

What price inflation? Zero, says the Department of Education.

The new Vancouver School Board building program to meet school accommodation needs over the next three years make allowance of 15% for inflation; actual experience shows a building cost rise of 7½% a year.

This item was cut out of the building program entirely, on the argument that savings possible through modern methods and techniques of construction should counteract increases due to inflation.



MARILYN WUNCH

OWEN HERTZMAN

MIKE SLADE

CHRIS WALKER

KEN PATTENDEN

STUDENTS' VIEWS

ON SCHOOLING

'We need more room to learn'

By JOHN ARNETT

There's nothing wrong with the education system that a healthy injection of money couldn't cure.

New developments in education are all very well, but teachers and students must know how to make the adjustment.

Politicians seldom visit schools and thus are not in a very good position to have any first-hand knowledge of education.

Adults get the wrong impression of the school curriculum because only the newest developments get any publicity.

Extra-curricular and club activities in secondary schools are being severely curtailed because space normally used for such activities is being gobbled up for classroom space.

These five astute observations were made by five articulate, highly motivated students from five Vancouver secondary schools.

They met with this reporter to discuss the types of developments in education that they would advocate if they were ever to run for political office.

All agreed that the education system has many shortcomings, ranging from lack of space in schools to problems in curriculum planning.

They were concerned that unless the curriculum becomes more stimulating, that unless students become more motivated and get a chance to express themselves at school not only through classroom activities, but through extra-curricular activities, the education system will lapse into mediocrity.

The students — Marilyn Wunch, Grade 12, John Oliver; Chris Walker, Grade 12, Killarney; Owen Hertzman, Grade 12, Churchill; Mike Slade, Grade 11, Thompson; and Ken Pattenden, Grade 12, Magee — all agreed that education must have top priorities with regard to financing.

They expressed concern, for example, that the provincial government is willing to announce the construction of a bridge over the Fraser, during a by-election campaign, but is apparently unwilling to announce that money will also be forthcoming to build urgently-needed school accommodation.

'What we don't understand,' said Marilyn Wunch, 'is that they can find money for bridges and not for schools. Is it that bridges are more important than schools? I'd like somebody to explain this to me.'

All agreed also that politicians do not spend enough time visiting schools to really find out what is going on.

Said Mike Slade: 'The only politician that I can ever remember seeing around a school was Vancouver Alderman Tom Alsbury when he was mayor of the city.'

Marilyn Wunch commented: 'We have had visits from politicians and have heard them talking. But all they talk about is government, nothing about education.'

The students were most articulate on the use of space in their schools. With the exception of Chris Walker, of Killarney, which has recently received a large new wing, all complained of lack of space.

They agree that a number one priority in the education system, if they had any say in it, would be to make sure that every student had space to learn, and that adequate space be given to libraries and resource centers.

They said that because of hold-ups in building programs space that was normally used for club activities and other extra-curricular projects just wasn't available.

The result was, in some schools, that students were becoming less involved in extra-curricular activities.

Said Mike Slade: 'At our school clubs meet in storage rooms, back rooms, anywhere that they can find a place to park. I believe that the things that go on outside of the classroom, on the playing fields or in club rooms are just as important as the things we do in class.'

'In my own case I'm interested in basketball and I get more fun out of that than anything else that I do in school. Fortunately we have excellent basketball facilities. But what about the kids who are interested in stamps? We have no stamp club.'

'Or what about those who are interested in music? We no longer have a band.'

Marilyn Wunch said: 'Kids need places to gather outside of class hours. Many people seem to be under the impression that school starts at 9 a.m. and finishes around 3 o'clock. That just isn't so.'

Owen Hertzman said large classes make learning really difficult because the students make no real contact with the teacher.

'It's not quite so bad in the higher grades such as 11 and 12, because by then students are starting to drop out. But classes can get particularly large in Grades 8 and 9.'

'At a time when students should be in smaller classes, when they should be motivated to develop the right attitudes toward learning and carrying through with their education, they are being frustrated because of large classes.'

They said there were differing discipline requirements for younger and older students; in a senior secondary school students could be treated more like adults.

All of the students were critical of newspaper, radio and television publicity that features all of the new developments in the schools, thus leaving the impression that these developments are taking place in all schools.

How the building freeze affects one school

Site
cleared
no school



A site in search of a school. Mrs. R. Hutton, president of the Sir Sanford Fleming PTA looks over site for annex to the school. Land has been cleared

of houses, plans for the annex have been drawn and approved but government has not given permission to school board to call tenders.

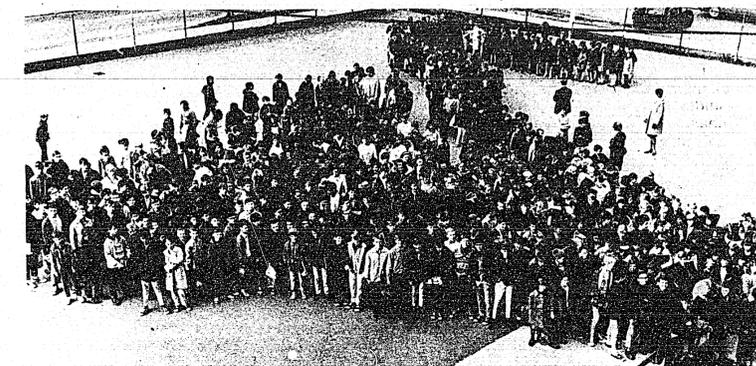
Homes,
apartments
rising
fast



Mrs. Hutton inspects new low rental housing development which is expected to add another 100 children to rolls of already overcrowded Fleming

school. New homes in background attest to rapid growth of the area.

Existing
school
jammed



Fleming school students mass in front of the school. Enrolment of 840 is expected to jump by 100 this September and students will have to take classes

in lunch room. Construction of new annex (see above) would relieve overcrowding at Fleming.

Seek better deal with government

Vancouver School Board hopes to negotiate a better deal with the provincial government with regard to the amount of money in its next school construction referendum.

The Department of Education cut the board's proposed \$19.8 million referendum almost in half thus forcing the board to postpone a plan to place the issue before voters this month.

The referendum would cover school construction needs in Vancouver for the next three years. It was to provide for:

Primary Annexes in the Norquay-Nootka area; Woodland-William St. area; 13th-Victoria Dr. area; 41st-Earles Rd. area; 24th Ave.-Glen Dr. area; Macdonald School area.

New Elementary Schools in the Mount Pleasant area; S.E. area of the city.

Additions to Begbie Annex (to a complete school), MacCorkindale, Mackenzie Annex (to a complete school), Tecumseh Annex, Hastings Annex, Selkirk Annex, Franklin, Southlands Annex, Strathcona, Oakridge, Grandview,

Renfrew, Hastings, Britannia, Magee.

Modernization of Libraries in 21 elementary schools and 11 secondary schools.

Other Modernization: primary rooms, remedial reading rooms, lunch-activity rooms, covered play areas, fire safety.

Equipment for new accommodation, existing schools, vocational shops, new programs.

Differences of opinion between Board and Departmental officials revolve around five main areas:

- the cost of school construction
- space required in open-area schools
- equipment required for modern education
- modernization of old schools
- certain site developments

The differences amount to approximately \$8.3 million, between what the Board and officials consider minimum funds to achieve what is needed, and the amount the Department has given the Board as shareable. (This includes an upward revision above the \$10,504,200 original shareable total.)

Will special needs be met?

Vancouver school trustees and Board officials are concerned that the special educational needs of a big-city school system are not being recognized in the new provincial education financing formula.

They point out that the Board offers an extensive special education program ranging from providing teachers for children in hospitals to English for new Canadians, to classes for handicapped children.

In virtually every case, a much smaller pupil-teacher ratio is required if the teaching is to be at all effective. However, grants under the new education finance formula are made on the basis of 'instructional units' of 20 students to one teacher in secondary and 30 students to one teacher in elementary.

R. K. MacKenzie, assistant director, pupil personnel services for the Vancouver School Board, says that the new formula appears to assume that it costs the same to educate a handicapped child as it does to educate a normal child.

'Of course this just isn't so,' he said. 'Some of our classes for handicapped and emotionally disturbed children are down as low as two or three students to one teacher. The cost of educating one of these children can be many times the cost for a normal, healthy child.'

MacKenzie said that one of the problems faced by Vancouver is that many parents of children with handicaps and emotional problems deliberately come to Vancouver because of the excellent teaching facilities in the city for such children.

'In many districts there are just no facilities at all for these children, so the parents are forced to come to Vancouver,' he said. 'This, of course, poses an additional burden on the taxpayers of the city.'

Similarly most new Canadians settle in Vancouver because this is the place where they are most likely to find employment. Their children must be taught English if they are to be quickly assim-

lated into the school system. Special teachers are needed for this work.

MacKenzie said other cities are more fortunate than Vancouver when it comes to financial allotments for teaching handicapped children.

'Last month, in Ontario, the provincial government ruled that accredited treatment centers for disturbed children would receive 100 percent reimbursement for all expenditures.'

'I visited an elementary school for physically handicapped children in Seattle for which the state pays the full cost.'

In Vancouver, costs of such services offered by the school board are shared between the city and the provincial government.

This year the provincial government is paying about 30 percent of the total \$49 million school board budget — the same percentage as last year.

The fact that the proportion is the same means that the taxpayer will have to bear a bigger absolute amount, since the budget is up \$4 million over last year.

No progress on school

Parents bitterly disappointed

EDUCATION FORUM

This newspaper is published by the co-sponsors of the All Candidates' Education Forum to be held in Sir Winston Churchill School Auditorium, Wednesday, May 15, at 4 p.m. Co-sponsors are: Vancouver Elementary School Teachers' Association, Vancouver Secondary School Teachers' Association, Vancouver School Administrator's Association, the B.C. Teachers' Federation and the Vancouver Parent-Teacher Council. Publisher's address: 2235 Burrard Street, Vancouver.

The parents of students attending Sir Sandford Fleming School, 1401 East Forty-ninth, are bitterly disappointed at the provincial government's refusal to permit construction of an annex to relieve overcrowding at the school.

They have fired off 500 letters to Education Minister L. R. Peterson asking that the project go ahead.

They have contacted MLAs to point out the seriousness of the situation.

They have met with the chairman of the Vancouver School Board, A. J. F. Johnson, to voice their concern.

'I just don't know where we can go from here,' says Fleming PTA president Mrs. R. Hutton.

'Fleming school is already overcrowded and it will have more students in the fall. Why should our children be the ones to suffer?'

Plans for the annex, which would serve both Fleming and Henderson schools, have been approved; the site has been cleared. Now all that is needed is approval from the Department of Education to call tenders. However, that approval has not been forthcoming because of the freeze on school construction.

Fleming school at present has an enrollment of 840 students. Average size of the classes in the school is 34 students, with some running as high as 40.

The school expects an additional 100 students in the fall as

the result of the opening up of a nearby low rental housing project.

Also close by is a new subdivision being opened up by the city of Vancouver. It will consist of 130 new homes and will result in another influx of students.

In addition to the housing projects, many new homes are being opened up in the area.

'I just don't know where we are going to put all of the youngsters who will be moving into the district as result of these new homes,' says Fleming principal Gordon Phillips.

'I hope that we will be able to get two portables for September, but I haven't had any definite word from the school board on this.'

Phillips says the lunch room will be used for classroom space in the fall and the library is likely to be next.

'It will be a tragedy for our students if the library has to be used as a full-time classroom. Loss of the library will really cut into our program because it is the resource center of our school and is used extensively,' he said.

Mrs. Hutton said parents are concerned because they believe that their children's education will suffer because of the overcrowded conditions.

'We just can't understand the delay, particularly when the annex is regarded by the school board as being absolutely necessary,' she said.

SHARE

Providing for the educational needs of our young people is one of the most important single issues in the Vancouver South provincial by-election.

Hear Candidates' views on:

- ★ The Provincial Finance Formula.
- ★ The school construction freeze.
- ★ Special grants for special services.
- ★ Special educational needs of Vancouver.

The three candidates who are contesting the May 21 provincial by-election have been invited to attend a special Educational Issues Forum, to be held in

SIR WINSTON CHURCHILL SCHOOL AUDITORIUM

on Wednesday, May 15, at 4 p.m.

ATTEND THE FORUM

ASK QUESTIONS



GEORGE WAINBORN
... Social Credit



SANDY ROBERTSON
... Liberal



NORMAN LEVI
... NDP

Three in race for South Van. seat

Candidates from three parties — Social Credit, Liberal and NDP — are contesting the May 21 Vancouver South by-election, to fill the vacancy caused by the death last year of incumbent Tom Bate.

Social Credit candidate George

Wainborn, an executive for a soft drink manufacturing company, has many years of experience as a member of the Vancouver Parks Board.

NDP candidate Norman Levi, a social worker with the John

Howard Society and active community worker, ran unsuccessfully in the last provincial election.

Liberal Sandy Robertson, a consulting structural engineer, is also a member of the Vancouver Parks Board. He has long been active in work with young people.

New curriculum means more space

New teaching approaches — curriculum and methodology — call for more space and equipment.

The Vancouver School Board has changed its philosophy of educational objectives. The trend is toward making education more individualized — to make adequate provision for the great range of individual differences in children.

Education is no longer the old 'sit in the desk, pay attention to your teacher, recite back what you learn' business.

The new philosophy, according to Don Pritchard, director of research, Vancouver School Board, calls for 'sensible and intelligent schools with space requirements that go far beyond the old Department building manual, let alone the new manual.'

The new teaching and learning approaches create three new needs for space:

- (a) storage space for new materials and equipment;
- (b) space where teaching materials can be set up and made ready ahead of time for action;

(c) teacher preparation and discussion areas.

Planning for a better learning environment involved visits by trustees and officials to progressive school districts in California. Teacher opinion was also sought and had a considerable influence on new school design.

Libraries curtailed

Vancouver school principals this year brought before the Vancouver School Board a statement of highest priorities in the provision of school facilities.

They singled out libraries as needing immediate and urgent attention.

The Vancouver School Board in turn planned to undertake a library modernization program over a period of nine years.

The Department of Education cut off two-thirds of this program for elementary schools, an action which would spread library modernization in elementary schools over a period of 27 years.