

NEWSLETTER

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PSAs sign up members

Ten thousand concerned teachers are members of Provincial Specialist Associations. Are you?

The Federation's PSA committee is making a concerted effort this year to encourage as many teachers as possible to enroll in a PSA.

'We have already reached the ten thousand mark in PSA enrolment, but this is little more than half of our 19,000 membership,' says PSA committee chairman Ed Nelson.

'We feel that enrolment in a PSA is vital to the professional development of every teacher.'

'I would urge every teacher to seriously consider joining a PSA. The fees are nominal but the returns are great.'

W. V. Allester, BCTF Director of Professional Development, said the Federation was the first teachers' organization in Canada to actively sponsor PSAs.

There are now specialist councils, or specialist associations in a number of Canadian provinces. Alberta, Manitoba, Saskatchewan and Nova Scotia in particular have followed our lead.

'Because we were the first we have the largest number of PSAs of any Federation — 22 to be exact, with the largest membership and the largest number of publications.'

Allester said there are two main reasons why a teacher should join a PSA.

'One is the amount of information that is received by each teacher through a PSA membership. Journals and newsletters provide information which is of great help to teachers.'

'The other reason is that a PSA membership enables a teacher to make some contribution to his profession by actively participating in PSA activities either at the provincial or local level.'

Mrs. Lorna Robb, a member of the Federation's PSA committee, who has long been active in the affairs of the primary teachers' PSA, says she believes that PSAs are the most concerned and active areas of BCTF activities.

She lists some specific activities of PSAs (other than journals, newsletters and in-service education projects) as follows:

- PSAs send delegates to large conferences in Canada and U.S.A. with fresh views.
- Educational contests are sponsored for teachers and for students. (Last year in Math and in Art.)
- Some PSAs have affiliated with national and international associations.
- National conferences have been hosted by PSAs.
- PSAs maintain a healthy liaison with the personnel of the universities.
- Through the committees of PSAs many teachers from different areas are involved in work and study of educational problems and trends.
- PSAs provide an outlet for teacher talents and energies.

Trail counsellor wins \$8,000 grant

A Trail counsellor awarded an \$8,000 fellowship to study for his doctorate at Syracuse University had some kind words to say about the BCTF in a letter to General Secretary, C. D. Ovans.

W. E. Jones wrote: 'I am greatly impressed by the quality of the professional administrative staff employed by the BCTF and by the volunteer professionals with whom I have enjoyed the pleasure and opportunity to serve during the past four years.'

'From these outstanding people comes the guidance which certainly ranks B.C. as an educational leader in Canada and North America.'

Jones, a native of North Carolina, will study for a doctoral degree in educational administration at Syracuse University. In addition to the \$8,000 award, renewable every year for four years, which he received from the U.S. Office of Information, he received a \$1,000 renewable bursary from the B.C. Association for Retarded Children.

Jones has been a member of the Federation's School Mental Health Committee and the Resources Manual Committee for Exceptional Children.

A recent publication of his on learning disabilities has been acclaimed as a definitive work in this field.

'When I have completed my doctorate, I will certainly look to

B.C.' Jones said in his letter to Ovans.

'If the opportunity is available for the employment of my talents and training in the administration of special education and psychological services, I will be prepared to come "home".'

With BCTF since 1951

Spragge Resigns

J. Allan Spragge, who was elected president of the Federation in 1951 but joined the staff instead, has resigned as of December 31.

He says he 'plans to spend approximately a year vacationing and traveling and then look for something interesting to do.'

Spragge joined the staff of the Federation in July 1951 — a few months after he was elected president of the Federation. 'The staff job with the Federation came open and it just seemed like a challenge at the time,' he said.



ALLAN SPRAGGE

He was the third full-time administrative staffer, serving with C. D. Ovans and Stan Evans.

Spragge later was appointed Director of Economic Welfare and became an authority on education finance.

In 1966 he moved into the Division of Professional Development as an Assistant Director. He has primarily been concerned with in-service education matters.

A graduate of University of B.C.—B.A. '34, M.A. '35, Spragge worked in the pulp and paper industry for two years before taking teacher training.

He taught at Abbotsford, Cranbrook and North Vancouver before joining the Federation staff.

Two new staff members

Two former members of the BCTF Executive Committee have been appointed to the staff of the B.C. Teachers' Federation.

They are Roy Ronaghan, of Kamloops, who has been named Assistant Director of Professional Development and Dave Smith, Port Alberni, who becomes administrative assistant with the Division of Economic Welfare, with primary responsibilities in the area of pensions.

Ronaghan resigned from the Executive Committee in January of this year after six years on the committee. Smith completed an eight-year term on the committee at the end of July.

Ronaghan comes to the BCTF from Kamloops, where he was Supervisor of Elementary Instruction. He has been responsible for development of a learning resources center for elementary schools which has attracted the interest of educators throughout the province.

Smith, a commerce teacher at the Port Alberni District Secondary School for the past 19 years, is an acknowledged expert on education finance and teacher pensions. He recently completed a book on the history of education finance in B.C.

Both took up their new posts August 1.

Commission report ready this month

The report of the BCTF Commission on Education will be ready for presentation to members of the Representative Assembly at their meeting Sept. 28.

The four members of the commission—Chairman Don MacKenzie, Mrs. Laurel Hanney, Jim Carter and W. V. Allester of the BCTF staff—have come up with more than 200 recommendations for inclusion in the report.

The commission received 266 briefs and attended more than 170 meetings with teachers, faculty of education members, educational leaders and other interested persons in gathering information.

Members of the commission also visited school districts throughout the province and attended some conferences outside of B.C.

Following the May 31 deadline for the submission of briefs, the commissioners moved to an up-coast 'hideaway' to start work on the preparation of the report.

They returned to the BCTF offices for the month of July to work on the final draft.

Commission chairman Don Mac-

Kenzie, retired Assistant Superintendent of the Vancouver School Board, said the one thing that impressed him most about the briefs was the interest that teachers have in educational change.

'I think there is more interest on the part of teachers in possible change than there ever has been in the history of education,' he said.

He said topics discussed in the briefs 'are as wide as education itself — everything from philosophy to text books to curricula to teacher aides. It's very difficult to summarize the topics because so many different points have been presented to us.'

Income tax

Canada has income tax agreements with a number of countries by which a teacher who comes to Canada for a period of up to two years does not have to pay income tax or Canada Pension Plan.

Teachers who think this may apply to them should contact their local income tax office and refer to Information Bulletin No. 41, May 21, 1968.



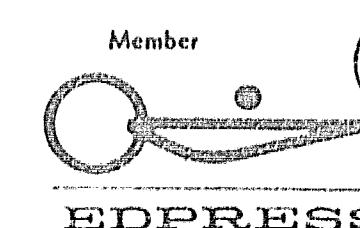
Members of the BCTF Commission on Education go over the final draft of their report before it is sent off to the printers.

Left to right: Jim Carter, W. V. Allester, Don MacKenzie and Laurel Hanney.

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

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Parents, teachers have common goals

By MRS. DORIS HARTLEY
Public Relations Chairman

B.C. Parent-Teacher Federation
The parents and teachers of British Columbia face many questions of mutual concern.

Parents are concerned that their children receive a first-class education.

Teachers are concerned that they can give a first-class education to every child.



The two groups, working together, can help achieve the goals of both and at the same time gain a better understanding of each other's role in educating tomorrow's citizens.

The PTA was organized to bring about a better liaison between home and school, but, unfortunately, the goals, for which it was established have not always been attained.

For one thing, parent-teacher conferences have not always been as successful as hoped for. Both parents and teachers, too often, seem afraid to be completely frank with one another.

WORK TOGETHER

I believe, however, that improved communications could eliminate problems such as this. Perhaps parents and teachers, working together could initiate programs, and by working together get to know each other better.

Through the PTA teachers and parents might organize 'head-start' programs in districts where they are needed.

Parents could be encouraged to form small reading groups to interest students in books. The severely disturbed child or the one with learning disabilities requires special professional personnel and facilities.

Of these there are far too few! But through the co-operation of all interested groups it is hoped that this situation will be improved.

Frequently teachers feel they are not a part of the PTA. They either do not attend meetings or

sit in the back as observers only! We want to make meetings interesting and stimulating and the active participation of the teachers could bring about this result.

Suggestions from professional people for improved business procedure, programs, and group discussion, would be invaluable.

Many principals encourage PTAs in their schools while others would rather have auxiliaries. The latter have no broad concept and are useful only to raise money for equipment and to help with school concerts and sports days.

Thus, parents become the joes boys. There are schools which have no organization of any kind so communication between parents and teachers is very limited.

MUTUAL CONCERN

The British Columbia Teachers' Federation and the British Columbia Parent-Teacher Federation, through the years, have worked in many areas of mutual concern. Proposals for changes in the educational system have been made by both Federations, as the following list will illustrate:

- improvement in teachers' salary schedule
 - lowering of the pupil-teacher ratio
 - inclusion of kindergartens in the Public Schools Act
 - equal grants for kindergartens with other classrooms
 - a request for the Department of Education to thaw the construction freeze'
 - counselling in elementary schools
 - teaching of French in the elementary grades
 - more personnel and facilities for the treatment of emotionally disturbed children.
- You will soon be asked to join your local PTA. Do join and become an interested and active member. If there is no PTA in your school you may become an individual member of the Provincial Federation. (Annual membership fee of \$3.00 entitles you to a subscription to the B.C. Parent-Teacher magazine and information sent out from time to time. Apply, B.C. Parent-Teacher Federation, Room 6, 45 Kingsway, Vancouver 10.)

LETTERS Roll Rule ignored

Dear Sir:

I am anxious to contact teachers who have left the Australian state systems in the past few years in order to teach in Canada.

I would appreciate their writing to me to let me know, in as much detail as possible, their reasons for leaving, and their reactions now that they are teaching in Canada.

I will keep all information confidential; that is, the anonymity of those who write will be preserved, unless they specifically request it otherwise.

Information received will be collated in order to produce a general picture of reasons for dissatisfaction with Australian teaching services. Particularly detailed statements from individual teachers will be considered for inclusion in total with the teacher's permission.

Yours faithfully,
DR. A. M. HEALY
Wollongong University College,
Wollongong, N.S.W., Australia.



The BCTF booth at the Pacific National Exhibition featured a continuous television show produced by KEN-TV Kamloops and large blow-up pictures of children and teachers. The booth was staffed days

Consultants appointed

BCTF booth features ETV

A BCTF booth with the theme 'The Wonderful World of Learning,' and featuring a 30-minute television program produced by the Kamloops School District's KEN-TV, was a popular attraction at this year's Pacific National Exhibition.

Program announcer was Ed Nelson, of Burnaby.

The program featured a short message from BCTF president Tom Hutchison and included a series of short segments on different aspects of teaching and learning.

It also gave a brief picture of the work of the BCTF and the impact of educational television in the classroom.

Visitors to the booth were given a pamphlet explaining, in simple terms, some of the theory behind learning.

Thousands of PNE visitors toured the booth which also featured large blow-up pictures of children and some background information on the federation.

These appointments continue the plan for bringing in special advisors on leave of absence from their school districts.

This plan, initiated in 1962, has proved to be most effective,' said Mr. Brothers.

'In this period of rapid curricular change, it is most important that we keep in close touch with schools and classrooms. I am extremely appreciative of the cooperation we have received from Boards of School Trustees and the teachers in making these arrangements possible.'

Kelly is a graduate of the University of British Columbia. In his 15 years of teaching, he has had experience at both the elementary and secondary levels. He has served as teacher, counsellor and principal prior to his appointment as librarian at Claremont.

Tobacco holds a Bachelor of Arts and Master of Science in Physical Education degrees from the University of Washington. At Oak Bay Junior Secondary he has held the posts of Head of the Physical Education and Head of the Counselling Departments.

As Curriculum Consultants, Kelly and Tobacco will be concerned with course revision, textbook changes and curriculum research.

They will work directly with the Department's revision committee presently engaged in studying and making recommendations regarding curriculum revision in various subject fields.

Same building, different number

The different organizations in BCTF headquarters have their own phone numbers. They cannot be reached by dialing the BCTF number and asking for a transfer.

Here are the addresses and phone numbers:

B.C. Teachers' Federation	No. 105, 2235 Burrard Street, Vancouver 9	731-8121
B.C.T.F. Co-operative Association	No. 206, 2235 Burrard Street, Vancouver 9	736-7741
B.C. Teachers' Credit Union	No. 201, 1815 W. 7th Avenue, Vancouver 9	731-6191
Provincial Teachers' Medical Services	No. 101, 1815 W. 7th Avenue, Vancouver 3	736-7687
Vancouver Elementary School Teachers' Association	No. 202, 1815 W. 7th Avenue, Vancouver 9	731-8121
Vancouver Secondary School Teachers' Association	No. 204, 1815 W. 7th Avenue, Vancouver 9	731-8121

president reports

Special report

On this and the following three pages the BCTF Newsletter presents a special report to members on some of the important issues facing the Federation during the next few months.

ONE OF THE major thrusts of the coming year must be in the field of effective teaching and learning conditions. In many ways this will be an experimental year with the newly-structured Effective Teaching and Learning Conditions Committee beginning to carry out the functions that were previously held by for example liaison committees or The Commission on Intolerable Teaching and Learning Conditions.

It would be no exaggeration to say that the future thrust of this organization will depend largely on the success of the ET&LC Committee and the projected staff committees which will be set up next year.

As instructed by the Annual General Meeting an information campaign on educational issues will be continued throughout the year. The planning for this campaign will depend upon the circumstances of September and the early fall.

IT IS IMPORTANT that this informational campaign be based upon the most accurate information available and to this end it is essential that local associations co-operate in providing the kind of information that the Federation needs to conduct a responsible campaign designed to inform the public of what shortcomings if any exist in our system.

There will be a major public relations meeting in the early fall to consider the direction the informational campaign will take in the light of information then available.

The background to all our activities next year must be a continuing, careful and accurate study of the implications of the new education formula. We are aware that the formula may affect facilities, hiring of teachers, mobility of teachers and salary bargaining.

The Federation cannot attack the educational finance formula on a philosophic basis indefinitely.

Criticism of the formula, if justified, must be based upon accurate information from districts, on implementation of that formula.

This information will not be available in a short period of time and information regarding this implementation must be carefully guarded over this year and ensuing years if the Federation is to be a credible critic.

Across the country it is obvious that more provinces are moving toward some form of provincial negotiation and bargaining. It is the declared policy of the Federation to be against any form of provincial bargaining.

We must watch carefully events in Quebec where provincial negotiation is pursuing its tortuous way and we must also look closely at the situation this fall in Saskatchewan where teachers will be attempting to bargain in 12 large units.

If, as we expect, negotiation at the large bargaining unit level or at the provincial level proves to be inimical to teachers, it is equally incumbent upon us to show that the system under which we at present operate of bargaining at the school board level is an enviable and effective process.

There has been considerable discussion on the expertise of the teacher. I hope this year to see considerable advances in the expertise of our teachers' organization. Our expertise must show itself in a professional evaluation of what children need and in continued pressure for the allocation of means to meet that need.



President Tom Hutchison, head of table, at right, presides over a mid-August meeting of the BCTF Table Officers and staff members to discuss the fall program. Left to right, C. D. Ovans, General Secretary; Mrs. Isobel Cull and Roy Ronaghan, Assistant Directors of Professional Development; Adam Robertson, Second Vice-President; Stan Evans, Assistant General Secretary and Bob Buzz, Past President.

economic welfare

By DES GRADY
Director, Economic Welfare
We can certainly anticipate that in the field of agreements there will be negotiations in all districts.

This will be a year of improvements to teachers' salaries. This is easily predictable as changes in the Consumer Price Index and general community income make it certain that teachers' salaries must increase.

In negotiations there are likely to be other issues such as educational leave, maternity leave, group insurance and other provisions that will receive attention in certain districts.



professional development

By W. V. ALLESTER
Director, Division of Professional Development

In-service education of teachers is one of the continuing responsibilities of the Professional Development Division.

The Federation has taken the position that each individual teacher is responsible, of course, for his own professional development and where he has a weakness, he should recognize it and do something about it.

The doing something about it may mean taking university courses or it may mean reading books, or it may mean attending workshops or conferences of some kind.

We believe that the Federation also has a responsibility to help the teacher so that we have had the local and provincial in-service activities for some years.

There will be a change in personnel here in that we have Roy Ronaghan now with us on staff and he will start to work with Allan Sprague, who is leaving the BCTF.

The work involves planning of non-credit short courses, which are given each summer by the Federation; helping local committees in planning their teachers' conventions either in the spring or in the fall; giving advice to in-service committees that are planning workshops, whether these be on a provincial scale, organized by a provincial specialist association, or whether they be in a local situation.

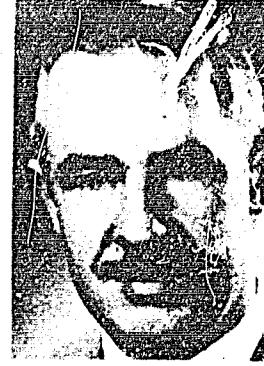
There is a great deal of time spent on this and correspondence and phone calls and reports back and forth.

If a group of teachers decide they would like to have a conference, or workshop, at a particular time, at a particular place, with particular problems that they want to have discussed, they ask the Federation to arrange appropriate resource people for them. This is quite a time-consuming task but a very important one.

The other activities in in-service education involve the organization of special projects at the provincial level. Last year, for example, we had the Project COLE, where Mr. Sprague worked with faculty members of Simon Fraser University in designing a traveling project.

There will be something of this nature in this year's B.C. Education Showplace. This will be an opportunity for teachers in the Lower Mainland and representative teachers from other parts of the province to see the latest equipment and materials in education, and a very fine display is being demonstrated.

Because of this display being available in British Columbia it wouldn't be appropriate for the Federation to be working on another Project COLE this year. However, we are hoping to follow up COLE by developing a few



specific items that can be used by local in-service committees.

CURRICULUM

Another continual responsibility is the curriculum field where the Federation has representation on the two major advisory committees in curriculum — the Professional Committee on Elementary School Curriculum and the Professional Committee on Secondary School Curriculum.

Both of these meet once a month during the school year and they advise the Department of all matters concerning curriculum.

They receive all of the reports from the revision committees and they give direction to the revision committees. In fact, new revision committees are formed only when professional committees have recommended that there is a need for a new committee.

Through our representation on these committees, we obtain information and also are asked to give advice to the Department on issues that arise day after day in the curriculum development field. This means a very close liaison between the Curriculum Directors and the professional committees. We have interlocking membership, in that a staff member and two or three people who meet regularly as Curriculum Directors, also represent us on the professional committees.

There will be a change in personnel here in that we have Roy Ronaghan now with us on staff and he will start to work with Allan Sprague, who is leaving the BCTF.

Mrs. Cull will continue to take major responsibility in this field, assisted by myself and also by Roy Ronaghan. I will be one of the Federation representatives on the Professional Committee on the Secondary School Curriculum; Mrs. Cull will be one of the Federation representatives on the Elementary Committee.

From time to time the Curriculum Directors see the need for a special subcommittee or ad hoc

committee to deal with curriculum matters. Accordingly we have a new one established on the problems of evaluation of pupil progress and reporting pupil progress at the elementary level.

We also have a subcommittee of the Professional Association of Teachers of Special Education, which is partially sponsored by the Curriculum Directors. It works in providing resource manuals for teachers of special classes. This will be a continuing committee.

We will be having a meeting of new officers of PSAs early in October and, of course, from time to time we're sending out reports and suggestions to them.

The Federation office handles the details of recruiting of members for PSAs, the mailing of materials to the members and preparation of publications.

The Communications Division is responsible for helping the PSAs with their actual publications. The P.D. department works with them in their organizational problems in their curriculum and in-service education activities. A great deal of my time is taken up always with actually helping officers of the specific PSAs with different problems.

Extensive follow-up to commission report

Working on the follow-up to the report of the BCTF Commission on Education will keep some members of the Department of Professional Development busy during the next few months, says director W. V. Allester.

The report will be considered by the Representative Assembly at its meeting on September 28.

Librarian appointed to resources center

A 22-year-old graduate of University of B.C.'s School of Librarianship has been appointed head of the BCTF's Resources Center.

Helen Mason, who served as co-ordinator of reference at Regina's Public Library for two years following her graduation in 1966, joined the staff of the Federation August 1.

Born in England, she grew up in Regina and received her BA from the University of Saskatchewan before going on to UBC.

She heads up a staff of two clerks in the rapidly-growing Resources Center, which comes under the administration of the Division of Professional Development.

Miss Mason says that one of the first priorities of the center is to provide resource material for Federation committees and the Federation's administrative staff.

"As we can, we will also supply material to the teaching force at large," she said.

She added that a large number of this year's summer session students made use of the resource center.

HELEN MASON

Miss Mason said the center is of particular value to teachers from outside of the province seeking information on teaching in the province.

"We have curriculum guides, reports of experimental work and other general information that new teachers are interested in."

CHANGE

(from page 5)

methods of organizing our schools and classrooms may be implemented.

• A concerted effort on the part of our Curriculum Directors and our representatives on the Professional Advisory Committees to introduce progressive and constructive changes at the provincial level.

To anticipate overwhelming enthusiasm for our cause on the part of trustees or taxpayers or to expect significant changes to occur immediately, is unrealistic.

There is little, for example, in the new provisions of the Public Schools Act that would lead us to be optimistic; indeed, it is fair to speculate that as a result of the new legislation part of our future effort will be devoted to protecting the gains we have already achieved.

Further improvements will result only from persistent, persevering, persuasive pressures for change brought to bear by teachers at the school level, associations on the local scene, and the Federation in the provincial sphere.

No single, one-shot campaign will work all the miracles we seek.

We must recognize that our ambition to implement positive improvements in the learning environment represents a professional responsibility that will demand continuing long-term effort.

Winds of change in Ontario

By JIM CAIRNIE

Those who are inclined to think of the Ontario educational system as a stuffy, hide-bound, 19th Century remnant of the Ryerson era will find the Report of the Ontario Royal Commission on Education a refreshing indication that the winds of educational change are sweeping through that province.

The recommendations are numerous and varied, sometimes nebulous and idealistic, sometimes narrow and very specific; but they are all embraced by an over-riding concern for a total child-centered program of education in modern society.

From the idealistic, opening sentence, "The underlying aim of education is to further man's enduring search for truth," through to the concluding section containing 258 recommendations, the Report is a perceptive, sensitive review of the role of education in modern society.

They call for a system of education that would emphasize individual discovery, continuous progress, and flexibility of curriculum, scheduling, and the design of buildings.

Some of the more interesting

and challenging recommendations include:

- Elimination of lock step systems of organizing pupils, including grades, streams, and programs.
- Organization of learning experiences around general areas such as Communications, Environmental Studies, and the Humanities.
- Organization of the curriculum in the primary years as a single entity with emphasis upon Communications.
- Enactment of a Teaching Profession Act which would make teaching a self-governing profession with powers to license and discipline its members.
- Establishment of a target date of 1972 when all candidates for teaching must either have a university degree or become enrolled in a degree program.
- Employment of school assistants and other semi-professionals to release teachers for professional duties.
- Establishment of salary policies which will recognize the capabilities of teachers and encourage outstanding ones to remain in the classroom. (The Report suggests that an outstanding teacher should be paid at least as much as a principal.)
- Creation of realistic educational leave plans for teachers which would include educational travel as well as formal educational programs.
- Abolition of corporal punishment.
- Establishment of school hostels in provincial parks to accommodate groups of children in on-the-site exploration of the area.
- Utilization in schools of part-time services of musicians, painters, writers, actors and composers and other individuals involved in the fine arts.
- Employment of competent people to aid teachers in curriculum matters dealing with sex, alcohol, drug addiction and other areas of specific concern.
- Recognition of film education as an optional subject in the curriculum.
- Establishment of French as the second language offered for study to English-speaking students, and extension of the range of additional foreign language offerings to include Russian, Chinese, Spanish.
- Provision for instruction in conversational French for all pupils during the first four years of schooling.
- Establishment of experimental and demonstration schools in various areas.
- Preparation of curriculum guides as broad statements, leaving the design of detailed curriculum programming as the responsibility of the teachers in the schools.
- Integration of most of the so-called special students, such as slow learners, with their fellow students in regular classes, with the provision that adequate diagnostic, clinical and counselling services be made available to assist teach-

ers in dealing with such students.

- Provision of a full program of health services including free dental and optical services for every child.
- Establishment of pre-school education as a basic responsibility of the Department of Education.
- Prescription of a school year of 200 days with the proviso that school boards may organize their school year within those time limits according to local needs.

- Appointment of an ombudsman in education as an independent public officer to serve all levels of education in matters of individual dispute and problems.
- Creation of a special provincial council of educational television.
- Provision of one year free of tuition fees in all public institutions of higher learning beyond Grade 12.

These recommendations and more than 200 others represent the views of a twenty-one man commission, co-chaired by Mr. Emmett Hall, a Supreme Court Justice, and Lloyd A. Dennis, a one-time high school drop-out who later became a writer of textbooks.

In style and format the Report is a stimulating document. It is clearly written, jargon free, and charmingly illustrated with colorful samples of student work, charts, and superb photographs.

It represents a major blueprint for the development of an educational system based upon two principles: every individual has the right to equal access to those learning experiences best suited to his needs; and, it is the responsibility of every school authority to provide a child-centered learning continuum that invites learning by individual discovery and inquiry.

The Report would be a valuable addition to the professional shelf of any educator. If not available at local bookstores, it may be ordered from the Publications Office, Ontario Department of Education, 44 Eglinton Avenue W., Toronto 12. The price is \$5—and worth every cent of it.

SUMMER CONFERENCE

Are we that sincere?

The sincerity of some teachers in their commitment to develop a quality education system in British Columbia was questioned by Allan Sprague, of the BCTF staff, in an address to the summer conference in Nelson.

Selfish group interest?" he asked.

Continued Sprague: "When local authorities have adopted measures designed to foster quality in education, have we done all we might to deliver the product?"

"Have improved conditions invariably led to more effective educational experience for youngsters or have the observable benefits solely to us?"

"It is as true of governments as it is of children that desirable behavior is best consolidated by immediate positive reinforcement," Sprague said.

Sprague added that the new provincial education finance formula enacted at the last session of the provincial legislature is "clearly designed to strengthen and centralize cost control."

In the hands of a reactionary provincial administration, he

Staff committees a must

There is no better way of achieving professional goals than participating in a decision-sharing staff committee, Don Jorgenson told the summer conference in Nelson.

Jorgenson, immediate past president of the Vancouver Secondary School Teachers' Association,

Written reports not necessary

A probationary teacher who particularly wants a superintendent's report should ask for one, says BCTF General Secretary C. D. Ovans.

Ovans said that under recent amendments to the Public Schools Act, superintendents do not have to give written reports on the work of probationary teachers unless specifically requested to do so, by the teacher, before March 31 of each year.

The general secretary said he had had some correspondence last June from probationary teachers complaining that they had not yet received superintendents' reports though they required them as references for new jobs.

Under the amendments to the act, Ovans added, the superintendent reports on a probationary teacher only in cases where a report is deemed necessary.

This means, he said, that a teacher who does not get a report can assume that his or her work is satisfactory.

Teachers should have both an

interest and a voice, in deciding this, rather than having an arbitrary decision imposed upon them," said Jorgenson.

Another function of the staff committee would be to investigate changes suggested by administrators, teachers and others to see how these changes would affect the educational outcomes of the school.

"Can any teacher honestly say he can therefore be a professional unless he has some direct say in the operation of his own school?"

Jorgenson said a staff committee could aid individual teachers in many ways, including assisting beginning teachers, and studying suggestions or requests from teachers with regards to improved teaching and learning conditions.

It could also protect teachers by acting as an investigating body for complaints in the area of teaching assignments, supervision and so on.

Jorgenson said the committee could also act as a competence board to which a teacher could appeal if he felt that he received an unjustified, adverse report.

Other functions of the staff committee:

- To actively support the Effective Teaching and Learning Conditions Committee.
- To provide support for the local association.
- To guide and support the principal and administrators in their efforts to improve all educational facets of the school.



Dr. Jamie Wallin, of University of B.C., addresses opening session of summer conferences at Nelson.

Attention Staff Representatives

Please provide the BCTF with the following information:

(Please Print or Type and Return as Soon as Possible)

Name of School _____ S. D. No. _____

School Address _____

No. of Teaching Personnel on staff (include principal(s)) _____

Unless this information is received at BCTF headquarters at 44 Eglinton Avenue W., Toronto 12, the B.C. Teacher and BCTF Newsletter will not receive sufficient copies of the B.C. Teacher and BCTF Newsletter to cover all staff members.

Contract Capsules

SICK LEAVE

The 1968 amendment to the sick leave section of the Public Schools Act provides a teacher with one and a half days of sick leave for each month taught in the service of his present school board. In addition, as sick leave is fully cumulative, the revision allows a teacher to use 120 days in any one school year.

The BCTF and B.C. School Trustees Association both share the same interpretation of this amendment. A teacher is entitled as of April 6, when the act was proclaimed, to an additional credit for sick leave at the rate of one half day for each month he has been with his school board, including broken periods of service. As an example, if a teacher had six years' service with his present board, he should be credited with another 30 days of sick leave credit.

However, should a teacher have lost pay prior to April 6 because he had insufficient sick leave credit to cover days absent due to sickness, then he would have no claim on the school board for such losses.

EXPERIENCE OF B.C. TEACHERS

The average experience of B.C. teachers is 10.1 years with 24% of the teachers having over 15 years. Teachers with less than four years of teaching experience account for 30% of all teachers in 1967-68.

UNIVERSITY DEGREES

Of all teachers in B.C. in 1966-67, 45% held university degrees. In 1967-68 this figure was reduced to 43%. The only group which showed a decline was the regular classroom teacher where 41% held degrees in 1966 but only 36% in 1967.

RETENTION OF TEACHERS

A check of teacher personnel lists reveals that an average of 29% of all B.C. teachers changed districts or left teaching in June 1967.

TEACHER SALARIES

In September 1967 the average annual salary of all teachers and administrators within the public

schools of B.C. was \$7,557. Persons with no experience averaged \$5,270, with four to six years of experience \$6,606 and with 10 or more years of experience \$9,731.

* * *

WAGES OF OTHERS

(a) The average weekly wage in the industrial composite in B.C. continued to rise to \$118.58 in March, the latest month for which figures are available. This is considerably above the Canadian average of \$107.50 and B.C. continues to lead all other provinces.

(b) The recent IWA settlement of 18c per hour provides a base labor rate of \$2.94 per hour or \$6,115 annual with the journeyman rate being \$3.65 per hour or \$7,592 annual.

(c) Carpenters received a 39c per hour increase to raise their 1968 rate to \$4.53 per hour or \$8,834 annual.

(d) B.C. Hydro employees received an 8½% wage increase in April.

* * *

OTHER TEACHERS

Classroom teachers holding the highest qualifications and Masters' degrees this year will be able to earn up to \$14,100 in Sudbury, \$13,800 in Oshawa, \$14,400 in Port Arthur.

* * *

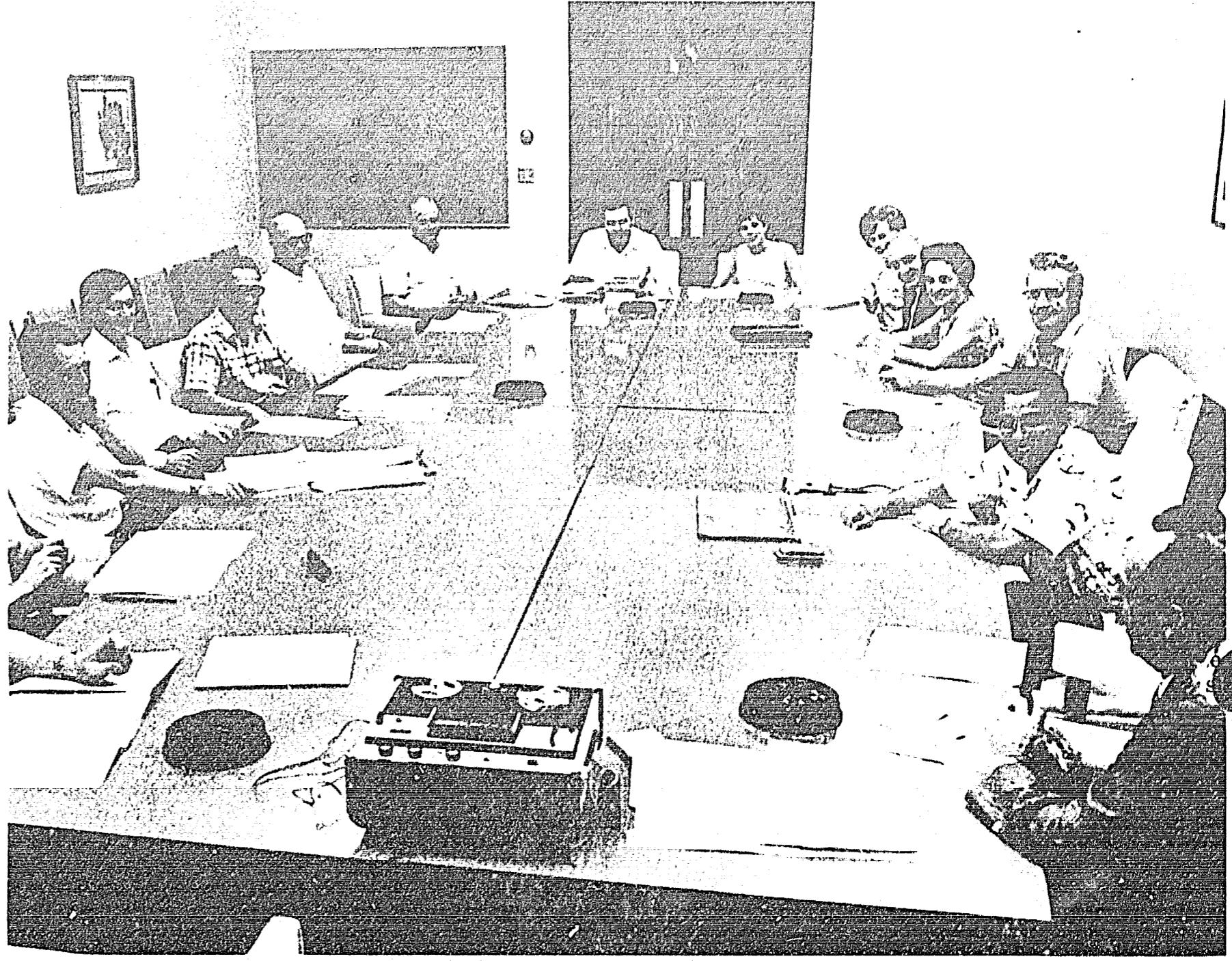
CANADIAN ECONOMY

(a) The Consumer Price Index continues to rise. During the first six months of this year, as compared to the similar period in 1967, the Vancouver Index rose 4.5% and the Canadian Index by 4.4%.

(b) The long Canadian economic expansion, which began in 1961 and had shown signs of slowing down, resumed the advance in the first quarter of 1968. The gross national product rose by 6.6%, the gross national product per capita rose by 4.6%.

At the same time labor income per paid worker increased by 5.6% and average weekly wages by 6.4%.

Recent announcements by business and the Bank of Canada point to a continued strengthening and buoyancy in the Canadian economy.



Dr. Marc Belth, right, with his summer short participants. The course drew an enthusiastic response from those taking part. (See story below).

Marc Belth's lectures 'exciting' experience

If evaluation reports are any indication, the teachers who spent three weeks with educational philosopher Dr. Marc Belth this summer had one of the most exciting educational experiences in their lives.

Belth, of Queen's College, City University of New York delivered the summer course under the sponsorship of the BCTF and Simon Fraser University.

Psychiatric Services Extended

The UBC Department of Psychiatry's learning clinic has extended its services to work directly with teachers of children with learning problems.

At the request of school officials, the clinic will provide specialized consultative services to children with emotional or biological problems that interfere with their social and academic adjustment.

The teacher will be able to consult the clinic regularly, if desired.

The clinic will also provide a limited amount of psychiatric and educational treatment. This will be co-ordinated with regular school instruction.

Full details are available from the section of Child Psychiatry (Vancouver phone: 876-3211, local 3305) or by writing to the section, care of the University of B.C.).

NOT AFFECTED

'Teachers will not be affected by the recent amendments to the Unemployment Insurance Act.'—Dr. Gerald Naseon CTF.

He proved to be a lively, provocative lecturer whose ideas stimulated discussion and excitement.

Some sample comments:

T. Hosein, Whonnock: Dr. Belth is very original. Many people have written about education but Belth is the only one, to my knowledge, who has offered us a theoretical framework on which we can hang the entire system. He showed us how we could make pupils think. For the first time, after spending 12 years in a class, I feel some hope for children and, more especially, for teachers.

Henning Jensen, Clearbrook: Dr. Belth is the only lecturer on education I have ever heard who not only maintains that education is a profession but is also able to demonstrate lucidly and convincingly that such is the case.

Howard Meredith, SFU: The course has been concerned with making clear the thinking process and what professional acts are involved in teaching.

Dave Watkins, SFU: I strongly suspect that this workshop may

come to be regarded as one of the most significant in the history of the BCTF and of the teaching profession. Dr. Belth has clearly shown the way for establishing education as a discipline and teaching as a profession to an extent never thought possible.

Rae Wellock, Trail: Taking Dr. Belth's course was like visiting the dentist — we all did considerable squirming under the drill and we somewhat painfully tried to acquire new insights into the act of educating. This is the only course that I know of which really presents a constructive, measurable teaching methodology which is appreciable to all disciplines.

L. J. Plater, SFU: We have been given a compelling view of potentialities in teaching.

H. H. Hooge, SFU: Dr. Belth has verbalized many of the doubts and concerns that we as teachers have had about our educational system . . . he has provided a blueprint which truly seems to be designed to help teachers to be teachers in a professional sense."

Extension courses of interest to teachers

The following is a list of UBC Education-Extension conferences, workshops and seminars planned for September and October: (further details can be obtained by writing the UBC Extension Dept.)

Seminar on future teachers — Villa Motor Inn, Burnaby, Friday, Sept. 27, directed primarily at sponsors of Future Teachers Clubs, but others invited. Main Speaker: Dr. John Ellis, Head, Professional Foundations, UBC. Fee \$1.

Care and Prevention of Athletic Injuries — Non-credit lecture and laboratory clinic for athletic trainers, coaches and physical education teachers, conducted by Dr. Bob Hindmarch, Twelve, two-hour sessions from Oct. 16.

Reading and Study Skills — Course starts Sept. 30 in Reading Center, Room 119, East Mall Annex.

BRITISH COLUMBIA TEACHERS' FEDERATION

NEWSLETTER

The 22 Provincial Specialist Associations of the B.C. Teachers' Federation enable you to maintain professional contacts with teachers in your particular field of knowledge. Through meetings and workshops, journals and newsletters you are kept informed on the newest developments in your teaching specialty. Join Today!



Please!

DO NOT submit your application form until you know your address for the 1968-69 school year.

BE SURE to notify the BCTF office if you change your address.

COMPLETE all blanks on the application form to ensure prompt handling.

INCLUDE exchange on your cheque.