

# Teachers want say in shaping education

The teachers of British Columbia are about to undertake a critical re-appraisal of education in the province.

A three-member Commission on Education will take a long, hard look at problems confronting the teaching profession and try to come up with suggestions to help solve these problems.

The commission will cover a wide field — purposes and objectives in education; the need for change in the existing school system to ensure quality education; means of carrying out change; school organization, school administration and the education and deployment of teachers.

BCTF General Secretary Charles D. Ovans said it is the first time, that he knows of, that the organized teaching profession has attempted, deliberately and directly, to influence the shape of things in education.

The commission will be headed by one of British Columbia's best-known educators, D. B. MacKenzie, who recently retired as assistant superintendent of schools in Vancouver. Other commissioners are James Carter, vice-principal of Point Grey Secondary School, and Mrs. Lorill Hanney, intermediate supervisor for the Burnaby school board.



MR. MACKENZIE

'We feel that these three people have an exceptional

understanding of the problems facing our profession today; all have made outstanding contributions, in their own right, in the field of education; they enjoy the confidence and admiration of all teachers,' said Robert M. Buzza, of Burnaby, president of the B.C. Teachers' Federation.

Commission members will gather information for compilation in a report to be presented to the federation's Representative Assembly in the fall of 1968.

They will invite local teacher associations, and other groups interested in education, to submit briefs and arrange for hearings with the commission.

The commission will ask local teacher associations to set up study groups to meet with commissioners. Commission members will also consult with prominent thinkers and leaders in education both inside and outside B.C. and organize conferences to discuss some of its more specific terms of reference.

Buzza said that in establishing the commission the BCTF is fulfilling a primary objective of its constitution 'to foster and promote the cause of education in B.C.'

He said the idea of the commission is to attempt to come up with the considered opinion of the profession itself as to what kind of change is necessary in the school system to provide a constructive solution to educational ills.

'I would like to emphasize that this is not an answer to the Chant Report on Education,' Buzza said. 'We plan to study areas that were not touched by the Chant Report.'

## Commissioners Speak, P. 3

'We are concerned to suggest answers to questions to which the Chant commission did not address itself.

'The Chant commission was concerned with the present; our concern is with the short-term and long-term future. The Chant Report was limited to suggesting changes in a school system which was taken for granted as being basically sound.

'Our concern is with the total fabric — not just with patching up a garment that still has to be worn for some time to come. We are concerned with an ideal to work to, and therefore wish to look beyond the immediately practicable.'

## BRITISH COLUMBIA TEACHERS' FEDERATION

# NEWSLETTER

SEPTEMBER 1967

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## John Prior honored by federation

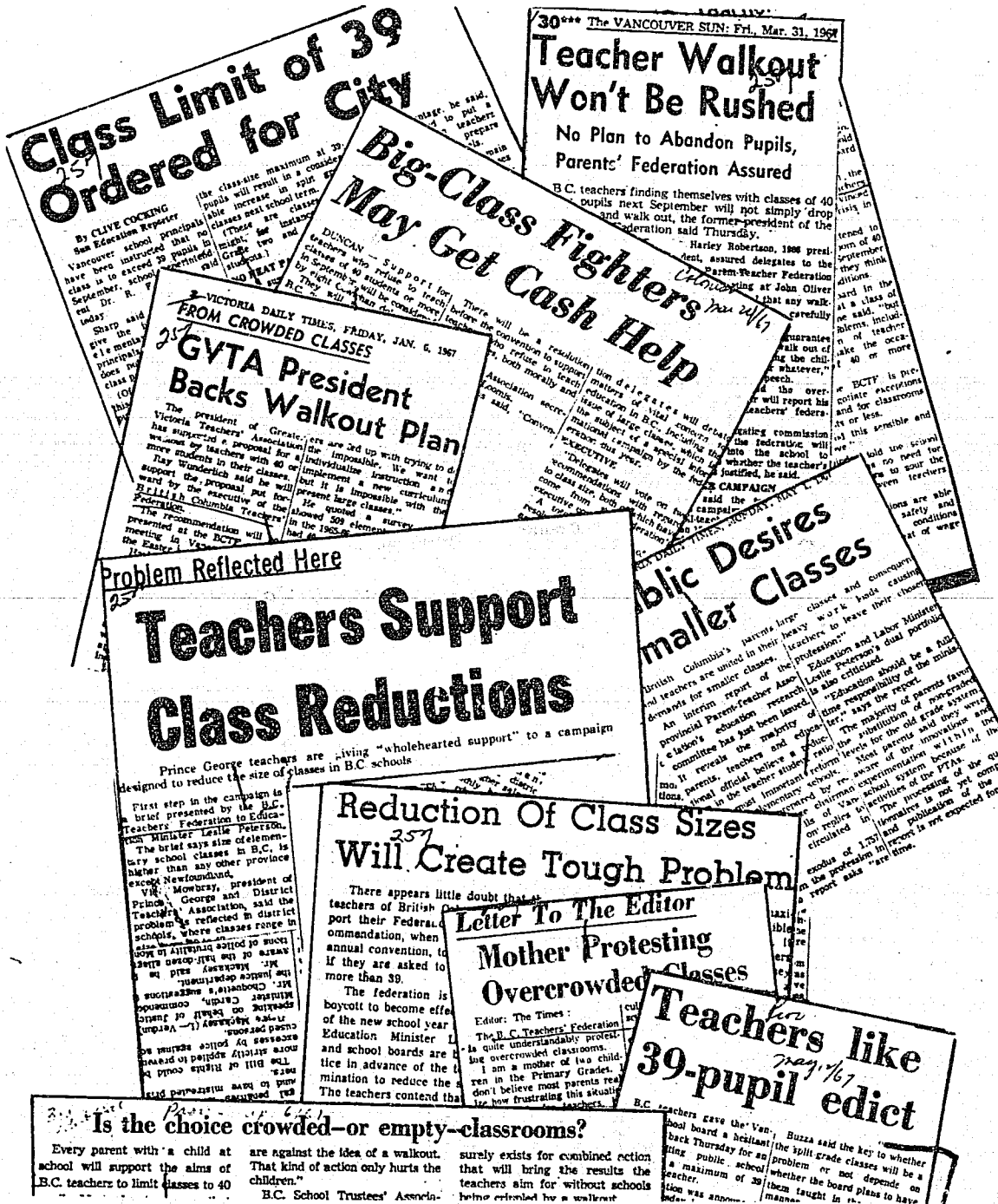
The new auditorium in the BCTF building will be named 'L. John Prior Auditorium' this month in honor of one of the outstanding members of the BCTF.

John Prior of Burnaby, who died last summer, was president of the BCTF in 1951-52 and two years later became president of the Canadian Teachers' Federation.

In 1964 he was given the Ferguson Memorial Award, which is made annually to a federation member who, in the judgment of the award trustees, has made an outstanding contribution to education.

At the time of his death Mr. Prior was principal of Kensington Junior Secondary School in Burnaby.

The auditorium will be dedicated at a ceremony on the evening of Friday, Sept. 29, which will be held in conjunction with the meeting of the Representative Assembly.



THE EFFECT of the BCTF's class size campaign is told graphically in these newspaper headlines from around the province. In district after district boards have instructed superintendents to make sure that there are no classes of 40 or more this term.

## Representative assembly to hear address by Quebec leader

Raymond LaLiberte, leader of the French-speaking teachers in Quebec, will address the BCTF Representative Assembly Sept. 29.

He was invited to come by President Bob Buzza so that B.C. teachers may be made fully aware of the French teachers' views on any proposed national organization of teachers which would include Quebec.

'The Canadian Teachers' Federation has struck a commission to assess the need for a strong national teachers' organization, and to suggest major changes in the type of organization that we now have,' Buzza said.

'We do not have a national organization today because 58,000 French-speaking teachers do not belong to CTF.'

'The BCTF will be making a presentation to the CTF commission and in order to find out the thinking of our colleagues in Quebec the logical thing to do is to have key people from that province come and talk to key people here.'

LaLiberte, who will be accompanied by two members of his executive, Mrs. Paulette Legault and Leopold Garant, will speak at 9 a.m. on Friday, Sept. 29.

His address will be followed by a question-and-answer period and group discussions.

Buzza emphasized that no statement of BCTF policy toward a national organization will emerge from the meeting. 'This is just a chance to find out what the situation is,' he said.

A number of other important

items are on the agenda for the fall Representative Assembly.

There will be a discussion on the role of the superintendent in the school system. Buzza emphasized that the superintendents themselves will be brought in on the discussion at a later date.

The assembly will also discuss the writing of reports on teachers and effect of these reports on administrative practices and, more important, learning procedures.

Another item up for discussion will be the current class size campaign and the implications, beyond the present campaign, of a master plan for the development of effective teaching and learning conditions.

There will also be discussions on major proposed changes in the teachers' pension plan.

The federation's class size campaign is about to get its first real test.

The federation has announced that any teacher in the province who refuses to teach a class of 40 students or more will get full financial support from the federation if he or she refuses to teach that class starting this September.

The test comes within the next few weeks as school resumes across the province.

Federation president R. M. Buzza said he is hopeful that if any disputes do arise they will be quickly settled. 'We hope that through our commission on Intolerable Learning Conditions we will be able to reach a meeting of minds if other negotiations fail,' he said.

## See Editorials, P. 2

'The last thing that the federation wants to see is a teacher refusing to teach a class of 40 or more. We are so concerned with the problem of large classes that we are prepared to support fully a teacher who does this. But we will also do everything in our power to prevent it through negotiation with the district concerned.'

Buzza said he is gratified at the number of districts that have already indicated that they will keep the size of classes below 40 this year.

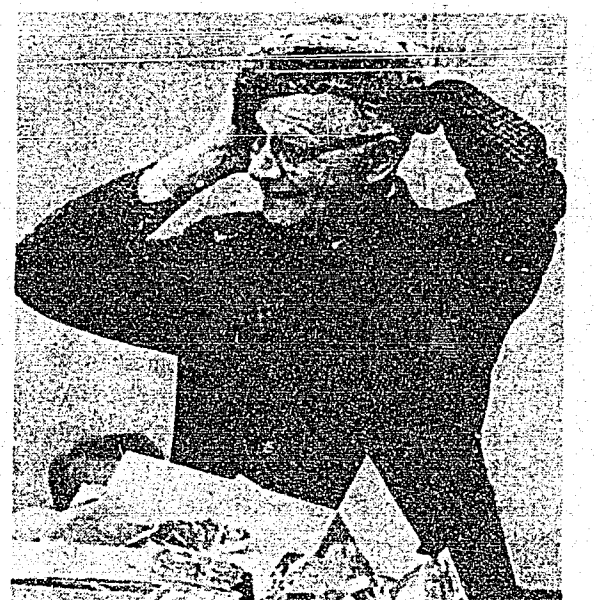
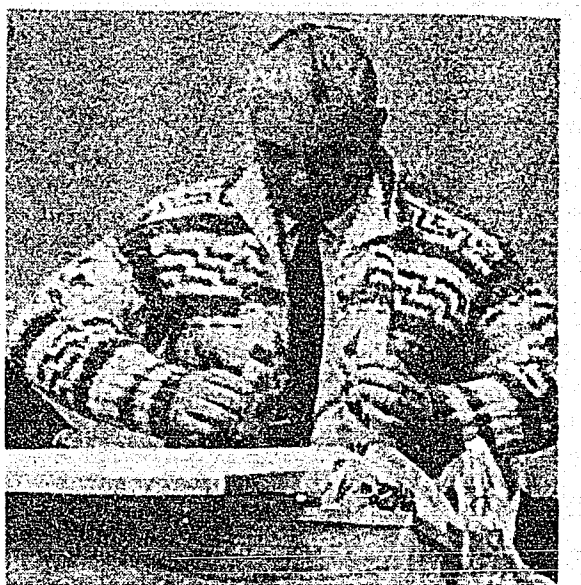
'But I must warn all districts that if they increase the number of split classes just to do this, they can expect some unhappy reactions from teachers.'

'We regard large split classes as being just as undesirable as a class of 40 or more if we have to handle them in the traditional way.'

'The only answer to the problem as far as we are concerned is for boards to hire more teachers, or find assistants such as teacher aides.'

## First real test for campaign

### COWICHAN CAPER

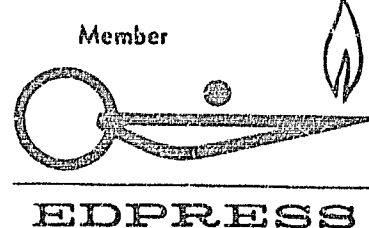


The 'Cowichan Caper' was one of the highlights of the opening of the new addition to BCTF headquarters August 8. Sir Ronald Gould, president of WCOTF, received a Cowichan sweater and Dr. William Carr, secretary general, was given a Cowichan tam as mementos of the occasion. Top: Sir Ronald tries his sweater for size. Bottom: Carr looks pleased with his tam. (For more details on building opening see page 2)



## BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

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## Over to you

Teachers of British Columbia, it's over to you. The class size campaign has been waged on all fronts by the BCTF and local associations across the province.

Many associations have set up liaison committees with school boards to discuss the issue; there have been articles about it in local papers; speeches to service clubs and other groups; approaches to MLAs; advertisements in the papers.

In other words, the build-up for this phase of the campaign has been completed. Now it is up to the individual teacher in the classroom to make up his/her mind what action to take if faced with an intolerable learning situation.

If reactions from school boards across the province to the campaign are any indication, there will be very few classes of 40 or more this September.

But it is reasonable to expect that there will be some. In these cases teachers will be asked to take the action outlined on this page.

So, as we said at the beginning, it is now up to the classroom teacher to take the first step. But the teacher can be assured that in taking that step he or she will have 18,000 teachers across the province standing right in line behind.

## Steps to take

In situations in which there are regular classes of 40 or more pupils at school opening in September 1967, or in situations during the 1967-68 school year in which enrollments increase such that there are regular classes of 40 or more pupils, teachers and principals will be expected to follow these procedures:

1. The principal and teacher involved will consider the situation in an effort to correct it, involving the district superintendent if necessary.

2. (a) If no correction has been made within two (2) weeks, the principal and teacher will report the situation to the president(s) of the local association(s) concerned, and to the General Secretary of the BCTF.

(b) The initial communication may be by telephone but will be confirmed by letter.

(c) If joint action by the principal and teacher is not feasible or is impossible, the principal and teacher will report separately.

3. The president(s) of the local association(s) will forthwith convene a meeting of the principal and teacher in an effort to effect a solution, and will keep the General Secretary fully informed of developments.

4. If, within one week of being so notified, the president(s) is (are) unable to effect a solution, he will so report to the General Secretary.

5. The General Secretary will then notify the affected school board and district superintendent that the matter has been referred to the BCTF and will endeavor to effect a solution, involving, if necessary, members of the Commission on Intolerable Teaching Situations.

6. If the above steps fail to effect a solution, the General Secretary, after consultation with the BCTF President, will advise the principal and teacher that the situation is one which they should not be expected to tolerate, and will notify the school board and district superintendent concerned of the advice which has been given.

Members of the Commission on Intolerable Teaching Situations are:

CO-CHAIRMEN: R. M. Buzza, Burnaby; T. Hutchison, Invermere.

MEMBERS: Miss Rose Vataman, Kelowna; Larry Davies, Coquitlam; Irv Dawson, Victoria; D. J. S. Smith, Port Alberni; Roy Morris, Richmond; J. Harley Robertson, Kitimat; John Tamblin, Summerland; Miss Frances Worledge, Vancouver.

## Addresses, Phones

Here are the addresses and telephone numbers of all organizations in the B.C. Teachers' Building:

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,  
Mailing Address—  
P.O. Box 4039 Station 'D',  
Vancouver 9, B.C.

Office Address—  
No. 201 - 1815 West 7th Avenue,  
Vancouver 9 731-6191  
Provincial Teachers' Medical Services

No. 101, 1815 West 7th Avenue,  
Vancouver 9 736-7687.  
Van. School Teachers' Medical Services Ass'n.

No. 205, 1815 West 7th Avenue,  
Vancouver 9 731-4121.  
Van. Elementary School Teachers' Ass'n.

No. 202, 1815 West 7th Avenue,  
Vancouver 9 731-8121  
Van. Secondary School Teachers' Ass'n.

No. 204, 1815 West 7th Avenue,  
Vancouver 9 731-8121.



## Buzza comments . . .

... on our Commission on Education:

'In speaking of unity, Sheridan has stated that if all the fleas in the bed were of one mind they would have pushed him out of bed. Education, the sleeping giant in the B.C. bed, has bedsores. Are we teacher-fleas prepared to turn him over?'

... on the problems of large locals:

'Personally, I draw a parallel between the prideful statements by elementary-only or secondary-only or administrators-only organizations that they are 'happy and doing well,' with the same statement by a young boy in an iron lung. Partial-vacuum 'happiness' on this basis is too antiseptic

for us when there's an obvious opportunity for fresh air and sunshine.'

... on his presidential program: 'I am not a table decoration. I am to be used if and when I travel. If you want a table decoration, I highly recommend my wife ... at your expense, not BCTF expense. She's far prettier than I am.'

... on class size: 'A report by IFTA at WCOTP in Vancouver in early August on behalf of 22 national member associations DEMANDS that 'the size of classes in the primary school should not exceed a MAXIMUM of 25 pupils.' Don't back off on the need for smaller classes, particularly at the primary level:

push, push, push.'

... on the Canadian Teachers' Federation:

'At the moment, our national teachers' organization is neutered. A three-man commission has been struck to study its problems in depth and recommend solutions. The relationship of the Catholic teachers of Quebec to or in a national organization is fundamental. I have therefore invited M. G. Raymond LaLiberte, president of the largest of the Quebec teachers' organizations—58,000 members—and Mme Paulette Legault and M. Leopold Garant to attend the first meeting of the Representative Assembly.

They have accepted—at their expense.'

## . . . and sets a test

### TEST QUESTION

Indicate in essay form in two pages or less the philosophic position of the author of this statement:

Philosophy (by Inference) from the Negative:

Like most, I'm too diplomatic (or is it dishonest) to say anything much about the habits or practices of others that bother me—and I'm not even sure 'bother' is strong enough.

Several examples come to mind, and now that I'm temporarily in violation (how would an organization like this go about getting rid of a president in mid-stream, particularly when they put him there in the first place?) here are a few:

1. The 'skippers'—those so perfect they'll skip out of a workshop or convention or meeting on little or no pretext ... often the same people who take a bow when they hear thunder.

2. Those who believe fervently in public school, as long as they can decide who they'll teach, or as one woman complained to me: 'It's bad enough that he's the toughest kid in the school, but he also has a perfect attendance record.'

3. Program snobs—particularly secondary academic program snobs, some of whom can be as overbearing as a woman giving birth to quadruplets.

4. Those who still believe they don't need help to keep abreast ... and lose their argument (to the detriment of the youngsters) and what they do and how they do it without realizing they are losing the argument.

5. Those with verbal facility and practical incompetence—who blow their horns so loud they've no wind left for climbing.

6. Situations where a secretary-treasurer has the major say in education decision-making to the extent that trustees and teachers are, in effect, his 'puppets.'

7. 'Closed door' advocates and practitioners ... play the guessing game—what does go on in that box?

8. Those who fear technology rather than welcome it for its potential for the elimination

of trivia and the provision of time for the accentuation of what makes us men and women.

9. Those who get appreciably smaller classes and don't change their approach—very much like those who fall in love with the dimple but see no reason to marry the whole girl.

10. The person who, in 1967, says 'I'm only a teacher.'

## Sir Ronald, Dr. Carr get gifts at opening

More than 150 guests representing all segments of the educational community in B.C. plus visiting WCOTP delegates from other parts of Canada and the world attended the opening ceremony for the new \$500,000 addition to BCTF headquarters August 8.

Just as President Bob Buzza was about to announce that the ceremony was over, Assistant General Secretary Stan Evans jumped to his feet and presented a Cowichan sweater to Sir Ronald Gould, president of WCOTP and a Cowichan tam o' shanter to Dr. William Carr, secretary-general of WCOTP.

Despite the heat, Sir Ronald tried out his sweater and declared it 'a magnificent gift' while Carr donned his tam and did a bit of a jig.

Gifts were given on behalf of the federation as a memento of the occasion. Earlier, Sir Ronald had formally opened the building by unveiling a brass plaque.

Education Minister L. R. Peterson, in a brief speech, congratulated the federation for its

achievements to date. He said the new building would enable the federation to contribute more to education in the province which, he added, it had served excellently in the past.

Sir Ronald said: 'The BCTF leaders' are showing that they are the servants not merely of the teachers but of the whole province.'

Buzza called the building a reflection of the teachers' intent to equip themselves well for carrying out their responsibilities.

He said the building itself was of no particular significance to teachers—it is what it will permit them to do that is important.

He added: 'Extension of our work in curriculum development and in-service education have led directly to the need for this expansion and in this we take pride.'

'We as teachers are prepared to play a leadership role in education. We are prepared to identify problems, study these seriously, and work toward solutions on behalf of the children and the general public whom we serve. This building is a reflection of our intent to equip ourselves well to meet the problems and the challenges—the terms are synonymous—to come.'



Brass plaque commemorates opening of new building, August 8, 1967. Shown with the plaque are, left to right: Sir Ronald Gould, Bob Buzza, Charles Evans and Education Minister L. R. Peterson.



Delegates to the Prince George conference listen to a panel discussion in the auditorium at Prince George College.

## Hard work, hard play at summer conference

Hard work, hard play.

Summer conference director Ken Aitchison made this comment in his summation of the federation's annual summer conference at Prince George College. And the 130 weary delegates who headed homeward August 25 after the week-long sessions, would be the first to agree.

The conference, which featured among many other things addresses from the three members of the BCTF's MacKenzie Commission on Education, was judged by all who attended as one of the most successful ever held.

Says Aitchison: 'The annual summer conference is unique among BCTF activities. Nothing else the federation does is quite like this week of hard work and hard play. Most of the people who come go home with their horizons widened and their batteries charged.'

## 'Teachers centre of education'

Teachers should snap out of their fascination with subject and child-centred education and think instead of a teacher-centred system Ed Nelson told the summer conference.

Nelson, second vice-president of the BCTF, said in an address that teachers should put themselves in the centre of the education process.

'Teacher-centredness is the surest guarantee the child will be the ultimate beneficiary of all educational efforts,' he said.

Nelson, attacking 'our 1940-oriented education system' said teachers want to bring about innovations but don't know where to start.

He said they know that as long as they have a subordinate role, innovations will be defeated by the weight of tradition.

'If it is to be closed before the entire education structure is discredited in the eyes of young people we must translate theory into practice much more quickly. 'The way to do this is to trust the teacher—to make the practitioner the instrument of change,' he said.

'The conference has many purposes. The main one is to give delegates information about, and the opportunity to exchange ideas on, education and BCTF affairs.'

In his summation-up of the conference, President Bob Buzza said: 'Many of those here this week have indicated subtly and otherwise, a real pride in our organization and its potential.'

'Those who've met together here and don't subsequently assist our commission with our task of assessment and re-definition are workshop drop-outs.'

'If we expect others to do it, we have wasted members' fees and our time this week.'

First vice-president Tom Hutchison said: 'Refreshing to me at the Prince George conference was the obvious impatience with the traditional roadblocks of bureaucracy and rigid administrative practices.'

'Through our group discussions we uncovered tremendous discrepancies between practices in various districts, from enlightenment to the stygian gloom of test-oriented systems. But the impression I get is that the old order is on the run.'

## Trustees to hear Buzza

BCTF president Bob Buzza will deliver a major address to the annual convention of the B.C. School Trustees' Association which meets at Hotel Vancouver October 4-6.

Buzza has been allocated a full hour to speak to the trustees—the largest slice of time ever given over to a BCTF president at a BCSTA convention.

The president plans to involve members of the BCTF executive and our commission on education in his presentation and has the full support of BCSTA president with this procedure.

Also participating in the BCSTA convention will be Bill Allester, director of professional development and other members of the professional development division.

They will be discussion leaders in a section of the convention dealing with staff utilization. Key-note speaker will be David W. Begg, associate director of the U.S. National Secondary School Principals' Association.

## Attention Staff Representatives

Would someone on each school staff 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 your school will not receive sufficient copies of the B.C. Teacher and BCTF Newsletter to cover all staff members.

## Commissioners air their views at Prince George

The three members of the BCTF's MacKenzie Commission on Educational Issues were among speakers at this year's summer conference.

Below are excerpts from the three speeches. Complete text of the papers will be printed in the next issue of The B.C. Teacher.

## D. B. MacKenzie

Teachers must be freed of the 'routine, repetitive and time-consuming tasks that have nothing to do with their professional responsibilities.'

The teachers' aim of giving more individualized instruction to students is frustrated because the teacher is 'bogged down with countless tasks that are in no way related to her many years of professional study and training.'

'The medical profession and the hospitals are years ahead of educational institutions in restricting the use of professionally-trained staff to those tasks that cannot be undertaken by various classifications of non-professionals.'

'In the teaching profession, however, the professionally-trained staff are still doing the

same non-professional busy work that teachers have been saddled with as long as I can remember.

'Is it not reasonable that a professional teacher should be able to plan and direct an educational program for a group of pupils by delegating to non-professionals some of the routine, repetitive and time-consuming tasks that are now taking up so much of her time?'

Non-professionals could be separated into four broad areas:

• Interns or teachers-in-training, possibly including teachers with less than professional certification.

• Staff assistants such as exam markers, stenographers, clerks and technicians.

• Volunteer service from the community such as involving

parents and citizens in the work and activities of the school.

• Student aides.

A way must be found within the school system to develop a climate in which the emphasis is on self-directed learning and not upon teaching.

Of course the thinking behind these statements is not new. We have privately admitted many of these ills for as long as we can remember. We know that, if we are honest, we must admit that many of the pupils in our classes are neglected.

One of the reasons that teachers do not have the time to devote more attention to the individual child is the non-professional activities that they have to undertake.

## Mrs. Lorill Hanney

There is a wide gap today between what people know about child development and how children are taught.

It is generally accepted in the school system that every child should be given an opportunity to develop his abilities fully. But as more and more is known about child development, teaching methods must change to meet the challenge thrown out by this newly acquired knowledge.

One of the most important goals in the development is a 'positive view of self.' A person with a positive view of his own abilities expects to be successful and has the courage to face new situations.

He feels liked, wanted, accepted, worthy and able. It is the people who see themselves as unliked, unwanted, unworthy, unimportant or unable who fill our jails, our mental hospitals and

our institutions.

How do we develop a self-concept? The implications for teachers are obvious and vital. If we are to help our students develop as fully-functioning members of society, we must be concerned with the positive self-concepts.

But someone says this isn't the role of the school, our job is to teach subject matter, but teachers are affecting each child's concept of self, daily. Every school experience affects each child. It builds up a credit or a deficit in his security bank. Our responsibility is to see that the self-concept effects of the child's experience in the school are positive.

Another characteristic of an adequate person is his capacity for identification with others. The school situation affords one of the greatest opportunities for children to interact with many others.

De we ensure continuing opportunities for children to work co-operatively together?

Let's think about what happens to the child as he goes through our school system. What have we done to the child as we have taught all of the skills and concepts diligently and faithfully?

We have worked hard preparing and presenting the subject matter of each grade. We have taught 'to whom it may concern' and in the process some children leave the elementary school believing they are not worthy and unable to achieve—so why try?

As soon as possible they drop out. Others have coasted along and got the idea that they can get by with little effort and never really learn the satisfaction of a real challenge faced and conquered by their own efforts. We are closing the door to self-realization in both cases.

## James Carter

When are we going to move from the talking phase to the action phase of this so-called revolution in education?

We spend literally hundreds of hours listening to speeches and discussing the relative merits of the latest innovations, but most of the participants are unable to use the knowledge because they know nothing about changing people.

The most persistent frustration facing those attempting to change the face of education is the inability to change people.

Our educational system has never before been faced with the problem of change that has arisen in the past decade. Literature is sparse, university research has been concerned with 'what to' rather than 'how to.'

School personnel have been too involved in the techniques of the innovations to spend time con-

sidering the problem. There seems to be a broad consensus concerning the direction of change but absolutely no idea how to get there.

It is our responsibility to work out the details before we can implement the principles. We have ignored the problem of changing people and are consequently failing in our efforts to effect fundamental change.

Teachers' organizations, whether consciously or unconsciously, are beginning to uncover the tip of this iceberg.

It is obvious that education in B.C. is like a city without a plan. We have hundreds of organizations and individuals attempting to achieve a goal which lacks a plan of implementation. We are trusting in a non-existent magic fairy to make the translation from idea to action. Like cities without a plan we are becoming

lost in the details. Planned change is our only hope. The first step is to study the nature of planned change.

Although the literature is sparse it would appear that there are three basic steps involved in effective change.

1. Diagnosis of the problems (consulting). We are currently reaching a reasonable level here. You rarely find dissent when talking of the need for change.
2. Internalization of pre-requisite skills (training). Here lies the core of our current failure. Most of us know little or nothing about how to move people to accept and believe in the agreed-upon changes.
3. Evaluation (research). Little effort is being made to evaluate the small number of changes being made today.



# WCOTP -- a thrilling experience for all

The Sixteenth Assembly of the World Confederation of Organizations of the Teaching Profession was an unqualified success—and a thrilling experience for all of those who participated in it.

While the assembly was officially hosted by the Canadian Teachers' Federation, BCTF did all of the on-the-scene preparations, organized the outings for delegates, and so on.

WCOTP officials could not speak too highly of the work done by BCTF members—in fact they repeated over and over again that never in the history of WCOTP had one local teachers' organization carried so heavy a load in planning the assembly.

Dozens of BCTF members were involved in WCOTP and the three years of planning that went into it. Sufficient to say that they gave up many hours of free time to help with the organization and then gave up most of their summer holiday so they could be in Vancouver to work during the assembly.

Their effort was really a course in promoting international relations, even though they didn't have to leave home to do it, because delegates were so appreciative of everything that had been done for them that they developed a new respect and admiration for their British Columbia counterparts.

We are all very proud of the teachers and staff members of BCTF who worked so hard to make WCOTP an outstanding success.

## 'Teachers of world owe debt to Ovans'

The teachers of the world owe a great debt to BCTF General Secretary Charles Ovans, a top U.S. educator said in Vancouver.

Dr. William Carr, of Washington, D.C., secretary-general of the World Confederation of Organizations of the Teaching Profession, said Mr. Ovans did more than any other man in the world in drafting the important document on the status of teachers, the so-called Magna Carta of the teaching profession adopted last fall in Paris by a special inter-governmental conference.

(Mr. Ovans spent seven months in Geneva, Switzerland, in 1964, working on the document which sets out minimum training standards and working conditions for teachers around the world.)

Dr. Carr made the comment at the closing session of the world assembly held in Hotel Vancouver. Delegates from 74 nations attending the meeting applauded Mr. Ovans for his work. Dr. Carr said Mr. Ovans 'drafted, redrafted and drafted again to get the document to perfection.'

Sir Ronald Gould, president of WCOTP, said he would like the people of British Columbia to know how indebted the world organization was to Mr. Ovans for his work.

## Buzza speaks to teachers in Whitehorse

BCTF president Bob Buzza visited Whitehorse in the Yukon, August 30-Sept. 1 to address Yukon teachers taking part in a professional development seminar.

He was invited to the Territory by Hank Bugara during the annual meeting of the Canadian Teachers' Federation, when the Yukon was admitted to affiliate membership of the CTF.

Because Yukon does not yet have a provincial organization of teachers, it will be represented at CTF by the BCTF representative on the national board of directors — Harley Robertson.

The world conference closed its week-long meeting in Vancouver with a resolution congratulating UNESCO and the International Labor Organization, co-sponsors of the document on the status of teachers, for securing the adoption of the document by governments around the world.

The WCOTP resolution urged the speedy implementation of 'this international instrument' and hopes that in such a machinery teachers' organizations will have an active role to play.

## Mathematics Conference

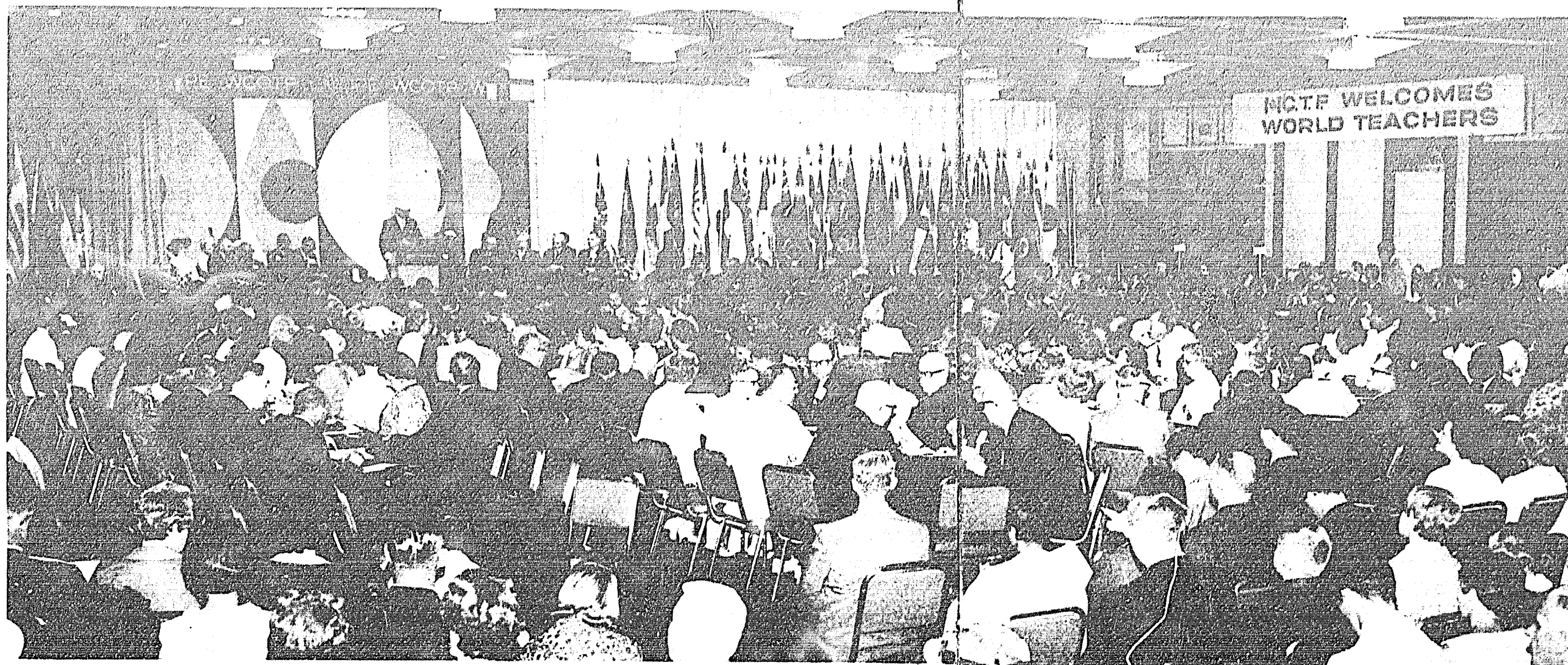
Several top U.S. mathematicians will be among the guest speakers at the Sixth Northwest Mathematics Conference to be held at Hotel Vancouver, October 13-14.

Featured speakers will include Dr. Burton H. Colvin, head of the mathematics and research laboratory for Boeing, Seattle; Dr. Eugene H. Nichols, Florida State University; Dr. Henry Van Engen, research and development center for learning, University of Wisconsin and Dr. Leon Henkin, mathematics department, University of California.

The conference is sponsored by the B.C. Association of Mathematics Teachers, with financial support from a number of organizations and book publishers, including the National Council of Teachers of Mathematics and the BCTF.

The program starts Friday, Oct. 13, at 1:30 p.m.

A complete program for the conference is now available. For a copy and registration forms write Jim Clark, 2105 Clarke Avenue, RR3, Langley or Peter Minichiello, president BCAMT, 2185 E. Pender, Vancouver 6.



MORE THAN 1,000 persons jammed the British Columbia Ballroom of the Hotel Vancouver for the impressive opening ceremonies of WCOTP. Delegates were seated at tables in the center, with observers behind. Flags of all the participating nations stood on either side of the rostrum, giving added color to the event. (All photos by Williams Bros. Studios)



IAN BOYD, left, chairman of the BCTF committee for WCOTP is shown here presenting a totem pole to Sir Ronald Gould, president of WCOTP. The hand-carved totems, gift of the BCTF to each delegate, were greatly prized by the recipients. The Canadian Teachers' Federation gave the delegates Oopkiks.



DELEGATES from Kenya and South Africa try their hand at curling during the ice show held at the North Shore winter club. The show featured Peewee hockey, ice-skating and curling.



MANY different countries are represented in this picture taken during the Canadian government reception at WCOTP. The three girls standing in the group are all from BCTF. From left, Pat Lamont and Sheila Bowyer-Smyth, who worked in the hospitality room, and secretary Billie Korstrom.



DELEGATES at one of the plenary sessions of the assembly. Instantaneous translation was used so that delegates could tune into any one of the four official languages—English, Spanish, French and Japanese.

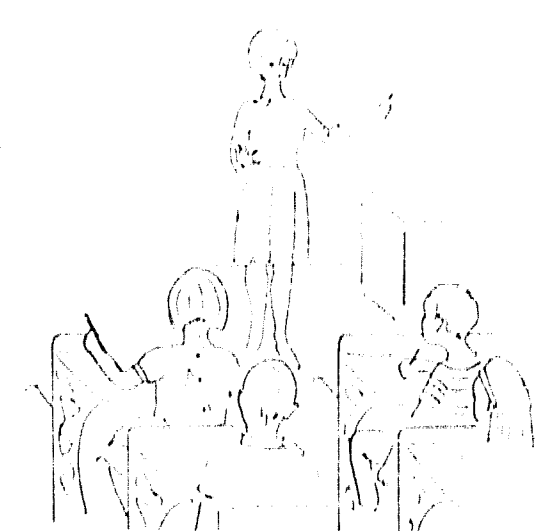


OPENING of the addition to the BCTF headquarters was a semi-official event of the WCOTP assembly. Here BCTF president Bob Buzza and Mrs. Buzza, left, chat with Sir Ronald and Lady Gould during the tea-hour that followed the opening.



# Teaching

'Let's stop schooling and start educating'



(The following is an abridged version of the address given by C. D. Ovans to the summer conference in Prince George. Title of the address was 'The Expertise of the Teacher').

Let us ask 'In what is the teacher expert?' Is it in subject matter?

Very rarely is a teacher rated an expert in a subject matter field. I can recall only one teacher widely recognized as an expert in his subject—a teacher of mathematics at old King Edward, long retired, who was commonly consulted by newspapers on mathematical topics.

True subject matter experts are normally found only in universities and as a rule they are expected to have doctoral degrees. In any event, does not being an expert in history make one a historian not a teacher? So let us say that a teacher is not necessarily an expert in a subject matter field.

Is the teacher an expert in pedagogy?

At best, teachers in B.C., even in the five-year B.Ed. (secondary) program, are exposed to only one year of professional training. During this period they get some exposure to the so-called foundations of education — psychology, philosophy and sociology plus a little about school administration and methodology. Is it not a very limited expertise if it can be acquired in one year?

Let us try asking the question, in what is a teacher expert? In another way. Let us ask: What is the sine qua non of success in teaching? I wonder if you will agree with my observation that the 'without which nothing' mark of teaching success, at least as judged by those who hire and fire teachers, is classroom management and pupil control. Unquestionably this is an area in which teachers become experts.

This is hardly the kind of expertise that makes for professionalism, is it? Yet, unfortunately, it is all the school system expects of teachers.

The Report of the Parent Royal Commission on Education in Quebec was in part quite critical of teachers. The Commissioners at the same time carefully noted that in their opinion teachers had more than nobly risen to the expectations held for them. It is not the fault of the teachers if expectations are set too low.

I am sure it can be fairly said of teachers in B.C. that most of them at least, the great majority perhaps, rise above minimum expectations and function professionally.

And yet we are held back as a professional group so long as a professional level of performance and attitude is not required of us.

Let us now address ourselves to the question: In what should teachers be required to be experts?

To answer this question we must appear to digress for a moment and examine some pairs of words to make sure we are aware of some important distinctions between them. These pairs of words are:

- education and schooling
- education and school master
- teaching and learning

What is education? One dictionary definition is 'the development of the special and

general abilities of the mind.'

What is schooling? One dictionary definition is: 'instruction, education or training esp. when received in a school.'

Prof. Marc Belth, of Queens College, New York City University, suggests that it is useful to distinguish between education and schooling by considering schooling as training. Training can be defined as 'developing or forming the habits, thoughts, or behavior of a child (or other person) by discipline and instruction.' Education he limits to thinking, to the development in man of the ability to think and the power to use thought processes in coping with his environment.

The task of the educator becomes that of developing in man, on the basis of his expert knowledge about thinking, the power to think mathematically, scientifically, historically or philosophically.

It is said that it is rationality that distinguishes man from animals. A Russian educational psychologist claims that, unlike animals, man has the capacity to develop in his nervous system a 'second signaling system' so that he is not dependent on what his senses tell him directly about his environment. Through language man can symbolize his concrete experience, forming abstractions which he can then act on directly using a process we call thinking.

Education is the development of this second signaling system. Again, if we accept this proposition, teachers as educators would have to acquire a body of expert knowledge about thinking. Included might well be some knowledge about the physiology of the nervous system, of stages of mental development in children and of the process of language development as basic to thought. All this, too, would be basic knowledge required of all teachers as educators.

If Belth and the Russian psychologists are right, it must be admitted that to the extent that teachers are expert at all, they are expert in schooling, that is, in training, instructing and disciplining, not in education. They are school masters, not educators.

Learning is beginning to take its rightful place in the school system. The teacher today is coming to be regarded as a facilitator of learning, not as an imparter of knowledge — as Sir Alec Clegg put it in an address to the CEA convention last year, as a 'fire lighter' rather than a 'pot filler.'

Teachers, must have, and I am sure soon will have, available to them a body of specialized knowledge about learning theory which will make them truly expert in a professional sense. It is not their fault that they do not have this knowledge today. They have not been given it in their teacher preparation programs.

I have suggested that teachers need to develop expertise in educating rather than in schooling, and in learning rather than in teaching and that becoming experts in learning will involve acquisition of a learning theory seen and appreciated as meaningful to teachers so that it will affect classroom practice.

I would like to suggest now that it is rapidly becoming imperative that this kind of expertise be developed.

## LETTER TO THE EDITOR

Dear Sir:

In a recent Newsletter, general secretary C. D. Ovans wrote that a principal 'assigns' teachers to classes. But such 'assignment' is mere expedience. By law, the principal is to consult with teachers.

Sections 3.10 and 3.11 of the Rules of Council of Public Instruction require principals to meet at least once a month with teachers to confer on 'efficiency of instruction.'

In recent years, the intent of the legislature as expressed plainly in

these sections has been ignored by principals who, struggling with crowded schools, resorted to mere 'assignments' of teachers.

Still, the law is flouted. Teachers are to be regularly and fully consulted.

'Assignment,' as an administrative shift, is usually defended, ironically, by referring to Section 3.09 of the Council Rules: 'A principal is responsible for teachers' timetables.'

When I questioned my own 'assignment,' I was duly referred by the superintendent to Section 3.09. But once again this is merely a shift, for 3.09 refers only to the timetables to be drawn up by teachers to apportion time for instruction in each subject, and not to the big charts now in fashion by administrators to 'assign' teachers to classes and to courses.

To resolve the class size issue in B.C., it is absolutely necessary for teachers to assume their full responsibility under the law for 'efficiency of instruction.'

Yours truly,  
F. B. CAHILL



## dedication + hard work = Strands Analysis

The BCTF Arithmetic-Mathematics Committee has just completed one of the biggest research projects ever undertaken by a federation committee.

The project: to evaluate the content of the entire arithmetic and mathematics program from kindergarten through Grade 8 in an attempt to identify strengths and weaknesses in the program.

The result of its efforts is a 76-page 'Strands Analysis' of the elementary mathematics program which could well become the 'bible' for all elementary teachers in the province.

John Church, BCTF assistant director of professional development, who worked with the committee, said that it was the first time, to his knowledge, that such a detailed analysis of an entire mathematics program had been undertaken anywhere in the world.

'The committee did a tremendous amount of work,' he said. 'It met every Monday night from September 1966 through to early June 1967 and had a number of day meetings in addition.'

'The dedication and enthusiasm with which these people entered upon this project was truly amazing and was, I think, a credit to the teaching profession. Their findings will do much to make the arithmetic-mathematics program in the elementary school much more meaningful than in the past.'

Church also paid tribute to staff members of the federation who helped with the physical preparation of the mammoth report.

The committee's history goes back to December 1965 when it was set up by the BCTF Curriculum Directors as the result of a resolution from the Primary Teachers' Association requesting authorization of a multiple choice of primary arithmetic textbooks and materials.

At the suggestion of the Provincial Intermediate Teachers' Association the resolution was extended to cover all elementary grades.

Mrs. H. J. McKinnon, Primary Consultant, Vancouver, was named chairman of the committee, which first met in February 1966.

Other members of the elementary section of the committee were: Mrs. L. Hanney, Burnaby; Miss R. Seim, Delta; Mrs. S. M. Soltan, Vancouver; A. Burns, Vancouver; Mrs. C. L. Barthelemy, Vancouver; R. V. Fenwick, West Vancouver; Dr. R. F. Gray, consultant, faculty of education, University of B.C.

### Seven special programs

## UBC extension courses for teachers

The University of British Columbia Department of Extension, in co-operation with the Faculty of Education, is offering seven special programs for professional educators beginning in September.

Program topics include: management techniques, reading improvement, child development, kindergarten administration, teaching about Japan, physics area meetings and departmental seminars.

In addition, 15 extra-session credit courses are available through the Extension Department and 39 intramural credit courses are open to extra-session students.

During 1966-67 more than 2,000 teachers, administrators, counsellors and others concerned with facets of education attended conferences, short courses, seminars and evening classes sponsored by the UBC Extension Department. In addition, more than 1,200 persons were enrolled in credit education courses through the Extension Department.

Education - extension develops and administers both credit and continuing education courses at all levels of teacher education; and organizes special programs for counsellors, administrators,

school trustees, parents and the public. **WORKSHOPS, CONFERENCES, SEMINARS AND EVENING CLASSES**

**New Management Techniques for Educators** — The Second Annual Conference for School Administrators and School Board Personnel; November 24-25 at the Bayshore Inn, Vancouver.

**Child Growth and Development** — Designed for persons concerned with the care, training and teaching of children from infancy to eight years, this 10-session evening class will be held Thursdays, beginning October 3, 7-8:30 p.m., Woodlands School, New Westminster.

**Kindergarten Administration** — This seminar for school administrators and trustees will examine the establishment and operation of kindergartens in elementary schools. The one-day program will be held September 29, 8:30 a.m.-4:30 p.m., St. Mark's College, UBC.

**Reading Improvement** — Ten evening workshops designed to help teachers improve their reading ability. Techniques will include speed of reading, vocabulary building, flexibility of approach and critical assessment of materials. Sessions will be held Tuesdays and Thursdays, beginning

October 10, 7:30-9 p.m., room 1004, Education building, UBC.

**Teaching About Japan** — This special morning seminar for elementary and secondary teachers of social studies is being held in conjunction with UBC homecoming, Saturday, October 28. Practical application in the classroom situation will be emphasized. Luncheon at the Faculty Club and an afternoon session of Japanese music and a Japanese film are optional.

**Physics Area Meetings** — A series of meetings for junior and senior science teachers, sponsored by Educational Development Corporation, will be held in Vancouver, Victoria, Chilliwack, Kamloops, Creston and Prince George this autumn.

**Departmental Seminars** — In co-operation with the UBC Faculties of Arts and Science seminars, designed as a medium for encouraging communication between secondary school teachers and university departments, are being held for the third year. Seminars are currently planned with the following departments: English, history, political science, geography, physical education and biology.

Complete information and registration October 10, 7:30-9 p.m., room 1004, Education building, UBC.

## Veteran teachers named to staff

Two well-known B.C. teachers have been appointed to the administrative staff of the BCTF.

Isobel Cull and James Cairnie have been named assistant directors of professional development.

A third appointment to the administrative staff is that of Derek Holden, who becomes the federation's first treasurer.

Holden, a chartered accountant, is currently bursar at the B.C. Institute of Technology.

W. V. Allester, director of Professional Development, said the appointment of two more persons to his division was made necessary because of the increasing involvement of the federation in curriculum development and in-service education.

'I cannot think of two teachers in this province more qualified for this work,' he said. 'Mr. Cairnie served as a curriculum consultant to the department of education in 1964-65 and Mrs. Cull has been chairman of the federation's Curriculum Directors for the past two years.'

Both Mrs. Cull and Mr. Cairnie are former BCTF presidents.

A graduate of the University of Toronto, Mrs. Cull has taught in the interior, on Vancouver Island and in Vancouver. Her last post was as Grade 4 teacher at Queen Elizabeth School in Vancouver.

Active in federation affairs since 1958, she was elected to the executive committee in 1960 and was president of Vancouver Elementary Teachers' Association in 1961-62.

Her husband, George, is a chemist with the Department of Health and Welfare, pure food and drug division. One of her two sons, David, 25, teaches English in a Buddhist monastery in India, and John, 22, a UBC student, has just completed a hitch-hiking trip around the world.

Cairnie, a graduate of UBC, comes to the federation from Argyle Secondary School, North Vancouver, where he was vice-principal.

He has taught at Lake Cowichan and at S. J. Willis Junior High and Oak Bay Secondary, in Victoria.

He has been active in federation affairs since his first teaching job. He is a past president of the Greater Victoria Teachers' Association. He is also a member of the senate of UBC.



MR. CAIRNIE



MRS. CULL



MR. HOLDEN

TURNED DOWN

DUNCAN — Cowichan district teachers were turned down in their bid to receive their salaries in 12 monthly cheques. Said local association president Tom Stanoko: The board could do much to better the relations with teachers by granting a request that is not costing the taxpayers more money. The board said it could not make such a change without the authority of the minister of education.

## SHORT COURSES IN A NUTSHELL:

# 'We learned something new'

By JOHN ARNETT

Wilma McPherson, an elementary school teacher from Prince George, pondered momentarily before she answered the question.

'I learned different ways of approaching things that just hadn't occurred to me before,' she said.

Said Barbara Howrick, of Vancouver, 'We had a wonderful time. We all came together as strangers and now we are friends.'

Carol Conkin, Nelson: 'It has been a fabulous experience, a real shot in the arm.'

The teachers were typical of those who attended the summer short courses sponsored by the BCTF.

And the comments were typical too.

**ENTHUSIASTIC** Teachers interviewed at the conclusion of the courses, held at Vancouver's Prince of Wales Secondary School, were enthusiastic about the content of the courses and the caliber of the instructors.

Only disappointment was in the numbers who attended the courses — down this year over previous years because of the large numbers of teachers who took a 'year off' this year to go to Expo.

One of the most popular courses was that on continuous progress conducted by Mrs. Helen Bumphrey, of Saskatoon, whose work has received widespread attention, across the country.

'The idea that I have been trying to get across is that we should give children the opportunity to become decision-makers,' she said. 'We have been discussing the philosophy behind individualized instruction and non-grading.'

'We have been answering such questions as: Are children able to accept the responsibility of making decisions?'

'I believe that the only way to make education really exciting is to help the child to learn the things that he thinks are important to him.'

**IMPRESSED**

Mrs. Bumphrey said she was particularly impressed with the caliber of the teachers who attended the short course. 'If this is a representative group of British Columbia teachers, I would say that B.C. has an extremely high caliber of teacher,' she said.

Mrs. Bumphrey said she was interested to learn that there is a lot of experimentation going on in British Columbia classrooms. 'You must have a broad-minded department of education,' she said. Mrs. Bumphrey said she believed that teachers could do more themselves to bring about change in education simply by informing the public on the new things that are being done in the classroom.

Maple Ridge principal Roy Shields who took Mrs. Bumphrey's course was impressed with what she had to say. 'She is enthusiastic, vibrant and alive,' he said. 'I think that what she says and what she is doing in the classroom is having a real impact on teachers' thinking.'

Shields said that one interesting

sidelight to the course was a reverse twist to the old saw that many new ideas are blocked by administrators.

**CRITICISM** 'The administrators in the course were able to come up with some criticism of the teachers for not being prepared to try new things in the classroom,' he said.

Peggy Murdock, of Trail, said her school board sent her down to take the course. 'I plan to go back and try to sell the idea of individualized instruction to some of our teachers,' she said.

Another popular course was one in group dynamics, run by James Carter.

'Group dynamics is basically the interaction of small groups in the classroom,' he explained. 'There has been a tremendous amount of sociological research on groups — groups for therapy, groups of committees, etc., but there has not been much study of groups in the learning situation.'

Carter explained that through group dynamics students can gain a much better understanding of a subject. For example, a teacher could stand in front of a class and talk about the racial situation in the United States. But if there is

going to be a deeper understanding of the subject by the students they should be involved in a dialog with their fellow students.

'Very often, a student listening to a lecture will turn off because he doesn't agree with what is being said. But once in a group there are tremendous forces at work allowing people to express and analyze their ideas.'

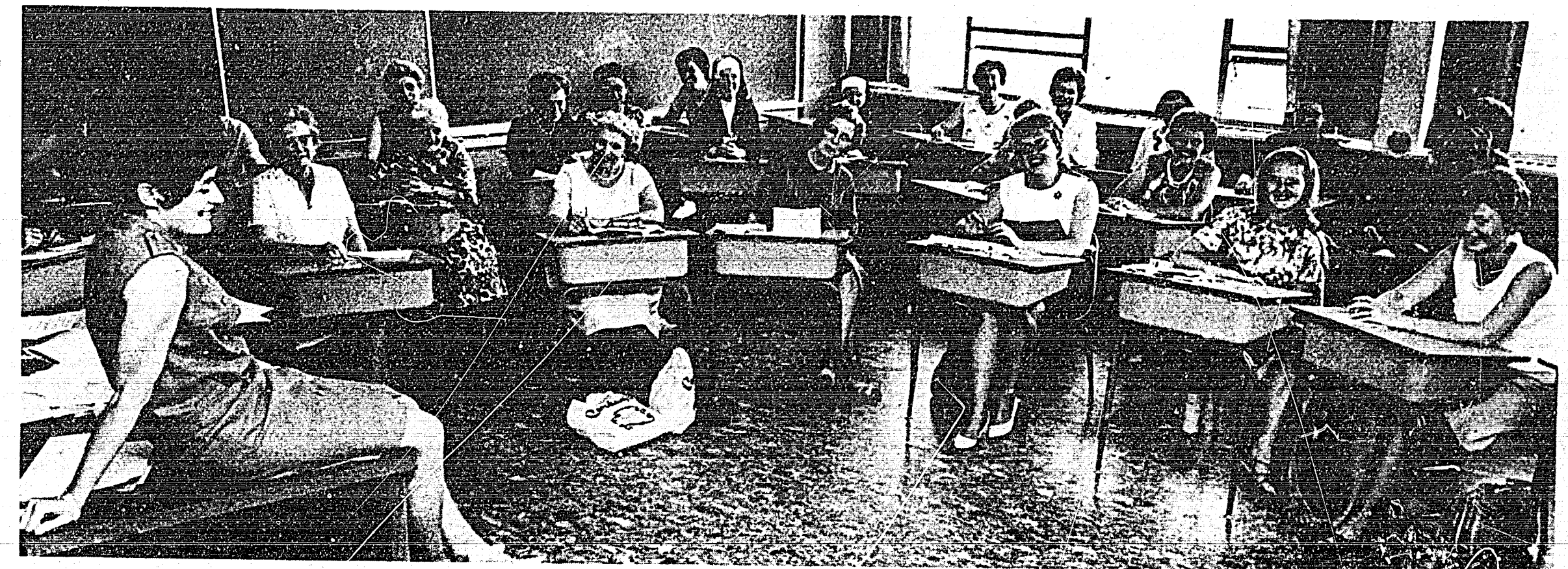
**NOT ORIENTED**

Carter said some group dynamics work is being done in the classroom. 'But I don't really think that teachers are oriented to it.'

One of the course participants, Stu Phare, of Vernon, said he believed group dynamics are more applicable to social studies than to science or math. 'I think group discussion answers the needs of the modern social studies curriculum.'

Mother McCarthy, of the Convent of the Sacred Heart in Vancouver, defined group dynamics as 'the inter-play and inter-action of people.'

'The formal classroom atmosphere leads to people being very passive and hidden among the crowd, whereas through group dynamics everybody sooner or later has to contribute.'



MRS. HELEN BUMPHREY, of Saskatoon, discusses her techniques of individualized instruction with her class. Teachers responded to her ideas with enthusiasm.

## Teachers show interest in new insurance scheme

Preliminary indications are that teachers' associations and school boards are showing keen interest in the new BCTF-BCSTA group insurance plan for teachers.

Estimates of premium costs for the 22 districts which have submitted employee data range from 22¢ to 48¢ per thousand dollars of coverage. (The range results from variations in the composition and ages of school district staffs.)

Using these extremes as examples, a teacher with dependents will have \$15,000 worth of insurance for a total premium cost of \$3.30 to \$7.20 per month for 10 months.

Twelve-month coverage is provided by the ten monthly payments. With school board participation on an equal basis the cost to the teacher would be \$1.65 to \$3.60 per month.

A teacher with single person status would be insured for \$5,000 at a total premium cost of \$1.10 to \$2.40 per month. With school board sharing this would involve an expenditure of 55¢ to \$1.20 per month by the teacher.

## STRANDS ANALYSIS

(Continued from Page 6)

duced in Grade 2 and are not extended in the following grades; the rate ratio concept introduced in Grade 3 is not extended in Grade 4.

Church said the idea of the Strands Analysis publication is to give teachers some idea of the need to consult other texts and other materials which are available.

'We hope that teachers will follow this analysis rather than stick to the textbook. This way they will use a variety of texts and thus eliminate the inadequacies and inconsistencies in the present program. The more tools used, the easier it will be for teachers to give a quality program to each pupil,' Church added.

The committee, in addition to preparing the Strands Analysis, also found time to

come up with some recommendations to the provincial department of education regarding the elementary mathematics program.

One major recommendation was that the department establish a policy that the adoption of any one series is inadequate for meeting the needs of all pupils.

Another recommendation was that the department consider a mathematics program in terms of a sequence of concepts, with abilities and skills developed in relation to these concepts, and not merely in terms of a textbook series.

A third resolution suggested that the department consider the Strands Analysis, or some similar analysis, as a basis for organizing the mathematics program.



MRS. MARY BOWEN, of Duncan, left, illustrates the discovery approach to measurement to Mrs. Barbara Naef, center, Prince George, and Sister St. Bede, Burnaby. They were taking course in elementary arithmetic.

## LESSON AIDS

These new Lesson Aids have been added this summer.

### GROUP I

For those primary teachers who wish to individualize the reading program.

- 8066—Reading Level Test—2 pp ..... \$0.04  
An easy to administer, easy to mark test which will give a rough estimate of a pupil's reading level.
- 8067—Inventory for Determining Reading Level—17 pp ..... \$0.34  
This publication is a series of graded exercises with questions which will enable the teacher to determine a pupil's free reading level, instructional level and frustration level. The testing is done on an individual basis, so the teacher needs only one copy of No. 8067 and as many copies of No. 8068 as he has pupils.
- 8068—Achievement Record for Reading Inventory—2 pp ..... \$0.04  
A form for recording diagnosis of reading levels for No. 8067.
- 8069—Suggested Activities for the Individualized Reading Program—2 pp ..... \$0.04

### GROUP II

For those teachers whose primary classes are organized on a levels system in language arts there are 12 new tests for reading and related skills, with directions and keys. The catalog numbers are from 8057 to 8062 and the price range is \$0.08 to \$0.24. Consult the elementary Lesson Aids catalog for more precise description.

### GROUP III

- 3027—Factoring (by R. E. Fleming)—34 pp ..... \$0.68  
Mathematics 9.  
A supplementary unit on factoring, emphasizing the use of the Distributive Principle. Includes the application of factoring to the solution of quadratic equations. Many exercises with answers provided.
- 4009—Teacher's Guide to Science 9—30 pp ..... \$0.50
- 306—Four Science Units (Power, Ornithology, Cosmetics, Chromatology)—14 pp ..... \$0.28  
For Occupational III girls.
- 3026—Mathematics for Chemistry and Physics Students—68 pp ..... \$1.00  
A pamphlet for students who are having trouble with science because of mathematics.
- 4024—Teacher's Guide for Physics 12—85 pp ..... \$1.35

### GROUP IV

- 8063—Diagnostic Phonics Test, Grade 2 ..... \$0.06
- 8064—Diagnostic Phonics Test, Beginning Grade 3 ..... \$0.06
- 8065—Diagnostic Phonics Test, Beginning Grade 4 ..... \$0.08  
For the three tests in this group a copy is needed for each pupil.

(MRS.) I. A. CULL,  
Assistant Director,  
Professional Development.



## Contract Capsules

### THE B.C. ECONOMY

The number of companies incorporating in British Columbia reached an all-time record in May, reflecting the general buoyant level of the economy at mid-year, so states the July issue of the B.C. Government's Monthly Bulletin of Business Activity.

The Globe and Mail of June 28, 1967 quotes a remark of Attorney General Robert Bonner that British Columbia's economy is like sex; 'When it's good, it's very good; and when it's bad, it's still pretty good.' This report continues that although the B.C. economy is not quite as strong as earlier statements had predicted, 'nobody seems alarmed.'

Certainly the early months of 1967 in relation to 1966 point to continued prosperity in B.C. In most economic indices, 1967 shows a substantial increase over 1966.

### ECONOMIC TRENDS

The Dominion Bureau of Statistics reports continuing expansion in the Canadian economy. In comparing the first three months of 1967 to the same period in 1966, the average weekly wages in Canada rose by 6.1% and in B.C. by 6.0%. At the same time the personal income per person increased by 6.5%.

Part of this increase in wages and income, however, is offset by the continued rise in costs. The Consumer Price Index for July stood at 150.2, a rise of 4.1% over July 1966.

### SLOW ADVANCE

Since 1961, teacher salaries in B.C. have advanced at a lower rate than wages in industry. Using 100 as a base in 1961, industrial wages in B.C. rose to 126.29 whereas the average teacher's salary only reached 123.92.

### FAMILY EXPENDITURE

The Dominion Bureau of Statistics recently released information on how Canadian families spend their income. The Vancouver sampling taken in 1964 included 235 families with an average family size of 2.9 persons and an income before taxes of \$5842. Of this income \$4890 or 83.7% was expended for items necessary for daily existence, a higher percentage than in most Canadian cities surveyed.

## Variations in spending

Wide variations in expenditure per pupil exist in British Columbia school districts. For 1965 the average per pupil operating cost, including administration, teachers' salaries, other instruction, plant operation and maintenance was \$364. On a district basis these costs ranged from a high of \$719 per pupil in Vancouver Island West to a low of \$289 per pupil in Kelowna.

With \$454, Vancouver Island West also led the province in teachers' salary costs per pupil. At the other extreme, Terrace (\$222), Prince Rupert (\$221) and Prince George (\$216) had the lowest expenditures per pupil for teacher salary costs.

## BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

VOL. 7, No. 1 SEPTEMBER 1967

## CHANGES SOUGHT

# Pension plan has some shortcomings

THE BCTF is making a determined bid to seek changes in the Teachers' Pension Plan which, at the moment, offers the lowest return of any teachers' pension plan in Canada for long-service career teachers.

The federation currently has a submission before the provincial government seeking changes in the Pensions Act which would bring pension plans in B.C. more in line with plans across the country.

The shortcomings in the B.C. pension plan are seen in comparing it with other provinces.

For example, a B.C. teacher retiring in 1967 at the age of 62 after 43 years' service and a final salary of \$10,500 would get a retirement allowance of \$378 per month rising to \$399 per month in 1970 when the Canada Pension benefit is paid. As this person is a married man he will almost certainly elect a Joint Life and Last Survivor Plan which will reduce his benefit to \$285 per month.

IF THIS British Columbia teacher had retired at the same time and with the same history of salary and service in another province, his expectations would be much greater.

	Single Life Plan Paid in 1967	Pension in 1970 when Canada Pension Benefit is Paid	Rate of Employee Contribution
B.C.	\$378	\$399	6%
Alberta	414	435	5%
Saskatchewan	500	521	6%
Manitoba	409	430	6%
Ontario	525	540	6%
Quebec	544	560	5%

If the teacher had served in the Federal Civil Service his pension would be \$544 per month, in the B.C. Civil Service \$500 per month, and in the B.C. Municipal Service \$430 per month.

QUITE obviously there are now glaring disadvantages to the career teacher in British Columbia. Not only is his pension lower than he would receive elsewhere, but this teacher has accumulated his pension by 43 years of service. The benefit noted in most other plans could have been secured by only 35 years of service.

Also, as a married man, this B.C. teacher is virtually compelled to elect the Joint Life and Last Survivor Plan to provide security to his wife. This Plan would immediately reduce the retirement allowance to \$285 per month. In several other teachers' plans, the widow would qualify for a half pension, but during the lifetime of both husband and wife, the unreduced pension is paid.

At the present time some 1450 allowances of gross average value of \$250 per year are being paid from the Teachers' Pension Fund.

WE DO NOT claim that the British Columbia Teachers' Plan is deficient in all respects. However, it is apparent that in the total return to career teachers the plan is so deficient that no minor advantages can possibly compensate for the glaring inadequacies.

Although teachers are inured to the increased demands inherent in the changing pattern of education they eagerly and impatiently await long overdue improvements in their pension prospects.

## B.C. salaries lagging behind other provinces

Teachers in other provinces have negotiated salaries for 1967-68 which place them considerably above similarly-qualified teachers in B.C.

A classroom teacher with a full year of post-graduate training would earn \$11,030 in Vancouver (\$11,230 if holding a Master's degree). Elsewhere, he would receive \$11,800 in Calgary, \$12,100 in Regina, \$13,100 in Toronto, \$12,800 in Ottawa and \$13,600 in North Bay.

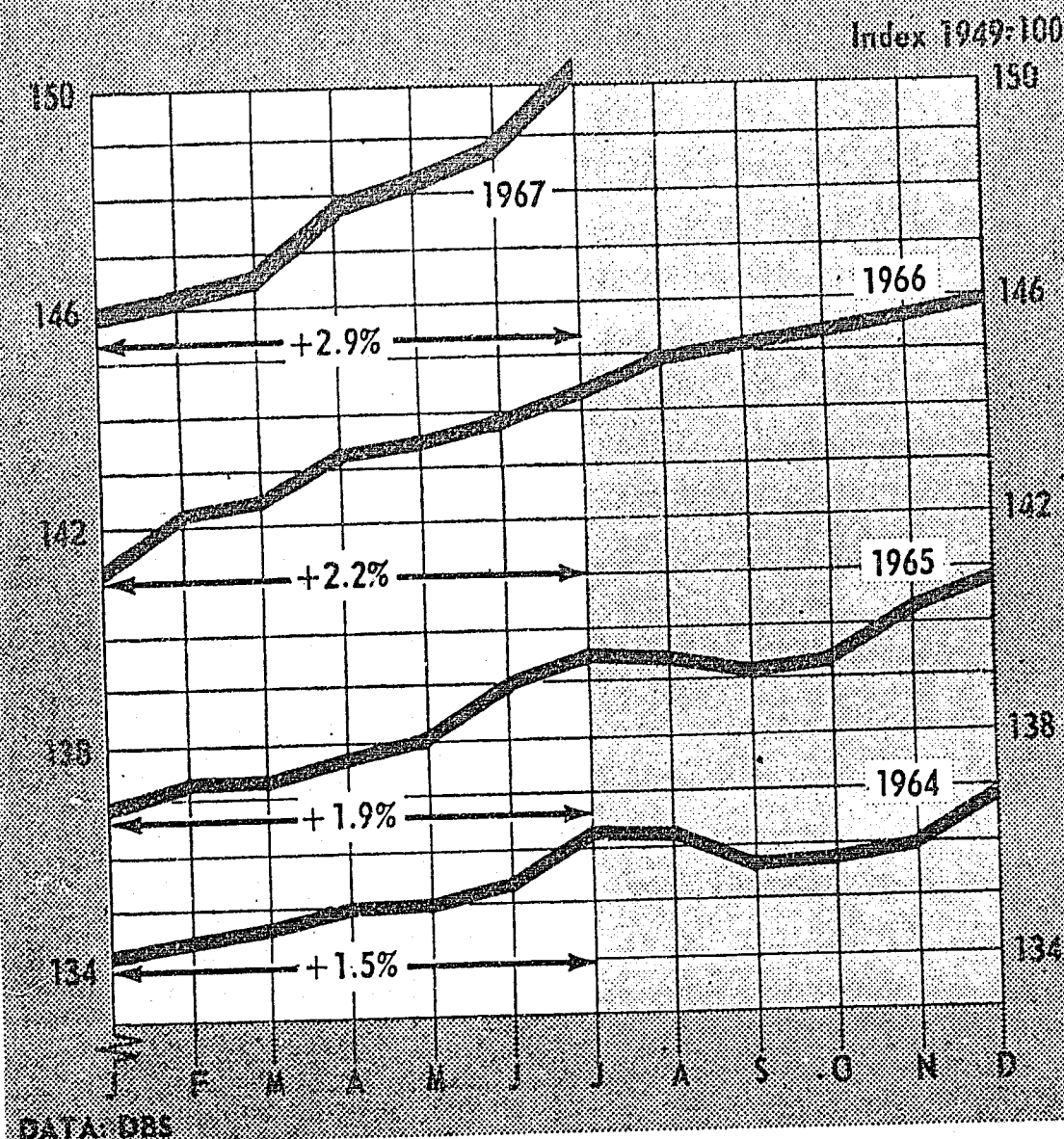
A department head in the North Bay Collegiate earns an additional \$1600 and in Ottawa \$1500.

A secondary school principal in Ontario may now earn \$20,500 in St. Catharines and \$20,000 in Toronto.

At the same time that teachers in other provinces are negotiating salaries in excess of those being paid here, average weekly wages in B.C. are continuing to exceed wages paid in other areas and the differential favoring British Columbia is widening.

## What every housewife knows

The advance of living costs was sharply faster in the past six months than it was in the same period during any of the previous three years



## 'Significant' salary increases needed

British Columbia's teachers have been advised to seek 'significant' salary increases for the coming year.

The B.C. Teachers' Federation agreements committee made this recommendation following a week-long economic seminar session at Prince George College.

The meeting was held in conjunction with the federation's annual summer conference.

The agreements committee said that wage and salary increases by the work force in general and by teachers in other provinces justifies significant salary increases.

It will be up to the local associations across the province to decide on the actual percentage increases.

The 89 locals of the federation will begin salary bargaining sessions with school boards in late September.

The local associations have also been advised that there is a 'special need and supportable case' for higher increases for existing PB and PA scales.

The federation's agreements committee has also advised local associations to consider seeking the establishment of supplementary sick leave benefits; shared cost group life insurance and detached duty, or educational leave, provisions.

## B.C. working conditions outlined in survey

A survey of current practices in B.C. covering items of general working conditions and fringe benefits within 82 school districts of the province was distributed to local association presidents and agreements chairmen in late May.

It is intended to increase the scope of the survey this school year to ensure that present and prospective teachers are better informed about conditions existing in B.C. school districts.

For example, 49 districts grant 10 days sick leave credit in September, 30 grant 1 day credit for each month taught and 5 grant more than the minimum required by law.

Educational leave with pay is provided for teachers in 25 districts. Non-teachers are employed in some districts in duties other than in secretarial assistance; for example, 12 districts employ persons in the library, 24 districts for laboratory assistance, 16 districts for theme markers and 5 districts employ persons as classroom aides.

Individual teachers who wish

further information on these items or on the balance of the survey of practices in group life insurance, travel and isolation allowances, allowances for non-credit courses, absence for court attendance and jury duty, night school salaries, summer school salaries, limits on class size, absence for compassionate purposes or rates of pay for substitute teachers, should contact their local association officer or the BCTF office of Economic Welfare.