

6.3 per cent average salary gain

Teachers in a number of districts have won important new fringe benefits in 1968 contract settlements, Des Grady, director of economic welfare, reported to the November executive meeting.

The benefits range from improvements in sick leave, group insurance and educational leave to two months' maternity leave, with pay, in McBride.

Grady said that as of Nov. 18 (the day he reported to the executive) there had been 66 settlements and agreements in committee.

The average scale increase was 6.3 percent, excluding fringe benefits.

It was expected that there would be 24 arbitrations in 23 school districts.

'Of the 66 settlements, 13 are tied to districts which still have to conclude agreements,' Grady said.

Reporting some of the achieve-

ments in fringe benefits, Grady said 13 of the settlements included pay for outside experience, making a total of 64 agreements with clauses relating to this in their contracts.

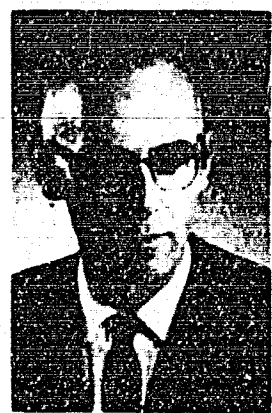
About 25 districts negotiated BCTF-BCSTA insurance and 16 won improved sick leave benefits — six at 20 days a year.

Fifteen districts won new or improved summer session clauses and 16 got educational leave/detached duty clauses for a total of 33 districts with such provisions.

Grady said that in his opinion several districts now in arbitration should have concluded negotiated settlements. These districts had established fixed positions long before the final rush of settlements indicated the trends.

John Church off to Dar-es-Salaam

One member of the federation's administrative staff leaves for Africa in January to spend one year as a 'teaching expert' at the University College of East Africa in Dar-es-Salaam, Tanzania.



John Church, an assistant director of professional development, will set up a resources center for teaching materials for primary and secondary school teachers at the university and also work on the development of teaching materials for secondary school students in Tanzania.

Church was granted leave of absence by the executive committee to go to Africa.

'I am going to Tanzania to learn,' Church told the BCTF Newsletter. 'It will be a wonderful learning experience for me.'

The appointment was made through the Canadian External Aid office. Church had originally

been approached to go to Africa by officials of the faculty of education at UBC.

'Dean Scarfe at UBC and professor R. C. Honeybone, principal of the Institute of Education at the University College of East Africa, have a working relationship that has seen a number of UBC people go to the college,' Church said.

Church has been with the federation for 3½ years. For a year prior to that he was a curriculum consultant with the Department of Education and for five years before that he was head of the social studies department at Gladstone Secondary School, Vancouver.

Church, his wife Shirley and two of their four children, Eric 11 and Robyn 7, leave early in the new year. The other two children Paul 15, and Rowena 13, will stay behind in Vancouver but will visit their parents in July and August.



Mrs. C. G. Brown (center) introduces the platform guests at the opening of the workshop on continuous progress in Burnaby. Standing left to right are: Len Traboulay, president, Burnaby Teachers' Association; Tom McCammon, president, Burnaby Administrators' Association; Bob Buzza, BCTF presi-

dent; Trustee Cliff Murnane; C.I. Taylor, superintendent of schools, Burnaby; Councillor George McLean; Dr. William Hodgson, director of elementary instruction, Burnaby; Clarence Rendle, assistant superintendent of schools, Burnaby and D. A. Moir, Vancouver.

—W. D. Latham photo

CONTINUOUS PROGRESS

Teachers have chance to develop as professionals

By JOHN ARNETT

Continuous progress in the classroom offers a wonderful opportunity for teachers to develop as professionals, says the superintendent of the Burnaby school district.

C. I. Taylor said that he believes, however, that continuous progress can only be successful if the teachers themselves think that is a worth-while, important development.

Taylor made the comments in an interview following the conference on continuous progress put on by the Burnaby district teachers' council early in November.

Taylor was commenting specifically on an address on continuous progress by John Meredith, assistant superintendent in charge of instruction of the Department of Education.

Meredith said that 75 percent

of the schools in B.C. are organizing their schools for changes in education. He spoke of the legal, practical and philosophical possibilities for re-organization of the school system as allowed by the Department of Education.

Meredith gave several guiding principles for change. These included: the differing abilities and initiative of students, the handling of academic subjects under a levels system such as is found in continuous progress, and others.

Taylor said development that is taking place in the elementary schools of the province is long overdue.

'For one thing, the ideas such as those behind the continuous promotion system, are having the effect of getting teachers to look at problems of instruction in the elementary school in a way that they have never viewed these problems before.

In turn this develops their relationship with pupils — they are looking at the child as a whole; looking at his education as a continuous program rather than as something that is broken up into yearly sections.

'This to me is one of the greatest developments that is going on in the elementary school right now.'

Taylor said that the fact the Burnaby conference was planned and organized by teachers, with little help from the board and administration, was an indication of their interest in educational change.

'Elementary teachers are concerned about their schools and their work. The fact that the topic was discussed for a full day, from a number of points of view, has the effect of not only informing people about continuous promotion, but also commits them to think about it. I think this was the motive behind the conference, and I am sure this was achieved,' he said.

Taylor said that one of the things that he learned from the conference was that continuous promotion can be carried on with imagination and careful organization in almost any type of school.

'One of the things that has worried me is the fact that to do an effective job in continuous promotion you must have an open area school. If this is the case, 99.9 percent of our schools are now obsolete.

'However, the conference showed that this type of situation can develop, and be fairly successful, in what we might call a conventional building provided, of course, that we do have some

(Continued on Page 3)

for federation officers

NOMINATIONS DUE BY JANUARY 10

Nominations for the offices of president, first vice-president, second vice-president, and four members-at-large of the executive, will be made at the January 11-13 meeting of the Representative Assembly.

The nominations must be filed, with the general secretary, by January 10. They must be accompanied by the signatures of 10 members of the federation, in good standing.

The Representative Assembly may propose willing candidates and accept nominations from 'other constitutionally acceptable sources.'

Section 9 of the BCTF Constitution reads as follows: 'Other nominations shall be accepted if, in each case, the nomination is designated by resolution of a local association or district council, or bears the signature of at least 10 members in good standing.'

The procedure adopted by the Representative Assembly requires that a statement of intent be solicited from each Representative Assembly member and from each Executive Committee member.

This statement is to read: 'I do not wish to be a candidate for

any office (followed by signature).' It is understood that those not replying will be considered eligible for office. Those wishing to limit the office for which they are prepared to stand, should also so indicate in writing.

In order that a list of nominees can be printed and distributed to Representative Assembly members at the meeting, Representative Assembly members have been asked to forward such statements by December 31, 1967.

At the Representative Assembly meeting in January, all nominations from all sources will be considered at the same time. Only members present will be allowed to vote.

V. A. Montaldi, Geographical Representative from the North Central District Council, will act as chairman of the nominating committee.

In those cases where a person is nominated by both the nominating committee and some other group, the biographical sketch appearing in BCTF publications will indicate that the nomination is being made by the nominating committee only.

The Commission on Education is waiting to hear from YOU

BRITISH COLUMBIA TEACHERS' FEDERATION
NEWSLETTER

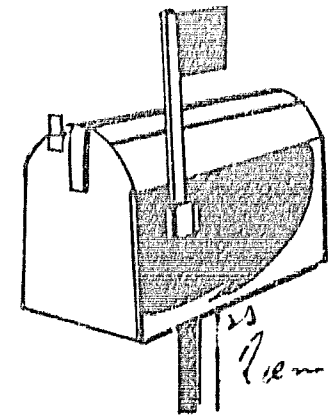
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Member

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'Extraordinary statement'

Dear Sir:

As former members of the teaching staff of Western Australia we would like to reply to your report on a statement made by Ron Evans, the West Australian delegate to the recent WCOTP meeting here in Vancouver.

Mr. Evans certainly presents an interesting and novel view of teaching conditions in B.C. compared with those in Western Australia.

We assume that in recent years as an administrator Mr. Evans has not had to descend to the front line and actually teach, because his statement about W.A. teachers not being worked as hard as B.C. teachers is extraordinary.

Most W.A. teachers are permitted four or five 'marking periods' per week. However, the very fact that there is no such thing as a substitute teacher means that a teacher will often have to forgo his spares to mind an absentee teacher's class.

We have had recent experience of this and assure you that it is nothing to have only one or two spares in a week, or even none at all when many teachers have been absent. (It may be noted that West Australian teachers work an eight-period day, each period of forty minutes duration.)

Furthermore, the demands of public examination on teachers are colossal. Any teacher who is taking the 5th year (Grade 12) public examinations and is not overworked is simply not doing his job — regardless of previous experience.

Due to the acute shortage of graduate teachers, those in charge of public exam classes in W.A. find themselves grossly overloaded despite Mr. Evans' assertion that 'B.C. teachers work longer hours than West Australian teachers and are subject to more pressures in the classroom.' As for being jaded, I assume

Mr. Evans has not recently experienced the exhilaration of teaching a W.A. public exam course in either the junior or senior high school to classes who are not among the 'academically inclined.' We have, and can assure him that it's our version of hell.

Mr. Evans also claims that teaching in B.C. is relatively unimaginative. The Western Australian system is hardly the ideal for those who wish to exercise initiative. Completely dominated by public examinations in Grades 10 and 12, it does not lend itself to imaginative teaching.

These exams require detailed knowledge of texts and it is the teacher's job to make sure his charges can regurgitate that knowledge. As trainee teachers, we were constantly reminded by our more mature mentors that the 'frills' (the in-word for imaginative teaching) were all very well for impressing superintendents and entertaining children, but woe betide us when we had to face our very own classes and try to keep up the pace demanded.

And they were right, too. We found that pounding information into unwilling or in some cases incapable pupils an extremely unimaginative task.

Mr. Evans graciously concedes that salaries in B.C. are more generous than those paid to teachers in Western Australia. Recent publicity in newspapers both in Vancouver and in Australia has pointed out the disparity.

Such newspaper articles also indicated that the Victorian Secondary Teachers' Association was up in arms about the number of teachers leaving Australia for Canada after reading 'tantalizing' advertisements placed by various B.C. school boards in Australian newspapers.

A similar furore has been raised in Western Australia where the Minister for Education, asked to comment on the number of W.A.

teachers leaving for Canada, is reported as saying that such advertisements were 'unethical.'

However, it is not only the prospect of higher wages that has lured Australian teachers to Canada and more particularly to B.C. Teachers writing home to their friends in Australia are equally enthusiastic about the equipment and teaching facilities available at your schools.

In other words, most are likely to give the impression that unlike Mr. Evans they would go back to Western Australia (if indeed they did go back) firmly convinced that, with regard to working conditions as well as salaries, teachers in B.C. ARE better off than those in Western Australia.

JOHN and DIANA McARTHUR

(Editor's note: The McArthurs, both graduates of the University of Western Australia, are now teaching in B.C. schools. Mr. McArthur, who taught for eight years in W.A. is now at Centennial Senior Secondary in Coquitlam, and Mrs. McArthur, who taught for four years in Australia is at University Hill.)

Equal work, equal pay

Dear Sir:

I am a relatively new teacher on permanent staff of a large school board. I still have not recovered from the cold shock of hearing, more than once, 'I know they teach you that at UBC, but it just doesn't work in the schools.' I tell you this so you will understand, and possibly overlook, my ignorance in finding it necessary to ask the following questions:

1. Why is there so little rela-

(Continued on Page 4)

Brief to commission

STUDENT TEACHERS HAVE THEIR SAY

Teachers in training at the University of B.C. have some very definite ideas on the changes that they would like to see within the education system in this province.

Such as:

- More freedom is needed for the classroom teacher in determining everything from seating arrangements to curriculum content.
- Teachers should be given a chance to do a professional job and this means employment of teacher aides to do 'routine' chores.
- Classes must be reduced in size if students are to get more individual attention.
- Specialist help must be made available to teachers for consultation about students with learning problems.

The student teachers' views on teaching and the school system are contained in a series of statements submitted to the BCTF Commission on Education by Miss Jean Roxburgh and Mrs. Hilda MacKenzie, of the faculty of education at UBC. They asked their classes to consider the scope of the Commission and to write down their own suggestions.

Here is a sampling of some of the comments:

On promotion: 'I would like to see the present grade level system replaced with a continuous promotion system because it would eliminate the problem of what to do with the child who is not ready for the next grade but is too far advanced to repeat.'

On large classes: 'I would like to see a smaller pupil-teacher ratio, or some provision for teacher aides, for supplementary material and for programmed learning units, so that students can have more individual attention. I feel that more consideration must be given to child growth and development.'

On classroom equipment: 'I am very concerned with the lack of co-operation on the part of the school boards when teachers order necessary equipment. It has been my personal experience to do without very necessary materials because my request was ignored.'

On report cards: 'I feel that formal report cards should not be used. They make hours and hours of extra work for the teacher and cause jealousy and anxiety among parents and pupils. Parent-teacher conferences should replace report cards.'

On teacher aides: 'Aides would be very valuable for such jobs as making stencils, doing some of the marking and helping with supervision, so that the teacher would have more time with the children.'

On principals: 'Teachers should have freer and more relaxed relationships with principals. A relaxed teacher leads to a more relaxed atmosphere in the classroom and a better learning situation.'

On internships: 'I think that a period of internship, perhaps in June, should be part of teacher preparation... if a teacher is to start in a certain school district in September it would be most valuable if she could spend one month with the principal, staff and children so that she would be prepared for September.'

On libraries: 'I feel that libraries in primary classrooms could be greatly improved. I realize that a great deal of expense is involved, but I am sure that other equipment in a school could perhaps take second place to books, particularly in the primary grades.'

On classroom freedom: 'Teachers in B.C. should be given more freedom. Since they are professional people, they should not be tied down as much as they are by programs of study.'

Format to be changed

NDU named as site of 1968 summer conference

The BCTF summer conference moves back to Nelson in 1968. The executive, at its November meeting, approved Notre Dame University as the site of the conference following the policy of moving the conference to different parts of the province.

The conference was previously held in Nelson 1961-63. For the past two years the conference has been held at Prince George College and before that at Vernon Preparatory School.

Director of communications Ken Aitchison reported to the executive that he had surveyed a number of locations, including Royal Roads in Victoria and the Banff School of Fine Arts as conference sites.

Banff could not accommodate the conference in late August be-

cause the Alberta teachers are there and Royal Roads was not available this year.

However, he assured the executive that NDU in Nelson provides excellent accommodation facilities and good space for meetings.

This year, for the first time in many years, the economic seminar will not be held as part of the summer conference.

Instead there will be an economic seminar for co-ordinators in Vancouver, followed by a short course for agreements committee chairmen, also in Vancouver.

The executive spent some time discussing the form of the 1968 summer conference. Aitchison suggested four alternatives:

1. A conference similar to workshops of earlier years, but with more discussion groups, designed

to interest teachers in, and inform them about, their organization and what it is trying to do.

2. A conference of officers of local associations in which there would be concentration on leadership training, information and inspiration on important issues in education, and group dynamics.

3. A conference of administrators and supervisory personnel, emphasizing good supervisory practices and human relations.

4. A number of seminars held simultaneously to make more effective the work of such people as public relations officers, in-service education chairmen and officers of provincial specialist associations.

The executive decided that a number of seminars held simultaneously, with some plenary sessions, would probably be the most effective approach and it was left to the director of communications to come up with a conference outline along this line.

In the discussion of the whole problem some executive members suggested that new approaches were needed to the summer conference because of the growth of the federation.

'The federation is growing every year, but the numbers attending the summer conference remain the same, therefore the percentage of members attending the conference each year is getting smaller rather than larger,' said John Young, Campbell River.

'I think that we should consider expanding the numbers who attend the conference. We must get more people interested and involved in the work of the federation and we can only do it through such gatherings as a summer conference,' Young added.

Frances Worledge, Vancouver, said consideration should be given to splitting the summer conference into two, with one conference for interior and northern teachers and another for Lower Mainland and Vancouver Island teachers.

Because the conference would be closer to home for more teachers there could be a large increase in attendance, she said.

First vice-president Tom Hutchison, Windermere, said he believed a summer conference should be for the 'up and comers' in the federation, and that there should be no repeaters each year.

Miss Worledge said she believed that far more people would become interested in federation affairs if they could be exposed to a summer conference.

'I didn't have much time for the federation before I went to my first summer conference. But I was converted, and if I can be converted, anybody can,' she said.

AGM '68

By DICK DUNLOP, Convention Committee Chairman

Dave Menear has said 'Yes!' He's the 'Outsider' who has agreed to react to our novel 'member-expert-public' type of forum which is to 'kick-off' the 1968 AGM. He's also the principal of Willow Park Public School in Scarborough.

No tradition is sacred to him — or to his staff. Not only does he talk about 'The Teacher as a Facilitator of Active Learning,' he practises what he preaches — sees to it that his school is so organized that his staff has the opportunity, resources and time to know their children, their abilities and their weaknesses and to help those children achieve success!

No, the Convention Committee did not pick his name out of a hat. Some of our people have heard him, watched him and been impressed — in short — He's good!

Just wait till you hear what else is planned by way of Ammunition for professional Growth — the Must for educators.

At three schools

Over-sized classes accepted temporarily

The executive committee, at its November meeting, passed resolutions to be forwarded to two school districts in the province stating that the federation accepts over-39 classes in three schools in the districts on the assumption that similar situations will not exist in the next school year.

One secondary school and two elementary schools are involved.

The executive decision was made on recommendation of the Commission on Intolerable learning.

Assistant general secretary, Stan Evans, said that he had personally inspected the situations at

the schools and was convinced that the arrangements were educationally desirable, in that every effort had been made to ease the loads of the teachers involved.

He reported that he had received the full co-operation of the school officials involved.

Evans said a number of other situations involving classes of 39 or more are presently being investigated.

He said that to date he had heard from only 35 school districts in the province of the status of classes in their districts. 'I am now trying to ascertain what the situation is in the remaining 39 districts,' he said.

CONTINUOUS PROGRESS

(Continued from Page 1)

areas that are larger so that you can at least do some related teaching in a group.

'Team teaching would be of great help in certain phases of the program, but it is not absolutely essential.'

Taylor added that he believed that success of continuous promotion in the schools depends largely on the teachers.

'The philosophy in this district has always been to allow the schools themselves to do the developing of any program within their own particular area. In other words, making the school unit rather than the district unit,' he said. 'I think that by this method you get far more involvement of people, you get enthusiasm and you get things done.'

Taylor said there is room for initiative and freedom on the part of the individual teacher and administrators within the framework of the existing curriculum. 'I think many of us should be more willing to take advantage of the built-in freedoms that are currently in the curriculum,' he said.

He said it was interesting to note the manner in which they were used; in a number of instances teachers were working co-operatively. 'We have what traditionally might be referred to as two classes side-by-side where the partition has never been closed between them and the teachers are working together.'

'We are getting an interplay between the classes involved. The teachers are pooling their resources, and their initiative, in an effort to develop what they feel is a better teaching situation.'

Rendle said that one school in Burnaby—Gilmore Avenue School—is organized on a levels system. He said one of the dangers in this type of organization is that if it became too rigid and was established in all schools, it would just be a matter of substituting six or seven levels within the primary grade for three grade levels as it is now.

'If these levels became too rigid and non-promotion were to take the place at the end of each level, I believe that we would be substituting one evil for another.'

He challenged the inductees. 'Do not sit back, become overwhelmed with detail and miss this opportunity to become change agents in this exciting revolution. Do some hard thinking about what you are doing and why and then get active.'

Wormsbecker said that many

Teachers enthused about i.t.a. experiment

Since March 1964 the initial teaching alphabet (i.t.a.) has been in use in the John Stubbs Memorial School at Belmont Park.

George Turner, principal of the school, and the teachers of i.t.a. classes, Mrs. P. Hewitt and Mrs. J. M. Anderson, are most enthusiastic about the success that has been achieved by pupils. Typical comments of children who have learned to read the i.t.a. way are: 'I learned to read quickly.' 'It was easy to sound out new words.' 'I was able to write long stories.'

The John Stubbs School serves the children of armed services personnel. Consequently, in selecting pupils for i.t.a. classes the parents are asked if they think they will stay in Belmont Park until their children complete Grade 1. Thus an attempt is made to avoid trouble for any child that may have to move from an i.t.a. class to one in which traditional print is used.

There are four kindergarten classes and four classes of Grade 1. In September 1965 and 1966 two of the four Grade 1 classes were set up in the regular language arts program and two have been taught with i.t.a.

The i.t.a. children are not chosen on any particular basis other than the fact that their parents gave permission for them to participate in the program (having some assurance that they would not be moving before the end of the year). This year one of the two i.t.a. classes is a 'split' class with 21 i.t.a. pupils and some Grade 2.

Wormsbecker tells teachers

'Develop learning climate'

The major role of the teacher today is to develop a 'climate for learning' in the classroom, says the assistant superintendent for secondary education in Vancouver.

Dr. John Wormsbecker told 175 inductees at the Vancouver Elementary School Teachers' Association induction ceremony: 'The typical teacher as we knew him is outdated.'

'The "today" teacher, in this age of expanding knowledge, cannot possibly know all there is to know about his specialty, whether it be Grade 1 or physical education—hence he can no longer claim to be the subject matter expert—the authority,' Wormsbecker said.

'But he can use his background of special knowledge to help peo-

ple discover and create their own learning on an individualized basis.

'Rather than placing youngsters in a framework for teaching, he develops a climate for learning.'

Wormsbecker said that if schools are to become laboratories for learning and thinking, evaluative procedures must be examined in an attempt to create new evaluation programs related to educational goals. 'We need to be concerned with feedback far more than we are now,' he said.

Wormsbecker added that there is much discussion today about the size of classes.

'Followers of J. Lloyd Trump say that the traditional class of about 30 pupils is either too large for discussion and small group

teaching techniques, or too small for large group presentations and they recommend groups of eight to 12 and groups upwards of 60 pupils depending upon the nature of the learning objectives,' he said. But he added that many important questions are still left unanswered.

'What are the grouping arrangements that best suit your teaching styles? What are realistic group size figures for various teacher-learning situations?

'How does the teaching role change when teacher-assistants, supervision aides, technical and clerical aides, become part of the teaching team? Will teachers then have overall responsibility for greater numbers of pupils?'

Wormsbecker said that many



Buzza comments . . .

On financial support for education.

'Education should be our number one priority. Is there a partial freeze on school construction again? 'A trickle.' It is reported, 'of plans being approved. When does the freshet begin? Fifteen dam-long years of minimal support are fifteen dam-long years to many.'

* * *

To: Vancouver Elementary School Teachers' Association Proportional Representatives.

'Much greater use is made of BCTF services by individual teachers in Vancouver and vicinity than most of us are aware. The BCTF switchboard handles an average of 2400 calls per week; over 60 of these originate in the Vancouver area. Approximately 365 of 550 visitors per week are from Vancouver.'

* * *

To: The Primary Teachers' Conference at UBC.

'Why is it that the least support

is given to the most significant area in the whole continuum of formal educational services — the universal or foundation or primary area? Three times the number of students per staff, one-quarter the financial support per student, much less free teacher time for preparation and individual pupil assistance . . . our priorities seem topsy-turvy.

'What's the lesson here? That the educational system not only sustains but toughens the umbilical cord so that older students need more help than do younger students? What an indictment this would be!'

* * *

To: Greater Victoria Teachers' Association.

'Our future lies within the full development of individuals, not with the development of an unthinking, centrally controlled, amorphous mass. Increasingly, we must help the school walls crumble and the world rush in. Over-protection from life as it is—from the world as it is and likely will be—is not protection but an insidious form of dehumanizing.'

Teachers are concerned

Already the BCTF Commission on Education is receiving letters and briefs from individual teachers who are concerned about education in British Columbia. In addition the Commission has received proposals from student teachers, from university professors, and from one district superintendent. The Commission is waiting to hear from YOU.

New emphasis on individual needs

By W. V. ALLESTER
 Director
 Professional Development

In October, I visited several schools in the Sooke school district where a new emphasis is given to the individual needs of pupils. In Elizabeth Fisher Junior Secondary School an individual progress class has been established in which grade barriers have been removed. Students are free to study material in English, social studies, science and mathematics, French which seems best suited to their individual interests and abilities.

In the Dunsmuir Junior Secondary School the students in Grade 9 are working at their own rate in social studies. Difficulties of students are dealt with on an

individual basis. In the same school an experimental course in commerce has been introduced in Grade 10. Students are taking some work in shorthand, in bookkeeping and in general business to obtain a boarder experience to commercial practice than could be obtained through separate courses in these fields.

At the Glen Lake Elementary School, the Sooke school board has provided excellent facilities and equipment for pupils with learning difficulties. Two classes of twelve pupils are involved. It is intended that all or most of the pupils in the classes in October will be placed in regular classroom situations by the end of the second year. Only three of the pupils in the two classes were in similar classes in June. The emphasis is on diagnosis of learning difficulties and prescription of an appropriate individual program.

A great variety of learning materials and specialized equipment is used.





Mrs. Pauline Cook, supervisor of the data processing for PTMS points out the IBM tabulator to R. A. McCormick, New Westminster, left, president of PTMS and Dick Reeve, right, of Victoria, a school trustee member of the PTMS board.

PTMS big business

Million-dollar payout this year

The Provincial Teachers' Medical Services plan is big business. This year it will pay out more than \$1 million in claims.

In 1942, the year the plan started, it paid out \$1634.58.

Membership in the plan has grown rapidly—from 100 members 25 years ago to 32,000 members and dependents today.

The total paid out in benefits since 1942 exceeds \$8 million.

The plan covers all districts in the province, with the exception of School District 39, Vancouver, which has its own plan.

The PTMS office, located in the BCTF Building, has a staff of 17 headed by secretary-treasurer Ewart Whatmough.

President of the plan is R. A. McCormick, a councillor in Burnaby. A. E. Lock, of Burnaby is vice-president. Executive members are: T. Bullman, North Vancouver; A. G. Creelman, North Vancouver; Don Fonseca, Delta; J. Goldie, Burnaby; A. H. Gooding, Richmond; W. Janzen, Surrey; M. Downing, West Vancouver. The three school trustee representatives are: R. H. Reeve, S. M. Leggatt and J. V. Smedley.

The PTMS office is divided into three sections—assessing department, general office and tabulation room.

Retired teachers

Membership in the B.C. Retired Teachers' Association has now risen above the 700 mark.

However, there are still some 200 retired in the province, who still have not joined the association.

Membership fee in the association is \$1.00 per year. This may be sent to Miss Olga Elliot, 206, 6027 Tisdall Street, Vancouver 13, or Mr. Willway, 3151 Glen Lake Road, Victoria (Victoria Branch). A membership card will be mailed immediately upon receipt of the fee.

The assessing department is charged with handling doctors' account cards, checking the status of the account, if it is a new visit or a follow-up visit; if more than one doctor is involved in the case, and so on.

Once the account is processed it is coded and priced according to the fee schedule. The department often has to write letters to doctors and members regarding claims.

While the office is proud of the speed with which it can process accounts, there are often delays because of lack of information on accounts cards, says Mr. Whatmough.

'Members of a family who have the same name, such as a father and a son or a mother and a daughter are confusing because the doctor's office does not indicate whether the claimant is a child or an adult.'

'Other holdups occur when the parents give the child a nickname, but neglect to tell us.'

'Sometimes members delay in registering new dependents or informing us of marital change. Accounts can be held up because of this.'

The tabulation room houses Remington Rand and Univac tabulating equipment. About 370,000 cards are processed annually. An electronic sorter is used and a collator interfiles work for the tabulator.

The PTMS is currently considering moving into a computer which will speed up the work considerably.

The federation will make another direct approach to the provincial government to try to get improvements in pensions legislation placed before the next sitting of the legislature.

In addition all members of cabinet and MLAs will be informed of the federation's proposals for changes in teachers' pensions.

The executive committee of the federation approved these steps, recommended by the pensions committee, at the November executive meeting.

The committee, in a report to the executive, expressed concern that the federation's reasoned arguments for improvements in pensions were producing no results.

In its briefs to government, the federation has pointed out that the pension plan, at the moment, offers the lowest return of any teachers' plan in Canada for long-service career teachers.

A BCTF delegation met with Provincial Secretary W. D. Black last Sept. 14 to present the case for an improved pensions plan. The minister said at that time that the next step would be to discuss the proposed changes more fully with S. Eckler, the consulting actuary to the pension fund.

Anecdotal report cards in Kitimat

The Kitimat school district is using a completely anecdotal type of report card in the intermediate program this year.

The report, to be used initially in the Grade 4 classes in the schools, includes the following note for parents: 'This report is for you. It is hoped you will use your judgment in discussing any phase of the report with your child. This report need not be returned to the school.'

'The school considers children as individuals who develop according to their abilities and opportunities. There is a wide variation in the rate in which children learn new skills and in the way they use them. Your interest and encouragement will help to bring about desirable progress for your child.'

Elementary supervisor Bert Brewer said that further use of this type of report in the intermediate grades will depend upon evaluation of reaction by teachers and the parents.

He said that the school district obtained permission from the Department of Education to use the new type of report card.

PENSIONS

Certain teaching experience with the Canadian Vocational Training Program, conducted immediately after World War II, purposes with the Teachers' Pension Plan.

Teachers who taught under the auspices of this program are asked to write to the Commissioner of Teachers' Pensions, Parliament Buildings, Victoria, if they wish to make pension contributions and receive pension credit for their service.

Eckler, along with W. H. Forrest, superannuation commissioner, met with the BCTF pensions committee Nov. 10.

At that meeting, Eckler pointed out that benefit rates had improved as a result of 1966 amendments to the plan. He said that the 1966 changes should not be regarded as creating a final structure for the plan but as a step toward a 2 per cent per year formula.

(The federation has asked that for retirement age 65 the benefit rate should be 2 per cent of each year of service applied to the highest average salary over 50 months, reduced by a Canada Pension Plan offset factor.)

Eckler also stated that he is prepared to recommend changes in philosophy regarding funding, but that a report that he is preparing cannot be ready in time for any changes at the 1968 session of the legislature.

He recommended that an interim formula be set up, but preliminary examination of the formula by the pension committee indicated that it provides no appreciable improvement.

Committee members said they were disappointed in the actuary's proposals, which amounted to a year's delay in any new pension legislation.

Stated the committee report: 'The committee could only conclude that stalling was evident and that logical and reasoned arguments for changes were producing no results.'

The executive committee endorsed the following four proposals of the pensions committee.

● That all members of cabinet and MLAs should be informed of federation proposals for changes.

● That a further BCTF delegation should meet at the earliest opportunity with the provincial secretary.

● That the membership should be informed, through the Newsletter of the developments at the Nov. 10 meeting.

● That representatives of the pension committee should meet as soon as possible with representatives of other government-controlled pension plans.

Handbooks for all teachers

Every BCTF member may receive a copy of the BCTF Handbook each year, starting next fall.

The booklets are now sent only to members who request them and to new members, i.e., people who are new to teaching in B.C.

The executive committee will include in the draft budget for next year a sum of \$9,100 to cover the cost of providing a handbook to each member.

(This year 7,722 copies of the booklet were printed at a cost of \$5,561.80.)

The Representative Assembly will discuss the 1967-68 budget at its January 1968 meeting. It will decide whether or not the increased cost of an automatic handbook distribution to all members is warranted.

Geographical Representatives are seeking the advice of district councils and local associations concerning the handbook distribution so that they will know how to vote on the matter at the January meeting.

LETTERS

(Continued from Page 2)

relationship between the theory of teaching, as taught at UBC, and the practice of teaching in the schools?

2. In your November Newsletter, you compare teachers' wages with those of carpenters, plumbers, and electricians. In these trades, you are either a journeyman, or you're not. If you do a journeyman's job, you get a journeyman's wages—equal pay for equal work.

Following your comparison, if I, with one or two years experience, do the same job as a teacher with ten years' experience, I should get the same wages. Either I'm qualified to do the job or I'm not.

If I'm not, I shouldn't be hired. Do you need a Master's degree and 20 years experience to teach Grade 5? Do you do a better job because you have it? Do you have 20 years' experience or do you have one year's experience repeated twenty times?

In truth, will you ever again be able to equal the idealistic dedication of your first year of teaching? Why not equal pay for equal work, regardless of experience?

3. How does the BCTF feel about the platoon system at Grade 4 and Grade 5 level in the elementary schools? I find it ridiculous that every forty minutes a

bell rings, and I run one way and the students run another.

Is this high degree of specialization necessary, or desirable, with children of the 8, 9 and 10 year age group? Would not a child of this tender age benefit more from the security and continuity of being with one teacher most of the day, rather than being hurried from specialist to specialist all day long?

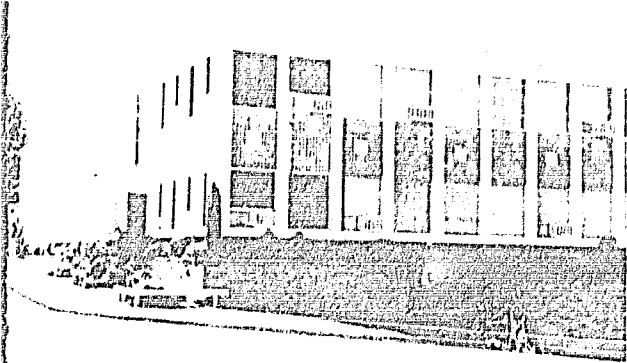
4. Re your call for membership in the PSA (BCTF Newsletter, November 1967). As I teach all the Grade 5 art and all the Grade 5 social studies in a large city school, I am no doubt eligible for membership in the Art Specialist and Social Studies Specialist Associations.

Strangely enough, this does not interest me. I chose elementary teaching because I wanted to teach CHILDREN, not subjects. I understood that secondary teachers specialized in subjects, and elementary teachers specialized in children.

Does the BCTF have a Child Specialists' Association for people like myself (with no degrees in child psychology) who firmly believe that the CHILD, and not the subject, is the reason for the teacher's existence?

(Mrs.) PATRICIA ROY

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER



Special Pensions Bulletin

The Federation's Pensions and Executive Committees have expressed qualified approval of changes the government intends to make to the Teachers' Pension Act.

Bill 48, tabled in the Legislature recently provides for substantial improvements in the Teachers' Pension Plan. The legislation was prepared following the BCTF delegation to the cabinet earlier this year.

The two BCTF committees held a special combined meeting to consider the government's proposals and concluded that the bill improves the pension plan considerably, provides a basis for a satisfactory pension plan, but falls short in several respects of what the BCTF regards as a sound, supportable plan.

BCTF PROPOSALS

1. (a) For retirement at age 65, a 2% per year formula for service after 1960.
(b) For retirement at 65, a 1.6% per year formula plus annuity for service prior to 1961.
2. Canada Pension Plan integration -- The Teachers' Plan benefits to be reduced by .7% per year of service after 1966 on salary up to the average pensionable earnings as defined in the Canada Pension Plan.
3. Average salary for pension purposes to be calculated over five years.
4. Maximum countable salary to be \$15,000 per year.
5. Early retirement rates to be 1.7% per year at age 60 (85% of age 65 rates).

BILL 48 PROVISIONS AS THEY RELATE TO THESE PROPOSALS:

1. (a) At age 65, a 2% per year formula for service after 1960 (as proposed by BCTF).
(b) A 20% increase in service pension rates for service prior to 1961

for teachers retiring in 1968. This increase will be reduced to 18% in 1969, 15% in 1970, 12% in 1971, 9% in 1972, 6% in 1973, 3% in 1974. (During this period to 1975 the increases in the value of the retirement annuity, the increases in the number of full 2% years, and the increases produced by the Canada Pension Plan will more than offset the reductions for pre-1961 service brought about by this reducing formula.)

2. Canada Pension Plan integration -- As proposed by BCTF.
3. Average salary for pension purposes remains at the 10-year average.
4. The maximum countable salary for pension purposes to be increased from \$10,000 to \$12,500 per year from July 1, 1968.
5. Early retirement rates to be 1.6% at age 60 (80% of the age 65 rate).

OTHER PROVISIONS IN BILL 48

1. Benefits to retired Teachers

All existing service pensions are increased by 20% as of July 1, 1968. (This will represent an increase of approximately 17.5% on total pensions of retired teachers.)

2. Countable Years

All years up to 40 years of service will count for benefits (35 after 1996). Contributions are not required after 40 years, but any salary up to \$12,500 earned in years after 40 years of service will count in the calculation of final average salary, even if contributions are not made.

3. Countable Salary

Contributions will not be required on salary above \$12,500 per year.

4. Refunds

All active teachers who have contributed on salary above \$10,000 per year or for service beyond 40 years may claim before July 1, 1969 a refund of these contributions plus interest. (Further information on this matter will be included in a regular issue of the BCTF Newsletter.)

5. Employer Contributions

The employer's contribution to the Canada Pension Plan will be paid from the provincial government's contribution to the Pension Fund, not from the interest reserve account. (This will leave the payment of medical plan premiums for retired teachers and the provision of pension benefits as the principal purposes of the interest reserve account.)

6. Portability

The Act will now provide for the negotiation of agreements with other authorities to provide for the transfer of money and pension credit from one jurisdiction to another.

7. Application for Allowances

Applications filed in July, August, or September will be retroactive to July 1. (Sixty-five year old teachers often seek a year's extension of service. Usually their appointment is not certain until late August or September. This amendment will prevent such persons from losing pension benefits if their attempt to seek an extension of service is not granted.

IMMEDIATE EFFECT OF BILL 48

The Bill provides for an immediate increase in benefits totaling about \$800,000 this year. The following examples illustrate the improved benefits.

<u>Retirements in 1968</u>	<u>Old Act</u>	<u>Revised Act</u>	<u>Percentage Increase</u>
(1) Teacher with 25 years service, average salary \$7,500			
retiring at age 60	\$187.16 mo.	\$240.45 mo.	(28.5%)
retiring at age 65	\$238.39	\$294.88	(23.7%)
(2) Teacher with 30 years service, average salary \$5,500			
retiring at age 60	\$166.55	\$217.41	(30.5%)
retiring at age 65	\$198.86	\$252.91	(27.2%)
(3) Teacher with 35 years service, average salary \$10,000			
retiring at age 60	\$355.19	\$448.48	(26.3%)
retiring at age 65	\$447.19	\$550.07	(23%)

The amounts quoted are single life allowances. They do not include any amount for a temporary annuity until Old Age Security is received. The allowances would be reduced if the retiring teacher elected a Joint Life Allowance.

In addition to the amounts quoted, the teacher would receive, at the appropriate age, Canada Pension and Old Age Security benefits from Ottawa.

FUTURE SUBMISSIONS TO GOVERNMENT

The Pensions Committee will recommend to the 1968 Annual General Meeting that the BCTF prepare evidence and arguments to support a proposal for a half pension for widows, instead of the present provision for a joint life and last survivor payment, and for the establishment of an economic index to apply to existing pensions to combat the inflationary trends which erode the purchasing value of a pension. These matters, with the unresolved items from the recent submission, will provide the basis of the next BCTF proposal to the government.

PRESIDENT'S REACTION

Commenting on Bill 48, President Bob Buzza commended the government for recognizing the need to improve teachers' pensions. "Bill 48 represents a substantial step toward achieving our pensions objectives," he said, "and all concerned, particularly our retired teachers, favor its prompt passage."

Bones, Bones, Bones

"A large proportion of our troubles is caused by too much bone in the head and not enough in the back."

BCTF President Bob Buzza recently addressed a teachers' group in which he referred in passing to the above quotation. As a result of his address and newspaper reports based on it, he received several letters.

Quotations from two of these indicate the complexity of our communication problem. Letter one is from a person who saw newspaper reports only; letter two is from a person who was present at the meeting.

Letter One

"To make such a derogatory remark as this...is highly unethical. Teachers are becoming increasingly fed up with insults from experts who...are too far removed from the realities of the classroom. .

"...if you had put into your address as much thought and good judgment as thousands of teachers each day put into their teaching, your words would have borne greater good for teachers and the cause of education.

"I look forward hopefully to a public apology by you..."

Letter Two

"Thank you for the very fine address...It was a great pleasure to have you with us and to see how much you enjoy working with teachers.

"...having an opening session to start our workshop proved to be a tremendous success, thanks to your wit, charm and courage!

You are a real credit to our profession. We are honored to have you as a president."