

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

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New Westminster — the issues

C. D. Ovans, General Secretary of the BCTF, gives a rundown of the issues behind the dispute between New Westminster elementary teachers and the school board.

By C. D. OVANS

1. The teachers were advised by the school board that it had appointed an agent to handle salary negotiations for it.

2. When the teachers met the agent, they were told that the following proposals put forward by the teachers were non-negotiable under terms of the Public Schools Act: (a) an allowance of \$40 a unit for summer session or extra-session courses successfully completed; (b) teachers absent on private business to be charged cost of substitute only in salary deduction; (c) expansion of sick leave credits; (d) establishment of a sick leave bank; (e) recognition in full of experience gained in private schools; (f) detached duty clause now in board policy to be written into the salary agreement; (g) introduction of a sabbatical leave plan.

3. This response of the agent ignored the fact that every item in the above list has been dealt with in agreements between teachers and school boards in some other school district of the province — in other words what the New Westminster board has unilaterally decreed to be non-negotiable some other board somewhere in the province has been willing to accept as negotiable.

4. The agent also told the teachers that several clauses from the 1968 agreement would have to be removed from

the agreement and attached to the 1969 contract as board policy because they were non-negotiable — in other words that matters which had been accepted as negotiable for 1968 had become, by unilateral decision of the board, non-negotiable for 1969. (Items of particular concern to the teachers had to do with the sharing of PTMS and group life insurance costs.)

5. The New Westminster School Board's attitude in essence has been: We will negotiate only on those matters concerning which we are compelled to negotiate by law.

Elementary teachers in Vancouver and New Westminster openly clashed with their respective school boards over teachers' rights to bargain matters other than salaries and bonuses. Background articles on these disputes appear on this page.

We will make the decision as to which matters are or are not negotiable. We will go by the rules as we interpret the rules. We will do only what we have to do in law; we are not willing even to discuss with teachers what we ought to do out of consideration of what is fair and reasonable.

6. The agent's final offer to the teachers of a salary increase for 1969 was 4.7%. The teachers decided to boy-

cott arbitration. The arbitration board, they considered, would not deal with the issue of real concern to them — their right as teachers to negotiate freely with the school board on any matter concerning which in law the school board had discretion and which affected terms and conditions of employment of teachers.

Why become involved in an argument with a school board agent in front of an arbitration board as to what is in law negotiable or non-negotiable when the real issue is what should the school board be willing in common justice to negotiate out of respect for the human rights of teachers?

The school board, as seen by the teachers, was trying to maintain a 19th century master-servant relationship, according to their 'servants' only the bare minimum rights guaranteed by law. The teachers refuse to be servants. They insist on their human and professional rights to be directly and actively involved in decisions affecting their work and welfare.

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ED. NOTE: On December 16 the teachers and school board agreed on a 6.33% increase for 1969, and to negotiate a separate agreement on the other matters in dispute, the agreement to be in the form of a letter from the board, to be countersigned by the teachers' association. The teachers then ended their work-to-rule campaign.

Vancouver — the action

By AL BLAKEY, President, VESTA

'THE TIMES, They are A' Changin,' a recent song title, became the theme on the Vancouver scene in December when the Vancouver School Board agreed to negotiate a written contract on working conditions with its elementary teachers.

How did this (to quote a trustee) 'history making' development take place?

For years the VSB has refused to sign any written agreement with its teachers. Salaries have regularly been settled by arbitration. Unilateral decision was the modus operandi of the board.

Teachers could present submissions to the board in the manner of serf to master.

A feeling of frustration built up in the teaching force resulting in morale deterioration.

IN THIS YEAR'S salary negotiations, the board's arrogance continued with its insulting offer of 3.2%, and its refusal to give any justification for its position. 'Don't push me, I might get rigid,' was the reaction of the board's chief negotiator.

This became the spark in the tinder box.

The VESTA Executive, uncertain about membership reaction and not wishing to make only top level decisions, decided to put the problem to a meeting of staff representatives to which an open invitation to the membership was also extended.

At the staff representatives' meeting over 200 turned out (about the size of a regular general meeting). Feelings ran so strong that a special membership meeting

was called by the staff reps within the shortest time allowed by the constitution. This meeting became literally the organizer for the turn-out at the special meeting.

ON MONDAY, Dec. 2, nearly 1,000 elementary teachers filled the auditorium of John Oliver Secondary School, the largest turn out in VESTA's history.

Reaction was swift.

The VSB was unanimously censured for its completely inflexible attitude in salary negotiations. Demands then arose for stronger action and the meeting proceeded from the floor, to draft the demand for a written contract on working conditions or work to rule. This was passed with over 900 in favor.

A question from the floor asked whether our demands would go to the board that very night, when it so happened the board was meeting. This was answered in the affirmative and a suggestion made that the president would appreciate a supporting delegation. Over 100 indicated their intention of attending.

WHEN I ARRIVED at the board offices 15 minutes before the meeting started, the gallery was already full and people kept pouring in.

By the time the meeting started, nearly 300 teachers were in the gallery and spilling into the hall.

At first the trustees did not intend to even discuss our demands, but after private discussion with the board chairman, it was decided to discuss whether to discuss the question.

After some discussion by the board and some polite interjections by myself as spokesman, the board sug-

gested we come back next week through the proper channels. To this we agreed and on the way out, had a half hour meeting to organize further activity and involvement.

IN THE NEXT few days we received the attention of the media, both in the form of news reports and personal interviews with myself as president.

At the same time, we strengthened our internal communications and visited various schools for staff meetings.

On the Wednesday morning, it was publicly announced that a special board meeting would be held at 4 p.m., Thursday, Dec. 5 to hear our presentation. (The size of the board room limited our delegation to 50, which we notified by night letters to all schools. While we had wanted our members to be able to attend, we felt that argument over numbers would cloud the main issue.)

At the meeting I and Miss Frances Worledge, our agreements chairman who had done so much to bring the problem to the membership, presented our case. A few questions followed and the board almost anti-climactically voted six to one to grant us our demands.

BY THIS action, the VSB has opened up the possibility of a new relationship between itself and its teachers — a relationship in which the teachers have a negotiated share in the development of educational policies that affect them.

This is a major and, indeed, history-making advance.

Teachers win municipal positions

A member of the BCTF's executive committee was one of a number of teachers elected to municipal office in December elections in the province.

Louis Beduz, principal of Comox Junior Secondary School, was elected an alderman in Comox. Beduz was elected to the executive of the BCTF at the 1968 AGM.

Two teachers were elected mayors — Robert W. Prittie, in Burnaby and H. W. Buckle, in Kimberley. Prittie teaches at Burnaby Central and Buckle at Watkins Elementary.

A former teacher, Alan Emmott, tried for the top municipal

job in the province — Mayor of Vancouver — but was defeated by incumbent Mayor Tom Campbell.

A former teacher and Vancouver alderman, Tom Alsbury, was defeated in his bid for re-election. Alsbury is also a former mayor of Vancouver.

Five teachers or former teachers were elected to school boards.

They were: John Chalk, Burnaby board, a teacher at David Thompson Secondary School, Vancouver; Allan McKinnon, Victoria board, Sangster Elementary School, Sooke; Jock Smith, Surrey board, former teacher and now a counsellor with the De-

partment of Indian Affairs; Michael Watkins, Surrey board, Good Shepherd Elementary, Abbotsford; Ewart Whatmough, former Vancouver principal and now secretary - treasurer, Provincial Teachers' Medical Services; Mrs. Jessie Lee, Abbotsford board, former teacher at White Rock Elementary School, Surrey.

Other teachers elected to aldermanic posts were: Dr. Len Sampson, West Vancouver, director of instruction in West Vancouver; Ken Wright, New Westminster Council, New Westminster Secondary; Jack Gilmore, Coquitlam Council, principal, Aubrey School, Burnaby; Bruce Bennett, Prince

Rupert Council, Booth Memorial Secondary; Doug Stout, New Westminster Council, New Westminster Secondary; David Pritchard, Grand Forks Council, principal, Grand Forks Elementary; Murray F. Ryan, principal, Frank Ross Elementary Junior Secondary, Dawson Creek and W. L. Konkin, Burns Lake Council, district supervisor of schools, Burns Lake.

(Ed. Note: This list was taken from newspaper accounts and some teachers elected to office may have been overlooked. If any names are missing, please let the editor know so they can be included in the next issue.)

Novices assess teaching methods

The Canadian Teachers' Federation thinks that 'beginning' teachers have a valuable contribution to make to the development of modern teaching practices.

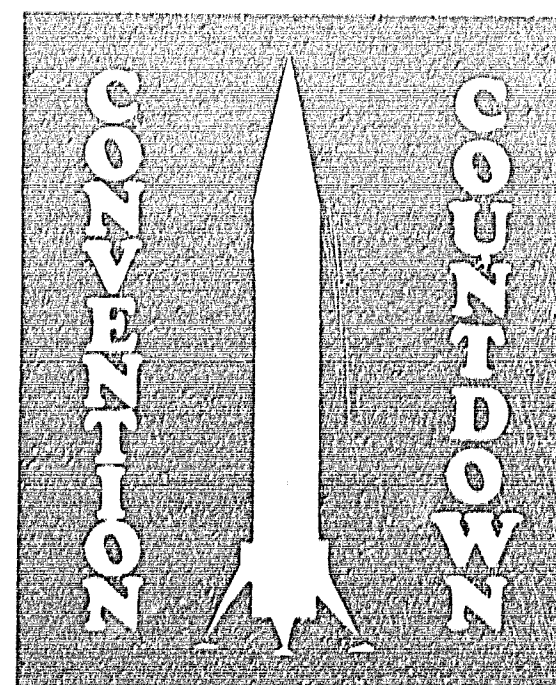
CTF has invited each provincial and territorial teacher association to send four teachers in their first and second years to a conference in Ottawa March 10 and 11, 1969, to discuss teaching practices.

Basic questions to be aired:

How do beginning teachers react to current teaching practices? Are they exhilarated or depressed? Stimulated or frustrated? What devices, techniques or methods offer the best programs of effective communication with students? What are the obstacles to more effective teaching?



St. Elmo Gopaul (left), general secretary of the Trinidad and Tobago Teachers' Union and Caribbean Union of Teachers, receives B.C.'s centennial anthology from Tom Hutchison, as a souvenir of his visit here in November. Gopaul spent a week investigating the workings of the BCTF as part of an eight-week tour of Canada's teachers' organizations.



The BCTF will celebrate its 50th birthday at this year's Easter Convention.

The Golden Anniversary Convention will be held in the Hotel Vancouver, April 7-10, and will have as its theme: 'Involvement — The Key to Better Schools.'

All sessions will be open to any BCTF member, but voting will be restricted to delegates appointed by the local associations.

Monday, April 7 will be 'Professional Day,' devoted to examining issues raised by the BCTF Commission on Education.

The morning of Professional Day will include two plenary sessions devoted to the theme.

The first will feature a major presentation by President Tom Hutchison, highlighting issues which the profession in general, and the convention in particular, should be examining.

At the second session L. A. Dennis, co-chairman of the Hall-Dennis Royal Commission on Education in Ontario, will report on the philosophy underlying the Ontario report, *Living and Learning*, and will comment on the similarities between the findings of the Hall-Dennis Commission and those of the BCTF Commission on Education.

Many of the provincial specialist associations will hold their meetings Monday afternoon and early evening. The day will conclude with a President's Reception, scheduled for 9:00 p.m. in the Pacific Ballroom of the hotel.

Tuesday, Wednesday and Thursday of Easter week will be devoted to the business sessions of the Annual General Meeting and to meetings of PSAs which do not meet on the Monday.

One of several innovations to be introduced at this year's convention will be optional registration. The compulsory registration of former years will be discontinued. Instead, delegates who want to leave their names, addresses and telephone numbers at the registration desk, so that they may be contacted, may do so.

BCTF members will not require admittance cards to attend sessions of the Annual General Meeting.

Music convention

The Canadian Music Educators' National Convention will be held in Regina at the Hotel Saskatchewan April 10, 11, and 12.

Delegates to the convention will listen to one of America's foremost music educators Dr. Walter R. Ihre discuss his research in automated music training.

Also on hand at the convention will be Mr. Bernard Krainis, a man considered by many to be the world's most outstanding recorder player. He will be part of the program investigating the use of this instrument.

PENSION POINTERS

ACTIVE TEACHERS

Have you a dependent who should draw pension in the event of your death?

If this dependent is your wife, she will automatically receive a pension.

If the dependent has any other relationship, the name must be registered with the Commissioner of Teachers' Pensions.

RETIRED TEACHERS

Our apologies to retired teachers. Extra contributions are returnable only to those who are still in service.

Old Age Security and Canada Pensions will be available in January to all whose 66th birthday occurred in 1968. They are payable after the 66th birthday if that event occurs in 1969.

Earnings over \$900 are penalized under the Canada Pension Plan. If you earn (by salary, wage commission or private business) more than this amount, it is better to continue contributions and increase your ultimate benefits.

Should you transfer your returnable contributions? Should you withdraw returnable contributions?

These questions are flooding the office of the Pensions Commissioner, which is not set up to give advice.

Dave Smith at the Federation office will give such advice to those who seek it. Write or phone him personally or invite him to your school, local association, or district council.

If you have already made up your mind to transfer, write to the BCTF Retirement Savings Plan, Box 4222, Station D, Vancouver 9, B.C.

If you have decided to withdraw (and pay the income tax), write to Commissioner of Teachers' Pensions, Parliament Buildings, Victoria.

If you want to take advantage of tax sheltering for 1968, make contributions to the BCTF Retirement Savings Plan before Feb. 28, 1969.

Two awarded UBC doctorates

North Vancouver teacher Mrs. Sheila Thompson received the degree of doctor of education at the fall convocation at UBC.

Mrs. Thompson, born in London, England, received her BA from UBC in 1940 with first class honors. She received her MEd in counselling and guidance in 1962.

Mrs. Thompson is an active member of the BCTF.

She was president of the North Vancouver Counsellors' Association for two years and is currently in-service chairman on the executive of the B.C. Counsellors' Association.

She also spent two years on the AGM Resolutions Committee.

Her thesis for her doctorate was called 'Some Personality Characteristics of Student Teachers of Guidance.'

In 1966 she won a Canada Council Award for study in the behavioral sciences.

Mrs. Thompson, who currently teaches at Handsworth Secondary, North Vancouver, was one of two recipients of the doctorate degree.



DR. S. THOMPSON

The other was Dr. F. C. Rankine, now an assistant professor of the Faculty of Education at the University of New Brunswick, lecturing in statistics, measurement and educational psychology.

His dissertation was entitled 'The Relationship of Augmented Feedback and Directed Practice in the Acquisition of Typewriting Accuracy.'

To all principals and staff reps

Are you getting enough copies of the BCTF Newsletter and The B.C. Teacher?

Number of copies being received

Number of copies required

Do you need any copies of the 1968-69 edition of the BCTF Handbook for new teachers joining your staff in January?

Number of new teachers requiring handbooks

NAME OF SCHOOL

District No.

SCHOOL ADDRESS

Please fill out and return immediately to the BCTF, 2235 Burrard Street, Vancouver 9, B.C.

EXECUTIVE REPORT

REORGANIZATION

One day of the three-day meeting was devoted to a preliminary discussion of possible changes in the structure of the BCTF and how the organization operates. The executive structure of the Federation underwent a major reorganization in 1965. However, the Executive Committee wants to be sure that rapidly changing conditions do not render the structure of the BCTF ineffective or even obsolete.

Discussion included such topics as possible changes arising from the suggestions of the BCTF Commission on Education, decentralization (opening of regional or local BCTF offices rather than continued growth of the central office), and the ways in which committees are used in the Federation.

Later in the meeting the Executive Committee approved a suggestion from the Surrey Teachers' Association that the BCTF study 'the desirability and feasibility of the BCTF's providing a cost-sharing program for geographical areas to hire full-time personnel to serve their particular districts.'

PLEDGED SUPPORT

During the course of the meeting the Executive Committee received several reports on developments in the dispute between elementary teachers and the school board in New Westminster. Full BCTF support was pledged to the teachers in their efforts to secure inclusion in a collective agreement of all factors relating to salaries and working conditions.

Jack Pitman, chairman of the Pensions Committee, presented a statement of pensions policy the committee will submit to the Representative Assembly and the AGM. The statement is intended to replace the statements in section 24 of Policies and Procedures. The new statement removes inconsistencies in the present policy statements and is intended to provide a basis for debate at the AGM.

The main pensions objective calls for pensions equaling not less than 2% of final salary for each year of service at age 60 or after 40 years of service, final salary to be defined as 'the average of not more than five years' salary without limiting maximum figures.'

RETIREMENT PLAN

The BCTF Retirement Savings Plan is now in operation, administered by the B.C.T.F. Co-operative Association. Minimum contribution is \$100 a year (which can be \$10 a month).

Teachers who earned more than \$10,000 a year prior to June 30, 1968 may transfer to the new plan, the pension contributions they made on their salary above \$10,000. To do so they require an application form for membership in the plan plus two other forms. Requests for the forms and enquiries about the plan should be addressed to the BCTF Registered Retirement Savings Plan, Box 4222, Station D, Vancouver 9.

The Division of Communications reported that tours of the BCTF building are available to groups of teachers or student-teachers. Tours can be arranged by contacting Mrs. Kathleen Symes of the BCTF staff.

After discussing a suggestion that the BCTF Handbook and Policies and Procedures be combined into one publication, the Executive Committee agreed that the booklets will continue to be published separately, that each member will continue to receive a copy of the BCTF Handbook, that additional copies of the Policies and Procedures booklets will be made available to executives of local associations, and that the binding of the Policies and Procedures booklets will be the same (sewn) as that used for the BCTF Handbook.

RESOURCES CENTER

Bill Allester, Director of Professional Development, reported that the BCTF resources center is being used extensively by teachers, BCTF committees, staff and students. The center received 683 requests for information in November. The center is open 9:00 to 5:00 on school days and 9:00 to 1:00 on Saturdays. Materials may also be borrowed by mail.

A recommendation of the In-service Education Committee was approved. The BCTF will discuss with the Department of Education the desirability of amending Article 13.01 of the Rules of the Council of Public Instruction to provide greater flexibility.

Article 13.01 now reads: 'Every teacher who desires to attend a teachers' convention held with the approval of the Department of

Education has the right to do so if the school in which said teacher is teaching will not be closed, on account of such attendance, for more than one teaching day, which day shall be a Friday or Monday, in the school year.'

ART CURRICULUM GUIDE

A committee of the B.C. Art Teachers' Association has prepared a curriculum guide for Grades 8 to 10. The guide, a well illustrated 78-page booklet, was printed in the BCTF office. The Department of Education has been asked to consider adopting the publication as an official art curriculum. Copies have been distributed to all secondary schools.

The Division of Economic Welfare reported that 28 arbitration boards were established last month to determine teachers' salaries. Two of the boards did not have to meet because the teachers' associations and school boards concerned reached agreements.

A brief discussion of the Provincial Teachers' Medical Services concluded that at present PTMS seems to be the best carrier for teachers for the B.C. Medical Plan, and that it continues to be advantageous to have the PTMS office in the BCTF building.

REQUEST POSTPONED

The Executive Committee postponed until January a decision on a request of the B.C. Physical Education Teachers' Association and the B.C. Federation of School Athletic Associations. The two groups sought approval of a brief to be presented to the provincial government asking for a royal commission study of 'the special needs of the youth of B.C.' and recommendations for 'ways and means of bringing about a plan of action with province-wide scope that is designed toward meeting those needs more effectively.'

An offer of BCTF assistance was made to the teachers' associations in Burnaby (if requested) in connection with the provincial by-election campaign: in Burnaby-Willington. The assistance would be similar to that provided Vanclough teachers in last year's by-election campaign in Vancouver South.



Friends and associates from all parts of the province met at a tea for Miss Mildred Orr, former Director of Home Economics for the province. The tea, at Hycroft in Vancouver, was sponsored by the Teachers of Home Economics Specialist Association. Miss Orr is shown above, left, receiving a gift from Mrs. Gladys MacLeod, on behalf of THESA. In a brief address, Miss Orr traced the growth and development of home economics during her 23 years with the Department of Education.

Hutchison comments



In Quebec the St. Leonard School Commission is phasing out English language education. Legislation that would guarantee education minority rights has been shelved. In the meantime an ad hoc group is maintaining English language education for 200 beginners. This group has appealed for funds. If you wish to contribute, send your donation to us, and we shall forward it. Make your cheque payable to 'St. Leonard Fund.'

Recent teacher militancy in Vancouver, Courtenay, Victoria, New Westminster and Castlegar is significant, not in what action is taken, but in the fact that it exists at all. It is evident that teachers are resolved to have a fair share in decisions affecting

them. They don't ask any more—and they won't settle for less.

We have, with regret, said our official farewell to J. A. Spragge, who leaves us after 17 years' service. First in economic welfare, and more recently in service, he has served us with resource, wit, dedication, and a penetrating intelligence. On behalf of all of us—thanks, Allan.

The appeal in the last newsletter for contributions to a teacher forum on what this organization means has been slight—one letter! This could indicate either complacency or satisfaction. I hope it's the latter, but we'll wait to see if there are more contributions, and run what we have in the February issue.

ET & LC COMMENTARY

Teachers demand say

By JAMES CAIRNIE

The New Westminster caper is an omen of things to come.

For those who have the wit to read the writing, two messages are clear:

1. Teachers will have a voice in the educational decisions that affect their schools;

2. The present bureaucratic structure for controlling education at the local level must change to accommodate teacher opinion.

Detailed descriptions of the New Westminster situation may be found elsewhere, but at the time of writing the united and militant elementary teachers of New Westminster have been stricken with an illness of epidemic proportions.

Even more serious, more threatening events might well follow.

For those who are inclined to ask: How can professional people act in such fashion? I suggest the question be rephrased: Would professional people treated in a professional manner have to take such actions?

And the answer is no. Although the present conflict has arisen over arbitrary, unilateral action on the part of the trustees in an agreements matter, the root of the difficulties lies deeper in the simple fact that a group of qualified people, trained for a professional service, are being treated like

a gaggle of children by a paternalistic and patronizing board of school trustees.

As long as the children minded their manners and avoided interfering in adult affairs they could expect commendary pats on the head for their obedience. To seek a share in the adult decision-making process, however, would be a most unworthy ambition.

The teachers in New Westminster are not children. They are capable, experienced teachers with pride in their training and their profession. Because, in fact, they view their task as a professional one, they could no longer tolerate a demeaning situation.

It is becoming increasingly evident that the present organization of school districts allows no real communication between those at the operational level — the teachers in the classroom — and those at the policy-making level — the trustees.

The legal educational leader, the beleaguered superintendent in any district, is caught between the demands of the Department of Education and the school board, and is miles from the reality of the classroom environment.

The whole superstructure of a local school system exists for only

one reason—to facilitate the work being performed by teachers in classrooms. That fact appears to have been overlooked, or at best glossed over, by those who have left the classroom to move up the educational ladder, and the further up that bureaucratic ladder one moves, the more remote becomes the reality of the classroom firing line.

What is needed is a direct link between teachers and trustees. Perhaps that link should be created legally with the establishment of a professional advisory board in every school district. Such a board would consist of practising teachers, elected by their colleagues, whose major function would be to advise the trustees directly on all matters of policy that pertain to teaching and learning conditions in the district. Provision should exist for such an advisory group to make its recommendations known to the public and to expose any areas of conflict between the trustees and the group.

Some such form of organization must appear if teachers are to share effectively in the educational decision-making process and trustees are to assume more than a figurehead role in our system.



Tom Hutchison (left) presents an argillite totem pole to J. Allan Spragge who has resigned after 17 years with the Federation. The presentation was made at a dinner in Spragge's honor on December 14.

TEACHER TRAINING ... what's wrong with it?

The Teacher Education Committee has been asked to make a submission to the Commission on the Future Development of the Faculty of Education at UBC. The committee would like teachers, who have graduated within the last four years, to respond to the following three questions:

1. What do you consider to be the greatest weakness of the teacher education program you took?
2. What do you consider the greatest strength of the teacher education program you took?
3. What do you consider to be the greatest single improvement that could be made in the education of teachers?

A reply to these three questions by as many teachers as possible would in itself be of great assistance in focusing attention on vital issues. Beyond these questions the committee would welcome, especially from the more senior members of the profession, submissions of any length on the subject of the education of teachers. By co-operating in this matter you will enable the Teacher Education Committee to say to the Commission 'Look, this is what teachers really feel about this subject.'

School safety

The Shop Teachers' PSA is sponsoring a seminar on school safety Feb. 8 at BCIT from 10:00 a.m. to 3:00 p.m. Theme is Safety—How Much?

Do it now. Drop a note with your three answers, or longer submission, to Teacher Education Committee at No. 105—2235 Burrard Street, Vancouver 9. Become involved!

Referenda fared well

School referenda fared extremely well in the December municipal elections.

Newspaper reports of the results show that only one referendum out of 12 failed. Voters in Trail failed to approve a \$181,400 referendum for a school addition.

In Vancouver, a \$15 million referendum, which was actively supported by both elementary and secondary teachers, passed with a 64% majority.

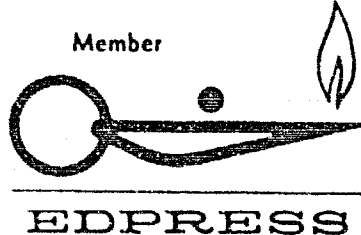
In other districts the average was 68% favorable.

Although the referenda have been passed, each school district will still have to go through a number of stages before the schools can be built. Sketch plans will have to be approved by the Department of Education. Then the architect can proceed with working drawings. The Department of Education then has to give permission to call tenders and also has to approve the contractor before the contract is let.

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EDPRESS

Teachers exchange ideas

By KATHLEEN SYMES

Teachers throughout the province have a unique opportunity to share their work and experiences with their colleagues through the BCTF Lesson Aids Service, the only one of its kind in Canada.

They submit new ideas or instructional techniques to the service. If these ideas are thought to be valuable to the classroom teacher, they are reproduced and sold at a nominal cost.

More than 700 separate units are available. The average cost of a 10-page unit is 20c. Prices range from 1c to \$4.50.

THREE SECTIONS

All lesson aids are compiled and catalogued into three sections, primary, intermediate and secondary.

The elementary catalog, which contains both primary and intermediate sections, covers Grades 1 to 7, and includes most subject areas.

Two writing units are worth noting. Basic Handwriting for Schools by Sam Black (45c) advocates a simplified legible writing method, and another manual, Teaching Cursive Writing by Gladys Edgecomb, sells for 40c.

Among the newest primary units of work are 12 diagnostic tests with directions and keys for reading, plus diagnostic phonics tests for determining reading levels.

REFLECT CHANGES

Lesson aids are geared to reflect changes in curriculum and throughout the year, as new lesson aids come in, the old ones are constantly evaluated.

Many intermediate units, for example, have been discontinued because they stressed an outdated way of

teaching. New units being added at all levels are by nature 'learning materials' for students rather than 'lesson aids' for teachers.

PSAs CONTRIBUTE

Several provincial specialist associations, through canvassing, special projects and appeals to their members, have contributed great amounts of lesson aid material.

Three areas—home economics, industrial and physical education—have been enriched by recent contributions.

One outstanding unit which deals with the dramatic changes in the reading courses is An Individualized Reading Program. It costs 20c. How I Began (85c), geared to the new elementary science course, is yet another useful unit for Grade 5 students.

The SCI-COM Project developed by the science teachers' PSA is designed to invoke communication among all science teachers. This material is available in two books, one biology, the other chemistry, and contains worksheets and supplementary notes for the various courses.

Units specifically designed for occupational program and remedial work are contained in the catalogs.

REVISED CATALOG

The 1968-69 catalogs were mailed to all schools in September, and since that time the elementary catalog has been revised and reprinted. It is now available upon request.

Teachers are enthusiastic about the service. Mrs. Mavis Weston, a part-time Vancouver teacher, is using it for the first time. Teachers from outside Vancouver have remarked how much they appreciate the availa-

bility of this material,' she said. Her husband, Kevin Weston, head of the math department at Mary Jane Shannon Jr. Secondary in Surrey, finds the lesson aid units very useful.

With the opening of the new display room in the BCTF building, teachers can come and browse through the display books and catalogs, and have their orders filled on the spot. That is, as long as they come before 4:45.

The display area is open Monday to Saturday. No special help is provided on Saturday, so callers must leave their orders to be filled the following Monday.

BEGAN IN 1940

Not more than 47 units were available when the Lesson Aids Committee was founded in 1940.

At that time a group of Vancouver teachers volunteered to edit and distribute the materials submitted to them by other teachers.

This 'exchange' service mushroomed, becoming province-wide during the late 1950s, and was particularly helpful to novice teachers, those in outlying districts and others who did not have the time to formulate their own units.

In 1960 it became part and parcel of the BCTF operation and for two years the staff tried to uphold and maintain the growing service. The AGM of 1962 agreed that steps must be taken to improve the lesson aids department. This resulted in a complete revision of the entire system. A new classification and numbering system was introduced which increased productivity and afforded more efficient handling.

ACCORDING TO BI AND BI

French from Grade One

The Canadian Teachers' Federation supports the right of Canadians to have their children educated in the official language of their choice.

But CTF Secretary-treasurer Dr. Gerald Nason warned that implementing many of the recommendations of the Bi and Bi Commission's report on education will require the agreement of the provinces.

'Education is a provincial matter and the Commission makes suggestions that are clearly within provincial jurisdiction,' he said.

The Royal Commission on Bilingualism and Biculturalism report on education recommends that English or French as a second language should be compulsory with French starting in Grade 1 and English in Grade 3.

The report also calls for federal grants to pay the cost of providing education in a minority language.

'These are matters the provinces will want to discuss. An important first step is to hear the reaction of the Council of Provincial Ministers of Education,' Dr. Nason said.

The federation of provincial teacher organizations representing 175,000 teachers in Canada is asking its members for reactions to the report. Dr. Nason noted that teachers are the professional people most directly involved in education and naturally would expect to take part in the development of major changes in the educational system.

CTF passed a policy motion last summer at its annual general meeting, endorsing in principle the key suggestion in the Bi and Bi Commission's first report:

... that the right of Canadian parents to have their children educated in the official language of their choice be recognized in the educational system, the degree of implementation to depend on the concentration of the minority population.'

This right should apply to all levels of education, CTF policy states.

However, the Commission's second report, which deals exclusively with education in both lan-

guages, names specific institutions for teacher training and gives details of federal financial participation.

Other recommendations of the report include:

That the right of the official-language minority to have its own schools be dissociated from any consideration of the confessional character of these schools;

That the teachers destined for majority-language schools and for official-language minority schools be trained in separate institutions;

That a federal grant be given to official minority-language students to enable them to study in their own language at a Canadian university outside their province, when courses are not available in their own language within the province;

That the equivalent of university entrance in the second official language should be a minimum requirement in all provinces for graduates of a teacher-training institution and that all elementary and secondary school teachers who may teach the second official language should complete a course in second-language teaching methods;

That the federal government meet the cost of a one-year transfer program for university students specializing in the second official language;

That the Association of Universities and Colleges of Canada administer the transfer program for students specializing in the second official language;

That the federal government establish a language research council concerned with research and development related to second-language teaching in Canada.

EXCHANGE TEACHING

Teachers between the ages of 25 and 50 interested in applying for exchange teaching positions in French-speaking Canada, should write to Edward A. Killough, Registrar, Department of Education, Victoria, for application forms. Completed forms will not be accepted after Feb. 2, 1969.

To keep you informed... about CTF

By ED NELSON

The Canadian Teachers' Federation has its head office at 320 Queen Street, Ottawa.

The president is Miss Elizabeth F. Redmond, St. Boniface, Manitoba.

Secretary-treasurer is Dr. Gerald Nason.

The CTF is managed by a board of directors which is made up of members from each provincial affiliate. Your director from B.C. is Ed Nelson.

Space does not permit detailed reporting of CTF affairs but here are a few highlights:

The CTF, through its Project Overseas, last summer sent 62 teachers to countries in Africa, West Indies, Malaysia (Sarawak), and India.

Canadian teachers were enthusiastically thanked by Africans at a special luncheon in Dublin during the WCOTP conference there in August.

A CTF committee is working with the federal Indian Affairs Department to improve the educational opportunity of Indians and Eskimos.

As a result of CTF representation, two restrictive clauses have been removed from Department of National Defence overseas regulations for appointing teachers to DND schools overseas. These restrictions had to do with the number of an applicant's dependents and with the age of female applicants.

CTF maintains an extensive educational library which handles inquiries from teachers' associations, teachers, universities, MPs, school boards and the like.

The CTF organizes conferences and sends representation to other conferences. Reports on these conferences are distributed to affiliate members.

The CTF works for teachers, but seldom deals directly with teachers. Communication, therefore, is difficult. The BCTF's CTF Affairs Committee hopes to improve that communication by:

1. regular reports to the provincial executive;
2. a report to the AGM;
3. newsletter reports such as this one.

For direct information on CTF affairs contact Peter Calkin, CTF Information Officer, 320 Queen Street, Ottawa 4.



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No. 2020, The Medieval Village. This secondary social studies aid consists of a map of a medieval village with questions concerning it. There is also some background information provided. Suitable for pupil use. (6c).

No. 8209, The Circus. This primary unit has been designed to be in keeping with the inductive method of learning developed by Dr. Hilda Taba. For teacher use. (18c).

No. 9439, From Equations to Circles. A truly meaningful approach to problem solving. A deviation from the regular STA equation formations. Problem solving can be done in flexible semi-concrete symbolization rather than rigid abstraction; the commutative principle becomes solidified; the concept of 'set' or 'group' is made clearly meaningful. Has been taught to Grades 4 to 6 with tremendous success. Takes only a small fraction of time to present the 'circle set' compared to regular STA equations. For teacher use. (12c).

These lesson aids are not listed in the 1968-69 lesson aids catalogs.

Discontinued lesson aids

Primary Miscellaneous — No. 8809 — Christmas Unit by L. C. Dewell.

Intermediate Language Arts — No. 9018 — The Daffodils by Dashwood-Jones.

Intermediate Social Studies — No. 9222 — Switzerland, No. 9236 — History Test.

Intermediate Science — No. 9506 — Many Animals Migrate, No. 9507 — Adaptation to Surroundings.

NOMINATIONS DUE

Executive Committee positions — January 31

Fergusson Memorial Award — February 20