

# BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

VOL. 8, No. 6

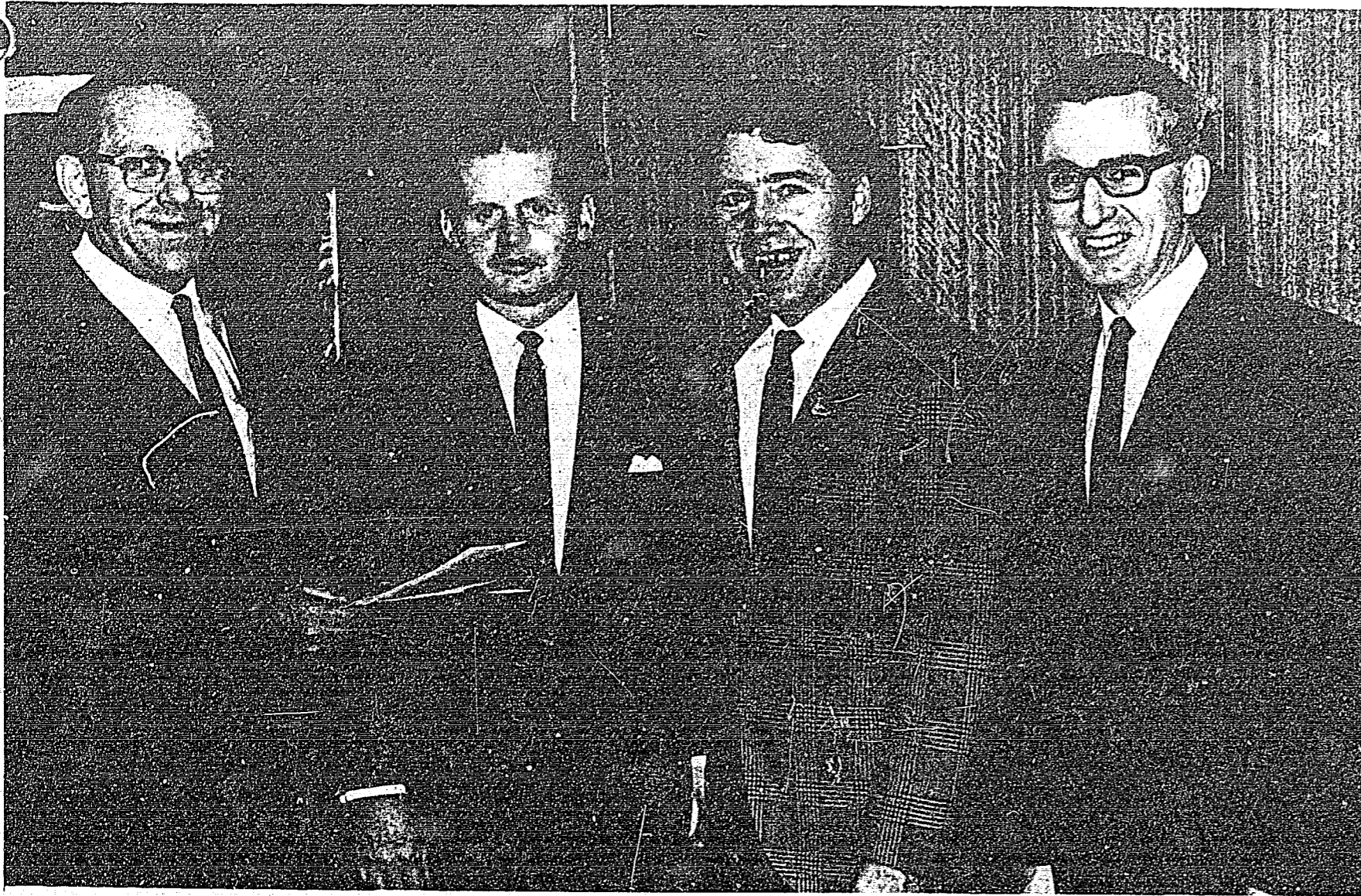
VANCOUVER, B.C.

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MARCH 1969

## Mission staff angry

### Seek board action to improve conditions



A BCTF delegation met with Education Minister Donald Brothers in Victoria in mid-February to discuss the Federation's stand on education finance. Pictured here following the meeting are, left to right: President, Tom Hutchison, Hon. Donald Brothers, and Bruce Watson, Assistant Director, Economic Welfare.

#### VICTORIA MEETING

## Minister promises review of formula with BCTF

Education Minister Donald Brothers says he is willing to review problems in the education finance formula with the BCTF.

He gave this assurance to a delegation from the Federation which met with him in mid-February.

The delegation was made up of President Tom Hutchison, Assistant General Secretary Stan Evans and Bruce Watson, Assistant Director of Economic Welfare.

They gave the Minister a copy of a brochure entitled *Let's Review the Formula*, a commentary on the government's education finance policies.

The brochure calls on the provincial government to review its present education finance formula.

The BCTF says the formula is based on faulty principles and only works when it is 'tinkered with.'

'The experience of the last two years indicates that the education finance formula will work only if it's tinkered with to permit special arrangements for certain districts,' says the brochure.

Copies of the brochure have been sent to all MLA's, school board trustees and others concerned about education finance.

The brochure comments on the fact that the government had to take a 'second look' at the formula last month and come up with additional financial grants to districts that were short of money.

This 'second look' was a convincing demonstration that the formula was not working, the brochure says.

In its review of the government's educational finance policies, the Federation points out

that too many factors of the finance formula are subject to ministerial discretion, 'the exercise of which is always open to considerations of expedience or political advantage.'

'No legislation should permit a minister to vary grants except in accordance with a stipulated formula.'

The brochure adds that no school board can plan a quality program when it is threatened with an annual crisis of uncertainty as to whether or not enough money will be available to cover costs of the program.

The Federation also hits out at the Public Schools Act's provision for a referendum for additional money if school board expenditures exceed an amount set by the government.

'The use of a referendum for the approval of operating expenditures gives a false picture of participatory democracy.'

'At the expense of the education of their own children, the denial of fiscal independence to school boards may cause local ratepayers to vote against refer-

See FINANCE Page 7

### High school union manifesto

## Students state their case

Secondary school students must have freedom of speech, movement, attendance and dress, says a policy statement of the newly-formed Vancouver Inter-High School Students' Union.

The students, who met with the BCTF Executive Committee in January to discuss their policies, have come up with a 14-point policy statement.

Their statement says:

- The purpose of education is to develop the powers of analysis, synthesis, and imagination, and to stimulate a social conscience in each individual. This should be done through the acceptance of an integrated thematic concept of teaching and learning.

- Topics of study should be decided by mutual teacher-student discussion with maximum time allowed for individual projects and studies.

- Creative writing, music and arts facilities should be available for all students.

- The sciences should be taught on a more integrated basis with the living laboratory approach stressed.

- Canadian schools should provide bicultural and bilingual instruction for all students.

- The base of decision-making in the schools must be broadened so that teachers and students have the autonomy necessary to implement an integrated system.

- In order to develop self-discipline, petty rules which create an authoritarian atmosphere must be abolished. The student must have freedom of speech, movement, attendance and dress.

- Evaluation must be on a constant subjective basis, with frequent consultation between teacher and student.

- The teacher's role should change from fact-giver to participant and advisor. Counsellors and librarians should be professionally-trained individuals who are available at all times.

- Resource centers such as school and public libraries, films, educational television, and research workers in new fields must

be constantly available to the student. School buildings should remain open in the evenings for full use of all facilities by the community.

- There must be a review of present university entrance requirements in view of the proposed changes in curriculum and evaluation on the high school level.

- The school building should be kept running for 12 months of the year. Some suggestions on possible semester systems are: (a) Three four-month semesters with students required to take two consecutive terms. (b) Four three-month semesters with students required to take three consecutive terms.

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- The educational atmosphere within the school created by these conditions over a period of years has contributed to a high turnover of staff in an area that should be static because of low housing costs, climatic amenities and proximity to an urban center. Twenty-five percent of the staff is under-qualified for teaching at the secondary school level. Five members of the staff hold Letters of Permission. There has been a serious problem in retaining department heads, particularly in the field of English. During the past six years there have been four different senior librarians.

As a result of negotiation during the past two months one teacher and one day-study supervisor have been added to staff. The addition of a single teacher has helped ameliorate the library situation.

# Nanaimo Semesters work well

The semester system is working well at Nanaimo District Secondary School.

It provides for two five-month semesters: the first running from Sept. 3 to Jan. 24, the other from Jan. 27 to Jun. 26.

The system, introduced after a good deal of research by Principal Jim Swan and Vice-principal Frank Sloat, has been readily accepted by both students and staff.

Students enroll in four subjects in the first semester and in three for the second or vice versa. In special circumstances, upon recommendation of their counsellor, some students enroll in four courses in each semester and some in three. In general, however, students must complete seven courses in the two semesters.

Those students carrying seven courses over two semesters have one block of free or unassigned

time during one of the semesters. This time they may use to obtain tutorial assistance in a weak subject, engage in independent study, do research, complete homework, take additional courses not on the curriculum, or repeat a course failed in the previous semester or year.

The choice of semester in which a student takes a subject is the responsibility of the administration. The regulation is necessary to balance, as well as possible, the course offerings of the two semesters.

The school uses a basic four-day timetable in each semester with five one-hour periods each day. Each subject, therefore, has five periods in each four-day cycle.

Actually, because the senior matriculation classes in the school are not on the semester plan, it has been necessary to combine two four-day cycles back to back to form an eight-day timetable. The blocks in the second cycle of the eight-day timetable have been staggered to provide one two-hour period in the afternoon for each subject, an arrangement that has proved most suitable for field trips, long labs, shop classes and the use of community facilities.

The general teaching load for members of the staff is three courses out of four during each semester. As a result, most teachers have one block of free time in each semester which they use for marking, preparation or tutorial assistance.

One major advantage of the system, in the view of Frank Sloat, is the flexibility it provides. Bright youngsters may enrich or accelerate their programs by carrying four courses. The youngsters who find they are in a course unsuited to their needs have the opportunity to adjust midway through the year. Students

who fail an elective in the first semester may repeat it in the second or they may choose another course and thus salvage their year.

The tutorial groups — which vary widely in size and duration — have proven to be one of the most beneficial by-products of the system. Teachers can be found working with students in the cafeteria, in the library and in virtually every nook and cranny in the school.

The student load for teachers is reduced. Each meets fewer students, but meets them every day, and both teachers and students find that they know and understand each other better. Mr. Swan noted that the system has resulted in fewer discipline problems being reported to his office.

Student reactions are summed up in one word: 'great.' Students believe the load of fewer subjects creates less pressure, but contributes to greater interest and

more effort on their part. They also enjoy the independence and responsibility created by their unassigned blocks.

The staff's reaction to the system is a direct result of the preliminary work done by Swan and Sloat. The plan was aired thoroughly at various meetings last year, and the staff unanimously agreed to try it. They are, as a result, both committed and enthusiastic.



Left to right: Jack Cody, Sandra MacDougall, Jim O. Swan, principal, Denise Brennan, Frank F. Sloat, vice-principal and Chuck Coburn . . . reviewing semester program.

## Teachers believe French should not be compulsory

The B.C. Association of Teachers of Modern Languages and the B.C. Association of Teachers of Classics have prepared briefs concerning foreign languages offered in the schools of British Columbia. The briefs are being considered by the Curriculum Directors of the BCTF and by the Professional Committee on the Secondary School Curriculum of the Department.

The Modern Languages Association made a survey in December 1968 and found that 88% of those reporting believed that French should be dropped as a 'compulsory' subject.

'Actually, French is not 'compulsory.' It is part of the 'com-

mon program' taken by most students in Grade 8. They may be exempted from French 8 at the discretion of their principals on the understanding that those who do not take French 8 will probably not be able to qualify for an academic program in later grades.)

Ninety-eight percent of the teachers of Modern Languages responding favored the adoption of language courses other than those already offered at this level (i.e. German, Latin and Spanish).

Other languages suggested were Greek, Italian, Russian, Chinese, Japanese and Dutch. (Beginners' courses in Italian and

Russian are already available at the Grade 11 level.)

The brief of the Classics Teachers asked the Department of Education 'to create the climate wherein languages and humanistic studies will flourish equally with the sciences to produce a rich crop of well-educated humanists and scholars to people our universities and enrich our schools and eventually our society.'

Other PSAs have been asked to forward their ideas on this subject to the Curriculum Directors. Correspondence should be directed to W. V. Allester, Director of Professional Development.

### SCIENCE IN-SERVICE WORKSHOP

The Elementary Science Revision Committee is organizing an in-depth workshop on elementary science in-service techniques.

Purpose of the conference will be held April 10-12 at the Tawassen Inn, is to create a pool of science resource teachers who can help to implement the new program. Consultants will be the members of the Elementary Science Revision Committee.

The program will include examination of materials, small group discussions of teaching methods and possible problems, and some experience with outdoor education.

The school districts are being asked, through the district superintendents, to underwrite the travel and living costs of one teacher from each district. The attendance will be limited to the first 40 registrants.

### CHAPER CONVENTION

The Canadian Association for Health, Physical Education and Recreation holds its 18th Biennial convention on the University of Victoria campus June 16, 17 and 18. For further information contact George Grant, c/o Greater Victoria School Board, P.O. Box 700, Victoria.

## Junior league volunteers work as teacher aides

A group of Vancouver housewives is working as volunteer teacher aides in two city schools.

Members of the Junior League, they spend two hours weekly assisting teachers with a variety of tasks including individual or small group drills, classroom clerical and supervisory duties, assisting with audio-visual materials, contributing special talents and so on.

Co-ordinator of the program is retired Vancouver school principal Sydney Taylor who briefs and trains the women by issuing bulletins and holding in-service meetings.

'We presently have six volunteers at Lord Kitchener Elementary School and five at McDonald Elementary,' said Taylor.

Taylor was employed in September by the Junior League who initiated the program. Mrs. Joan Creighton, president of the organization said that they took the program on as a project because of the apparent need in the community. 'Judging from the success we've had we should have about 350 volunteers involved next year,' she said.

The Vancouver School Board recently endorsed the program at a meeting and supported the Junior League's decision to continue and expand the project.



Seated in the picture above are volunteer teacher aides at Lord Kitchener Elementary School in Vancouver. Left to right: Mrs. E. Whyte, Mrs. B. Armstrong, Everett Vollans, principal of Kitchener, Mrs. R. Fleming, Mrs. J. Hager and Sydney Taylor, co-ordinator of the teacher volunteer program.

## Many complaints about handling of probationary appointments

By STAN EVANS  
Assistant General Secretary

THE PROBATIONARY appointment is the provision of the Public Schools Act which produces the most frustration for teachers.

The great majority of teachers agree with the intent of the probationary appointment, although there is growing support for a two-year probationary period rather than the present one year. The delegates to the 1968 Annual Meeting overwhelmingly defeated a resolution which called for the removal from the Public Schools Act of the probationary appointment provision.

Each June the BCTF staff receives a sizeable number of complaints from teachers against the procedures used in terminating their probationary appointments, voiced in such comments as:

'My complaint really is not that my probationary appointment was terminated but how it was done.'

'I had no idea my work was unsatisfactory until I received the termination notice.'

'Why wasn't I informed of my weaknesses months ago and given assistance so I had a chance to become satisfactory?'

'Certainly my principal never indicated any dissatisfaction with my work and then all of a sudden he and the district superintendent give me bad reports.'

'My appointment was terminated but I still don't know in what ways my work was unsatisfactory. Surely it's only right that I should be advised of my weaknesses so I can improve in my next position.'

LEGITIMATE COMPLAINTS  
INDIVIDUAL CASES may be over-stated but there are enough legitimate complaints to warrant all principals reviewing their procedures in dealing with staff members whose work they deem unsatisfactory.

A prime function of a principal is to improve instruction in the classroom through making to each staff member positive suggestions for improvement. In this

there is no ready blueprint for the principal to follow.

Each principal develops his own particular successful techniques. His procedures vary from teacher to teacher depending on their personalities and his rapport with them. Fundamentally his relationships with each staff member should be such that there can be genuine communication.

A major decision for the principal is at what time in the school year he should make the teacher clearly aware that he considers the work so unsatisfactory that he intends to recommend that the probationary appointment be terminated.

The task for the teacher is to recognize that the principal's assessment of his work is such that his probationary appointment is likely to be terminated.

The teacher should be alert enough to recognize the dissatisfaction of the principal. By Easter a teacher should have a clear understanding of whether or not he will be receiving a continuing appointment.

### CAREFUL ASSESSMENT

THE PRINCIPAL should ensure that his evaluation of the service is based on a careful assessment. He should offer all reasonable assistance to the teacher early enough in the school term to provide the teacher an opportunity to upgrade his work to a satisfactory level.

The teacher must ensure that he doesn't close his eyes and ears to constructive criticism and to the help offered and then feign surprise when his probationary appointment is terminated.

Many schools boards will not offer a continuing engagement to a teacher whose work is rated only 'satisfactory' by the principal and the district superintendent. School boards will reserve the right to set the standard of service for permanent appointment.

This is a defensible position, but if a teacher is not going to be granted a permanent appointment, he should be made clearly aware of this early enough to apply for other positions during the height of the hiring season. This means he should know prior to the Easter vacation.

THE RULES of the Council of Public Instruction set forth the responsibility of a principal to report on the work of his staff

members. Rule 3.14 requires that the principal of a school of 10 or more classes make a written report to the District Superintendent of Schools on the work of each teacher appointed to that school in the school year.

### OTHER RULES

Other rules (3.15 to 3.19) specify:

(a) that the principal's report be based on a number of supervisory visits to the classroom as well as on the general work of the teacher in the school;

(b) that the report be completed before the second Friday in May;

(c) that the original of the report be sent to the District Superintendent and one copy be given to the teacher;

(d) that where a principal deems the work of a teacher is unsatisfactory, he furnish a written report but request the District Superintendent to make or to have made an independent report on the work of that teacher before the principal files his report.

In some cases this last stated provision can be a frustrating one for a principal. He may wish to file his report and give a copy of it to the teacher well in advance of the deadline of the second Friday in May only to have the district superintendent delay in making his independent report. If there appears to be the possibility of such a delay the principal should endeavor to prompt the superintendent to action.

RECOMMENDATIONS  
THE BCTF, through the Annual Meeting, has adopted the following recommendations for the guidance of principals and district superintendents in reporting on teachers. They constitute sound personnel procedures and should be carefully noted by principals and teachers.

1. A principal or district superintendent is of no help to a teacher if he does not throughout the school year frankly advise the teacher of any faults or weaknesses observed.

2. At the same time any principal or district superintendent finding fault with a teacher has an obligation to offer constructive suggestions and advice for improvement.

3. If despite advice and support tendered the teacher fails to

reach a satisfactory standard of performance, the principal as well as the district superintendent should inform the teacher that they have an obligation to submit to the school board an unfavorable report with a recommendation that the teacher's engagement be terminated or that he be given a second probationary appointment.

4. It is considered proper that a principal or district superintendent might point out to the teacher that he has the option of resigning rather than waiting for a dismissal notice, but the report on the teacher should be written and a copy of it given to the teacher before any such suggestion is made. This procedure would remove any suspicion of bribery or blackmail designed to bring about or force a teacher's resignation.

### FACTUALLY CORRECT

5. Care should be taken that every item included in a report is factually correct. To ensure this, a teacher should be shown a draft of the report before it is filed so the teacher may have the opportunity of pointing out any errors of fact.

6. While principals and district superintendents should discuss throughout the school year the work of a teacher and should consider jointly what steps, if any, should be taken to correct any weaknesses observed, the formal reports of each should be written quite independently.

7. Professional honesty requires that a principal should never advise a district superintendent or school board that he does not wish to have a teacher retained on staff unless reasons for his stand as given to the district superintendent or school board are included in his formal written report on the teacher.

As recommendation 5 proposes, it is desirable for a principal to show the teacher a copy of a draft of the report before it is filed so the teacher may have the opportunity of pointing out what in his opinion are errors of fact or possible misinterpretation. It is surprising how often the wording of a report is capable of an interpretation completely opposite to the one the author intended.

### LEGAL IMPLICATIONS

Some principals have questioned the legal implications of giving a teacher anything in writing pertaining to his work other than the required formal report. They have expressed concern that they might be laying themselves open for legal action by a teacher whose probationary appointment may be terminated.

This question was referred to the Federation's solicitor, who advised that a principal has no cause whatsoever for concern that any suggestions for improvements he makes to a teacher has legal implications, provided the communication is just between the principal and the teacher concerned.

The solicitor proposed that after each significant consultation with a teacher the principal prepare a memorandum of the topics considered and suggestions made and give the teacher a copy and retain one in his files. Such a procedure would ensure that both the teacher and the principal would be able to refer back to matters discussed if they wished to do so.

Any teacher will be concerned when his probationary appointment is terminated. The way in which it is done, however, is often the most important factor.

## Music educators

Modern techniques in classroom music will be discussed and demonstrated at the Canadian Music Educators' National Convention this spring in Regina.

The convention will be held at the Hotel Saskatchewan April 10, 11 and 12.

Miss Nancy R. Hoffman, from Los Angeles, California, will conduct a clinic on opera and its place in the classroom. She will show how the student's music experience can be enriched by opera literature.

Delegates will also hear Dr. Arnold Caswell, a professor from the University of Minnesota, speak on putting meaning into music.

## Summer courses

Will you be involved next year in an educational innovation; open-area instruction? individualized reading? the new elementary science? outdoor education? flexible scheduling? or educational television?

Prepare yourself by attending a BCTF summer short course in July.

Plans will provide a short course program emphasizing these new concepts.

Participants can acquaint themselves fully with the objectives, the record of experimentation and the problems to be encountered in their implementation.

A full course calendar should be available by mid-March.

## Wanted: tutors

Teachers wishing to place their names on a list of available tutors are asked to contact Mrs. Bette White or Mrs. Pat Turner at the BCTF office (731-8121, local 255).

Mrs. White said the BCTF is receiving an increasing number of telephone calls from parents and school counsellors seeking tutors, particularly in the Lower Mainland area.

Those currently on the list are requested to report any telephone or address changes, and to notify the office if they are no longer interested in tutoring.

### In forefront of change

## OVTA marks 50th anniversary

By RAY McNABB  
OVTA PR Co-ordinator

Charter members of the Okanagan Valley Teachers' Association were special guests at the 50th anniversary convention of the organization in Vernon in late February.

'From a quiet beginning, the OVTA has become a proud and progressive professional organization of more than 1,000 members,' says President Al Kuhn, of Keremeos.

'While acting, at first, as a guardian of teachers' rights and welfare and, later, as a middle organization between Okanagan local associations and the BCTF, it has gained a position of respect and strength as a result of its efforts to improve education.'

The idea of a teachers' association for the Okanagan was first discussed by delegates from Kelowna, Summerland and Penticton at a meeting in Penticton, in February 1919.

There were no delegates from the north end of the valley, but the teachers there had indicated their interest. Mr. A. S. Matheson presided.

Temporary officers, with James Gordon of Kelowna as president, were authorized to frame a constitution based on that of the Vancouver Teachers' Association and to arrange for a convention during the Easter holidays. At that convention a constitution was formally adopted.

The first fall convention was held at Vernon in October 1919. At this convention the delegates agreed to affiliate with the British Columbia Teachers' Federation which had been incorporated in July of that year. Also discussed at the convention were a two-year normal school course and sick leave for teachers. D. J. Welsh was elected president.

The 1920 convention in Vernon was attended by Harry Charlesworth, the newly-chosen general

secretary of the BCTF. Charlesworth attended most of the OVTA conventions during his 24 years in office and, by his advice and assistance, aided to a very great degree the OVTA's growth and development.

At the 1920 convention a salary indemnity fund was advocated. Provision was made, also, for settling up branches, and the larger centers proceeded to do so. When the BCTF was organized into district councils, the association became, in effect, the Okanagan Valley District Council, but it is still known both locally and provincially as the Okanagan Valley Teachers' Association.

Through the 1920s, the Depression and the war years, the Okanagan teachers struggled to maintain their organization and to solve numerous teaching problems. It took major efforts to hold annual conventions. At first teachers traveled by lake boat and were billeted in private homes. Until BCTF membership became automatic in 1947, it took

real effort to get teachers to join the OVTA.

Down through the years the history of the OVTA shows a long list of accomplishments, invaluable contributions to education and to the teachers in the Okanagan.

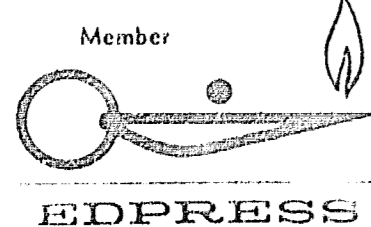
The efforts of a great many OVTA teachers have been recognized by 'Good Citizen' awards and by having schools named after them.

Three OVTA presidents have become BCTF presidents: L. B. Stibbs in 1943; Miss Hilda Cryderman in 1954, and R. B. Cox in 1959.

The records of the OVTA give evidence that it has always been in the forefront of changes in education. And in this tradition, the Okanagan Association is currently concerning itself with such matters as educational TV, research, public relations, teaching loads, new curricula and methods, and all other changes that will further the cause of education and the welfare of teachers.

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## Maths survey starts

The Department of Education has established an Arithmetic-Mathematics Revision Committee to examine the mathematics program Grades 1 to 12 and to make recommendations for revision.

The members of the committee are: R. E. Gardner, intermediate supervisor in Coquitlam; S. Heal, principal of Courtenay Junior Secondary; C. Hillman, principal of Southlands Elementary, Vancouver; G. House, vice-principal of Winslow Junior Secondary, Coquitlam; H. E. Johns, Teacher at David Thompson Secondary, Vancouver; Mrs. H. McKinnon, head teacher of General Brock Elementary Annex, Vancouver; P. Minichiello, teacher at Kitsilano Secondary, Vancouver; G. Nachtigal, teacher at Chilliwack Secondary; and Mrs. P. Wilks, complementary associate in education at Simon Fraser University.

If you have suggestions for possible revisions of the mathematics program, write to any committee member, your PSA, or to Mr. C. T. Tobacco, Division of Curriculum, Department of Education, Victoria.

### BASIC BOOK LIST

Newly revised copies of the Basic Book List for Canadian Schools are now available from the Canadian Library Association. This book list, in pocket-book format, contains 1,067 titles on all subjects. Send \$2.50 to the CLA, 63 Sparks Street, Ottawa 4, for a copy.

### English 200 shuffled

## Change in program affects certification

UBC has announced that, starting next year, English 200 will no longer be a required course in second year, but will be required in third year.

In the past teachers holding the EB Certificate and entering the elementary division program at UBC have taken English 200 as part of second year.

Elementary division teachers wishing to qualify for the Standard (formerly Elementary A) Certificate, and who may be affected by the change, are advised to complete the application for a change in certificate, which is part of the registration material for summer session, or make inquiries at the Record Office of the Faculty of Education, UBC.

## NEW LESSON AIDS

### ENGLISH

No. 1002 — 'Elements of Poetry.' A discussion of the elements of poetry (rhythm, rhyme, imagery, melody, theme) with self-study questions and poems illustrative of the elements described. Teacher and student reference. 26 pp (55c).

No. 1003 — 'Elements of the Novel.' This booklet includes a discussion of the elements of the novel and a comprehensive bibliography of over 400 novels in English, arranged in historical sequence, each with a capsule comment. Teacher and student use. 22 pp (45c).

No. 1004 — 'Elements of the Drama.' This booklet contains a discussion of drama under such headings as: terms, types of plays and periods in the history of drama. There is a list of some of the world's most important playwrights and their works, with brief comments. Teacher and student reference. 32 pp (65c).

### SOCIAL STUDIES

No. 2025 — 'Carcassonne: A Patch' of Medieval History.' A patch study for students, containing pictures, questions, readings and maps. 20 pp (45c).

No. 2026 — 'Suggestions to Teacher for use of No. 2025.' No charge.

No. 2027 — 'Children in the Industrial Revolution.' This documentary study contains many readings and questions. 24 pp (50c).

No. 5844 — 'Introduction to a Study of Contemporary B.C.' Teacher and student use. A year's study. Includes a statistical study, a prototype examination, suggestions for use, including an example of a community study based upon questions raised by the study. 29 pp (60c).

No. 2652 — 'Africa: Forest, Savanna and Desert.' Map. 2 pp (3c).

### PHYSICAL EDUCATION

No. 8821 — 'Conditioning Exercises to Music for Elementary

Schools.' These exercises for elementary school children will give a good base for future sports. Illustrated. 16 pp (35c).

### ELEMENTARY SCIENCE

No. 9533 — 'Crystallography.' This unit has been recommended by the Elementary Science Revision Committee for inclusion in the proposed new science program. It was written by John McGavack of New Haven, Connecticut. 18 pp (35c).

### W. J. GAGE AWARD

The Social Studies Resource Center at UBC will offer a studentship of \$1,500, sponsored by W. J. Gage Ltd., for the academic year 1969-70. For information or application forms contact Profs. F. C. Hardwick or G. S. Tompkins, Social Studies Resource Center, Faculty of Education, UBC, Vancouver 8.



PRESENT STATE OF REGIONAL AND DISTRICT COLLEGES

## Regional colleges opening in province

With the opening of Capilano and Okanagan Colleges in September, British Columbia now has four legally constituted regional colleges, only one of which—Selkirk—is operating in one permanent building.

Two more colleges, with locations in Prince George and Central Vancouver Island, have been approved and may be open by September 1969.

The map above shows the existing colleges by black dots. The

two approved yet unopened colleges are indicated by squares.

Current investigation by planning committees may result in the construction of two more regional colleges (marked with x's) in the Kamloops and lower Fraser Valley regions of the province.

Complete approval will only be granted on condition that future colleges be located in existing facilities, says the Department of Education. This limits the extent of a college's offering.

## 'Forms should be revised'

Department of Education and school district forms should be revised, says the B.C. Supervisors' Association.

The supervisors made the recommendation following a study of the BCTF Commission's Report at a conference in January. They agreed that revision of the present forms would make the forms more suitable to a continuous progress system of education.

They also recommended that a principal and his staff must examine their educational philosophies and objectives with a view to developing a philosophy for their school.

Another recommendation stated that principals should become active in establishing resources centers in their schools.

## AGENTS: How effective are they?

By DES GRADY  
Director Economic Welfare  
Sections 127 and 128 of the Public Schools Act permit the appointment of duly authorized agents to represent school boards or teachers' associations in negotiations.

Section 142 of the Public Schools Act prescribes that where zonal negotiations are carried out, duly authorized agents must be named by the districts and associations concerned.

In recent years most school boards have chosen to be represented in negotiations by an agent. During negotiations for 1969 agreements, school boards were represented by 12 agents in 57 bargaining units in 55 school districts.

Trustees claim that agents are necessary, since salary negotiations with teachers are complex, costly and contentious. At the same time, trustees stress that they are not surrendering any authority since they have to approve the various proposals advanced on their behalf by the agent.

Teachers have mixed reactions to the use of school board agents. While they recognize that a consulting expert could be of value to school trustees, teachers are convinced that in practice the agent is not solely a consultant, neither does he always have the necessary expertise.

School board agents are a mixture of management and labor relations consultants, lawyers, school trustee association staff and present and former school trustees. Their degree of success in concluding negotiated agreements does not seem to depend upon their occupation.

Some agents have an excellent record for concluding agreements, year-in and year-out. These agents, we suspect, have the confidence and respect of the school boards which they represent.

## SATE meeting at Hycroft

The Secondary Association of Teachers of English will hold its annual convention April 7 at Hycroft, the University Women's Club building, in Vancouver.

The implications for English teachers of the BCTF Commission's Report will be discussed.

Details of cost, pre-registration and program will appear in the next issue of *Satelines*, the association's monthly newsletter.

## TEAL plans UBC meeting

Teachers of English as an Additional Language are planning a conference at UBC on May 3.

Details of the program are yet to be worked out, but the registration fee will be \$2 for members of TEAL and \$5 for non-members. This will include cost of a luncheon.

Teaching aids for teachers in the TEAL program are available now from the BCTF.

### SCHOLARSHIPS

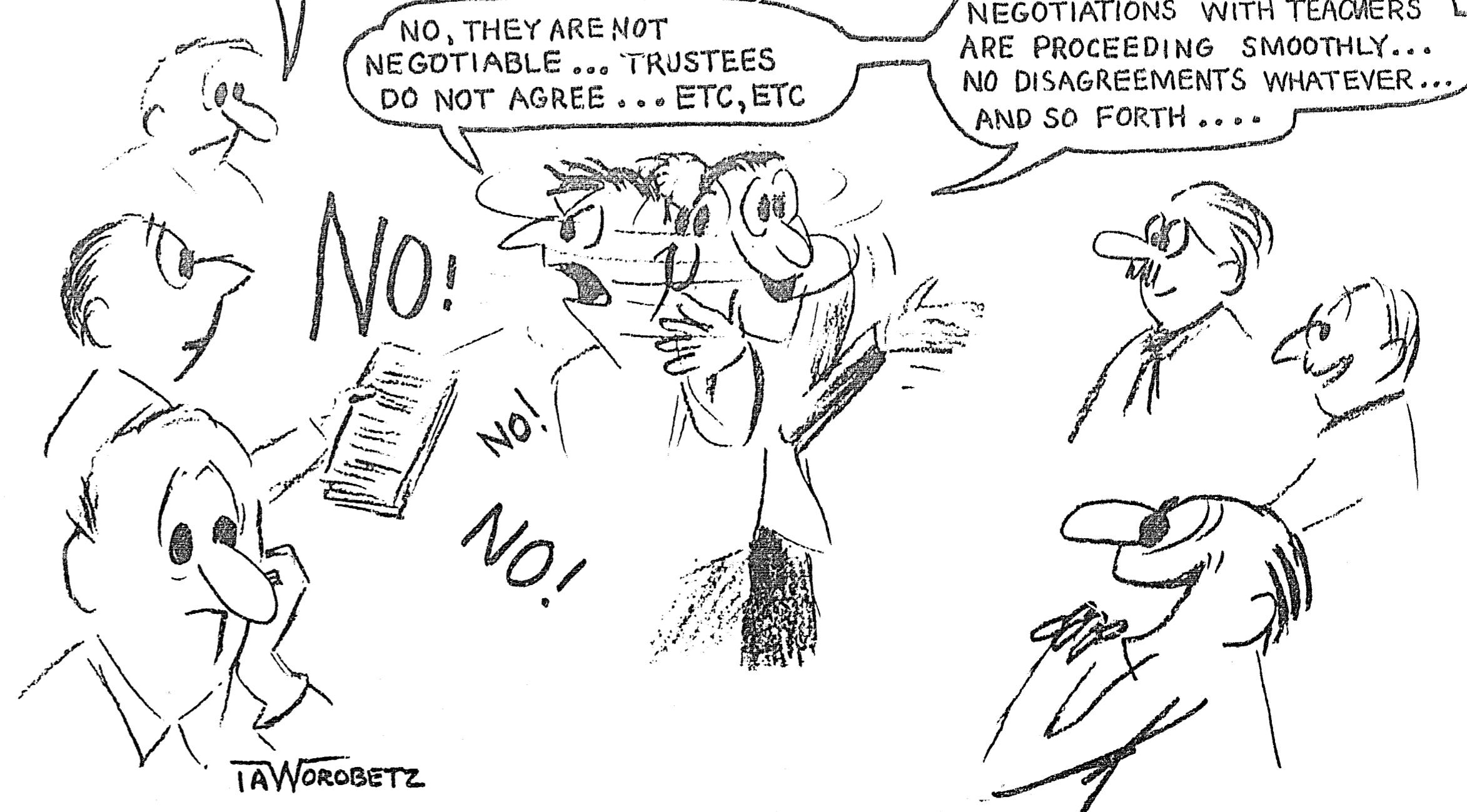
Senior secondary art students are eligible for scholarships offered by the Canadian Society for Education through Art. The CSEA Eagle Art Scholarship application forms are available from Garnet W. Humphrey, Secretary General, CSEA, 451 Park St. West, Windsor, Ontario.

The CSEA Hallmark Art Scholarship offers a \$500 prize. Write to James U. Gray, Art Education Department, Faculty of Education, UBC, Vancouver 8, for application forms. Deadlines for both competitions are May 1, 1969.

DO YOU AND THE  
TRUSTEES AGREE TO ANY  
OF OUR PROPOSALS?

NO, THEY ARE NOT  
NEGOTIABLE ... TRUSTEES  
DO NOT AGREE ... ETC, ETC

NEGOTIATIONS WITH TEACHERS  
ARE PROCEEDING SMOOTHLY...  
NO DISAGREEMENTS WHATEVER...  
AND SO FORTH ....



Almost in the same breath

Other agents, particularly during recent negotiations, advanced outlandish proposals and arguments which precluded negotiated settlements.

Negotiations for 1969 agreements were carried out under the pall of uncertainty of the revised education finance formula. However, by December, most districts had concluded agreements for 1969.

The rush of settlements at the time of the arbitration deadline confirmed the settlement zone in the 6% to 6.2% region.

Consequently, many potential disputes were settled by the parties and a joint submission was

presented to the arbitration board for ratification.

Some of the arbitration hearings represented a justifiable confrontation of employer and employee views as to what was a just and fair settlement.

Unfortunately, in many districts the artificial posture assumed by the school board agent in negotiations was carried through to arbitration. School board proposals to destroy the collective agreement, in the name of restoring management rights, and to award 2% salary increases for 1969 were presented to arbitration boards. Needless to say, the proposals were unacceptable to arbitration boards.

Proposed teachers' agreements must stand up to scrutiny and inspection in the local association and the local school board meeting. Fancy footwork and shifty maneuvers in negotiations cannot produce acceptable agreements.

If agents are to serve a useful purpose, they must reflect, in full, the attitude of the school trustees they represent. A single teachers' association or a single school board may well be quite unreasonable and immoderate in its demands and proposals.

However, if a large number of local associations and local school boards fail to resolve their differences, and a single board agent is

common to all the disputes, the agent's role requires scrutiny.

An agent who has not the power to conclude an agreement which is just and fair must seek a change in his guidelines from the party he represents. Otherwise, we end up with the ridiculous situation that the agent who fails in his mission — to conclude agreements — is rewarded by more income as he proceeds as an advocate in arbitration.

Quite apart from the effect on the morale of the teachers concerned, what is more costly than an expert who is paid a bonus for failing in his area of expertise?

## The record speaks for itself . . .

Agent	Background	Region	No. of Bargaining Units	Settlements	Arbitration Boards	
					Joint Submission by Parties	Decision by Arbitration Board
R. E. Lester	lawyer, ex-BCSTA president	East Kootenay	7	6	—	1
G. Humphreys	ex-school trustee	West Kootenay	5	—	—	5
J. P. R. Mason	accountant, ex-school trustee	Central Mainland	6	6	—	—
K. Martin	management consultant	North Central, Peace River	7	7	—	—
D. Ritchie	labor relations	Fraser Valley	5	2(1)	1(4)	2
S. Leggett	lawyer, school trustee	Suburban Area	2	2(2)	—	—
G. Cassidy	lawyer	Metropolitan	4	1(3)	3	—
R. Formhals	ex-General Secretary California School Board	North Coast, Metropolitan	5	3(4)	—	2
W. Sawadsky	BCSTA staff	South Coast	3	—	1(7)	2
E. Pearlman	lawyer	Southern Vancouver Island	3	1	1	1
R. Bowman	BCSTA staff	Vancouver Island	8	3(5)	—	5
R. Mahoney	management consultant	Metropolitan	2	1	—	1

1. One settlement when agent was absent.
2. One settlement in January 1969. No conciliator named, so no arbitration.
3. One settlement after arbitration deadline, but arbitration board was not convened.
4. Two settlements when agent was absent.
5. One settlement when agent was absent.
6. Joint submission accepting known arbitration award of a neighboring district.
7. Joint submission without services of agent.

## Hutchison comments



In the fall of 1944 a strategic argument developed between Eisenhower and Montgomery as to how the attack on Germany should develop.

Montgomery favored a single, brilliant, overwhelming thrust to the Ruhr; Eisenhower favored a massing and deployment of forces along the frontier with a general push against the Rhine. Eisenhower won.

In the Federation the debate over point of thrust, deployment of resources, etc., is continuous. We have our Eisenhowers who would advance on an unbroken front and expand our resources to make this possible, but we have more Montgomerys.

Most teachers have a passionate dedication to some project which is of such paramount importance that the weight of 20,000 teachers should ensure its success.

To mention a few: pensions, primary education, tenure, rooting out of incompetents, reform of the Registrar's office in the department, libraries, class size, the right to strike, a full contract, the finance formula, reform of teacher education, control of entry into the profession, mental health of students, mental health of teachers, gymnasia, re-writing of the Public Schools Act, research, certification, staff committees, in-service education, and so on.

In pursuing any of our objectives we have to operate through, with, or against, agencies over which we have no direct control.

As methods we have at our disposal cajolery, reason, negotiation, mobilization of opinion, and weight of numbers. Which of these methods to use, with which agencies and at what time, is a nice calculation, and there is an understandable impatience when one's own particular project appears to be making little progress.

What is certain, however, is that fragmented approaches to agencies, by sections of the membership, in pursuit of particular objectives, are unlikely to succeed.

It is well established that the Federation speaks for the membership to government.

This is so well established that any approach to government, by a PSA or other group, is assumed to have the blessing of the Federation.

The trick is to convince the membership and have the Federation speak for all. Ill-advised approaches 'queer the pitch' for Federation spokesmen and may well delay the achievement of objectives.

## Malaise in Mission

By JAMES CAIRNIE

If you ignore a problem long enough, it will go away.

This seems to be the quaint reasoning of the Mission School Board in its dealings with the teachers of Mission Secondary School.

Repeated attempts by the teachers to convince the board and its officials that steps must be taken to improve teaching and learning conditions in the school have got virtually nowhere.

Minor changes have been implemented, but they do not come anywhere near to resolving the major issues.

The teachers took the unprecedented step of asking the BCTF to declare the entire school an intolerable teaching and learning situation. The Federation responded by assigning James Cairnie of the BCTF staff to assist the teachers in their attempts to resolve their problems.

Meetings have been arranged between the district superintendent and the total staff and between the trustees and the total staff, but progress has been slow.

Throughout all these meetings the primary concern of the teachers has been the inadequate learning environment that prevails for students. They are completely frustrated by their inability, because of the situation, to perform adequately their roles as teachers.

Quality education cannot be legislated. It does not emanate from textbooks, nor is it molded into the physical fabric of school buildings. It springs from the competence, confidence and enthusiasm of teachers when they have been given the resources and support they need to perform their professional job. When resources and support are lacking, it is the youngsters who really suffer and the staff knows it. Trustees and parents must know it also.

One glimmer of hope came during a meeting of the teachers Feb. 19 when department heads reported that they had had an initial meeting with the district superintendent to discuss some of the problems in the school and that further meetings are planned.

The teachers are basing their hopes on the outcome of these meetings.

If matters are not resolved, the teachers have been promised the full support of the BCTF in whatever action they might take to back up their drive to establish a quality program of education in Mission.



Cairnie meets with Mission teachers.

# EXECUTIVE REPORT

On recommendation of the Ad Hoc Committee on Continuing Education, the Executive Committee agreed to seek an immediate meeting between representatives of the BCTF and regional and district colleges to discuss future relationships with the Federation.

A BCTF staff officer will be asked to study the development of the college movement in B.C. and to act as liaison officer with college faculties.

Approved for submission to the AGM were a number of revised policy statements with regard to post-secondary education.

Statement 25A.01 will be revised to say the BCTF believes that there is a need for two basic kinds of institutions for higher learning — universities and four-year colleges offering degree program and advanced training and two-year colleges offering a variety of diploma and certificate programs.

The AGM will be asked to revise statement 25A.09 to read that the BCTF recognizes that affil-

ated colleges may be developed in certain local communities to offer limited or unique programs, when a community might not be able to support a full-scale college.

The Executive agreed that an approach should be made to the Perry Commission on higher education to present the Federation's point of view.

A report of the Ad Hoc Committee on Probationary Appointments was referred back for further study and consideration. In its report the committee gave some of its views on the recommendations of the BCTF Commission on Education.

Members of the committee agreed that the report's recommendations on procedures and practices applied particularly to probationary teachers, especially beginners.

The School Mental Health Committee also reported to the Executive Committee on its studies of recommendations of the Commission on Education. The commit-

tee said it was not yet ready to make recommendations to the AGM for policy changes based on the Commission's findings.

In the meantime a B.C. Teacher article is to be solicited stressing: (a) the need for adequate diagnostic and remedial resources to identify children needing special help; (b) the need to correct school practices, such as grading, which tend to produce mental health problems, and (c) the need to continue special classes until teachers have the resources to cope with problems in regular classrooms.

The Education Finance Committee reported that it plans to conduct a series of seminars on education finance for district councils.

Purpose of the seminars would be to discuss the bases of the grant system, the education finance formula and its effect within the districts taking part in the seminar. Representatives of local school boards would be invited to attend. The first seminar will be held either in the Fraser Valley or the Central Mainland. Funds from the \$3 levy for the informational campaign will be used to underwrite the costs of the seminars.

Director of Communications Ken Aitchison reported that the BCTF is receiving an increasing number of inquiries about teaching positions overseas. A brochure has been prepared to outline the types of openings available and qualifications required. Aitchison said some of the B.C. participants in last year's CTF-sponsored Project Overseas had met to discuss ways of making available to teachers and students some of the knowledge gained while out of Canada.

One suggestion was that slide presentations and commentaries on developing countries be prepared for use in the schools.

## No tax receipts

As in past years, the Federation will not be issuing receipts covering membership fees to individual members for income tax purposes.

The BCTF will inform the various Income Tax Offices of the BCTF fee and levy and all local association and district council fees.

The Income Tax Department has agreed to this procedure, but may request a receipt for verification of a claim. In such cases, receipts may be obtained from the Assistant Treasurer, B.C. Teachers' Federation, 1015-2235 Burrard Street, Vancouver 9.

Local association arbitration levies are also claimable for income tax purposes.

## Research spending

An item of \$39 for research that appeared in the budget published in the December issue of the Newsletter should not be construed as all that the Federation is spending on research, says past president Bob Buzza.

Buzza said the \$39 listed was a payment in connection with the old BCTF committee on research which had been disbanded.

Indeed, we are spending more than ever on research, including a \$9,500 library study, a \$1,500 grant to the Education Research Institute of B.C. and \$1,000 to the Canadian Council on Research, he told the Newsletter.

Buzza said much of the money that the Federation spends, such as grants to PSAs and grants to special projects is indirect participation in educational research.

## Call to meeting and Notice of Extraordinary Resolutions

TAKE NOTICE that the fifty-third Annual General Meeting of the British Columbia Teachers' Federation will be held at the Hotel Vancouver in the City of Vancouver, commencing on Monday, April 7, 1969 at 9:30 a.m., and continuing until Thursday, April 10, 1969 at 12 noon.

AND TAKE NOTICE that at the said Annual General Meeting the following amendments to the Constitution and By-Laws of the Federation will be proposed as Extraordinary Resolutions:

1. That Article 3(1) be amended by adding as a second sentence: 'There shall be two categories of Active Members: (a) persons holding valid and subsisting certificates of qualifications issued by the Department of Education who are appointed or employed by a Board or School Trustees to give tuition or instruction or to administer or supervise instructional service in a public school; (b) persons holding letters of permission to teach issued by the Department of Education.'

2. That Article 3(3)(b) be redesignated 3(3)(c) and the following be inserted as Article 3(3)(b): 'Any person who is not eligible for Active Membership but who holds an educational or teaching position acceptable to the Executive Committee may become an Associate Member of the Federation by making application therefor to the Executive Committee, and on payment of a fee according to the scale of fees then in force.'

3. That Article 4(3) be deleted and replaced by the following: '4(3) Provincial Specialist Associations: The Executive Committee may give approval at any time to the organization, within the Federation, of Provincial Associations of persons with special educational interests, provided that no clause of the Constitution and By-Laws of any such Specialist Association conflict with this Constitution and By-Law; and provided that membership in any such Specialist Association be voluntary and open to any member of the British Columbia Teachers' Federation.'

4. That the second and third sentences of Article 5(1) be deleted and replaced by: 'The annual fees of the Federation and of a local association of the Federation shall be due and payable on the first day of July of each membership year. Each member shall be deemed to be in good standing if at least four-tenths of the amount of his annual Federation and local association fees have been paid on or before December 31 in the current membership year and the remainder on or before March 31 in the current membership year.'

5. That the words 'and the amounts deducted . . . current membership year' (lines 16-20) be deleted and replaced by: 'and the amounts so deducted shall be delivered to the Federation monthly.'

6. That Article 5(5) be amended by adding after the words 'For extraordinary expenses' the words 'an Annual General Meeting or, so that the paragraph will read: 'For extraordinary expenses an Annual General Meeting or the Representative Assembly may make a levy upon the active membership of the Federation: such levy shall be paid by each active member on or before a date to be fixed by the Executive Committee and any member who fails to comply with this requirement shall not be in good standing until such levy is paid.'

7. That Article 6 be deleted and replaced by: 'The annual fee and any levy of the Federation and the annual fee and any levy of a local association of the Federation are debts due to the Federation or the local association as the case may be and may be collected with costs of suit in the name of the Federation or local association, as the case may be, in any court of appropriate jurisdiction.'

8. That Article 7 be redesignated 7(1).

9. That the following be inserted as a new Article 7(2): 'All officers and members of the Representative Assembly shall be Active Members of the Federation.'

10. That Article 12(2) be amended to read: 'All nominees for the office of Geographical Representative must be Active Members in the Geographical Area for which they are nominated.'

11. That in Article 12(4) the words 'to teach in a public school' be deleted and replaced by 'to be an Active Member.'

12. That Article 15 be amended by adding the following paragraph as paragraph 8: 'The Executive Committee may from time to time as it sees fit, invest and reinvest any monies of the Federation in any one of or all of the securities in which trustees are for the time being authorized by law to invest and/or B.C. T.F. Co-operative Association Co-operative Certificates of Loan.'

—C. D. OVANS, General Secretary



Add North Vancouver to the growing list of local associations with their own offices. Here President Jim Robertson, and Second Vice-president Rosemary Collins admire a coffee urn, a gift from the North Vancouver School Board.



CTF Project Overseas this summer is sending more than 65 teachers to 12 countries in Africa, West Indies and Asia. Seen here are BCTF's participants in the 1968 project: Standing, left to right: J. A. Young, Dr. Gerald Nason, CTF Secretary-Treasurer, N. E. Nelson, David W. Redekop, F. Trevor James and K. F. Neale; Behind: A. I. Jones, H. Friesen, Melvin L. Henderson, Miss Nancy F. Peterson, G. W. Johnson, Roy Jonsson, Mrs. Margaret A. Smith, E. S. Stelzl, Dr. Frank Rouvier, Gary Armour and Miss Jean D. Halcrow.

## Microteaching technique for Project Overseas

The Canadian Teachers' Federation will use the latest technique of microteaching during its Project Overseas this summer.

Sony Corporation is lending a portable video-tape camera and playbacks for CTF teachers who will spend the summer in Africa, the West Indies and Asia helping teachers in those countries upgrade their own qualifications.

The suggestion came from Sister Mary Phillips, a teacher in the Rycroft School in Alberta's Peace River district. Sister Phillips has been using the TV cameras in her work as professional development consultant for the Alberta Teachers' Association. She hit upon the idea last summer when she was in Africa with CTF Project Overseas.

'If the microteaching program for CTF Project Overseas is a

success, we hope to make it a permanent part of the project,' said CTF Secretary-Treasurer Dr. Gerald Nason.

The equipment consists of a portable video-tape camera and recorder weighing about 18 pounds which is held by the teacher-operator. A portable playback unit, similar to a television set, is provided for viewing. All units are operated by rechargeable batteries.

Short clips of video-tape are shot of specific teaching situations and then viewed by the subject for critical self-analysis. No processing of the tape is necessary and immediate replay is possible.

The only experienced Canadian teachers who have had the opportunity to do microteaching are the teachers of Alberta's Peace River

Zone,' according to C. D. Ledgerwood, elementary education consultant for the Alberta Department of Education.

Mr. Ledgerwood describes the technique this way: 'One of the latest educational developments assisting teachers to improve instruction is a procedure whereby the complex teaching act is broken down into simpler, more trainable skills. A given skill is selected for study. A brief lesson using this skill is taught to a few students, analyzed from a video-tape recording and re-taught with modifications to a different group of students.'

'This teach-critique-re-teach sequence can be repeated until the skill has been mastered. The improved skill can then be used in the regular classroom setting.'

## FINANCE

Continued from Page 1

enda in order to voice their opposition to provincial policies.

'We believe that school boards should have fiscal independence and therefore have real management power and authority.'

The Federation also expresses its concern over the fact that, under the formula, grants are calculated on the basis of a provincial average. Bringing all districts down to an average level, it says, 'will inevitably inhibit progress and compel mediocrity.'

## PTA Council sponsors commission seminars

The Vancouver Parent-Teacher Council is sponsoring a series of three seminars to discuss six topics from the report of the BCTF Commission on Education.

Topics are: What is Education For? Keeping Teachers up to Date; Administration: Enabler or Disabler; Individualizing Elementary Instruction; Individualizing Secondary Instruction; Teacher Aids—Mechanical or Human. Each delegate will be asked to

select the topic of greatest interest to him and then engage in two evenings of seminar discussion, which will lead to the formulation of an interim report. On the third evening delegates will listen to, and vote on, the statements of all the interested groups.

Two sessions will be held, March 25 and April 22 in the Vancouver School Board office, 1595 West Tenth Avenue, beginning at 8 p.m.

## Extension department plans tour of Japan

An educational tour of Japan, May 4 to June 1, is being sponsored by UBC's Extension Department.

The tour will include special features of interest to persons involved in education at all levels — teachers, administrators, trustees.

Participants will observe the Japanese school system and administrative operations and will meet with Japanese administrators.

Complete information in brochure form is available from Extension Department, UBC, Vancouver 8.

## City college offers teacher aide course

Vancouver City College, as of last September, now offers two firsts for B.C. in career-oriented training.

Schools will soon be able to employ teacher aides or assistants who have taken an eight-month, full-time training program.

The teacher-aide course includes some theory and much practical work in audio-visual, library, book rentals, lab preparation, marking, record-keeping and other necessary skills for various non-teaching tasks.

Students are also instructed in certain aspects of secondary school organization, including the programs offered by secondary schools.

The second program produces recreational technicians.

University graduation is the minimum requirement for program directors and other senior positions in the field of recreation.

Under professional direction, trained technicians can operate as instructors, leaders and assistants.

The two-year, full-time training emphasizes theory and activity in a broad range of recreational pursuits. Field work at various centers is an integral feature of the program.

In addition, all students are given a general education at the post-secondary level, particularly in English and social sciences.

## 'Moorish world' tour

The Moorish World of Southern Spain, Morocco, Libya and Tunisia will be the focus of a three-week educational-travel program being offered by UBC's Extension Department, May 6-27.

Two authorities on the area, Professor William Nicholls and Professor Hanna Kassis, from UBC, will accompany the tour. The two men combine the disciplines of archaeology, classical studies, religious history and intimate knowledge of the Western Mediterranean area.

Total cost of the program is \$1,500, which includes lectures, travel costs, hotels and meals, entertainment and tips.

A brochure and further information on The Moorish World educational-travel program are available from the Extension Department, UBC, Vancouver 8.

## Check with STF first

Teachers considering applying for positions in Saskatchewan should check with the Saskatchewan Teachers' Federation before accepting any offer, says Dr. Stirling McDowell, General Secretary of STF.

Teachers' salaries are being negotiated under the provisions of a new Act, which includes zonal bargaining and compulsory arbitration. Talks have stalemated in all areas, says McDowell.

## 'Third' look at Formula

The provincial government has taken a 'third look' at the provincial education finance formula and come up with yet more money for some districts in financial problems as a result of the formula.

Education Minister Donald Brothers informed some boards Feb. 19 that additional monies were being granted to school boards to recognize the increased cost of operating special classes and occupational classes.

As a result, Vancouver received an additional \$825,826, which meant that the district could cancel its proposed referendum.

Full impact throughout the province was not known at press time.

A 'second look' taken in late January, raised government grants to districts by 3½%.

### MacMILLAN BOOKLET

Two booklets designed to encourage a wider understanding of British Columbia's forest resources have been prepared by MacMillan Bloedel Limited. The teacher's edition, entitled Unlocking the Secrets of the Tree, covers all aspects of forest production and wood utilization.

A condensed edition called Research in the Forest Industry is for student use.

Information may be obtained from E. G. Stroyan, Harmac Division, MacMillan Bloedel Ltd., Reserve Mine Rd., Nanaimo, B.C.

### WALKATHON

Student councils and secondary school teachers will be requested to participate in a 'walk for dollars walkathon' being planned by the B.C. Indian Development Fund Association. Money raised by the 'walkathon' will be given to Indian organizations for purposes as legal research, promotion for welfare and creative abilities of Indians, and for expenses involved in conferences dealing with current problems. The event will take place in late April or early May, with locations yet to be decided.

# Members-at-large nominations



**MICHAEL E. DOWNING**

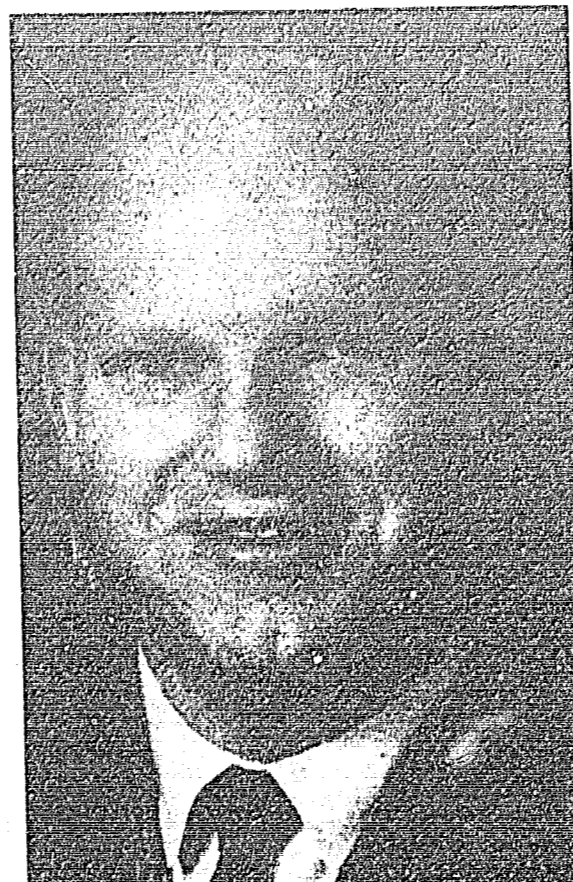
Born Vancouver, attended school there; BA 1949, UBC; BEd, 1958, UBC; Normal School 1954-55; teaching experience — taught at Cecil Rhodes, Vancouver 1955-59; boys' counsellor at Inglewood Jr. High, West Vancouver 1959-61; head counsellor at Sentinel Secondary, West Vancouver 1961-63; vice-principal at Ridgeview Elementary, West Vancouver, 1963-64; currently vice-principal at Sentinel Secondary; one year as Geographical Representative for VESTA; member of Ad Hoc Committee on Sick Leave 1957-58; PTMS Board of Directors 1957-59; member of Representative Assembly 1958-59; 2nd vice-president VESTA 1956-57 (chairman Constitution and By-Laws and P-TA Liaison); 1st vice-president VESTA 1957-58 (chairman of Agreements); president VESTA 1958-59; secretary-treasurer (1960-61), president (1963-64) West Vancouver Teachers' Association (Sec. section); president West Vancouver Teachers' Association 1963-65. Nominated by Nominating Committee.

ET & LC Committee past six years; currently executive member of GVTA and Geographical Representative. Nominated by Nominating Committee.



**JOHN S. CLARK**

Born New Westminster; educated at Mission City; BA, UBC 1948; teacher training UBC, 1949; counselling training at UVIC summer schools; Canadian forces WW II; teaching experience — taught at Quesnel Elementary-High; vice-principal Quesnel Jr. Sr. High; taught at North Saanich Jr. Sr. High, Royal Oak Jr. Sr. High; principal Royal Oak Jr. Sr. High; currently teaches at Claremont Sr. Secondary School; Executive member from SVIDC (old system); member BCTF Board of Admissions and Review and Membership Committee; currently Geographical Representative for South Vancouver Island District Council; on Salary Committee Quesnel District Teachers' Association; president Quesnel District Teachers' Association; several local committees of Saanich Teachers' Association; District Councillor and president Saanich Teachers' Association; member of ET&LC Committee for Saanich Teachers' Association. Nominated by Nominating Committee.



**W. GORDON SANBORN**

Born Trail; attended school there; taught in Prince George, Lillooet, Ladysmith; currently head of Social Studies Department, Ladysmith Secondary; member CMDC 1961-64; Geographical Representative for Central Mainland 1962-64; member SVIDC 1965-69; Geographical Representative for SVIDC since 1966; served in many local offices and on several committees; president of Lillooet local association 1960-62; president of Ladysmith local association 1966-67. Nominated by Nominating Committee.



**ALLEN BLAKEY**

Born Winnipeg, Manitoba; elementary school Prince Rupert, secondary school Victoria; Victoria Normal School 1955-56; currently in final year of BEd (Elem); teaching experience — one year Cranbrook District (principal at Wardner); one year at Hixon in Prince George District; now in tenth year in Vancouver; one year rural representative on Cranbrook Executive; four years Geographical Representative for VESTA; member BCTF Ad Hoc Committee on PSAs; five years on VESTA Executive; currently president of VESTA. Nominated by Nominating Committee.



**LES ISAACSON**

Born Cambridge, England; educated in England, London Matriculation 1935; teacher training 1945-46; external work at Cambridge University; UBC summer school and correspondence, BA 1957; 7 yrs. WW II Army and RAF; teaching experience—taught in Cambridge 1946-51; Oak Bay High 1951; Monterey School 1952-54; vice-principal Quadra School 1955; principal Macaulay School 1955-68; currently principal George Jay School; two years on BCTF Workload Committee; member Effective Teaching and Learning Conditions Committee for three years; chairman ET & LC four years; currently member of Representative Assembly and co-ordinator for ET & LC for Lower Vancouver Island Zone; executive member of Elementary and Secondary Sports Association of Greater Victoria Teachers' Association 1951; two years secretary-treasurer, Principals' Sub-Section GVTA; Convention Committee member 1962, 1964; liaison and committee member of local



**W. DON JORGENSEN**

Born Limerick, Sask.; BEd (Secondary) Math-English, 15 units, Post-Grad (Math and Psychology); teaching experience — taught math and science in Vancouver secondary schools 1963-68; vice-president VSSTA 1966-67; president VSSTA 1967-68; on Educational Study Group (VSB, VSSTA, VESTA) 1966-68; member Agreements Committee VSSTA 1967-68; member several VSSTA committees; co-ordinator BCTF ET & LC Committee since 1968; chairman Constitution and By-Laws 1968 to date; currently member of Pensions Committee and Professional Relations Commission; member Urban Locals Committee 1967-68; Geographical Representative 1966-68. Nominated by Nominating Committee.



**HARRY M. PEEBLES**

Born Scotland; attended school there; MA St. Andrews University, Scotland 1950; Diploma of Education, St. Andrews, 1951; MEd, UBC 1966; teaching experience — Quesnel Secondary 1956-62 (English and Social Studies, senior boys' counsellor); vice-principal Sparwood Secondary School, Fernie, 1962-65; principal 1965-67; currently vice-principal Fernie Elementary-Secondary; member of Agreements Committee and later chairman Quesnel District Teachers' Association; district councillor for local on North Central District Council; member of Agreements Committee Fernie District Teachers' Association; past president Fernie TA; district councillor on East Kootenay District Council; member convention committee 1966; Geographical Representative East Kootenay Teachers' Association 1966-69. Nominated by Nominating Committee.



**NORMAN J. ROBSON**

Born Nanaimo; attended school there; senior matric at John Shaw High, Nanaimo; teacher training 1955-56; taught Wood, Draft, Math and Science at McKim Jr. Sr. Kimberley 1957; currently teaches Draft, Construction, Math, Science in Lillooet (since 1958); taught night school in Nanaimo, Vancouver, Kimberley, and Lillooet; past president Lillooet Teachers' Association; Agreements chairman LTA several years; District Council Representative (CMDC); twice chairman of CMDC; currently Geographical Representative for CMDC. Nominated by Central Mainland District Council.

## Textbook attracts attention

Burnaby teachers Ed and Greta Nelson have received requests from all parts of Canada for copies of their textbook *English Through Experience*.

The Nelsons were deluged with congratulatory letters following a feature article on their book which appeared in the Feb. 4 edition of the *Canadian Magazine*.

The Grade 7 text, which features the Beatles and excerpts from *Mad Magazine* and *Peyton Place*, was published by Copp Clark in 1968 and is now being used throughout B.C.

One elementary school teacher from Bedford Park in Toronto wrote, 'I am very excited about your book *English Through Experience*. Congratulations! Thank you very much for making such a valuable contribution at such a vital time. It really seems to be a "living" text. With three children of our own and a number of years in the classroom, I agree—we need more "Peanuts, Mad" and so on!'

Gary Spiller, a Grade 12 student from Pointe Claire, Quebec, wrote that it's a relief to learn that writings of the 60s have found their way into the school system. 'Apart from a brief study of John Lennon's poetry in Grade 10, we have never had an opportunity to compare styles with traditional ones in the classroom.'

## Library study starts

The BCTF has launched a six-month study of school libraries with a grant-in-aid from the Educational Research Institute of British Columbia.

The study will include a review of present facilities and will suggest guidelines to help districts and schools improve future library facilities.

It will also examine the place of learning resource centers and the use of the new or multimedia.

A. W. Fraser of the B.C. School Librarians' Association, and J. S. Church, BCTF staff — under whose direction the study is being carried out — have already been invited to visit a number of districts.

They are now working out an itinerary for district and school visits. They hope to visit as many districts as possible before May 31. Requests for such visits should be addressed to the School Library Study, c/o B.C. Teachers' Federation.

In addition, Fraser and Church expect to receive written briefs from individuals, groups or associations. Deadline is May 31.

After they have examined some of the more recent research literature, Fraser and Church plan to visit a few 'lighthouse' schools and to meet some educational-communication authorities from outside the province.

### NO SWINGERS?

Should teachers wear mini-skirts? In Ayrshire, Scotland, the answer is no! In a recent forum discussion, both the vice-president of a college of education and the Ayrshire director of education felt that 'what's acceptable as fashion and what's acceptable dress for young teachers are not necessarily the same thing. Minis, no matter how attractive, are unprofessional because,' they said, 'teachers belong to a conservative profession and should not be immediately equated to swinging chicks.'

—Courtesy of Action in Education

## Profiles of candidates

### for table officers

will appear in next Newsletter