

# THE MANITOBA TEACHER

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THE MANITOBA TEACHER  
191 Harcourt St., Winnipeg, Man. R3J 3H2  
(return postage guaranteed)

## G L I M P S E S

of the 58th annual general meeting of  
The Manitoba Teachers' Society  
March 28-31, 1977  
Winnipeg Inn, Winnipeg, Manitoba



While the Society's First Vice-President Ralf Kyrityz (standing) introduces him, Dr. Lloyd Dennis appears to be taking a quick last-minute look at his notes. Dr. Dennis was the guest speaker at the Society's annual banquet, one of the traditional highlights of the annual general meeting. This year it was held on March 28. Later in the meeting, on March 31, Mr. Kyrityz was elected President of the Society for 1977-78. He will assume office next July 1.



Delegates representing teachers in northern Manitoba were particularly pleased when they gained the support of their colleagues at the meeting in approving a resolution that called on the Society to set aside \$10,000 during 1977-78 to assist teachers in the north who wish to attend the special area groups conferences in Winnipeg next fall. The assistance will go to teachers in the Kelsey, Flin Flon and Frontier School Divisions and the Churchill, Leaf Rapids, Lynn Lake, Mystery Lake and Snow Lake School Districts. The monies will be made available through the Northern Regional Professional Development Committee. The responsibility for the "equitable control of the allocation to the members of the northern professional development region" is in the hands of the Society.



One of the headtable guests at the Society's banquet on March 28 was Manitoba's Minister of Education, Ian Turnbull (right). With him is the guest speaker, Dr. Lloyd Dennis, best known as the co-author of the Hall-Dennis report in Ontario some years ago. Dr. Dennis spoke about the "great expectations" of the school. Delegates enjoyed Mr. Turnbull's company again on March 30 at a luncheon, hosted by the Minister. Mr. Turnbull used that occasion to announce the allocation of about \$297,000 in grants for the professional development of teachers, the establishment of a teacher certification program in rural Manitoba, and assistance to teachers involved in the implementation of Bill 58 (aimed at facilitating the integration of children with special needs in regular classrooms).

more about the  
Society's 1977  
annual general  
meeting on pages  
3, 5, 6, 7, 8, 10 and 12

Leo Duguay (below-left), Past President of the Society and second vice-president of the Canadian Teachers' Federation, presents a \$3,000 Hilroy fellowship to Thomas V. Chan, a Winnipeg teacher, who developed an audio-visual project to stimulate his students' appreciation for poetry. Mr. Chan was one of two Manitoba teachers who received such a fellowship this year. The other fellowship recipient was Sheryl V. Theobald, St. James-Assiniboia, whose project focussed on Native studies.



Society President Art Reimer (left) shares with General Secretary W. Robert Gordon the greeting Mr. Reimer received shortly before the opening of the Society's annual general meeting. In addition to chairing the four-day meeting — including two evening sessions — Mr. Reimer delivered a major address on Monday morning, March 28, in which he spoke of his concern about the dangers of standardized testing, the continued criticism of education in the form of the "back-to-the-basics outcry," the need for all teachers to have the right to due process in case of unfair dismissal and the inequities inherent in the anti-inflation program. Mr. Gordon also made a major presentation, on March 29, in which he expressed concern about the lack of appreciation of education as a contributor to the economy.



# READERS WRITE

## It's Time To Re-examine Our Priorities

Madam: I understand that each division association has been invited to name a representative to a teacher evaluation committee of the Society.

The 1975 report of the committee on teacher evaluation, grappled with the problem of possible effects of management decisions on teacher welfare. The committee insisted upon a conscious attempt toward professional growth: "It must be stated unequivocally that the possibility of a management decision affecting a teacher can only arise after a process of evaluation for professional growth has been consciously attempted and allowed time to be effective. Where there is an intention to evaluate for a management purpose, the teacher must be so informed, and should receive copies of all documentation generated up to that point. The teacher should have the option to introduce into his file any documentation deemed relevant to his own evaluation."

Some division associations appear to support the proposition that teacher evaluation guidelines should become part of the negotiated contract, thereby providing 'safeguards' for teaching staff — especially 'non-tenured' staff.

The approach and concern show ample merit but a serious flaw in rationale will likely result in teacher-board confrontation detrimental to further progress toward progressive evaluation systems. The fact is that employers do not conceive their employees as being able to 'instruct' them in how to conduct management affairs better. However, all is not lost! Let us examine contemporary developments.

The California legislature passed the Stull Act in July, 1971. This law stipulated that each school system be required to establish its own objective system. Further, a written evaluation had to be presented to a teacher in a person-to-person meeting with suggestions for improvement.

The New York legislature passed the Fair Dismissal Act effective July 1, 1972. This act stipulated that any non-tenured teacher facing the prospect of not being re-hired could request "in writing" that a written statement giving reasons for not re-hiring be provided within seven days of the request.

The State of New Jersey in July 1975, legislated that a supervisor observe, evaluate and confer with a non-tenure teacher at least three

times a year. It represented a sincere attempt to identify any deficiencies and to extend assistance to the teacher to correct these deficiencies.

In the light of the developments elsewhere, the major thrust of the Society's evaluation committee should be directed at our provincial MLA's to convince them that similar laws should be enacted here. What is the justification for continuing battle with local school boards at the divisional level when it is clear that the more sensible and effective way of attaining appropriate and effective guidelines for teacher evaluation rests with the provincial legislature?

Surely it is time to re-examine priorities and approaches in a pragmatic fashion. One would almost believe that the Society's Provincial Executive supports the confronta-

Readers are invited to share their views with others through 'Readers Write.' Contributions should be addressed: Editor, THE MANITOBA TEACHER, 191 Harcourt St., Winnipeg, Man. R3J 3H2. Authors may use pennames but should provide the editor with their name and address. All contributions are subject to editing for length and good taste.

tion approach as opposed to a collegial approach in this instance.

George Derenchuk  
Principal  
Pierre Radisson Collegiate  
St. Boniface

## Retired Educators Start Reading Project

Madam: The Westman Retired Educators have taken upon themselves a project to help primary teachers of the Westman region to create and instill in primary students an interest in reading. To do this we are encouraging teachers to write stories which deal with animals, birds, plants, environment and life styles of the Westman area. With the help of a *New Horizons* grant we have, as of now, published eight such books. The authors are Brandon teachers. We have distributed these books to all elementary schools in Brandon and the Westman area, as far west as the Saskatchewan boundary, as far north as Russell, as far east as Neepawa and Cartwright, and as far south as the U.S. boundary.

The enthusiasm with which the books have been received suggests that all Manitoba teachers could find use for them.

## Thanks, Teachers

Madam: Thank you for the special mention of ADES (Alcohol and Drug Education Service) in the January 1977 issue of THE MANITOBA TEACHER under 'News Briefs.'

We are greatly encouraged in our work by the enthusiastic response of the teachers to our field staff who present the program in the schools. We are pleased, too, with the increase in donations from teachers personally, showing that they care.

## Educational Diplomacy

Madam: As most teachers are aware, the most carefully worded communiques are issued, not from our conference rooms, but our school-rooms. In systems where report cards are required even in kindergarten, the teacher's professional integrity is battered by an administration which 'encourages' constructive comments, and by tense parents determined to see a Picasso in every finger-painting. At the frustrating peak of Report Card Week, the teachers in our school drew up the following for L.C. who had filled our year with interest:

1. She communicates well (*She never stops talking*).
2. She has an extensive vocabulary (*Much of which I hadn't heard until I was four times her age*).
3. She shows a strong sense of family security (*Every time she is disciplined she screams, "I want my mother!"*).
4. Her inter-personal relationships show improvement (*The human animal is constantly changing. She had nowhere to go but up*).
5. She takes an active interest in the total educational experience of the class (*She minds everybody's business*).
6. She is careful of her personal appearance and does neat work (*Kristen put sand on my new skirt — Claudio put a spot on my painting*).
7. She cooperates well with attempts to use a variety of materials for well-rounded development (*"The clay is MINE — the dress is MINE — the*

When we first started on this project, we had in mind to create stories which would stimulate slow readers as well as disinterested readers but we find now that all types of students seem to enjoy reading them. Teachers may order the books, at 50 cents each, from me: Richard Nielsen, president, Westman Retired Educators, 333-17th Street, Brandon, Man. R7A 4Z4.

We also encourage teachers in Manitoba to write stories. These stories should be between 12 and 22 pages in length and should deal with real life situations in a Manitoban environment. There should be ample illustrations which may be done by the author or we can have it done by the printer's artist. Manuscripts should be sent to the above address.

Richard Nielsen  
Brandon, Man.

Our boys and girls are often confused regarding the use of alcohol and other drugs. We need to work together to show them that there is a happy, successful lifestyle possible, quite independent of the use of alcohol and other harmful drugs. Your cooperation is greatly appreciated.

Stanley A. Steinmann  
Assoc. Exec. Dir.  
Winnipeg ADES

chalk is MINE — MINE — MINE!").  
8. She finds great satisfaction in doing a piece of work. She carefully evaluates her efforts in respect to the general level of class achievement (*"Mine's better than yours. You can't print your name and I can"*).

9. She sets high goals for herself and pushes firmly and consistently toward their fulfillment (*She wants to run the show and she never gives up trying*).

Mary Mortimer  
Ottawa, Ont.



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# President Reviews Controls, Standards, Evaluation and Other Teacher Concerns

Manitoba teachers would find it "totally unacceptable" if the anti-inflation controls were lifted for everybody but employees in the public sector, Society President Art Reimer stated in his address to delegates at the Society's 1977 annual general meeting on Monday morning, March 28.

The anti-inflation program continued to be inequitable and insensitive and continued to disrupt free collective bargaining, according to Mr. Reimer. He noted that most economic researchers, industrial and business leaders, and organized labor had joined teachers in calling for an end to the program. At the same time, he was concerned about the method to be used to withdraw the program.

"There have been strong indications that controls might be lifted for all except public-sector employees," he said. "This is totally unacceptable to us . . . Teachers have not caused or contributed to the recent high inflation rates. Education has not caused or contributed to the recent high inflation rates. Education is a consumer of inflation not a cause. Individuals and governments are spending a smaller percentage of their incomes on education today than some years back."

"I suggest to you that the federal government has chosen controls because it is convinced that the political costs of choosing other, and probably more successful, methods of fighting inflation — such as monetary restraint — would be higher than the controls program," he emphasized.

Mr. Reimer also talked about the continuing public debate calling for a return to the so-called "basics" in education. He argued that the "outcry" stemmed partly from "an unhealthy economy."

"In a period of high inflation, high unemployment and seemingly low productivity it is easy to become insecure," he noted. "We live in a rapidly changing world and when we no longer feel secure about fulfilling our basic needs, we lash out. Education is an easy target. Consider all the promises made since the 1950s about what our educational system would achieve. Some of these promises are unfulfilled and therefore the schools must be to blame for our current situation. What seems to be called for is a return to the past when change was slower, when we understood what was happening, when we didn't have constant, on-the-spot reports of each world crisis, when to be

knowledgeable was to know your immediate surroundings."

Mr. Reimer saw a relationship between the 'basics debate' and the drive for equality in education and standardized evaluation.

In the minds of some, "equality of educational opportunity implies equality of success" and "compulsory education implies compulsory success," he said, but "obviously, the school system will never be able to provide either equal or compulsory success."

He urged teachers to listen to the criticism without over-reacting. To adjust what they were doing if the criticism was warranted but to ignore criticism that was unjustified.

With respect to demands for a return to standardized tests, Mr. Reimer noted the danger of misuse. "It is greatly unfair and unjust to students and teachers to take a test designed for a specific purpose and use the results for an entirely different purpose," he said, noting that this happened recently in Ontario where 6,000 freshmen had been given a test purportedly to determine their literacy. It was subsequently found that the test demanded far more than it was said to demand.

The only justifiable test, in Mr. Reimer's view, was the test "given for a specific purpose" and checked in advance to assure that it would test what it was designed to test. "If that cannot be shown the test should not be administered," he said. "If evaluation does not provide meaningful relevant feedback to assist students or the teaching of students, it cannot be justified."

Mr. Reimer reaffirmed the Society's stand with respect to the right of all Manitoba teachers to due process. At present, a teacher must have been employed by the same school board for two years before he can claim that right if that board decides to dismiss him.

"Every Manitoba teacher, like every Canadian citizen, has the fundamental civil right to defend himself before an impartial tribunal when accused of an offense that can cost him his job," he argued. ". . . Access to justice in our society is an entitlement, not an earned right contingent upon the number of years a teacher is employed by one school board. Moreover, the right to due process is essential to preserving the integrity of both teacher and school board."

Mr. Reimer also reviewed the "dramatic" changes in education over the past 15 years.

"Education has experienced the

heavy feeling of being a number one priority" but "also knows the feeling of being relegated to a much lesser role," he said. "Society has expressed high expectations. Schools will solve our problems. Do we have a drug problem? . . . Develop a new program. Do we have a high automobile accident rate because of inadequately trained drivers? . . . Bring in driver education. Is the average 30-year-old Canadian physically equivalent to the average 60-year-old Swede? . . . Offer more physical education. Do we have a high crime rate? . . . Prepare courses geared toward crime prevention."

He emphasized that Manitoba teachers were coping "amazingly well" with these demands but that they could not be expected to accept more without the additional resources needed to meet such demands. He also stressed that studies have shown that "most parents are pleased with what is now happening in the school" and support the work being done by teachers.

" . . . as public expectations rise the job of the teacher becomes more

difficult," he said. "It is not possible to readily define the role of the teacher today. The teacher today is expected to be skilled in diagnosing problems, in recommending and implementing solutions, in discipline, in teaching methodology and in human relations. He is expected to know the course content and be able to provide wide-ranging expertise (even though he may be teaching in a subject area he was not trained for). All of this and more is to be done before groups of the most honest critics in our society — the children in our schools."

In conclusion, Mr. Reimer urged teachers to speak out and let others know what teachers think about school programs and public expectations. He pointed out that the Society offered Manitoba teachers the mechanism to deal with their concerns. He suggested that those involved at the provincial level continued to rely heavily on the division and local associations to help them keep in touch with the membership.

"This is still and, I hope, always will be a grassroots organization," he concluded. ●

## UFO Expert Comes to Winnipeg



Dr. J. Allen Hynek, Professor of Astronomy at Northwestern University and director of the Center for UFO Studies, Illinois, will be one of the speakers at the international science teachers' conference in Winnipeg next October.

Science teachers expect "a large crowd" at their banquet on October 21, according to Len Ross, a Winnipeg teacher involved in the organization of the international science teachers' conference to be held in Winnipeg, October 20-22. The banquet will be one of the highlights of the conference, sponsored by the Science Teachers' Association of Manitoba and the National Science Teachers' Association. The reason for the expected crowd is Dr. J. Allen Hynek, shown above.

Dr. Hynek is known particularly for his investigations and views of UFOs and is editor-in-chief of a new American monthly publication, *International UFO Reporter*. In his foreword to the first issue of the publication last November, Dr. Hynek wrote:

"Whatever one may think about UFOs — whatever one may believe about their physical reality — whatever one may speculate about their origins, one fact has stood out over the past quarter of a century: UFOs continue to be reported by people the world over, and in all walks of life.

"The contents of these reports continue to intrigue, mystify, entrance and engage our imaginations. Even the skeptic can barely fail to sense the dramatic element in a well-documented, multiply-witnessed report of a UFO close encounter. . . . Each well-investigated UFO report . . . carries us closer to the edge of reality. It suggests that conventional

ways of looking at things . . . may have to be changed, much in the same way that Einstein presented us with a new way of looking at the physical world. . . ."

" . . . it is becoming increasingly clear that the UFO is much more than that which merely fools the eye or deludes the fool. Much more — it is entirely new information, and only the unprejudiced mind is prepared to take advantage of, and meet, this new challenge."

Science teachers hope that Dr. Hynek will bring them a little closer to that new challenge next fall. ●

## Newsletter Awards Established

The Society's provincial public relations committee has established awards for the best teacher newsletters published by division associations.

Associations that have published at least five newsletters during the year are eligible.

The committee has set aside two prizes in each of two categories. One category is for first-time editors, the other is for editors with one or more years' experience.

This year's entry deadline is May 15, 1977.

Further information is available from the Society's public relations department. ●

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# With an Eye on the Election

The Society's Communications Officer, Gordon Wielenga, spent a good deal of time in the Manitoba Legislature last month to listen to the debate surrounding the educational estimates. Following is Mr. Wielenga's report.

Members of the Manitoba Legislature paid tribute to teachers during the recent two-week debate on the estimates of expenditure of the Department of Education.

Reminded perhaps of the significance of teacher votes in an almost certain election year, Steve Patrick (Lib. - Assiniboia) said, "... our teaching profession today is a very fine and a true profession ... I think that teachers work extremely hard." Opposition leader Sterling Lyon (PC - Souris-Killarney) said, "... there is perhaps no more important profession than the teaching profession in terms of the kind of upbringing and the kind of molding of attitudes that our children come to develop next only to the parents." Education Minister Ian Turnbull stated, "The teachers in this province deserve credit for the good job they are doing. They seldom get that credit and I am willing to give it to them because they deserve it."

At the start of the debate Mr. Turnbull said teachers "spend hundreds and hundreds of hours doing work related to their students and schools which is quite outside what they are on contract for and outside what they are paid for." He added that a great deal of voluntary work is not recognized by MLAs or the public.

The Minister said he welcomed and looked forward to a debate that would clarify what is going on in education and he pressed the Conservatives to outline their policy on education. The Conservatives, however, made it clear they were not there to discuss their policy but to grill the new Minister on the operations and financing of the Department of Education.

The compliments for teachers were brief moments in a debate that attempted to show that the Department of Education was, according to Mr. Lyon, in a "leaderless drift" and that there was "a feeling of crisis" about the state of education. Tempers flared when Ed McGill (PC - Brandon West) said senior departmental officials were at loggerheads and that morale was lower than ever.

Opposition speakers were generally careful to point out that the problems in education were the fault of

the Department of Education, not teachers.

The opposition felt it had made political gains last year in a vitriolic exchange with the former education minister, Ben Hanuschak, who had seemed neither prepared nor willing to deal with some of their questions and charges. This year was different. The new Minister had the answers or obtained them quickly.

Anxious to diffuse the opposition attack, Mr. Turnbull:

- presented estimates of \$208 million that indicated that the department was under tight fiscal control while providing an increase of \$23 million in provincial support to school divisions,
- lowered the elementary pupil-teacher ratio for grant purposes to the secondary level of 23:1,
- said he favored some system of provincial student evaluation although he did not give details,
- announced there would be resources provided for the mainstreaming of children with special needs,
- endorsed increased activities in physical education,
- called for greater emphasis on Canadian history studies, and
- asked for an informed debate on the basics, the core curriculum, discipline and teacher working conditions.

Mr. Turnbull was less direct when the effect of the change in pupil-teacher ratio was debated. While stressing the importance of elementary education, he glossed over the fact that a ten per cent administrative grant had been dropped. School divisions would be getting two million additional provincial dollars but it was a remote possibility that elementary teachers would be teaching smaller classes.

The Minister's priority seemed to be to bring the elementary pupil-teacher ratio in line with the second-

dary level, even at the expense of administrative grants and use any additional funds (about \$8 million) to increase equalization grants that recognize financial disparities among school divisions.

Estimates debate in the Manitoba legislature has rarely been dignified with any qualities of a systematic, investigative inquiry into the operations of a department. Rather, it is a political debate in a political institution and the main objective seems to be to score as many political points as possible.

Lloyd Axworthy (Lib. - Fort Rouge) said he was concerned about teacher morale. He said education was becoming a political football and that it should be removed from "the political hot seat" by calling a special inquiry. Mr. Turnbull rejected the request, saying the forum for "an open free-wheeling debate" existed in the Legislature. What Mr. Turnbull did not note was that the forum he was talking about was for politicians only.

Nevertheless, observers agreed that the Minister closed the debate in much better political health than did his predecessor.

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## Looking for a Job?

If you are looking for a teaching position in Manitoba, make use of the Society's employment information service which can provide you with details about salaries and working conditions in the school(s) where you would like to teach. To obtain information, contact the Society's personnel services department, specifying the school(s) and division(s) in which you are interested.

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# 'Back-to-Basics Hogwash' Deplored

While "poll after poll shows a loss of [public] confidence in business, government and, only to a slighter degree, every other institution . . . , poll after poll also shows more public confidence in schools and teachers than in business or government or business unions or parliament or the news media," Leo Duguay, second vice-president of the Canadian Teachers' Federation and Past President of the Society, told delegates at the Society's 1977 annual general meeting in Winnipeg last month. Mr. Duguay made the statement on March 29 while bringing greetings on behalf of CTF.

Fear, cynicism and frustration combined with a lack of national political leadership are causing Canadians to "lash out indiscriminately" without properly identifying "the enemy," Mr. Duguay observed.

He warned that some who had not bothered to identify the cause of society's ills were trying to bring back final exams and standardized testing. "These Canadians — although well-intentioned — can, if unchecked, create a great deal of havoc in education," he said.

He questioned the notion that final and standardized testing would provide data to help evaluate schools and make decisions about educational needs because it was based on "a fallacious assumption" that the skills and concepts being taught in schools could be easily measured.

He feared the potential of stan-

dardized tests to hurt the individualism and creativity of students and warned against the profit motive behind such tests.

"Standardized testing is an industry designed to create profit," he said. "Several major publishers . . . will be glad to help us design a few at \$2.00 a piece. In Manitoba alone, tests would create a million-dollar industry and that does not include the costs of some of the prescriptions for the maladies that their tests will reveal."

He predicted that in 2080 elementary school children would be "alive and well," would have "six or seven different jobs in their careers," would "interact with ten times more people in their lives" than their counterparts today and would have to make "300 to 500 per cent more decisions regarding their welfare,

lifestyle and behavior patterns" than people today.

"Don't buy that back-to-basics hogwash," he urged. "The calculator, the computer and simultaneous translation of thoughts into typewritten or vocalized statements by brain impulse receivers may make reading, writing and arithmetic obsolete. Basics today may not be basics tomorrow. The present trends toward people programs in education are not only correct but perhaps not yet varied enough to produce citizens who can successfully function in the society of 2080 or even 1990."

In conclusion, Mr. Duguay told his audience, "No one should be allowed to press the competent professional practitioner into using methods that are not in the best interests of our children. They may try. Don't let them!"

see also 'Duguay Answers Editorial' — page 8 of this issue

## Executive To Hire New Staff

The Society will employ two new staff officers next August. One of them will take the place of the late Ferg Cook, who died last March 27. The other will be an addition to the staff.

Employment of an additional staff officer has been facilitated by an allocation in the 1977-78 budget, approved by delegates at the 1977 an-

nual general meeting in Winnipeg, March 28 to 31.

Advertisements inviting applications have appeared in *tell-it-communication*, the Society's weekly bulletin, and daily newspapers in Brandon, Thompson and Winnipeg. The application deadline was April 20, 1977. The Executive is expected to make the appointments next May.●



Ferg Cook

## Thank You, Ferg

Ferg Cook, well-known Winnipeg teacher and staff officer of the Society since 1974, died on March 27, 1977, following a lengthy illness. The Society's General Secretary W. Robert Gordon spoke for Manitoba teachers and Society staff members alike when, at the start of the Society's 1977 annual general meeting in Winnipeg last March 28, he paid the accompanying tribute to Mr. Cook.

Ferg's pilgrimage ended on Sunday March 27, 1977 when death came as a welcome friend releasing him from the exile imposed upon him during the past four months by a debilitating illness.

We should be grateful that the pain and loneliness which he endured with incredible strength and patience are now over. We mourn his passing and we grieve with his family. For his time — 47 years — was too short. Nevertheless, he left us with a legacy of selfless service and complete commitment from which we will benefit for years to come.

Ferg's original profession was not in education but in agriculture where, for three years, he served with the federal government as a consultant. His teaching career began in 1960 and lasted 14 years, until his appointment to the staff of the Society in 1974. During that time he accumulated a record of service as a member of The Manitoba Teachers' Society which, throughout the history of the Society, has been matched by only a few members.

As a teacher and vice-principal in St. Boniface he served on the executive of that division association for seven years, including a two-year term as president and a seven-year term on the negotiating committee. When he moved to the Winnipeg School Division he continued his active involvement in the Society by serving as an executive member of the Winnipeg Teachers' Association for four years, chairman of the conference committee for two years, then vice-president and finally president.

During these years he was involved simultaneously at the provincial level. He attended the annual general meeting 13 of his 14 teaching years, served on the Salaries Committee for ten years and on the Provincial Executive for two years.

Given this impressive record of service, it was not surprising that the Provincial Executive appointed him to the staff; first as a one-year replacement in 1974 and then as a permanent staff member in 1975. During his short tenure on staff, he pursued his tasks with the same intensity that characterized his work with the division associations. Lately, in spite of deteriorating health, he insisted on carrying a full load, brushing aside the concern of associates almost with a tinge of annoyance. He was determined not to be a burden or worry to anyone.

Throughout his professional career Ferg was interested in collective bargaining and was always deeply involved, locally and provincially. He chaired the committee on resolutions six, seven and eight and, while he supported and advocated the right to strike, he accepted with grace and understanding the decision to reject this course of action.

As a leader at the local level he was sometimes called upon to champion unpopular causes. He accepted as a responsibility of leadership the criticism not only of his adversaries but also of some of those whom he was representing. He never flinched from expressing a point of view which he held with conviction. The celebrated Winnipeg 'noon hour' issue caused him much concern personally but he never complained or shirked his responsibilities even when he was subjected to considerable public abuse.

His involvement in the affairs of the Society was so complete that he had little time for other interests, except for his home and his family. Anyone who visited his home experienced unexcelled hospitality and was made aware of his deep affection for his wife, Rena, and his daughter, Michelle. To them, he gave his unbounded love and devotion.

Though his family had his first commitment, his commitment to the organization of his chosen profession was strong and abiding. However, commitment and dedication involve personal sacrifice. Only the individual really knows the depth of the commitment and the personal costs and sacrifice required. For Ferg, they were deep and demanding. . . .

It is teachers, such as Ferg Cook, who grasped the meaning of professionalism and committed themselves to its cause, to whom we owe an ever-lasting debt.

## Delegates Conferred Special Memberships

Delegates at the Society's 1977 annual general meeting in Winnipeg last month awarded five life memberships and one honorary membership to honor the contributions made to education by six Manitoba educators. The pertinent presentations (shown below) were made on March 28 by Society President Art Reimer. The memberships were established in 1962. The Society now has 22 honorary and 76 life members, including this year's recipients.



Art Reimer and Betty Gibson, life member.



Mr. Reimer and Ray Hooper, life member.



Mr. Reimer and Ed Kowalchuk, life member.



Mr. Reimer and Michael Posmituck, life member.



Mr. Reimer and Dr. Sybil Shack, life member.



Mr. Reimer and Arthur Leach, honorary member.



# Be It Resolved . . .

Following are the resolutions approved by the 256 delegates at the Society's 1977 annual general meeting in Winnipeg, March 28-31.

## The Teaching Profession

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy:

(1) Teacher education is a life-long process consisting of a training continuum involving personal education, initial preparation for teaching, and continuing education in service.

(2) Teacher education involves: (a) the establishment of a broad knowledge base; (b) the formation of professional attitudes; (c) the acquisition and development of skills; and (d) the continuous interaction of theory and practice.

(3) Teacher education takes place through the cooperative effort of various agencies in the educational system, including universities, school divisions, professional and community groups.

(A-1)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following as a basis for discussion with teacher education institutions and government in 1977:

(1) that pre-service teacher education be based on a four-year preparation program with increased emphasis on (a) the development of skills in diagnosing learning difficulties and applying remedies; (b) the study of child growth and development; (c) methodologies in the teaching of reading; and (d) opportunities for the integrated practicum or extended field experience under the supervision of competent teachers with adequate time and resources; (2) that teacher education institutions assume increasing responsibility for the continuing education of teachers after certification by (a) giving a greater portion of time to this endeavor; (b) decentralizing university courses by giving more courses off-campus in areas of expressed need; (c) cooperating with The Manitoba Teachers' Society, the Department of Education and the local school divisions in offering courses for teachers in teacher centers; and (d) cooperating with The Manitoba Teachers' Society and local school divisions in providing credit courses for teachers in areas of curriculum and program development, student evaluation, classroom management, and leadership skills. (A-2)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy on graduate education for teachers: That the Faculty of Education, University of Manitoba (1) establish an interdisciplinary doctoral program in order to facilitate graduate work in all five departments at the Faculty of Education; (2) expand its graduate program to include vocational education, industrial arts and business education; (3) make greater provision in graduate programs for credits in work experience in education, on-the-job projects, exchange programs with other universities, and travel credits; (4) improve its graduate program to (a) provide greater course selection; (b) include and encourage use of courses from various university departments; (c) include such features as an internship component and correspondence and off-campus courses; and (d) allow greater flexibility in course selection; (5) sponsor, in cooperation with the Graduate Education Students' Association, an orientation session each year for both full-time and part-time students in order to (a) organize a more in-depth orientation for its graduate students in each department; and (b) prepare and distribute a handbook describing departmental goals, policies, and financial assistance; (6) articulate publicly statements of the goals and functions of the graduate program and make students aware of departmental goals and policies prior to entry into a graduate program; (7) set and publicize the date and place for graduate program comprehensive exams well in advance, and give students advice on the scope and criteria for such exams; (8) provide a regular minimum number of daytime classes for full-time graduate students, and encourage inter-departmental contact and classes to overcome the financial drawbacks of such a provision; (9) extend the time line for completion of the graduate degree program; (10) provide course outlines and reading lists for

graduate students in advance of courses, particularly the summer school session; (11) review the function of the research component in the Master of Education degree program; (12) establish a Master of Education degree program with alternatives for research other than a thesis/research paper requirement; (13) review and clarify the research requirements and standards for a Master of Education degree and provide written guidelines for the distinction between a major thesis and a research paper (minor thesis) for each department; (14) provide on-going assistance in thesis-writing through such means as a thesis-writing course and a student-adviser contact system, particularly for part-time graduate students; (15) upgrade the education library to provide for graduate student research; (16) assign a temporary adviser to every graduate student upon admission to the program, allow regular contact between student and adviser by providing time in the adviser's workload for such contact with students, including after school hours for the benefit of those with full-time jobs, and establish a clear procedure whereby a student may change adviser; (17) determine the nature and number of awards to be allocated yearly to graduate students, publicize these awards widely to Manitoba teachers at an early date in the new year, determine criteria for the distribution of awards, advertise the criteria and use them as the basis for selection of recipients; (18) seek aggressively and support research projects to provide graduate students with the opportunity of working with staff and with financial aid; (19) sponsor a series of 'colloquia' on graduate education, with active involvement of graduate students and other groups concerned with this aspect of higher education including The Manitoba Teachers' Society; (20) promote full-time graduate work by teachers with school boards, The Manitoba Teachers' Society and other educational agencies; and (21) extend, in cooperation with other universities in the province, its graduate courses and other services (e.g., library) to rural Manitoba and implement an organized student-adviser system particularly for rural students; and

**Be It Further Resolved** that pursuant to this policy, The Manitoba Teachers' Society discuss its statement on graduate education with the Faculty of Education, University of Manitoba. (A-3)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That the faculties of education in Manitoba establish inter-university graduate programs; and

**Be It Further Resolved** that pursuant to this policy the Society urge the faculties of education in Manitoba to establish inter-university graduate programs. (A-4)

**Be It Resolved** that The Manitoba Teachers' Society delete policy A3.02. (a)1 on department of education professional courses. (A-5)

**Be It Resolved** that The Manitoba Teachers' Society delete policy A3.02.(b)2; and

**Be It Further Resolved** that The Manitoba Teachers' Society adopt the following policy: That there be a graduate program in special education at the Faculty of Education, University of Manitoba; and **Be It Further Resolved** that pursuant to this policy the Society request the University of Manitoba to establish in the Faculty of Education a graduate program in special education. (A-6)

**Be It Resolved** that The Manitoba Teachers' Society amend policy A3.02.(b)3 to read as follows: 'That there be programs at the University of Manitoba and Brandon University to prepare teachers for the teaching of mentally handicapped children;' and

**Be It Further Resolved** that pursuant to this policy the Society request the University of Manitoba and Brandon University to provide programs to prepare teachers for the teaching of mentally handicapped children. (A-7)

**Be It Resolved** that The Manitoba Teachers' Society delete policy A3.02.(c)1 on teacher training for nursery, kindergarten and Montessori. (A-8)

**Be It Resolved** that The Manitoba Teachers' Society delete policy A3.02.(e)1, opportunities to type during teacher-training program. (A-9)

**Be It Resolved** that the Society actively pursue policy A3.02.(e)3 on a school law course for teacher trainees. (A-10)

**Be It Resolved** that pursuant to policy A3.05.(c)1 the Society urge the government of Manitoba to provide more grants for full-time graduate study in all areas of specialization; and

**Be It Further Resolved** that the Society delete policy A3.05.(c)2. (A-12)

**Be It Resolved** that The Manitoba Teachers' Society delete policy A4.02.(c)1 on certificate for primary level. (A-13)

**Be It Resolved** that The Manitoba Teachers' Society amend policy A5.01.1 by inserting the following after part 15: 16. A teacher, who receives a complaint(s) respecting the competency or conduct of another teacher, shall (i) advise the teacher of the complaint(s); (ii) advise the teacher that he has the right to have another person present at any meeting wherein such complaint(s) is discussed; and (iii) not subject the teacher to harassment or pressure to cause him to resign; and

**Be It Further Resolved** that the succeeding parts be re-numbered accordingly. (A-14)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy, access to personal files (1) that a teacher have access to his own personal file kept by his employer; (2) that the teacher be informed when information about him is being requested, including the source and purpose of the request; (3) that the teacher's permission be received before information pertaining to him is released to anyone from outside his division or district; and (4) that the teacher be informed of the release of information pertaining to him within his present division or district, to whom the information is released, and for what purpose; and

**Be It Further Resolved** that pursuant to this policy The Manitoba Teachers' Society approach the Minister of Consumer and Corporate Affairs and the Minister of Education to request appropriate legislation to implement the intent of this policy. (A-15)

**Be It Resolved** that the Society publicize on a continuing basis to teachers its policy A5.02.(a)1 on the use of auxiliary personnel. (A-16)

**Be It Resolved** that the Society distribute the revised handbook on auxiliary personnel on the basis of a minimum of two copies per school and, in addition, one copy for each member of association executives. (A-17)

**Be It Resolved** that The Manitoba Teachers' Society urge the universities in Manitoba to speed up their procedure in issuing mark statements. (A-18)

**Be It Resolved** that the Provincial Executive study the nature and extent of teacher involvement in determining educational policy at the local level; and

**Be It Further Resolved** that the results of this study be presented at the 1978 annual general meeting with recommendations for appropriate action. (A-19/NB)

## The Professional Organization

**Be It Resolved** that bylaw II of the bylaws of The Manitoba Teachers' Society be amended as follows:

BE IT ENACTED and it is hereby enacted as follows: Delete bylaw 11(1) (f) and substitute therefor the following '(f) For appointment to the Nominating Committee, remote locals together as a group, shall be recognized as a division association with rotational representation. Furthermore, any remote local which has nominated one of its members for a position on the Provincial Executive shall be entitled to appoint one delegate to the nominating committee for that annual general meeting.' (B-8)

**Be It Resolved** that bylaw IV of the bylaws of The Manitoba Teachers' Society be amended to read as follows:

BE IT ENACTED and it is hereby enacted as follows: Delete bylaw IV(6) (a) and substitute therefor the following: '(a) Whenever a vacancy shall occur in the Executive, or in any office of the Society, by death, resignation, or loss of membership, the vacancy shall be filled by the Executive until the expiration of the Executive's term.' (B-10)

**Be It Resolved** that bylaw IV of the bylaws of The Manitoba Teachers' Society be amended as follows:

BE IT ENACTED and it is hereby enacted

as follows: Delete bylaw IV(6) (b) and substitute therefor the following: '(b) Whenever any member of the Executive absents himself from more than two (2) meetings without reasons satisfactory to the Executive, he shall automatically cease to be a member of the Executive, and the Executive shall have power to appoint a successor who shall continue in office until the expiration of that Executive's term.' (B-11)

**Be It Resolved** that bylaw IV of the bylaws of The Manitoba Teachers' Society be amended as follows:

BE IT ENACTED and it is hereby enacted as follows: Amend bylaw IV(8) as follows: In line 4 delete the words 'Teachers' Retirement Fund Act' and substitute therefor 'Teachers' Pensions Act.' (B-12)

**Be It Resolved** that bylaw XIII of the bylaws of The Manitoba Teachers' Society be amended as follows:

BE IT ENACTED and it is hereby enacted as follows: Delete bylaw XIII and substitute therefor the following:

"XIII — Policy and Resolutions

(a) The 'Statement of Policy' of the Society, subject to the provisions of the constitution and the bylaws, shall govern the actions and activities of the Society.

(b) Modifications to the 'Statement of Policy' of the Society shall be made by resolutions amending, adding to or deleting from said statement at annual meetings of the Provincial Council.

(c) Resolutions, presented to annual meetings of the Provincial Council directing the Society to undertake specific actions or activities shall be consistent with the 'Statement of Policy' or simultaneously amend, add to or delete from said 'Statement of Policy' to make requested action consistent with policy." (B-14)

**Be It Resolved** that The Manitoba Teachers' Society delete policy B1.03.1 parts (1) and (3): (1) The term of office of the president will continue to be from his election at the annual general meeting to the next annual general meeting. (3) The immediate past president completing his leave of absence during the period following the annual general meeting at which his successor is elected, will act under the direction of the new president. (B-17)

**Be It Resolved** that The Manitoba Teachers' Society amend policy B1.03.1 part (8) to read as follows: (a) In the event that the regular domicile of the president is outside Winnipeg, The Manitoba Teachers' Society will: (i) pay moving expenses to and from Winnipeg, (ii) pay additional rental expenses for accommodation. (b) Any matters not covered by the foregoing shall be resolved by the president and Provincial Executive. (B-18)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That the Society provide a per diem allowance to teachers incurring child-care expenses as a result of attendance at provincial Society meetings; and **Be It Further Resolved** that pursuant to this policy this per diem allowance be five dollars for one child and ten dollars for two or more children. (B-23)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: that the budget for the August coordinated seminars be so administered as to allow associations to send delegates to particular seminars according to their own priorities subject to the restriction that the maximum number of delegates per association be not exceeded and provided that a minimum of one delegate be sent to each of the coordinated seminars. (B-25)

**Be It Resolved** that The Manitoba Teachers' Society carry over into 1977-1978 the unspent portion of the 1976-1977 budget allocation for the class size campaign as a special fund to continue the Society's class size campaign. (B-27)

**Be It Resolved** that pursuant to bylaw II(2) (b) the Society print and circulate a statement not exceeding one page on the views and positions on Society issues of each candidate for the Executive. (B-29)

**Be It Resolved** that pursuant to policy B1.10.1, The Manitoba Teachers' Society study the feasibility of adding another storey or storeys to McMaster House with reference to:

(a) establishment of a teacher social center (i) as a private shareholders' club, rented from the Society and/or (ii) as a club for all Society members;

(b) additions to and enlargement of office and secretarial space;

(c) additions to and enlargement of storage space;

(d) enlargement of printroom;



(e) provision for office(s) for division associations;  
 (f) cost of building additions to membership;  
 (g) annual cost of operation and maintaining teacher social center (i) as a private shareholders' club and/or (ii) as a club for all Society members; and  
**Be It Further Resolved** that the report of this study be presented to the 1978 annual meeting of Provincial Council. (B-32)

**Be It Resolved** that The Manitoba Teachers' Society amend policy B4.02.1 by adding (6) as follows: (6) Prior to any provincial election, the Society shall make its members aware of the education policies of the political parties of Manitoba. (B-45)

**Be It Resolved** that The Manitoba Teachers' Society amend policy B4.02.1 by adding (7) as follows: (7) The Society shall make its views known at policy conventions of the political parties. (B-46)  
**Be It Resolved** that The Manitoba Teachers' Society request the special area groups to plan their October conferences early enough, to permit distribution of program outlines to schools by June 15. (B-50)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That The Manitoba Teachers' Society request the Canadian Teachers Federation to sponsor for Canadian teachers an annual conference of the nature of the 1976 conference on quality education. (B-51)

**Be It Resolved** that The Manitoba Teachers' Society actively pursue policy B4.01.2 on teachers holding office as school board members. (B-54)

**Be It Resolved** that The Manitoba Teachers' Society adopt the policy of providing up to one-half release time from teaching duties for the first vice-president; and

**Be It Further Resolved** that the Society assist the first vice-president to negotiate arrangements with the employing board. (B-55)

**Be It Resolved** that, effective July 1, 1977, the mileage allowance be 19 cents per mile. (B-56)

**Be It Resolved** that, effective July 1, 1977, the per diem allowance be up to \$25.00 per day for hotel; and up to \$3.00 for breakfast, up to \$5.00 for lunch and up to \$9.00 for dinner with a maximum of \$15.00 per day for meals. (B-57)

**Be It Resolved** that at the 1977 annual meeting of the Canadian Teachers' Federation The Manitoba Teachers' Society support a Canadian Teachers' Federation fee of up to \$6.50 per member. (B-58)  
**Be It Resolved** that The Manitoba Teachers' Society submit the following resolution to the annual meeting of the Canadian Teachers' Federation:

*Be It Resolved* that article VIII(g) of the Canadian Teachers' Federation constitution be amended to read as follows: An annual fee shall be paid to CTF by each member and associate member. The fee shall be calculated on a per-capita basis on the equivalent full-time membership of such member or associate member. The per-capita amount of such fee shall be as determined from time to time at any annual general meeting. (B-59)

**Be It Resolved** that The Manitoba Teachers' Society amend policy B3.03.1 to read as follows: That the Society urge the Canadian Teachers' Federation to pursue any course of action available to it to facilitate the speedy forwarding of progress records of students transferring from schools in one province to schools in another province. (B-60)

**Be It Resolved** that pursuant to bylaw I (1) The Manitoba Teachers' Society continue its current practice of holding its annual meeting of Provincial Council in Winnipeg during the spring break. (B-62)

**Be It Resolved** that the Provincial Executive be instructed to prepare appropriate bylaw and/or policy changes to abolish the Nominating Committee, and that the Provincial Executive prepare further bylaw changes for revised electoral procedures, and that these bylaws and/or policy changes be presented to the 1978 annual general meeting; and

**Be It Further Resolved** that the Provincial Executive consider the following in its suggestions for revised electoral procedures (a) geographical representation; (b) forum for nominees to the Provincial Executive; (c) nominations from the floor of the annual general meeting; (d) deadlines for nominations; (e) mechanisms for assuring a full slate of nominations; and (f) requirement for endorsement of candidates. (B-63/NB)

**Be It Resolved** that The Manitoba Teachers' Society delete policy B1.11.(a)2; and

**Be It Further Resolved** that The Manitoba Teachers' Society adopt the following policy that no remote local association shall have fewer than two representatives on the Provincial Council. (B-64/NB)  
**Be It Resolved** that the Society provide a per diem allowance and transportation expenses without receipt in accordance with Society policy to The Manitoba Teachers' Society representatives attending meetings and incurring travel or hotel expenses. (B-66/NB)

## Finance and Administration

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That the Society urge the Minister of Education to provide, in addition to existing grants, a special grant for 'inner-city' schools to fund special needs programs, special services and additional teachers and paraprofessional personnel; and that special emphasis be placed on lowering the pupil-teacher ratios in such schools to a level substantially below the current 23:1 in elementary schools and in secondary schools; and

**Be It Further Resolved** that pursuant to this policy, the Provincial Executive strike a special committee to examine the Department of Education's criteria regarding inner-city schools in order to establish a Manitoba Teachers' Society policy. (C-2)

**Be It Resolved** that the Society actively pursue policy C2.04.(c)2 on special grants for teacher-librarians. (C-3)

**Be It Resolved** that The Manitoba Teachers' Society delete policy C2.08.(a), (b) and (c) in its entirety; and

**Be It Further Resolved** that The Manitoba Teachers' Society adopt the following policy C2.08: That weighted special transportation grants be paid to school divisions to provide all students, urban, rural and northern, with an equal opportunity to participate in extra-curricular, cultural and athletic activities. (C-4)

**Be It Resolved** that The Manitoba Teachers' Society delete policy C2.09: That the Society urge the Minister of Education to continue providing grants for innovative projects. (C-5)

**Be It Resolved** that pursuant to policy C2.10.1, The Manitoba Teachers' Society request the Minister of Education to amend grant regulations to establish a grant of 30 per cent of sabbatical leave salary payable to school boards which allocate at least one sabbatical leave per year. (C-6)

**Be It Resolved** that The Manitoba Teachers' Society amend policy C3.03.(a)1 parts (1) and (2) to read as follows:

(1) Authority for Changing the School Year and School Day — That authority to implement changes in the organization of the school year, and the school day, within limits prescribed by the Department of Education, be vested with school divisions.

(2) Length of the School Year — (a) that the length of the school year be flexible for grant purposes; (b) that the school year commence on the Tuesday following the Labor Day holiday in September, and end on the last day in June, unless June 30th is a Monday, in which case, the school year should end on Friday, June 27th; (c) that the annual Christmas vacation be two full weeks including three weekends; (d) that the following be holidays in all schools: Labor Day, Thanksgiving Day, Remembrance Day, Good Friday, Easter Monday, Victoria Day; (e) that there be a statutory holiday in mid-February; (f) that the spring recess be the full week commencing on the last Monday of March; and (g) that Easter Monday be a statutory holiday. (C-8)

**Be It Resolved** that The Manitoba Teachers' Society amend policy C3.03.(a)1 part (3) to read as follows: (3) That the length of the school day be as stated in Manitoba Regulations 64/71, Sections 1 and 2. (C-9)

**Be It Resolved** that The Manitoba Teachers' Society delete policy C3.03.(a)1 part (4) on split-trimester secondary education. (C-10)

**Be It Resolved** that The Manitoba Teachers' Society delete policy C3.03.(a)1 part (5) on modified summer school. (C-11)

**Be It Resolved** that The Manitoba Teachers' Society amend policy C3.04.1 to read as follows: That school boards have the right to implement their own systems of keeping pupil attendance records. (C-12)

## What Happened to the Resolutions

During the Society's four-day annual general meeting in Winnipeg last March 28 to 31, the 256 delegates considered a total of 195 resolutions and dealt with them as follows:

• approved .....	115
• referred .....	3
• withdrawn .....	44
• defeated .....	32
• tabled .....	1

All but one of the 115 resolutions approved by the delegates appear on pages 6, 7 and 8 of this issue. The resolution not printed here was considered and passed during an in-camera session dealing with proposed changes in the Manitoba Teachers' Pensions Act. The three resolutions referred for further study and report at next year's annual meeting will be published in the May 1977 issue of THE MANITOBA TEACHER.

**Be It Resolved** that The Manitoba Teachers' Society seek the cooperation of MAST (Manitoba Association of School Trustees) jointly to request the Minister of Education to undertake a review of school attendance law and enforcement procedures in Manitoba to improve enforcement of school attendance. (C-13)

**Be It Resolved** that The Manitoba Teachers' Society amend policy C3.06.1 to read as follows: That senior positions in the Department of Education be advertised in THE MANITOBA TEACHER, the Department of Education Bulletin as well as in public newspapers. (C-15)

**Be It Resolved** that The Manitoba Teachers' Society delete policy C3.05.1 on class size; and

**Be It Further Resolved** that the Society adopt the following policy: That the average class size of any school be 20 students or less at the K-3 level, and 23 students or less at the 4-12 level. (C-17)

**Be It Resolved** that The Manitoba Teachers' Society continue its campaign to bring about the application of its policy on pupil-teacher ratios and class size as contained in C1.03.(c)1, part 1 and C1.03.(c)3 and C3.05.1; and

**Be It Further Resolved** that the Society urge its associations to pursue the application of the Society's class size policy at the division and district levels and to investigate and attempt to remedy cases of unduly large class size brought to their attention; and

**Be It Further Resolved** that the Society provide assistance to its associations in pursuing the Society's policy on class size. (C-18)

## Teacher Welfare

**Be It Resolved** that The Manitoba Teachers' Society amend policy D2.03.(a)2 by adding part (c) as follows: (c) the appointment of arbitration board chairman by the Minister of Education where the two parties cannot agree; and  
**Be It Further Resolved** that pursuant to this policy the Society urge the Minister of Education to introduce legislation to amend part XVIII, section 387(9) of the Public Schools Act to provide for the selection of a chairman of an arbitration board by the Minister where persons appointed to the arbitration board are unable to select a mutually acceptable chairman. (D-1)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.01.(a)1, part 1; and

**Be It Further Resolved** that The Manitoba Teachers' Society adopt the following policy: voluntary retirement with no reduction in pension for teachers at or after age 55 with ten or more years of service or any age with 30 or more years of service. (D-12)

**Be It Resolved** that The Manitoba Teachers' Society amend policy D4.01.(a)1 to read as follows: D4.01.(a)1 — The following statement is a consolidation of the Society's goals on pensions: (1) voluntary retirement with no reduction in pension for teachers at or after age 55 with ten or more years of service; (2) protection of a teacher's right to a pension where such right may be adversely affected by the application of compulsory retirement ages;

(3) full vesting of pension contributions after a minimum of five years service;  
 (4) a calculation of pension based on the average salary of a teacher for the five years during which he was in receipt of his highest salary;

(5) pensions to widows and widowers or eligible dependents equal to 60 per cent of a deceased teacher's accrued benefits;  
 (6) through an indexing formula, an annual adjustment in pensions to pensioners and beneficiaries receiving life income to offset increases in the cost of living; and for those on service pension formula, an increase in the rate of the service pension from \$50 to \$55;

(7) reciprocal pension arrangements with other pension authorities in Canada based on the principle of a money transfer to the final province of retirement of a teacher, and unlimited retroactivity in reciprocal agreements;

(8) refund of contributions with interest at the current bank savings rate on termination of teaching where a teacher is not eligible for a pension;

(9) time spent on sabbatical leave to count as pensionable service;

(10) a definition of 'total and permanent disability' which would mean 'incapacity to perform the normal duties of teaching';

(11) broader reinstatement for teaching service outside the province of Manitoba and teaching service in private schools;

(12) periods of disability credited as pensionable service; and

(13) provisions for payment of deferred pensions have unlimited retroactivity. (D-13)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.01.(a)2. (D-19)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.01.(a)3. (D-20)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.02.(a)3. (D-21)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.02.(c)1. (D-22)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.03.(a)1. (D-24)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.03.(b)1. (D-25)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.03.(b)2. (D-26)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.03.(c). (D-27)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.04.1, parts (7), (8), and (9). (D-28)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D4.04.2. (D-29)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That the Society publish synopses of amendments to the Teachers' Pensions Act in THE MANITOBA TEACHER. (D-30)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That the Society request the Teachers' Retirement Allowances Fund Board to provide copies of its annual report to each school division and district for distribution to every school. (D-31)

**Be It Resolved** that The Manitoba Teachers' Society amend policy D4.06.1 to read as follows: That the Society maintain a pension plan for its staff with benefits comparable to those provided by the Teachers' Pensions Act. (D-32)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D5.01.1, parts (a) and (c). (D-33)

**Be It Resolved** that The Manitoba Teachers' Society amend policy

cont'd on page 8



cont'd from page 7

D5.03.(a)1 to read as follows: That the Society promote a province-wide salary continuation plan. (D-34)

**Be It Resolved** that The Manitoba Teachers' Society amend policy D5.03.(a)2, part (1) (b) to read as follows: A 'cost of living' increment up to a maximum of five per cent per annum wherever disability exceeds one year. (D-35)

**Be It Resolved** that The Manitoba Teachers' Society amend policy D5.03.(a)2, part (1) (c) to read as follows: A 'survivor benefit' providing continuance of benefits for a period of three months to a surviving beneficiary where a disabled member dies while receiving benefits. (D-36)

**Be It Resolved** that The Manitoba Teachers' Society amend policy D5.03.(a)2, part (1) (e) to read as follows: Benefits to be reduced only by Worker's Compensation, other group disability income benefits and the Canada Pension Plan primary disability benefit (or, at the option of the group, TRAF disability benefits where payable). (D-37)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D5.03.(a)2, part (6). (D-38)

**Be It Resolved** that The Manitoba Teachers' Society amend policy D5.03.(a)3 to read as follows: That there be a uniform premium rate for the provincial salary continuation insurance plan. (D-39)

**Be It Resolved** that The Manitoba Teachers' Society amend policy D5.03.(b)1 to read as follows: That the Society maintain a trustee committee under a trust agreement to assist in the administration of the master plan or province-wide plan for long-term disability insurance, subject to the following provisions:

(1) Composition — (a) That the trustee committee consist of six persons representative of the teachers participating in the plan. (b) That the trustees be appointed rather than elected. (c) That the trustees be appointed by the Provincial Executive from among members of associations participating in the plan.

(2) Term — That trustees be appointed for three-year terms.

(3) Duties — That the trustees perform the usual trusteeship role under a trust agreement; that is, have the power to make rules appropriate for the administration of and carrying out the intent of the long-term disability insurance plan consistent with the provisions of the plan and of the trust agreement; to provide or arrange for disposition of any surpluses for the benefit of the participants in the plan; to investigate and to make recommendations concerning the acceptance or rejection of claims by the underwriter; and to make recommendations to the participating associations and to the Provincial Executive concerning changes in policy or basic principles of the plan. (D-40)

**Be It Resolved** that pursuant to policy D5.02 and D5.03 The Manitoba Teachers' Society request the underwriters to provide a yearly statement of the actual benefits and changes of the life insurance and salary continuation policies to each member. (D-41)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D5.04.(a)1. (D-42)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D5.04.(a)2. (D-43)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D5.04.(a)3; and

**Be It Further Resolved** that The Manitoba Teachers' Society adopt the following policy: That the Society oppose the Unemployment Insurance Commission's practice of differentiating among claimants in terms of eligibility for benefits on the basis of a termination of employment rather than a leave of absence for disability or maternity; and

**Be It Further Resolved** that pursuant to this policy the Society request the Canadian Teachers' Federation to urge the federal government to oppose the Unemployment Insurance Commission's practice of differentiating among claimants in terms of eligibility for benefits on the basis of a termination of employment rather than a leave of absence for disability or maternity. (D-44)

**Be It Resolved** that The Manitoba Teachers' Society amend policy D5.05.1 preamble to read as follows: That the Society maintain an emergency fund to provide assistance to its members who find themselves in emergent circumstances necessitating financial assistance; and furthermore, that the Society maintain and administer the fund according to the following principles. (D-45)

**Be It Resolved** that The Manitoba Teachers' Society amend policy D5.05.1(b) to read as follows: That the fund be maintained at the level of \$2,000. (D-46)

**Be It Resolved** that The Manitoba Teachers' Society delete policy D5.05.1(d). (D-47)

**Be It Resolved** that pursuant to policy D1.01.(a)1, part (1) the Society request the Minister of Education to introduce legislation to amend Section 281(3) of the Public Schools Act to include termination of position as principal. (D-48)

**Be It Resolved** that pursuant to policy D1.01.(b)1, The Manitoba Teachers' Society seek to amend the Manitoba Public School Employees Group Life Insurance Plan to eliminate discrimination by sex. (D-49)

**Be It Resolved** that The Manitoba Teachers' Society actively pursue its policy D3.06.(a)1 on the accumulation of sick leave. (D-51)

**Be It Resolved** that the Society actively pursue policy D5.06.2 on negotiating preparation time for elementary teachers. (D-52)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That teachers have the right to parental leave including paternal, maternal and adoptive leave; and

**Be It Further Resolved** that pursuant to this policy, the Society develop proposals regarding parental leave for use as guidelines in collective bargaining at the local level. (D-53)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That teachers lose no pay while serving jury duty or duties as a court witness; and

**Be It Further Resolved** that pursuant to this policy the Society request the Minister of Education to introduce legislation to provide that teachers not lose pay while on jury duty or serving as a court witness. (D-55)

**Be It Resolved** that The Manitoba Teachers' Society prepare recommendations for policy on basic minimum standards of teaching and working conditions in at least the following areas: (a) class size, teacher workload and preparation time for primary and secondary levels according to the needs at the levels; (b) health and safety for students and teachers; (c) space and facilities; (d) supervision duties; (e) grievance procedures; (f) schools with special needs; (g) teachers' authority re: discipline problems; and (h) enforcement of teachers' rights. (D-61)

**Be It Resolved** that a section 14 be added to the 'Pension Act Amendments' portion of the report of the Employee Benefits Committee, to read as follows: Section 14:

The Winnipeg School Division was relieved of the balance of its liability remaining as a result of the 1957 merger of its separate teachers' pension plan. (D-63/NB)

### Professional Development

**Be It Resolved** that pursuant to policy E3.03.(a)1, The Manitoba Teachers' Society support the Northern regional professional development committee with a budget allocation of \$10,000 to assist northern teachers in attending SAG conferences; and

**Be It Further Resolved** that the Society be responsible for the equitable control of the allocation to the members of the Northern regional professional development region, namely: Flin Flon SD No. 46, Kelsey SD No. 45, Churchill SD No. 2264, Leaf Rapids SD No. 2260, Frontier SD No. 48, Mystery Lake SD No. 2355, Lynn Lake SD No. 2312, Snow Lake SD No. 2309. (E-1)

**Be It Resolved** that pursuant to policy E6.04.(c)1, The Manitoba Teachers' Society actively pursue the establishment of such teacher centers. (E-4)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That there be a comprehensive physical education program (K-12); and **Be It Further Resolved** that there be provision for daily participation of all students in the program (E-5)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That a minimum of one full course in social studies, dealing primarily with Canada be taken during the junior high years; and

**Be It Further Resolved** that pursuant to this policy, the Society request the Minister of Education to amend regulations to provide that a course in social studies dealing primarily with Canada be required in one of the junior high years. (E-6)

**Be It Resolved** that The Manitoba Teachers' Society take steps to encourage teacher mobility and the broadening of teacher experience by actively promoting and encouraging programs of teacher exchange, both long- and short-term, both among the school divisions of Manitoba, and beyond; i.e., interprovincially and internationally. (E-8)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That the following principles apply to the education of students with special needs: (1) that the educational system provide viable educational alternatives for all children; (2) that provided it is in the best interests of the student, the preferred alternative be in the least restrictive environment ranging from intensive care situations to the regular classroom setting and that there be flexibility of movement from one alternative to another; (3) that the placement of students with special needs be determined through the consultation of parents, teachers, auxiliary professional personnel and the student (where applicable); (4) that the education of students with special needs in the least restrictive environment can be achieved only by the provision of the necessary resources; (5) that school divisions assume the responsibility to provide, or make provisions for, appropriate educational services for all children with the exception of those students whose presence poses danger of bodily harm to others in their educational environment; (6) that the provincial government has the particular responsibility to provide the financial and educational supports necessary for the education of students with special needs; (7) that the implementation of a program to place students with special needs into the least restrictive environment progress at a rate no greater than the rate at which the necessary resources are provided; and (8) that the placement of students with special needs in the least restrictive environment not adversely affect the student so placed nor the other students of the class. (E-9)

**Be It Resolved** that The Manitoba Teachers' Society amend policy E5.05.1 by adding the following:

A-3 — Non-immersion French courses serve the needs of students who desire an acquaintance with French language and culture and whose aim is not to achieve immediate fluency in French but rather a foundation upon which they may develop bilingualism later in life. (E-10)

**Be It Resolved** that The Manitoba Teachers' Society adopt the following policy: That the study of Canada and its people be integrated as a major focus in programs K-12 and that such a focus be particularly evident in the content and materials of programs at the junior high level; and that the social studies programs provide the major vehicle for this focus at the junior high level; and

**Be It Further Resolved** that pursuant to this policy, the Society request the Minister of Education to take immediate action to revise the present programs so as to eliminate the present inadequacies with regard to Canadian content, materials and topics in current programs K-12, and particularly in the social studies areas at the junior high level. (E-12/NB)

**Be It Resolved** that The Manitoba Teachers' Society study the problems faced by Manitoba teachers of French as a second language, with a view to making appropriate recommendations for action to those in a position to remedy the current situation. (E-13/NB)

### Public Relations

**Be It Resolved** that pursuant to policy G1.01.1, the Society immediately launch an active campaign to enhance the image of teachers with the public. (G-2)

**Be It Resolved** that The Manitoba Teachers' Society attempt, on a trial basis, to report, in a journalistic style, in THE MANITOBA TEACHER issues discussed at meetings of the Provincial Executive, decisions made and motions passed. (G-12)

# Duguay Answers Editorial

On April 4, 1977, an editorial in 'The Winnipeg Tribune' took Leo Duguay to task for questioning the validity of standardized tests (see story on page 5 of this issue of THE MANITOBA TEACHER). Following is part of Mr. Duguay's subsequent letter to the editor.

"I was most interested in your editorial [on] April 4, 1977, entitled 'Standards Vital for Schools, Life'. . . . It is . . . an honor to have you, in one breath, line me up with the deputy minister of education and oppose me to his minister and *The Tribune* simply because I hold the view that standardized tests are not in the best interests of children.

"There is a great deal of evidence that these tests can and are misused. One only need [to] look at *The Winnipeg Tribune* of March 25, 1977. On the front page we find articles entitled 'Inner City Schools Poor in Tests' and 'It Was Predictable, Principal Feels.' These tests were designed for and show a definite bias to children in an urban, unilingual, industrialized population and were administered to children for whom the three Rs more often represent three days in a row at school. The principal's reaction . . . indicates what many of us feel very strongly. Standardized tests are not for all children.

"Dr. G. Marshall, of the University of British Columbia, has this to say about . . . standardized tests:

' . . . Standardized tests are norm-referenced . . . a means of comparing children to some 'normal' group. This inevitably means that half the children to whom they are applied must be labelled as 'below average.' Their primary purpose is to sort, not to analyze.

' . . . Standardized tests are, by their very nature, incapable of determining the degree of progress made towards a particular concept or skill, for norm-referenced items which do not provide maximum sorting power are eliminated from the instruments.

' . . . The universal and commercial nature of standardized tests reduces the chance that their items may coincide with local curriculum objectives.

' . . . All standardized tests involve some measurement error. This standard error of measurement is rarely taken into account when decisions are made about students.'

"Dr. Marshall also mentions a number of other factors: the health of the child . . . noise in the classroom, the mental state of the child, anxiety about the test, the child's self-concept, simple mechanical errors . . . accidentally skipping a question, mis-reading a word, the 'test wiseness' of the child, the method by which the test is administered, the amount of conditioning the teacher has done for the test, the relationship the test bears to things taught in that particular classroom, the cultural background of the child. . . .

" . . . teachers of today must teach today's basics . . . with today's tools.

" . . . Some colleagues, parents, students and friends disagree with my emphasis. It is regrettable that *The Tribune* is the first to suggest that I hold these views because 'standardized tests are not in the best interests of many educators because such an approach is a pressure upon them to produce, to do their job and have it measured.'

"Referring to teachers who hold similar views, your editorial stated, 'We wouldn't miss them.' I can assure you that I have every intention of continuing . . . to work for the children in my classes in my province and in my country even if standardized tests are forced upon teachers and students."



# Minister Responds to Society's Brief

Education Minister Ian Turnbull has responded to the Society's brief with resolutions passed at the Society's 1976 annual general meeting. The brief was submitted to the Minister last September. Below are summaries of the pertinent resolutions followed by Mr. Turnbull's responses. The complete resolutions were published in the April 1976 issue of THE MANITOBA TEACHER.

### Resolutions I-8 and I-9

called for legislative amendments regarding (a) investment of the assets of the Teachers' Retirement Allowances Fund and (b) establishment of credit for the TRAF:

"I am advised that these resolutions were dealt with by amendments to the Teachers' Pensions Act at the 1976 session of the Legislature."

### Resolution I-11

called for amendments to Section 282 of the Public Schools Act regarding sick leave entitlement:

"I am advised that one of the most satisfactory ways of dealing with this is to refer the intent of the resolution to a joint study of The Manitoba Teachers' Society and Manitoba Association of School Trustees. . . ."

### Resolution J-2

called for support of teacher centers:

"Since becoming Minister of Education, I have been supportive of teacher centers by making statements at the opening of such centers which have been reported in the press. In addition I understand that some financial support has been made available for such centers."

### Resolution J-3

commended the elementary education review committee and called for implementation of the committee's recommendations:

"For this resolution I must comment first by thanking the Society for the commendation contained in the resolution for the elementary education review committee. Since my first public statements as Minister, I have recognized the importance of the role of the teacher in the elementary school. I have reduced the teacher/pupil ratio in the elementary schools, for the purposes of grants made by the department, from 1:28 to 1:23. This is the leadership that I have given. I believe, along with what I think is the intent of the resolution, that this is the direction the department should be taking. I understand that the department has in the past employed more consultants from elementary schools."

### Resolution J-5

outlined ways of facilitating the integration of children with special needs:

"The resolution covers a number of issues which I think require cooperation from the teachers as well as leadership from them. Point four of

this resolution has already been attended to . . . by reducing the teacher/pupil ratio in the elementary schools. Financial resources have been made available. These resources will be increased this year. The total amount of money provided by the department in 1976 for the provision of programs for children with special needs came close to \$8 million . . . compared with approximately \$2.5 million eight years ago."

### Resolution J-6

urged that the Department of Education hire only trained primary personnel as consultants for primary grades:

"I am advised that the department attempts to second practicing teachers wherever possible for consultant positions. Such secondments are limited by the . . . policy of the government to slow down the growth in the number of civil servants."

### Resolution J-7

urged the Minister of Education to continue the grants for innovative projects:

"Innovative grants were removed during the 1975-76 estimates review before I became the Minister of Education."

### Resolution J-9

called for doubling of in-service grants:

"I am always prepared to consider resolutions which are directed at improving the professional qualifications of teachers through their own professional development activities. Before giving a decision on this resolution, I would want a thorough evaluation of in-services now undertaken in various divisions as well as an evaluation of the number of days used for professional development of a total number made available by the department. . . ."

### Resolution J-11

called for increased funds for professional development activities by Manitoba teachers north of the 53rd parallel:

"The remarks I made with regard to resolution J-9 are appropriate to this resolution. For the current academic year, school divisions in northern areas will receive in excess of \$700,000 as northern allowances."

### Resolution J-15

urged the Minister of Education to consult the Society, administrators and teachers before establishing specially funded programs:

"Depending on the definition of 'specially funded programs,' I could agree completely with this resolution. I am advised that the department has made every effort to encourage teachers to become involved. The department has program review committees at three levels, an articulation council, joint seminars, and feedback workshops. . . ."

### Resolution L-4

recommended two measures to be applied if the government intended to retain the property tax credit plan:

"The resolution deals with matter of general government policy. The purpose of this policy is to provide a greater degree of equity in the imposition and payment of what is essentially an inequitable property tax."

### Resolution L-10

called for legislation to restrict class size:

"Solving problems encountered by various professional and occupational groups through specific legislation can always cut both ways. For example, if the maximum size is to be legislated what argument is there to resist the proposal that a minimum size should also be legislated?"

### Resolution L-14

called for grants for part-years of experience:

"If I understand the full import of this resolution, it is now under consideration by the department. I would appreciate an expansion of the intent of the resolution."

### Resolution L-15

dealt with credit for substitute teaching experience:

"I believe this is the resolution which recently was the basis of a discussion with you and Mr. John Enns of your Society. I expect further discussion of this matter as a result of our last meeting."

### Resolution L-25

called for an annual Christmas vacation of two weeks, including three weekends:

"I think the members of the . . . Society should consider this request in light of the general atmosphere about education and a teacher's role in the quality of education now being provided. Do not interpret this as meaning that the resolution will not be considered . . . the resolution should not be considered in isolation."

### Resolution R-5

requested the Minister of Education not to alter current regulations establishing the beginning of the fall school term and termination of the spring school term:

"My remarks for L-25 are pertinent here."

### Resolution O-1

called for institution of a four-year teacher education program:

"I would like to thank the Society for welcoming the introduction of the mandatory three-year course. I suppose the next step might be a four-year course and then a five-year course, etc. Whether this would be 'logical' or not depends on whether one is already in teaching or trying to become a teacher. In any case . . . the three-year certification program, which has only recently been approved, should be evaluated and its impact assessed before any further changes are considered."

### Resolution O-2

affirmed the Society's policy advocating that teacher education be conducted exclusively under the auspices of the teacher training institutions:

"I am advised that the department has not been active in this area since the normal school was transferred to the University of Manitoba."

### Resolution O-3

called for payment of cooperating teachers in teacher training program:

"I have been advised . . . that this item will be raised with the staff of the Department of Continuing Education and Manpower."

### Resolution O-7

called for repeal of the citizenship requirement for permanent certification:

"The intent of this resolution really raises a most fundamental principle. I have been informed that there are now a great number of teachers who are not Canadian citizens. I am advised that they are in the position of having their certification renewed for a maximum of six years. I believe this is long enough for non-Canadian teachers to make up their mind whether they wish to make a commitment to the country in which they live and work."

### Resolution K-1

established the Society's policy with respect to French education in Manitoba:

"Might I thank the Society for passing this resolution. I am advised that the department has been moving to meet much of the content of this resolution through constant review. Major research efforts are being planned and the various advisory bodies are being continued."

### Resolution N-3

advocated establishment of a committee to formulate guidelines for the elimination of sex bias and stereotyping:

"The elimination of discrimination from materials used in our schools is one of my objectives. I welcome this resolution as an indication of the desire of the Society to eliminate sex bias and sex-role stereotyping. I will consider the advisability of establishing a cooperative effort between departmental personnel and representatives of the . . . Society."

## RETIREMENT COUNSELLING SEMINARS

Three one-day sessions have been planned for teachers nearing retirement to assist them in the making of their retirement plans. They will be held in Brandon, Dauphin and Winnipeg next month. The exact locations, dates and times will be announced later.

### Agenda Will Include:

Teachers' Retirement Fund Pensions  
Canada Pension Plan — Old Age Security  
Supplementary Pension Plans (RRSP)  
Unemployment Insurance Benefits  
Estates, Wills, Insurance Conversions  
Health Measures  
Living Arrangements

Noon luncheon will be provided.

Please Register By May 2, 1977

## REGISTRATION FORM

Clip and mail to The Manitoba Teachers' Society  
191 Harcourt St., Winnipeg, Man. R3J 3H2

Name: \_\_\_\_\_

Home address: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Phone: \_\_\_\_\_

School address: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Phone: \_\_\_\_\_

Location preferred: \_\_\_\_\_

When do you intend to retire? \_\_\_\_\_  
(month/year)



# General Secretary Presents Annual Staff Report

Following are excerpts from the report presented on behalf of the Society's staff by General Secretary W. Robert Gordon to delegates at the Society's 1977 annual general meeting in Winnipeg, March 28 to 31. The presentation was made on Tuesday morning, March 29. The excerpts below deal with the workload of the staff in general, the use of the Society's building and the extent to which the staff and the building are able to meet the needs of the organization. Other sections of the report focussed more particularly on the economic welfare, personnel services, professional development and public relations departments and the Society's publications. Excerpts from the latter sections will appear in the May issue of THE MANITOBA TEACHER.

### Staff Workload and Needs

The data [contained in a report, about the Society's senior staff presented to the Provincial Executive during 1976-77] revealed that:

- the staff is working well beyond normal hours: even allowing for some excess, the load is too heavy;
- the staff is not taking its holidays: the backlog of one year plus 18 weeks for normal winter holidays must be reduced but without causing a major disruption of services;
- the sick leave experience is generally good: during the past two years, there have only been two staff members who have had lengthy periods of sick leave.

As long as the anti-inflation program exists, there will be a greater demand for staff services in negotiations. The present complement in this [the economic welfare] department, even with assistance from other staff members, is not able to keep up, at least without overworking, foregoing holidays and endangering health.

The workload in professional development can be limitless. Decisions have to be made concerning the scope of the Society's program. The special area groups are flourishing and, therefore, require more attention and want more services.

The demands on other staff are also greater. They are not able to

respond without working long hours and postponing holidays.

This has been a difficult year for all in education, including the staff. The complexities and frustration of the anti-inflation program have taken their toll in time and energy.

Staff was involved, in varying degrees, in the following activities which were additional to normal responsibilities:

- class size campaign
- education finance campaign
- school discipline study
- evaluation — policy implementation
- due process campaign
- professional bill — preparation and presentation
- planning committee

Some of these activities suffered because staff was not able to devote as much time to them as was necessary. It is possible that some Society programs are too ambitious considering the human and financial resources available. The burden is often times too much for staff, Provincial Executive and, especially, table officers. Some prioritization by the Executive is required and in the future, there should be a more realistic acceptance of commitments. Quality rather than quantity should be the criteria for determining the number of programs to be undertaken.

### Building — Used to Capacity

Use of McMaster House this past year has again run to capacity. One hundred and thirty-five Society groups and committees held 963 meetings, and 12 other groups held 35 meetings. The number of meetings of other groups was restricted by the demand for space from our own committees. At the same time, at least 30 meetings were booked outside our building and many commit-

tees and sub-committees held meetings in the homes of members.

This capacity use and increasing demand for meeting space was one of the reasons the Planning Committee was asked to study our space needs. The review . . . uncovered . . . that work space per employee was considerably lower than standards in industry and government, running 137 square feet per staff on the second and third floors as opposed to a desirable 170 to 190 square feet per person. The review is continuing and during the coming year members will be presented with details of possible expansion to our building.

Installation of new printing and collating equipment in mid-July greatly increased our capacity and capabilities in the publications area. . . . Costs for the new equipment were borne by the Reserve Fund. During the year we will be examining the possibility of adding a larger capacity paper cutter and a faster and more versatile folding machine. . . . Since the installation of the new printing equipment until the end of February, 2,701,880 impressions were made in 1,368 separate jobs. Five hundred and fifty of these jobs are former copying type jobs which we are now doing on the new equipment and hence are realizing some savings in reduced copying costs.

We are currently considering the installation of micro-filming equipment to resolve some of the storage problems associated with record keeping. Such an installation would also be necessary in the initiation and maintenance of some form of archives program. During the year we also plan to try out some form of memory capacity typewriter on an experimental basis. Any major costs incurred in equipment acquisition and alterations are to be borne by the Reserve Fund.



**SECONDMENTS** (one-year period)  
2 positions — Physical Education Consultant  
2 positions — Health Education Consultant

**Duties:** Provide consultative services to teachers, school administrators and the public. Preparation of resource materials, workshop and curriculum development.

**Qualifications:**

- Physical Education Consultants should possess a B. of Phys. Ed. degree or its equivalent. Teaching experience, particularly at the elementary level, an asset.
- Health Education Consultant should possess a Health Ed. degree or its equivalent. Some background in physical education preferred. Teaching experience at all levels an asset.

Interested applicants should be willing to travel throughout the province. For further information contact: F. Gutoski or R. LaPage at 786-0269.

**Applicants should apply in writing, no later than April 30, 1977 to: John Dyck, Administrative Support Services, 506-1181 Portage Ave., Winnipeg, Man. R3G 0T3.**

### HIGH SCHOOL SOCIAL STUDIES TEACHER HIGH SCHOOL BUSINESS EDUCATION TEACHER ELEMENTARY TEACHER — GRADE V

The Cooperative Curriculum Project is looking for teachers who wish to broaden the scope of their educational activities by becoming involved in the implementation of new curriculum supplements on cooperation and cooperatives.

The job will involve extensive travel throughout the province, assisting teachers with the use of materials and presenting in-services upon request.

It would be an asset for the applicant to have demonstrated skills in working with individuals and groups.

These are one-year term contracts, with possibility of renewal. Secondment agreements will be arranged with respective school divisions if possible.

The persons will be based in Winnipeg.

**If interested, please apply:**  
**Irene Alderson, 200-400 Tache Ave., Winnipeg, Man. R2H 3C3 - ph: (204) 233-7721**

## Some questions about the Arctic gas pipeline.

The multi-billion dollar project to bring natural gas from the Mackenzie River Delta on the Arctic coast, represents one of the major issues of current affairs in Canada today.

Canadian Arctic Gas has prepared an 18-page information kit that answers the most frequently asked questions and

provides extensive background material on its proposed pipeline. Entitled "Some Questions About The Arctic Gas Pipeline.", it provides informed and documented resource material for student research.

Available in single copies or in classroom sets of 30 copies.

Send this coupon to:  
Canadian Arctic Gas Pipeline Limited  
Box 139  
Commerce Court Postal Station  
Toronto  
M5L 1E2



☐ Please send me the free, 18-page information kit "Some Questions About The Arctic Gas Pipeline."

Please send me \_\_\_\_\_ class sets of your information kit.

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# The Teacher and the Law

## School Attendance — Enforced by Law

The following is the third of a series of articles by Russ Gourluck designed to inform Manitoba teachers about some of their legal responsibilities. The previous articles appear in the February and March issues of THE MANITOBA TEACHER.

At what ages must children attend school? Under what circumstances may they be excused from attendance? What penalties can be applied when children do not attend school?

Every Canadian province has legislation which requires that children of certain ages be in regular attendance at school. In Manitoba, this legislation is found in the School Attendance Act which stipulates that all children between the ages of seven and 16 must attend school regularly or be satisfactorily educated elsewhere. It is worth noting that the minimum age is seven, not six as many believe. Moreover, students who are not of compulsory school age (under seven or over 16) are, once enrolled, expected to be in regular attendance and, as such, come under the authority of the act.

Attendance at a private school is acceptable under the act as long as the school is recognized by the Department of Education as providing a standard of education equivalent to the public schools. It is also possible for a youngster to be educated at home or elsewhere, if a certificate is obtained each year from the department indicating that the education the student is receiving is equivalent to that provided by public schools.

Students of compulsory school age may be excused from attendance for short periods of time because of "sickness or other unavoidable cause" (not including blindness or deafness). When a child is absent due to illness, the act places a responsibility on the parent to notify the principal of the school. Absence for religious holidays is also acceptable.

In some rural areas the absence of students during the seeding or harvest season poses a problem. The act provides that students of at least 12 years of age may be excused for up to four weeks in a school year for "husbandry" (presumably farming) or "urgent and necessary household duties." Such permission is officially given in the form of a certificate issued by the principal, a judge or a justice of the peace.

The act also indicates that a student may be excused from attendance because of insufficient school accommodation or because of the distance between the student's home and the nearest school. These provisions, however, have become outdated because it is now clearly understood that school boards have a legal obligation to provide adequate accommodation and, where distance is a problem, transportation.

A student who reaches his sixteenth birthday in the middle of a

term must complete that term before he is allowed to withdraw. The act defines a term as the period from January 1 to June 30 or from July 1 to December 31. This means that a student whose sixteenth birthday falls on January 15 is required to remain in school until the following June 30. However, in the case of a student who has been counting the days and is determined to leave school, it may be of questionable wisdom to enforce the act in this respect.

A 15-year-old youngster may be legally excused from attendance if he obtains a 'school-leaving certificate' signed by his parent or guardian, the school attendance officer and the superintendent.

The School Attendance Act requires every school board to appoint one or more school attendance officers. These officials — often called 'truant officers' — have broad authority, including limited police powers (as needed to enforce the act). They are entitled to enter, without warrant, places of entertainment or business where truant students may be congregating or may be illegally employed during school hours. Attendance officers also have the right to examine municipal records to de-

termine the names and addresses of children of compulsory school age. In addition, attendance officers are, for the purposes of the act, considered to be probation officers for the juvenile courts within the boundaries of the school division.

When a child is not in regular attendance at school (and it should be noted that the act considers habitual lateness to be virtually equivalent to truancy), the attendance officer sends the parent or guardian a notice warning that the child must begin to attend regularly within three days. If the warning is not heeded, formal charges may be laid before a judge or justice of the peace. This has presented problems recently in some of the few cases where an attendance officer has attempted to prosecute parents. Some judges have been reluctant to cooperate because they believe truancy should be handled by welfare agencies, rather than the courts.

Parents who fail to see that their children attend school may be fined or sentenced to jail. The penalty for a first offence is a fine between \$5.00 and \$20.00 (or up to 20 days in jail). For second and subsequent offences, the parent or guard-

ian can be fined between \$20.00 and \$50.00 (or up to 30 days in jail). Instead of imposing a fine or jail sentence, the court may require the posting of a bond of \$100.00 as well as sureties by the parent to guarantee the student's regular attendance.

Penalties from \$25.00 to \$50.00 or 30 days in jail may be applied to people (including school attendance officers) who neglect their duties under the act. This includes individuals who do not provide necessary information to attendance officers or who provide false information. Such individuals may be fined up to \$100.00 or be sentenced to 30 days in jail. Businesses which employ children of compulsory school age during school hours are also liable to fines of up to \$100.00.

The act places a major responsibility on the parent or guardian to see that its provisions are followed. It also states that a child who is habitually truant — including one who is suspended or expelled — may be considered a delinquent under the Juvenile Delinquents Act but the implications of this are not clear.

The School Attendance Act, then, is a legislative device to compel young people to attend school. Some have criticized it because they consider a judicial approach inappropriate. Others have argued that the penalties are too lenient. There is no question, however, that the act has the force of law. At the same time, only a few school divisions appear willing to enforce the act. Perhaps the fault lies with the officials expected to enforce the act as much as with the legislation. ●

## NEWS BRIEFS

■ The Canadian Teachers' Federation, Ottawa, needs a bilingual (English/French) assistant for its international program. The appointment is to take effect on July 18, 1977. Applications, together with curriculum vitae and references, must be submitted no later than May 31 to Secretary General, CTF, 110 Argyle Ave., Ottawa, Ont. K2P 1B4.

■ The Department of Education is sponsoring a number of non-credit workshops for teachers interested or specializing in art. A three-week workshop dealing with super-8 film animation started on April 15-17. Two two-week workshops will be held July 11 to 22. One will be designed for art teachers interested in working with clay. The other will concentrate on silk-screening. Arnold Ross, Art Consultant, Department of Education, 411-1181 Portage Ave., Winnipeg, Man. R3G 0T3, is in charge of arrangements.

■ Fifty-four St. James-Assiniboia teachers were honored at a series of 'teacher recognition teas' held at the school division's office earlier this year. Each of the teachers had taught in St. James-Assiniboia schools for 15 or more years. The idea for the teas appeared to have been sparked by a desire on the part of the division's superintendents to show their appreciation for the service provided by the teachers.

■ Alex Boyes, Assistant Superintendent, St. Vital School Division, has called on teachers to help the Over-

seas Book Center in its endeavors. The center is a non-profit organization which collects, sorts and distributes books of all types for developing countries. Teachers may donate either books and educational aids or funds to assist in shipping the books overseas. The center is a member of the Manitoba Council for International Co-operation. Each dollar donated to the center raises two dollars through the cooperation of the provincial government in MCIC. Mr. Boyes is chairman of the center. He may be reached at 255 St. Anne's Road, Winnipeg, Man. R2M 3A5.

■ The Canadian Teachers' Federation this year is publishing three issues of a tabloid dealing with the status of women in education. The first issue, distributed last January, presented ideas for workshops and in-service programs. The second, released in March, offered vignettes on women as citizens in Canada for use in classrooms. The third issue, expected to be published in May, will describe some of the programs related to status of women concerns being implemented in Canadian schools. Copies have been and will be distributed to schools throughout Canada through the offices of the provincial and territorial affiliates of CTF.

■ A high school teacher from Kingston, Ontario, hopes that Manitoba teachers and students will give up lunch for one day next May 4 and donate the money they save to the

Canadian Save-the-Children Fund. The teacher, John Boone, was in Winnipeg last March to promote Canada Fast, a project he and his students started two years ago. The project is supported by the Canadian Save-the-Children Fund and UNICEF. It is designed to focus the attention of students across the country on the global problems related to ecology, world population, pollution and hunger. Manitoba teachers and students who missed Mr. Boone when he was in Winnipeg last month may reach him through the Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ont. M4A 2P3.

■ Thomas V. Chan, River Heights Junior High School, Winnipeg; and Sheryl V. Theobald, Britannia School, St. James-Assiniboia, have been awarded two of the 1977 Hilroy fellowships. Mr. Chan received \$3,000 for an audio-visual project designed to develop understanding and appreciation for poetry. Miss Theobald received \$2,000 for a television program project intended to stimulate learning and appreciation of Native culture and history. The annual awards are made available by the Roy C. Hill Foundation.

■ Manitoba teachers involved in teaching second languages may find much of interest to them at the eighth annual symposium of the Canadian Association of Applied Linguistics which will focus on 'Language Teaching in the Canadian Context.' It will be held May 27-29, Banff Center, Alberta. Details may be obtained from Dr. Pierre Monod, 11723 Edinboro Rd., Edmonton, Alta. T6G 1Z9.

■ The Central Schools Board in Ogun State, South-Western Nigeria, is inviting applications from graduate teachers with experience in teaching biology, chemistry, English, fine arts, French, geography, home economics, mathematics, physical education, physics and technical subjects. Some details are available from the Society's public relations department. ●

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# EDUCATION: A Contributor Not a Drag

While a lot continues to be said about the cost of education, little attention is paid these days to its contribution to the economy. However, the Society's General Secretary W. Robert Gordon brought the latter back into focus in his preface to the staff report which he presented on Tuesday morning, March 29, to delegates at the Society's 1977 annual general meeting in Winnipeg. Following is a slightly edited and abbreviated version of Mr. Gordon's comments.

Discussion of the contribution of education to the economy has waned in recent years. However, because the state of the economy is the most pervasive problem in our society, it is time to reconsider and to restate the positive relationship between the economy and education. It's time to remind governments and the citizenry that investment in education pays rich dividends to individuals and society.

The benefits of education are not all economic, they are also social and political. Education is fundamental to the successful functioning of a democratic society. It is one way — perhaps the most important way — of assuring that all citizens shall have the same opportunities to take an active part in the political, social and economic life of their country.

I focus here on the economic aspect of education mainly because of the relevance to the national concern.

During the 1960s economists advanced the idea that education was a significant economic investment which increased the financial well-being of both the state and the individual. Numerous studies during that time generally concluded that the net gains to society and the individual from investments in education were substantial and compared favorably with gains from alternative investments. While today there is no agreement as to the rate of economic return from the education investment, most economists agree that it is substantial and justifiable.

To relate the benefits of education to its costs, it is necessary to express both in monetary terms. However, it is difficult to place a monetary value on some of the outputs of the educational system, especially those that flow from the satisfaction and enjoyment of learning.

According to Kern Alexander, author of a paper entitled 'The Value of Education,' the benefits of education may be broadly categorized as anything which increases (a) production through income in the capacity of the labor force; (b) efficiency by reducing unnecessary costs, thereby reserving resources for the enhancement of human activity; and (c) the social consciousness of the community so that living conditions are enhanced.

Some of the external benefits which are commonly over-looked can also be found in Mr. Alexander's paper. They may be summarized as follows:

**Governmental** — The freedom implicit in a democratic society is premised on an educated citizenry.

**Family** — The school performs a custodial function. It is estimated that up to 25 per cent of the cost of education is returned in the form of child care services. In the United States, it was estimated that in 1956, one million mothers of children age six to 11 (about 1/3 of the total number of working mothers) would not work if there were no schools. Today, the percentage can be expected to be much higher.

The family also benefits from increased knowledge of nutrition and the marketplace which educated

parents have and the general economic well-being related to the improved employment opportunities available to the parents as a result of their education.

Culturally, children may have opportunities for life-enriching experiences as a result of parental interest and knowledge.

**Income Distribution** — If the educational system does not provide equality of opportunity, the result is a considerable amount of inequality in income distribution. Conversely, improvement in the distribution of schooling reduces a considerable amount of the inequality in income distribution.

**Women in the Work Force** — It has been established that a woman's participation in the work force is related to the level of education. Better educated women are more likely to be in the work force.

**Women in the Home** — Studies have shown that in the home better educated women devote more time to child care than to household work and spend more time in activities related to the social and educational development of children.

**Employment-Related Benefits** — Though education cannot solve all problems of unemployment, it does have some bearing on who is unemployed and for how long. The less educated are more likely to be displaced by technology. The more educated have a better knowledge of the marketplace. Usually, education instills a desire to be gainfully employed. Also, firms invest in the educated. There is a definite positive relationship between formal education and on-the-job training received.

**Society and the Neighborhood** — Studies have shown that an increase in education reduces government expenditures on crime prevention, fire protection, public health medical care and welfare.

Obviously, there is a strong positive relationship between education and the economy. If local, provincial and national governments reduce substantially the resources allocated to education, the effects on people and on the nation will be serious. We need to remind ourselves and others of the consequences of such actions, particularly during periods of economic instability such as the one we are in now. Because politicians generally plan no further ahead than the next election, we must keep before the public the importance of the service we are providing.

## Data Show Teacher Involvement

Nearly 2,000 Manitoba teachers are involved in the work of the Society's Provincial Executive and its committees, the 48 division and 13 remote local association executives and their committees, and the executives of the 23 special area groups. The data appeared in the report submitted on behalf of the Society's staff by General Secretary W. Robert Gordon at the 1977 annual general meeting in Winnipeg, March 28 to 31.

Following is the pertinent breakdown:

• number of teachers serving on the Provincial Executive and its 37 standing, special and ad hoc committees .....	291
• number of teachers on the executives and approximately 320 committees of the 48 division and 13 remote local and district associations .....	1,522
• number of teachers involved in the executives for the 23 special area groups .....	110
	1,923

The data also showed that the 23 special area groups affiliated with the Society have a total membership of 6,966.

## Teachers' Help Needed

The student aid branch of the Manitoba Department of Colleges and Universities Affairs this month is distributing information and application forms to all schools in an effort to make both teachers and students aware of the various kinds of assistance available to students.

"We hope principals and teachers will do all they can to inform students and assure that application forms are

easily available," Mrs. Winnifred Hosfield, information officer of the student aid branch said recently.

She has invited teachers and students to write or phone her for further details, if required. Her office is located at 693 Taylor Avenue in Winnipeg. Her telephone number is 452-3100 (or 1-800-262-8802, a toll-free line for callers outside Winnipeg).



Arthur Corriveau (second from left) was the guest of honor at a reception sponsored by the Manitoba Modern Language Association last March 4. Mr. Corriveau retired at the end of 1976 after serving education for nearly 30 years. Upon his retirement he was coordinator of modern languages for the Manitoba Department of Education. Mr. Corriveau is shown chatting with one of the well-wishers at the reception which was held in the auditorium of the Society's building. With him also are Mrs. Corriveau and Bill Steur, president of the French chapter of the MMLA.

## SUMMER SESSION '77

SESSION I - JULY 4-22

Current Issues and Problems in Christian Education



Warren S. Benson-Associate Professor of Christian Education, Dallas Theological Seminary.

ALSO:

Practical Life Epistles

Grant Osborne-Chairman, Department of New Testament Literature, Winnipeg Theological Seminary.

Theology of the Christian Life

Stephen Woodward-Instructor, Winnipeg Theological Seminary.

SESSION II - JULY 25 - AUGUST 12

Studies in the Gospel of Luke



I. Howard Marshall-Senior Lecturer in New Testament Exegesis, University of Aberdeen. (B.A., Cambridge, M.A., B.D., Ph.D., Aberdeen.

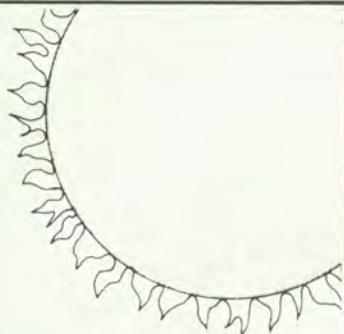
ALSO:

Christian Education: A Theoretical/Theological Design Model

Linda Cannell-Instructor in Christian Education, Winnipeg Theological Seminary.

Apocalyptic Prophecy

Gary V. Smith-Chairman, Department of Old Testament Literature, Winnipeg Theological Seminary.



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