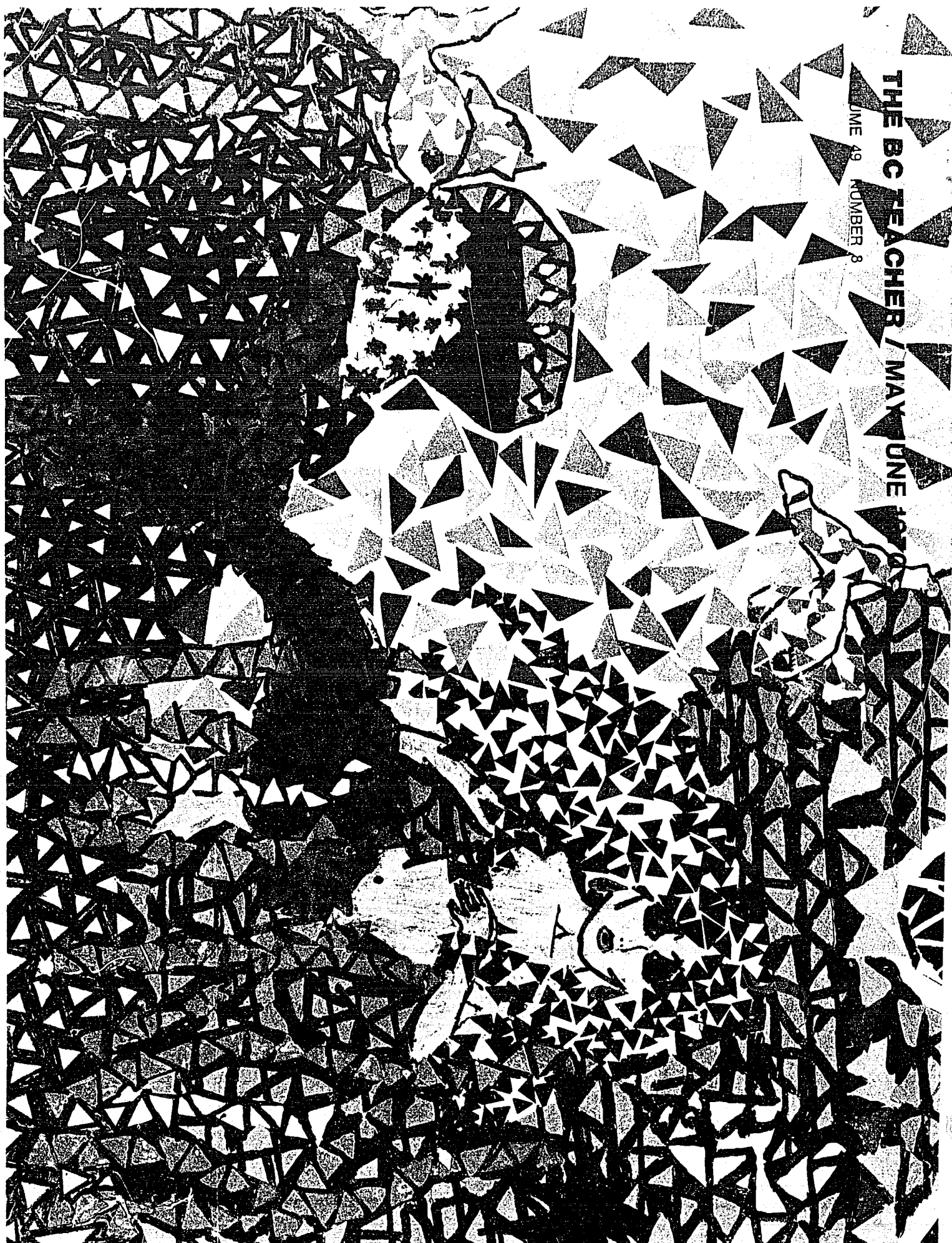


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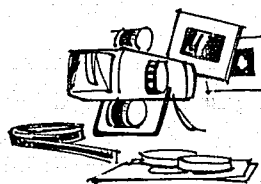
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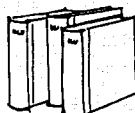
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# THE BC TEACHER

PUBLISHED BY THE BRITISH COLUMBIA TEACHERS' FEDERATION  
Affiliated with the Canadian Teachers' Federation

Vol. 49, No. 8

May-June 1970

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Articles contained herein reflect the views of the authors and do not necessarily express official policy of the British Columbia Teachers' Federation.

The B.C. Teacher is indexed in the Canadian Education Index.

EDITORIAL OFFICE: #105-2235 Burrard Street, Vancouver 180, B.C. Published every month except June, July, August and September. Advertising copy received up to the 10th of the month preceding month of publication.

Notice of change of address, stating both old and new addresses, should reach the editorial office at least one month before publication date.

Annual Subscription, \$3.00;  
Federation Members, \$2.00

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EDPRESS

Printed by Evergreen Press Limited

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## COVER PICTURE

Our last picture this year is the work of Marilyn Wood, done when she was a Grade 6 pupil at Delta Manor Elementary School, Delta. Skills become more clearly defined and cherished at this level. Marilyn's paper mosaic is carefully planned and patiently executed with regard for form and color.

—Margaret Carter

## PHOTO CREDITS

Pp. 315, 319, 320—Bob Bodlak; p. 322—Tony Archer; p. 343—Visual Education Division, Vancouver School Board.



### CUSO Needs Trained Volunteers

Sir,

I was so pleased to see the advertisement for CUSO volunteers in your January issue. My two years as a CUSO volunteer in Nigeria ends in August, and as I make plans for my return home, I wonder how many qualified teachers have really considered an assignment overseas. It is an experience that one will never forget nor regret—and it certainly makes one more aware of the problems that face developing nations.

Not only is there the need for academic subject teachers, but I have found that with technical and vocational subjects being introduced in the schools here in Nigeria, qualified teachers for these subjects are scarce. In my field of home economics, the need is great, for there are few Nigerian graduates to fill teaching positions in this area.

I hope that by your efforts to make CUSO known to B.C. teachers, more trained personnel will consider volunteering for a two-year assignment overseas.

It is always a pleasure to receive this magazine, for they have most certainly kept me 'up-to-date' on education in B.C. for the past two years. Thank you for your co-opera-

tion in this matter.

I look forward to my return in August and to a job as a home economics teacher with the Vancouver School Board, where I shall be pleased to share my experiences. These two years have made me proud to be from British Columbia, and proud to be a Canadian—and I wish others could share this same feeling.

Iwo, Nigeria

E. Louise Smith

### We Must Be Rational About Drugs

Sir,

With due respect to Mrs. Garipey, I would like to take issue with her article entitled 'Drugs' (January 1970). The essential elements of an adequate treatise of the drug-use controversy were present: adult alarmism, informed professional opinion, student opinion, and some solutions. However, it is my contention that her article can only be considered as irresponsible journalism, particularly for a magazine with widespread circulation among educators.

Articles on drugs appear daily in our newspapers and periodicals.

Those in the mass media have frequently been sensational and unreliable. Those in scientific journals have been true to research methods by separating objective data from opinion. Your magazine would fall between these two, I presume, perhaps providing reliable information and interpretations, yet remaining free from irresponsible alarmism.

However, Mrs. Garipey's article demonstrates that this is not the case. She states that 'adults are worried to the point of panic,' yet fosters this by using such emotion charged phrases as: 'Drug is a four letter word . . . like Dead,' and 'drugs that infect human minds. . .,' and 'This pharmaceutical plague. . .'. She quotes statistics on drug use in secondary schools as 28% to 90% of enrollment, then adds that 'those who smoke marijuana occasionally do so with no apparent harm.' The implication of this latter statement is for a degree of 'harm' that simply isn't reflected in drop-out, freak-out, or hospital admission statistics.

This irrational alarmism is perhaps the single largest block to 'solving' the drug issue. It has three unfortunate results.

The first and probably the most

important of these is that dialog with youth, on this issue at least, is rendered impossible. Strangely enough this is illustrated in Mrs. Garipey's article. She quotes a student: 'They try to scare the hell out of you. . . What a laugh.' If we are not honest with our students, then we do not deserve their respect.

Secondly, we are put off the trail to a solution to the drug issue. Just as with physical or mental illness we rarely treat the symptom without looking for the cause, so with drug use as a symptom we make a terrible error by focusing on it alone. Mrs. Garipey quotes a statement of Robert Hickey that gives valuable insight into one of the causes of student drug use. Regrettably she does not give it the emphasis it is due.

Finally, parents and teachers are misinformed. This can only amplify the 'drug problem,' and adult panic, rather than reduce it.

Amid the barrage of drug articles, panels, and films, the time has come for those of us who wish to comment on drug use to produce quality not quantity; to be rational not hysterical; and to speak with honesty, not hypocrisy. It is up to us as educators to demonstrate to students that we are willing immigrants to a world of which they are the natives.

Stephen T. Adams,  
Counsellor,  
Special Education Services,  
Board of Education.  
Etobicoke, Ontario

### Can We Change Attitudes?

Sir,

Two of your contributors to the March issue deplored the lack of clear objectives of the public school system. Along with the package were a few more bushels of theories that *should work* (italics mine).

We were told in 'A Matter of Opinion' (L. D. Higley) that: (a) schools must be open and available to students at all times to use as may suit them, and (b) that pupils must learn that freedom does not mean licence. Which of these two, in Mr. Higley's view, should happen first?

We've been trying to make pupils

understand the meaning of freedom ever since the first school was built. (Would you say we've made any progress?) Opening the schools as suggested might bring results tragic to behold. Is there any doubt in anyone's mind as to what would happen if the schools were open and available to students at all times to use as may suit them? Or is it suggested that the above two ideas would work if tried simultaneously? How? I wonder.

Included in objectives suggested were: to nurture 'the joy of living' ('Quo Vadis Education'—John H. Ippen), and 'to enable a product of our schools to go out into the world capable of exercising rational choice.' ('Change, Where Standest Thou?'—L. D. Higley)

Clarifying objectives is essential, of course. I think these gentlemen should have gone a step further. An important first question is: which objectives is education capable of achieving? (Yes, I know our goals must be high, but is it useful to set them out of reach?)

I have never heard anyone question the ability of education to reach all of its oft-stated objectives; to produce the changes in society that educators always say it can achieve; to create a new world. We all nod our heads in agreement whenever we hear that platitude, 'Education is the answer.'

Undoubtedly there are many who would promptly tell anyone who points out the limitations of education to leave the profession forthwith. But how potent a force is education? Is it potent, or is it omnipotent?

Can we change many attitudes that have developed and blossomed in the first five years of a child's life? Even if we could raise in each pupil the abilities to 'make rational choices,' 'live harmoniously with our neighbors,' 'experience the joy of living,' and to affect all attitudes to correspond to our own collective level as teachers, would the remotest semblance of a Utopia be eventually ushered in? Hardly! Distressing personality conflicts and materialistic outlooks on life can be found in school staffrooms as easily as anywhere else in society.

It is certain that intellectual awareness of our individual and collective shortcomings and defects will not result in their removal in the near or distant future.

People still smoke in spite of the terrifying findings of medical science; venereal disease scares and the dangers of unwed motherhood don't stop promiscuity. Disarmament is our only hope of preventing catastrophe, yet stockpiling of suicidal weapons escalates.

Intellectual awareness will not cause change, because man is more than an intellect. Education is not the ultimate answer to all of man's problems. So, on with the task of revising objectives, in an objective way, not resting on the unfounded premise that we will unlock every door.

As for that which we cannot do, 2,000 years ago a couple of fishermen met a Person whose claims should be investigated more fully by those who sincerely want to transform society.

Abbotsford Henry Hiebert

### We Shall Miss These Teachers

#### Active Teachers

Joseph C. Marriott  
Archie McKie  
Ernest G. Woollends

#### Last Taught In

Ucluelet-Tofino  
Vancouver  
Surrey

#### Died

March 19  
February 18  
February 25

#### Retired Teachers

Thomas G. Bateman  
Lawrence H. Bryans  
Miss Jessie McDowall  
Mrs. Elizabeth Osborne  
Miss Louise Stirk

#### Last Taught In

Delta  
Howe Sound  
Vancouver  
North Vancouver  
Vancouver

#### Died

March 6  
February 21  
January 1  
April 22  
April 29

# THE CORE ISSUE IN EDUCATION

J. W. KILLEEN

Excerpted from the President's Address  
to the Annual General Meeting

What is the core issue in education today? It is the issue of the *priority for* and the *expenditure of* public money on our schools, our school systems, and on the core of our entire teaching process—the instructional activity in the classroom. In short, the issue is one of EDUCATION FINANCE.

I am getting sick and tired, as a teacher and an administrator—and I'm sure you are, too—of being told to make the curriculum relevant, to innovate, to change, to treat pupils as individuals, to communicate with parents, and others interested in the educational process, and so on; but also told to heed the admonition *Don't Spend Any Money*; and even, in some cases, *Spend Less*.

Yesterday's Kitimats, Powell Rivers, Ucluelet-Tofinos, Williams Lakes, Kimberleys, Cowichans and New Westminsters are today's West Vancouvers, Nanaimos, Vanderhoofs, Burns Lakes, Creston-Kaslos, Qualicum, Peace River Norths and Slocans.

And tomorrow's? Tomorrow's what?

Tomorrow's educational programs in which the educational fabric has been ripped beyond recognition. One has only to look at the deterioration in the educational

programs of Powell River and Kitimat as reported by our special learning conditions commission to understand what tomorrow holds.

So what's new? When this finance formula was introduced in 1968, the BCTF was quick to point out a host of problems:

- the averaging concept that it seemed to feature
- the 110% limit which prevented school boards from exercising autonomy
- the introduction of a referendum over 110% limit—a double jeopardy provision—elect a school board and *then* and only then, vote the dollars. (60% majority required and only owner-electors may vote.) And no one has looked at the disastrous defeats in the United States, where schools have closed as a result of defeats.

For example:

U.S.A.	Elections Held	Percentage		If Only 50% Req'd.	
		Passed	Failed	Passed	Failed
68-69	227	35.7	64.3	88.1	11.9
67-68	175	45.1	54.9	90.3	9.7
66-67	207	41.1	58.9	76.8	23.2

Unfortunately, it appears that learning is meaningful only after a district has gone through a referendum defeat. Our attempts during the last provincial election to make education a Number One priority

and to clarify and point out the many problems related to the education finance formula fell on deaf ears—too many deaf ears; too many deaf ears in all parties, too many deaf ears among owner-electors, and too many deaf ears among teachers who still held the 'I'm-all-right, Jack' philosophy.

Surely we don't have to wait until all are 'average.' Surely we must realize that the averaging principle on which the education finance formula is based doesn't fit the needs of non-average districts. Surely we must recognize that the non-average districts will be left not with a standard educational program, but with a sub-standard one?

Tom Hutchison was so right when he said last year at AGM '69:

'In the name of true democracy and common sense we must stop this. If someone can show me an average situation in this province, I'll re-emigrate. (And he's still here!) We have the wettest areas and the driest areas; we have the highest mountains and the most extensive delta lands outside Hudson Bay and the Arctic. We have farming areas, mining areas, resort areas, urban industrial areas, urban residential areas, fishing areas, logging areas, concentrated populations and



dispersed population, long-settled areas and instant towns. How in the name of all that's sensible can an averaging principle apply to B.C.? Save us from the bookkeepers. When they run education we can all go home.'

I am sorry to report that the bookkeepers are still in charge. In charge with a clever finance formula that provides the only invitation to reject any tax measure of any kind—save provision for capital development (and people can see capital development) and save exercising the option of turning the incumbents at all levels of government out of office. The referendum provision is wrong in principle. It invites a NO vote from any person who has any grievance against taxation in general or the schools in particular—from the farmer opposed to taxing land for school purposes; from the parents who pay fees to send children to private schools; from senior citizens on fixed income; from people with a grudge against a particular school, teachers or school board member.

The referendum can be ineptly handled—as, for instance, by an Interior board which just didn't bother to follow the rules and regulations and is now faced with the hor-

rendous prospect of cutting some \$111,000 out of a \$700,000 plus budget (which means something like 10 from a staff of 52, plus a variety of reductions slashed from the instructional program materials and provisions)—or as in a district not too far from this city where certain members of the board damned the entire issue with faint praise, ineptitude and stupidity. And this in a community which for years has prided itself on its educational system.

One of the tasks of teachers must be to combat the *restraining forces* which retard educational progress. If we teachers really believe in what we are doing, we must recognize and attempt to modify these restraining forces. Concerned citizens must also play their part. This is a job for all of us!

The restraining forces are, of course, numerous. Let's review a few.

*A reluctance to pay*—especially on the part of the home-owner, independent school supporters, senior citizens, and holders of agricultural land.

*Inescapable rising costs*—inflation, rising school populations, demands

for higher education, and our own demands.

*Public dissatisfaction over the quality of educational output*—contempt for weak teachers; concern over drop-outs; teachers not seen as experts on learning; teachers not really trusted. (This is why we're discussing teacher competence—but not for the purpose of weeding the garden—rather for the purpose of gaining a true picture of the professional spectrum—including a voice to selection and training and the right to license and certificate and to renew those licenses and certificates.)

*The lag between expenditure and return on investment*—making education appear as a cost. Unfortunately, there is no demonstrable evidence that the expenditure of more dollars will always result in a better education.

*Heavy and increasing demands on government*—for larger expenditures on health services, housing, pollution control, transportation. Naturally out of this grows the related criticism of extravagance in education.

*Anti-intellectualism and illiberal elements in society opposing liberalizing tendencies of the schools.*

These tragic developments in education in B.C. must be of concern to all knowledgeable teachers. They must be told over and over again to parents and to citizens of the community. And they must be resisted when learning and working conditions fall below acceptable levels. I never thought I'd see the day when a local association had to adopt a motto, NOT EXCELLENCE—BUT NO WORSE THAN THE WORST. Yet that has happened.

We cannot permit a steady deterioration of what was once a reasonably good—but far from perfect—educational system. We cannot stand idly by while programs we sincerely and firmly believe in are subjected to the bookkeepers' red pencil.

And let's make no mistake about

the effect of the dollar on other portions of the educational program and on teacher welfare.

It is almost unbelievable that a pension fund now with more than 160 million dollars which was designed to be a partnership between employee and employer (the province on behalf of school boards in this instance) and which was designed to be a fund from which adequate teacher pensions could be paid, is not being used for the purpose for which it was originally intended! And even more unbelievable that partners in the development of the fund have to become supplicants to obtain what is right and just! And still more unbelievable that the custodians of the fund don't even deem it necessary to discuss the plans for the improvement of the pensions paid to teachers with the major partner! Is it any wonder that the Pensions Committee of the BCTF and your BCTF Executive Committee and Representative Assembly have been more than concerned?

And what else is the finance situation hitting at?

... School construction. (The local ratepayers and their elected representatives had the right to place capital referenda before their citizens denied last November 18.) The amount earmarked for capital school construction during the last budget speech was \$44.4 million. Last year, some \$66 million was budgeted. In an area where the school population is growing faster than it is anywhere in Canada, there must be some magic related to this negative type of provisioning.

... The provision of provincial monies for education. The percentage of provincial revenue budgeted for education has dropped this year by .3%; from 31.8% in 69-70 to 31.5%.

The percentage of provincial revenue budgeted for education at the elementary and secondary levels has dropped this year by .4%; from 64.4% in 69-70 to 64.0%.

The increase in estimated expenditure on elementary and secondary schools has not risen to take the rapid influx of students into con-

sideration—let alone inflation. Last year's increase for elementary and secondary schools was 21.5%—this year it's 12.2%!

And so it goes on.

All of the foregoing leads one to believe that there is no question about government's intent to centralize educational expenditure and to keep that expenditure as static (or lower than static, if there is such a thing) as possible. While Alberta and Ontario are still devoting 36% and 42% of their provincial budgets to education, we are content to maintain 'educational excellence' on a 31.5% budgeted figure—and, if experience holds true, on an actual expenditure of less than 30%.

This posture is not good enough for the children or for the teachers of the province. The government must be made to realize that there is no substitute for a statesmanlike investment in education and that the short-term choices of the politician will serve only to retard progress on all fronts.

Teachers are responsible people.

Teachers are not quick to move unless they are convinced of the seriousness of the problems at hand.

Teachers are concerned about the welfare and the education of their pupils—I believe this is the foremost concern.

But as parents, citizens and taxpayers, they are concerned also about their own economic position.

It is little wonder that the three major issues at this convention are: teacher competence; pensions; and the bargaining rights of teachers.

And it is not surprising that the Easter activities of our Provincial Specialist Associations will involve hundreds of teachers striving to improve the educational process.

It has not been a year filled with triumphs and victories on behalf of the student or on behalf of the profession. It has been a year in which the determination of teachers has become more and more apparent. This determination is going to be required if the status and welfare of education and of the professional teacher are to continue to improve.

§

# SEA

**The keynote address at the Annual General Meeting, as delivered by the BCTF's General Secretary.**

*You may not divide the seamless cloak of learning. What education has to impart is an intimate sense for the power of ideas, and for the structure of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it.*

¶Man is born into this world naked and helpless.

Man needs a cloak to cover his nakedness and also one to protect him against his helplessness.

The cloak to cover Man's nakedness is easy to come by. In fact, Man can have many such cloaks to suit different times, conditions and circumstances. Cloaks that have become outgrown or worn out or no longer in fashion can be discarded.

These cloaks to cover Man's nakedness can be made of many kinds of material, woven or knitted from natural or synthetic fibers or of pieces of skin, hide or plastic joined together by seams.

Because they are worn externally, such cloaks can be used to cover ugly nakedness. The design can be such that outward appearance can



# THE MILESS CLOAK OF LEARNING

C. D. OVANS

be made to conceal an inner condition that might prove embarrassing if exposed. This gives rise to the saying, 'Clothes make the Man.'

Cloaks to protect Man against helplessness are very difficult to come by. There are none to be purchased or borrowed or stolen. Hand-me-downs do not exist. Man either makes his own cloak or does without. In this latter event he is helpless and remains helpless, dependent upon others until the last shovelful of dirt is thrown on his grave.

Man, fortunately, can get assistance with the making of his cloak, and usually does through his confrontation with others. 'No Man is an Island.' He depends on others for much of his learning as others depend upon him. In particular, for his learning he is dependent on his parents and teachers. Truly blessed is the Man who confronts good parents and good teachers.

Man can make during his lifetime only one cloak of learning which must serve him—badly or well—in all situations, at all times and in all climes. That is to say, everything

new that he learns must somehow fit in integrally with all that he knew. This is the truly significant meaning of the word relevance. This is why learning is so very personal. To make a cloak that protects against helplessness in all circumstances is a mammoth undertaking. Little wonder it can exhaust the labor of a lifetime.

No wonder, too, that a Man can tire of the seemingly endless activity of the cloak-making process. Understandably, he might well say to himself: 'This cradle-to-the-grave, or womb-to-the-tomb notion about education is not for me. The cloak I have made so far is good enough for me even if it is not exactly finished. I'll guard it against wear and tear and if I'm cautious about exposing it to the world, it will last me the rest of my life. Anyway, who cares about depending on other people.'

Another Man, similarly indolent and non-caring, might conceivably say to himself: 'I know deep down that this is not a very good cloak that I have made this far. Still, I have made it of bright, flashy material

and if I present it boldly enough to the world, always careful to stand so that its worst defects remain hidden, my real helplessness underneath will not show through. I'll cover it up with bluff and mask my unknowing with empty jargon. My helplessness will not be noticed if I am careful always to keep out of trouble, to stay clear of entanglements, and to avoid having to associate with discerning people. I can always substitute for strength a show of strength.'

A few Men, on the other hand, go on with cloak-making until the day they die, resenting the interruption that comes with sickness. A Man of this type might be heard to say to himself: 'People admire this cloak and I know that I am respected in the wearing of it. Still, I must satisfy myself above all others and I cannot be content so long as I see defects in it.'

Then there are those few Men who, having engaged themselves diligently, energetically and productively in cloak-making during their early and middle years, find, usually with surprise to themselves, that the

cloak they wear they cannot improve on, no matter how hard they try. As year replaces year their cloaks take on a soft, rich patina, akin to that observable in old cedar. Even when these cloaks become a little out of date or out of fashion they nevertheless continue to command admiration, at least that of connoisseurs of cloaks of learning.

The material out of which cloaks to protect against helplessness are made is called experience. In fact, the seamless cloak of learning might better be described as the seamless cloak of experience.

The material, in turn, is woven out of two kinds of thread; one common to all Men, the other unique. The source of one kind is the culture, of the other, imagination. The process by which the common threads derived from the culture and the uncommon threads derived from the imagination (which is rooted in perception) come to be woven together into fabric is called creativity.

Creativity is a force that Man inherits. Every Man has within himself some measure of it, great or small. To be useful to Man, however, this force must be channeled and harnessed through being given something in experience to work on. Unfortunately, the creative force in some Men never gets harnessed, never finds an outlet. Such men, doomed to be poor in spirit, never experience the ecstasy of learning that, according to George Leonard, should be the right of all.

That Man should have difficulty in gathering the common threads from culture may seem strange at first thought. To be born into a culture is to be absorbed in it and by it. It is to inherit a common language and, embodied in that language, a common way of thinking. Unfortunately, however, not all cultural threads make good material for cloaks of learning. A process of selection must apply through which the weak, death-dealing threads may be separated from the strong, life-maintaining and nurturing ones. Child Man cannot make this selection for himself.

This is one reason why those concerned to help Child Man make his

own seamless cloak of learning establish schools—to make it more likely that every Child Man will be assured of a supply of good, strong, common threads to be incorporated with the threads he must make for himself out of his imagination.

This also explains why those concerned to help Child Man construct his own seamless cloak of learning to protect himself against helplessness must take care that his pre-school experiences are such that they provide him with life-sustaining rather than death-dealing common threads. It is in the critical early

*Man can make  
during his lifetime  
only one cloak  
of learning . . .*

pre-school and primary years, too, that Child Man must be provided with a home and school base of love, acceptance and security, from which he can risk venturing forth to explore the world by asking questions and seeking answers. When the Man stops asking questions, he stops creating his cloak of learning. The earlier the habit of questioning is learned, the longer through life is it likely to persist and the more elegant the seamless cloak of learning is likely to be.

It has already been noted that the uncommon threads that Man must spin for himself—to be woven, along with his common threads, into his very own cloak of learning—have their source in the imagination. These threads are called ideas. The power of the ideas and their beauty is what distinguishes a quality cloak of learning from an inferior one.

This is an important observation that needs some elaboration. For it is possible for a Man to weave for himself a cloak made of common threads and of uncommon threads derived from powerful and beautiful ideas, when these ideas were not really of his own making. Beware of such a Man. He may be a fraud, masquerading as a Man of learning. It is not necessarily wrong or bad to bor-

row, or even to steal, good ideas. After all, good ideas are very scarce and no Man should want to hoard them. They are of value only when put to use in the service of Man. They are too valuable not to be put to such use. Recognizing this, our lawmakers have wisely provided that good ideas may not be patented.

The Man who has taken good ideas for his own and woven them into his fabric to embellish and strengthen his own ideas is no fraud. The fraud is he who is content to parrot the good ideas of others, using language very fluently all the while, like an actor playing the role of a learned Man. An even worse fraud is he who, never having had a good idea of his own, uses his skill with language to disparage and, if he can, destroy the good ideas of others.

Frauds of both types are most likely to be found in or around universities. The masks they wear to conceal from the world their helplessness, and therefore uselessness, are likely to take the form of an academic gown. They like to carry around with them and hold out for display at every opportunity a badge of office known as a degree.

These Men—cruelly so, to be sure—have been called derisively ‘academic idiots’ or ‘intellectual hippies.’ Fortunately, they are few in number—or at least let us so hope. This observation has one purpose only—to drive home the point that the quality of the seamless cloak of learning cannot be measured by years spent in formal schooling. The Man who spends too many years at school, away from real life, may without realizing it have drowned himself in a sea of abstractions. He is *of* this world but not *with* it. Poor soul. Pity him. He is as helpless, in fact, as the illiterate.

The molecules that help shape the ideas that are the source of uncommon threads are called facts. Facts in themselves, until put to use, are inert—better left in books or in computer memory banks than cluttering up valuable space in the brain. Facts as molecules dealt with in association with other facts become principles, laws and theories.



C. D. Ovans, BCTF General Secretary, gave the main address and a panel of educators reacted to it.

This transformation occurs through a process called thinking, which involves seeing relationships. To see relationships is to find understanding or meaning, and only through understanding or meaning can Man sort things out for himself and hence deal with his world effectively.

Ideas that are not rooted in facts are, of course, not ideas at all but only fantasies. Fantasies lead to pipe dreams or to soap bubbles, pretty while they last, but doomed to extinction against the hard rock of reality. They are not the fibers of which are made the threads that help shape the cloak of learning.

Obviously, the more Man's cloak of learning is made up of uncommon rather than common threads, the better equipped is he to meet the world imaginatively. By means of the uncommon threads—the

ones he has spun for himself out of his own ideas—Man channels and harnesses his creativity.

All ideas have a structure. It is possible, of course, to have an idea without understanding its structure or even realizing that there exists in the idea a structure to be understood. The Man who understands the structure of an idea is in a preferred position to combine ideas into new, more comprehensive structures, and thus to find order in the world that might otherwise present itself to him as unordered or disordered.

The Man who wears a seamless cloak of learning woven of threads derived from ideas, especially if they are powerful ideas, is well equipped to confront a changing world. Man cannot prepare himself for change because he cannot fore-

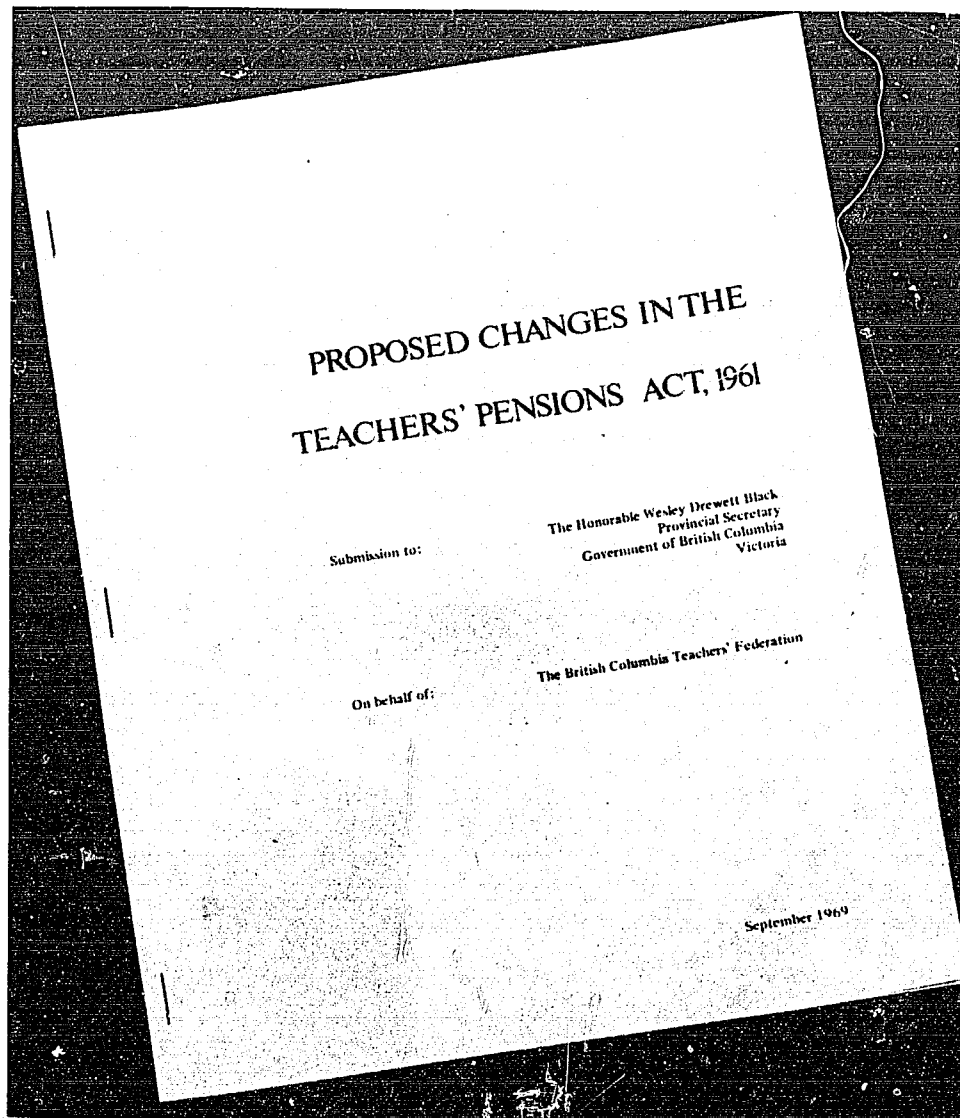
tell what change will occur. Only prophets foretell the future, and these have been strangely missing since Biblical times. Man, at best, can prepare himself to *meet change*. To be prepared to meet change is to be prepared to order and re-order new experience.

Without this capacity (and Man tends to avoid action if he can, or for as long as he can, hoping that the need for action will go away—as it does sometimes), Man has to act in random, trial and error, hit or miss fashion to act at all. Unless he is lucky, he will succeed, not in ordering, but in substituting one type of disorder for another. To find order is to discover structure, to inform—to order is to create structure, to form; to re-order is to re-structure, to reform.

A quality cloak of learning must be not only seamless but also so formed that there are no loose threads. Every thread, rather, must be incorporated with every other thread in such relationship that new threads can be added without detracting from the essential unity of the whole garment, thus enhancing its function as a protection against helplessness.

The seamless cloak of learning, unlike the cloak that covers nakedness, is, believe it or not, worn internally. Consequently, it can neither be seen directly nor measured directly. It can be observed through the face, or more accurately, through the eyes, those peepholes into the soul. It manifests itself in enthusiasm when Man speaks, in his wisdom in sometimes choosing not to speak. It shows up well when Man acts, or chooses wisely in sometimes deciding not to act. The measure of his bearing, his character, his speech and his deeds is the measure of Man.

Man is what he knows and what he believes, and what he knows or believes is what he learned. What he has learned, in the true sense, is only that 'which has peculiar reference to the life of the being possessing it.'



Every society must solve the problem of taking care of its elderly people.

As long as a country is in the agricultural stage of development, old people retire gradually. They move to the back room of the farmhouse, they allow the management of the farm to slip gradually into the hands of the younger people, and they assume lesser responsibilities.

The important thing is that they share the standard of living they have built. If times are difficult for the younger people, they will be difficult for the older. If times are affluent, they will share the affluence which has been built.

This breakdown of agricultural economy and the substitution of a money economy presents any society with a new problem. Elderly persons, if they are to be respected and to live in dignity, must be provided with money.

The first solution to the problem of the need of the elderly for money was that they should save money for their retirement years. The monumental task of laying aside enough money to last for retirement was often lightened by a contribution from employers. Thus evolved the traditional pension scheme whereby employer and employee contributed to a fund large enough that retired persons could draw on it for the rest of their lives.

This concept of sacrifice during a working period to provide for a period of retirement has sustained three shocks in recent history. The first was the Depression; the second, World War II; the third, and by far the worst, inflation. Dollars so carefully saved during a lifetime, and that loomed so large at the time of the saving, have now shrunk in value to the point where they do not begin to provide the kind of living

to which people have become accustomed in this affluent second half of the 20th century. The \$40 placed annually in a pension fund by a beginning teacher in the 1930s represents perhaps two days of living in the 1970s.

People therefore began to think about pensions in quite different terms. Instead of regarding pensions as savings of the individual enhanced by contributions from his employer, we began to relate pensions to a person's salary in the latter part of his career. The amount paid in pension therefore bears a relationship to the time of retirement. But even that is insufficient. The average pension exists, either for the pensioner or his dependent, for 17 years. These are 17 years of further inflation.

What, then, is an adequate pension in these days of an inflationary economy?

# WHAT'S WRONG WITH OUR PENSION PLAN?

**Long-service teachers who retire in B.C. receive pensions paid at a lower rate than is paid in any other province, yet the Teachers' Pensions Fund contains reserves larger on a per capita basis than exist anywhere else in Canada. Here is an account of the weaknesses of the pension plan and what the BCTF wants done about them.**

D. J. S. SMITH

Economists and sociologists tell us that a person may live in retirement on 70% of the income a working person enjoys. It is not difficult to list a number of expenditures that are associated with younger, more active persons.

If we define an active life as 35 years, and if we wish to have 35 years of service rewarded by a 70% pension, it follows that for each year of service it is necessary to have 2% pension. This is the simple rationale for a pension of 2% of final average salary for each year of service performed.

Having accepted the need for a 70% pension, constructed on a 2%-for-each-year-of-service basis, we must then decide at what age this pension should be payable. The 1969 Annual General Meeting decided that the pension should be payable after 35 years of service or

after the attainment of the age of 60 years. This is not to say that the 60-year-old or the teacher with 35 years of service must be retired. What we are saying is that 35 years is enough, and 60 years is old enough. From this point only those who wish to teach rather than to retire should be in the classroom.

The pension we are aiming at is to be 70% of final salary. Ideally, a 70% pension should be 70% of the last year of salary. Basing a pension on a single year of earning, particularly when the salary is received from an authority different from the one that pays the pensions, is not usual practice. The usual practice is to take an average of salary for a period of from three to seven years and use the figure so obtained. The 1969 Annual General Meeting chose to ask for an averaging period of five years. Obviously, in an inflationary

economy, the shorter the period of averaging, the better the 70% pension.

If one accepts the premise that a pension should be related to income, there is surely no justification for a restriction on the amount of income to which the pension is applied. A pension is a form of deferred salary. If it is looked at in this way, it should be related to the value of the services performed.

Although it is true that many married women have independent incomes, it is still a fact that a family's primary source of income is usually the husband's earnings. For this reason most mature pension schemes provide for a pension for the retired person as long as he lives, and a 50% pension for his widow and sometimes for other dependents who survive him. It is our contention that this 50% pension should be provided at the cost of the fund,



not purchased by a reduction of the pension to the teacher.

As mentioned earlier, the average pension exists for a 17-year period. During that time the value of money decreases drastically. Any pension scheme that fails to take account of diminishing purchasing power of the dollar has failed in its objective of maintaining a living standard. The concept of a clause relating to this inflationary spiral is now becoming accepted.

Now let us review the B.C. Teachers' Pension Plan as it exists and compare it to our objectives.

We ask for 2% for each year of service. The present plan gives 1-1/4% for each year of service before January 1, 1961. This amount is enhanced by voluntary additional contributions made prior to that date. In all cases, the total of the annuity obtained by the contributions and the lower rate is less than the 2% required for an adequate pension.

The present B.C. Teachers' Pension Plan requires that a pensioner be the full age of 65, no matter how long he has taught, before he is entitled to a 2% pension. We contend that 35 years or attainment of age 60 is sufficient.

The present B.C. Teachers' Pension Plan bases pensions on a 10-year average. Only one other teachers' pension plan in Canada uses a period as long as this. Ten years ago salaries were little more than half what they are at the present time. The reduction of a pension by the use of such a long averaging period is a drastic one. We contend that five years is a more suitable period.

The present legislation places a limit of \$12,500 a year on salary countable for pension purposes. Prior to 1968 the limit was \$10,000. These limitations are rapidly causing teachers to receive pensions based on a salary far lower than that which they actually received at the end of their careers. We ask for abolition of the maximum countable salary and, of course, of the limitation on contributions.

The B.C. Teachers' Pension Plan contains no recognition of the obligation to maintain a widow or dependent widower after the death of the pensioner. It is true that pensions may be based in whole or in part on a formula known as joint life and last survivor. By using this formula, a pensioner may provide for his surviving spouse. In doing so, however, he will find that his pension is reduced by from 12 to 20%, depending upon the age of the person with whom he is sharing the pension.

The B.C. Teachers' Pension Plan contains no provision for the maintenance of living standards of pensioners. What may have been an adequate living standard at the time a pension started is no longer such a standard after a number of years of inflation. We contend that the purchasing power of the pension dollar must be maintained.

The 1969 Annual General Meeting resolved that the pension position in British Columbia required some drastic changes. Accordingly, it adopted a set of principles that would guarantee pensioners an adequate standard of living.

A brief was prepared and presented to government in September of last year. In December an audience was granted by the Minister in charge, the Honorable Wesley D. Black, Provincial Secretary. At that time there was very little discussion of the merits of the case presented by the BCTF. Instead, Mr. Black found fault with the fact that we had 'projected pensions into the political arena.' This we had done, he said, because we had made copies of the brief available to members of the Legislative Assembly. When asked whether consideration would be given to the brief in the form of legislation, he replied, 'My answer will be in the legislation or the lack of it.'

By the end of March, the Legislature had been prorogued, and the answer was in the lack of legislation. At this point the BCTF decided it was necessary to arm the Executive Committee with the power to take drastic action.



*The Hon. W. D. Black, Provincial Secretary, is the Minister in charge of the Teachers' Pension Plan.*

The 1970 Annual General Meeting passed a resolution giving the Executive Committee authority to use work-stoppages or other sanctions to force the attention of the government to necessary changes in pensions legislation. No such drastic action will be undertaken without a referendum of all BCTF members. If it is possible that members should be asked to decide such an issue, it is obvious that they must be well informed. This article is part of the process of informing the membership.

The fundamental fact that should be known by every teacher in British Columbia is that long-service teachers who retire in this province receive pensions paid at a lower rate than is paid in any other province in Canada. When one couples this with the knowledge that the Teachers' Pensions Fund contains reserves larger on a per capita basis than exist anywhere else in Canada, the situation is intolerable.

It is up to you, the teachers of British Columbia, to decide how important it is that those on pension and those about to go on pension should be assisted. They may ask for your help next fall.

Will you be willing to give it? §

Summary of  
Salary Scales  
May 1970

## EXPLANATION OF CURRENT PRACTICE

The practice of designating steps on a Salary Schedule as EC, EB, EA, PC, PB, PA grew out of the Department of Education's former system of classifying teachers for certification purposes. Generally speaking, classification is based upon the number of complete years of academic and professional training beyond high school graduation on the British Columbia Grade 12 (Academic-Technical Program) or on an acceptable equivalent level according to general standards of education established by the British Columbia Department of Education. One of the years must be a teacher-training year.

Under present policies, the Department no longer classifies certificates. Now the Department issues only the Teaching Licence, the Standard Certificate and the Professional Certificate.

Evaluation of years of academic and professional preparation for teaching is now carried out by the Teacher Qualification Service according to the Principles for Evaluation established by the Teacher Qualification Board. The former system of letter-designations is replaced by a simple numerical system. The following table describes the relationship between the old and the new.

<u>New Certificate</u>	<u>Old Certificate</u>		<u>Minimum Requirements</u>
	<u>Old Category</u>	<u>New Category</u>	
Licence	EC	1	First year standing, Faculties of Education.
	EB	2	Second year standing, Faculties of Education.
Standard Certificate	EA	3	Third year standing, Faculties of Education.
Professional Certificate	PC	4	Fourth year standing, Faculties of Education. (This certificate represents either a completed B.Ed. degree (elementary program) or the complete fourth year of a five-year program leading to a B.Ed. degree (secondary program), including prescribed teacher training.)
	PB	5	Fifth year standing, Faculties of Education. (This certificate is granted on completion of a B.Ed. degree (secondary program) or a B.A. plus one year diploma in Education.)
	PA	6	Sixth year standing, Faculties of Education. (This certificate is granted on completion of a M.Ed. degree or a M.A. degree in a teaching subject or in Education.)

In addition to the foregoing, some school districts recognize certain additional training for salary purposes. The conditions under which this additional training is recognized for salary purposes are determined by local salary agreement.

# Summary of British Columbia Salary Schedules (1970)

All districts participate in shared cost medical service insurance.

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks
1.	Fernie (Arbitration Award)	87	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5105 5595 6305 7170 7845 8335 8668	5595 8525 9475 10920 12300 13340 13874	10 × 49 10 × 293 10 × 317 10 × 375 11 × 405 11 × 455 11 × 455	E 50% in sec. pd. PC less \$600 (EC), \$400 (EB), \$200 (EA), if taking further training. Prof. Improve.: \$60/unit. Ed. leave: \$60/unit, return for two years. Full credit for Commonwealth and U.S. exp. Journeyman exp.: may be granted to max. of three years if teaching 50% of time. Isolation bonus: \$100 in Waldo or Grasmere.
2.	Cranbrook (Arbitration Award)	162	1 EC 2 EB 3 EA 4 PC (L) 5 PB 6 PA (M)	   11024 6870 7876 8375 8710	8540 9470 11024 10600 12298 13320 13853	10 × 294 10 × 317 3 × 388, 1 × 387, 6 × 388 10 × 373 11 × 402 10 × 449, 1 × 455 10 × 467, 1 × 473	Short non-credit courses, conferences, symposiums: fees and tuition plus travel and \$12/day. Winter session, correspondence courses: \$100/unit, in dist. 1 yr. return 2 yrs. Full credit Commonwealth & U.S. exp. Journeyman exp.: to 5 yrs. PB + 15 pd. PA BCTF/BCSTA Crp. Life Ins.
3.	Kimberley (Arbitration Award)	106	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5290 5600 6300 7244 6870 7873 8375 8575	8540 9480 10984 10610 12331 13325 13525	10 × 294 10 × 318 10 × 374 10 × 374 11 × 405 11 × 450 11 × 450	E 50% in sec. pd. PC. Prof. improve.: \$50/unit. Full credit for Commonwealth and U.S. exp. One-half credit may be recognized for related occupational exp. to max. 5 years. Group insurance.
4.	Windermere (Arbitration Award)	55	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5700 5725 6350 7275 6975 7925 8500 8900	8675 9475 11000 10700 12325 13200 13600	5 × 330, 5 × 260 5 × 350, 5 × 275 5 × 417, 5 × 328 5 × 417, 5 × 328 5 × 493, 5 × 387 5 × 527, 5 × 413 5 × 527, 5 × 413	E 50% in sec. taking further training pd. PC. Prof. improve.: EC, EB, EA \$70/unit; PC, PB, PA \$50/unit. Short non-credit courses: fees plus lesser of \$10/day or \$50/wk. Full credit for Commonwealth and U.S. exp.; other may be recognized. Occupational exp. may be recognized - ½ to max. of 5 years. BCTF/BCSTA group insurance.
7.	Nelson (Arbitration Award)	186	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	3510 5527 6131 6855 6895 7464 8053 8318	4560 8317 9171 10527 10367 12081 13120 13385	5 × 210 10 × 279 10 × 304 6 × 367, 5 × 294 6 × 367, 5 × 294 6 × 462, 5 × 369 6 × 507, 5 × 405 6 × 507, 5 × 405	E in sec. taking further training pd. PC. Summer Session: \$50/unit. Ed. Leave (Ed. Pol.): 1% tching. force, 60% basic salary. Full credit for outside exp. to 5 yrs., then ½. Journeyman exp.: up to 3 yrs. if tching. more than half time. BCTF/BCSTA Grp. Life Ins.
8.	Slocan	49	2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5851 6451 7451 7151 7951 8351 8751	8501 9351 10851 10551 12241 13091 13491	10 × 265 10 × 290 10 × 340 10 × 340 11 × 390 12 × 395 12 × 395	E 50% in sec. taking further training pd. PC. Approved courses: \$60/unit. Non-credit courses: max of \$300. Full credit for Commonwealth and U.S. exp. to 6 years, then half.
9.	Castlegar (Arbitration Award)	126	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	3825 5600 6300 7300 7000 7900 8375 8775	4465 5300 9200 10500 10287 12080 13055 13455	4 × 160 10 × 270 10 × 290 10 × 320 10 × 320 11 × 380 12 × 390 12 × 390	E in Sec.: PC less \$300 (EC), \$200 (EB), \$100 (EA). Summer Session: \$75/unit Correspondence: \$50/unit Ed. Leave: basic 6 mo's. salary, return for 3 yrs. Full credit for Commonwealth & U.S. exp. to 8 yrs.; ½ credit for Canadian & U.S. exp. after 8 yrs. PB + 15 pd. PA. Group insurance.
10.	Arrow Lakes	43	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	3910 5685 6385 7385 7085 7985 8460 8860	4550 8385 9285 10585 10285 12165 13140 13540	4 × 160 10 × 270 10 × 290 10 × 320 10 × 320 11 × 380 12 × 390 12 × 390	E over 50% in sec. pd. PC. Prof. improve.: \$60/unit, max. \$360. Full credit for Commonwealth and U.S. exp. to 6 years, then half. Group insurance.
11.	Trail (Arbitration Award)	252	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5300 5700 6300 7250 7000 7800 8600	8350 9200 10650 10400 12090 12875 13340	10 × 265 10 × 290 10 × 340 10 × 340 11 × 390 12 × 390 12 × 390	E 50% in sec. pd. \$300. Summer school: \$60/unit, in dist. preceding year, return for 1 year. Full Commonwealth exp.

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks
12.	Grand Forks	64	1 EC	5300			E in sec. \$350.
			2 EB	5700	8350	10 x 265	Full credit for Commonwealth & U.S. exp.
			3 EA	6300	9200	10 x 290	EB + 15 pd. EA.
			4 PC (B.Ed.)	7300	10700	10 x 340	EA + 18 pd. PC.
			5 PB	7000	10400	10 x 340	
			6 PA	8200	12000	11 x 390	
			PA (M)	8600	12940	12 x 395	
13.	Kettle Valley	34	1 EC	4263			E 50% in sec.; plus 2 incrs.
			2 EB	5497	8478	11 x 271	Prof. Improve.: \$55/unit
			3 EA	6143	9432	11 x 299	Full Commonwealth and U.S. exp.
			4 PC	6922	10684	11 x 342	Voc. Exp.: may be granted to 3 years
			5 PB	7724	12201	11 x 407	max. if 50% in own field.
			6 PA	8310	13205	11 x 445	BCTF/BCSTA Grp. Life Ins. upon 75% participation.
14.	Southern Okanagan	95	1 EC	4725			E in sec. taking further training pd.
			2 EB	5355	8150	10 x 250, 1 x 295	PC less \$1200 (EC), \$700 (EB), \$200 (EA).
			3 EA	5980	9035	3 x 270, 7 x 275, 1 x 320	PB or PA pd. 2 years' exp. and PC
			4 PC (B.Ed.)	6780	10430	6 x 325, 4 x 330, 1 x 380	pd. 1 year exp. if cert. completed
			5 PB	7460	11985	6 x 325, 4 x 330, 1 x 380	prior to obtaining 6 years' exp.
			6 PA	8075	12965	8 x 405, 2 x 410, 1 x 465	Group insurance.
			PA (M)	8375	13265	3 x 435, 7 x 440, 1 x 505	
15.	Penticton	213	2 EB	5322	8072	11 x 250	E 50% in sec. pd. \$500, obtain 6 units
	(Arbitration Award)		3 EA	5924	8949	11 x 275	for 2nd year.
			4 PC (B.Ed.)	6710	10329	11 x 329	Summer school: \$50/unit.
			5 PB	6610	10229	11 x 329	Extra sessional: if outside SD #15
			6 PA	7995	12780	11 x 435	boundaries \$50/unit; course fee if
			PA (M)	8245	13030	11 x 435	within boundaries.
							Non-credit courses: \$75.
							Full credit for Commonwealth and U.S. exp.
							BCTF/BCSTA Grp. Life Ins.
16.	Keremeos	30	1 EC	5025	5495	5 x 94	EB in sec. \$400; EA \$500; PC (B.Ed.)
			2 EB	5500	8200	10 x 245, 1 x 250	\$500.
			3 EA	6105	9160	10 x 280, 1 x 255	Fees for credit & non-credit courses
			4 PC	6815	10634	10 x 350, 1 x 319	to max. of \$200.
			5 PB	7550	12100	10 x 415, 1 x 400	Full Commonwealth exp.
			6 PA	8240	13265	10 x 460, 1 x 425	PB + 15 paid PA.
							BCTF/BCSTA Grp. Life Ins.
17.	Princeton	35	1 EC	4885	5497	3 x 204	Summer Session: \$125/3 unit course
			2 EB	5425	8135	10 x 271	after 1st yr.
			3 EA	6032	9057	11 x 275	Corresp. Courses: tuition fees &
			4 PC (B.Ed.)	6834	10552	11 x 338	books to max. of 3 units/yr.
			5 PB	7484	11994	11 x 410	Non-credit courses & workshops: \$6/
			6 PA	8141	13058	11 x 447	day, max. \$150/tehr/yr.
			PA (M)	8391	13308	11 x 447	Full credit for all approved tching.
							exp.
							BCTF/BCSTA Grp. Life Ins.
18.	Golden	74	1 EC	5700	6025	9 x 0, 1 x 325	E 50% in sec. taking further training
	(Arbitration Award)		2 EB	5725	8850	5 x 300, 5 x 325	pd. PC.
			3 EA	6210	9585	5 x 325, 5 x 350	Univ. credit courses: \$60/unit, in
			4 PC (B.Ed.)	7310	11060	5 x 350, 5 x 400	dist. preceding year, return the
			5 PB	7950	12325	5 x 400, 5 x 475	next.
			6 PA	8450	13200	5 x 450, 5 x 500	Non-credit courses: \$10/day to max.
			PA (M)	8700	13450	5 x 450, 5 x 500	of \$50/week.
							Full credit for Commonwealth and U.S. exp.
19.	Revelstoke	96	1 EC	4980			E in sec. pd. PC.
			2 EB	5540	8260	10 x 272	Prof. Improve.: \$150/3 units.
			3 EA	6160	9190	10 x 303	Full credit for outside exp. to 10
			4 PC	6820	10580	10 x 376	yr's. max.
			5 PB	7660	12100	10 x 454	PB + 15 pd. \$500.
			6 PA	8160	13160	10 x 500	BCTF/BCSTA Grp. Life Ins.
			PA (M)	8410	13410	10 x 500	Isolation Bonus: \$250 and \$500.
21.	Armstrong-Spallumcheen	41	1 EC	4700			Per unit pay't. to \$200 for 6 units,
			2 EB	5431	8143	10 x 241, 1 x 242	not pd. in year of cert. change.
			3 EA	6114	9044	7 x 266, 4 x 267	Non-credit courses: \$5/day, max.
			4 PC	6756	10087	9 x 303, 2 x 202	\$120, plus 50% fees.
			5 PB	7510	11556	5 x 372, 6 x 371	Full credit for exp. in gov't inspected
			6 PA	8048	12473	8 x 402, 3 x 403	schools on perm. appt.
							Voc. exp. may be granted to max of 3 years.
							Group insurance.
22.	Vernon	268	1 EC	4623			Summer School: \$50/unit, in dist. 1
	(Arbitration Award)		2 EB	5295	8112	11 x 247	yr., return 1 yr.
			3 EA	5916	8875	11 x 269	Extra-sessional, Correspondence: fees,
			4 PC (B.Ed.)	6936	10456	11 x 320	in dist. 1 yr., return 1 yr.
			5 PB	7382	11793	11 x 401	Full credit for Commonwealth and U.S. exp.
			6 PA	7990	12753	11 x 433	Non-teaching exp.: to 3 yrs.
			PA (M)	8423	13186	11 x 433	Group insurance.
23.	Kelowna	416	1 EC	4730			Full credit out-of-prov. exp.
	(Arbitration Award)		2 EB	5295	8012	11 x 247	EB + 15 pd. EA.
			3 EA	5920	8879	11 x 269	EB + 30 pd. PC.
			4 PC (B.Ed.)	6715	10268	11 x 323	BCTF/BCSTA Grp. Life Ins.
			5 PB	7385	11818	11 x 403	
			6 PA	7995	12780	11 x 435	
			PA (M)	8245	13030	11 x 435	



DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks
24.	Kamloops (Arbitration Award)	582	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5000 5500 6075 6790 7550 8010 8310	5500 8100 9075 10570 10420 13110 13445	5 X 100 10 X 260 10 X 300 12 X 315 12 X 315 12 X 380 13 X 395	Prof. Improve.: \$50/unit above EB. IE with journeyman papers: exp. to 2 yrs. EB or higher pd. next scale if 3 units short of next cert. BCTF/BCSTA Grp. Life Ins.
25.	Barriere	30	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA	5085 5585 6160 6875 7225 7635 8095	5585 8185 9160 10655 10505 12195 13230	5 X 100 10 X 260 10 X 300 12 X 315 12 X 315 12 X 380 13 X 395	E in sec.: PC to 6th step if taking further training. Summer Session: \$50/unit. Non-credit courses: fees + \$50 max. Corresp. & night sch.: fees. Full credit Commonwealth & U.S. exp. on app't. Continuous Service Bonus: \$50 2nd yr., \$100 3rd yr., \$150 each subsequent yr.
26.	Birch Island	37	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5125 5625 6200 6865 7655 7675 8135 8335	5625 8225 9200 10645 10545 12235 13270 13470	5 X 100 10 X 260 10 X 300 12 X 315 12 X 315 12 X 380 13 X 395 13 X 395	E in sec. pd. PC scale to 6th step. Prof. Improve.: \$50 or \$60/unit to higher cert. Full credit Commonwealth exp. on perm. app't. Extended Health Benefits. 20 days' sick leave on app't. BCTF/BCSTA Grp. Life Ins. Continuity of Service Bonus: 2nd yr. \$100; 3rd yr. \$200; 4th & following yrs. \$300.
27.	Williams Lake (Arbitration Award)	232	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5100 5540 6140 6915 6695 7670 8150 8600	5180 8290 9290 10930 10710 12170 12960 13410	8 X 230 9 X 350 9 X 365 11 X 365 11 X 375 12 X 370 13 X 370	E in sec. pd. \$200. Summer School: \$60/unit, return 1 yr. Corr. Courses: fees. Non-credit course: \$6/day, max. \$200, plus fees. Group Insurance.
28.	Quesnel (Arbitration Award)	186	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	3985 5425 6035 6900 6785 7550 8129 8295	5045 8145 9230 10970 10855 12230 13098 13365	4 X 265 8 X 340 9 X 355 11 X 370 11 X 370 12 X 390 13 X 390 13 X 390	E in sec. pd. \$300. Prof. Improve.: \$60/unit, return 1 yr. Short non-credit courses: \$50 1st wk., plus \$30 each ensuing wk. Full credit for approved Commonwealth and U.S. exp. Group Insurance.
29.	Lillooet (Arbitration Award)	52	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5667 5667 6284 6999 6849 7755 8221 8521	8297 9344 10863 10713 12399 13382 12682	10 X 263 10 X 306 12 X 322 12 X 322 13 X 387 13 X 397 13 X 397	EC in sec. PC min., EB and EA, PC scale to max. for cert. held. Summer school: \$65/unit, return 1 year. Approved correspondence courses: fees. Full credit public school exp. Isolation bonus: \$161 in Village of Lillooet, \$698 outside. BCTF/BCSTA Grp. Life Ins.
30.	South Cariboo (Arbitration Award)	97	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	5000 5480 6075 6640 7515 7975	8130 9125 10480 12075 13045	10 X 265 10 X 305 12 X 320 12 X 380 13 X 390	E in sec. taking further training pd. \$450. Summer school: \$60/unit to higher cert., return to dist. Full credit for Commonwealth and U.S. exp. BCTF/BCSTA Grp. Life Ins.
31.	Merritt (Arbitration Award)	96	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5400 5500 6125 6775 6650 7525 8000 8200	8000 8975 10375 10250 11845 12860 13060	10 X 250 10 X 285 12 X 300 12 X 300 12 X 360 12 X 405 12 X 405	E in Sec. pd. PC scale to step 9 (EB), step 10 (EA). Full credit for Commonwealth & U.S. exp. Ed. Leave available - 6 mo's. full pay.
32.	Hope (Arbitration Award)	77	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA (M)	5170 5562 6183 6777 7300 8062 8362	8132 9013 10308 11354 12970 12970 13270	10 X 257 10 X 283 11 X 321 12 X 372 12 X 409 12 X 409	E 50% in sec. taking further training pd. PC. Credit and non-credit courses: \$45/unit for summer and winter sessions, \$30/unit correspondence courses. Full exp. credit on perm. app't. Trade exp.: 50% to max. of 5 years. EC + 6 paid EB O. BCTF/BCSTA Grp. Life Ins.
33.	Chilliwack (Arbitration Award)	361	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	4950 5475 6025 6850 6650 7250 7750 7950	8075 8825 10260 10260 12060 12950 13150	10 X 260 10 X 280 11 X 310 11 X 310 13 X 370 13 X 400 13 X 400	E more than 50% in sec. taking further training pd. PC. On initial app't.: full Can. exp., half Commonwealth, U.S. & South Africa; full credit on perm. app't. IA: half credit journeyman exp. to max. of 4 yrs. BCTF/BCSTA Grp. Life Ins.
34.	Abbotsford	301	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	4970 5420 5980 6625 7185 7825	8070 8830 10325 12035 13065	10 X 265 10 X 285 11 X 310 12 X 375 12 X 405	E 50% in sec. taking further training pd. PC to 10th step. Prof. Improve.: \$40/unit, max. \$240; return to dist. One-half credit Commonwealth, U.S. & South Africa exp., full credit on perm. app't. BCTF/BCSTA Grp. Life Ins.

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks
35.	Langley (Arbitration Award)	273	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	4815 5410 5970 6730 6580 7170 7760 8060	8110 8870 10510 10360 12045 13090 13390	10 X 270 10 X 290 12 X 315 12 X 315 13 X 375 13 X 410 13 X 410	Full credit Canadian exp. Full credit Commonwealth & U.S. exp. to 5 yrs. max. if gained in 6 yrs. prior to appt., others 1/2. PB + 15 pd. PA
36.	Surrey (Arbitration Award)	1122	2 EB 3 EA 4 PC 5 PB 6 PA (M)	5480 6080 6650 7275 7840 8090	8250 9040 10634 12176 13313 13563	10 X 277 10 X 296 12 X 332 13 X 377 13 X 421 13 X 421	E in sec. pd. EA + \$230 with 11th incr. of \$275, if taking further training. Full credit for Commonwealth, U.S. and South African exp. IE or Comm. exp.: 1/2 to max. of 8 yrs if teching. 50% in own subject. PB + 15 pd. PA. BCTF/BCSTA Grp. Life Ins.
37.	Delta (Arbitration Award)	409	2 EB 3 EA 4 PC 5 PB 6 PA (M)	5480 6080 6650 7275 7840 8060	8250 9040 10634 12176 13313 13572	10 X 277 10 X 296 12 X 332 13 X 377 13 X 421 13 X 424	E in sec. taking further training pd. \$300. Prof. Improve.: \$150/3 units, return 1 yr. Full credit for Commonwealth, U.S. and South Africa exp. PB + 15 pd. PA. Group insurance.
38.	Richmond (Arbitration Award)	635	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA (M)	5086 5483 6062 6674 7264 7876 8076	8039 8816 10513 11956 13310 13510	9 X 284 9 X 306 11 X 349 12 X 391 13 X 418 13 X 418	E in sec. pd. PC. Full credit for Commonwealth and U.S. exp. PB + 15 pd. PA. Group insurance.
39.	Vancouver (Arbitration Award)	2945	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA (M)	5437 5537 6140 6695 7345 7885 8085	8267 9040 10715 12220 13345 13545	10 X 273 10 X 290 12 X 335 13 X 375 13 X 420 13 X 420	Full credit Commonwealth, U.S. and South Africa exp. on perm. appt. PB + 15 pd. PA. Group insurance.
40.	New Westminster (Arbitration Award)	2	2 EB 3 EA 4 PC 5 PB 6 PA (M)	5485 6080 6670 7315 7860 8060	8245 9050 10714 12216 13372 13572	10 X 276 10 X 297 12 X 337 13 X 377 13 X 424 13 X 424	Full credit for Commonwealth and U.S. exp. if approved by Board. PB + 15 pd. PA. BCTF/BCSTA Grp. Life Ins.
41.	Burnaby (Arbitration Award)	1204	2 EB 3 EA 4 PC 5 PB 6 PA (M)	5537 6108 6736 7307 8113	8057 9068 10744 12273 13521	9 X 280 10 X 296 12 X 334 13 X 382 13 X 416	Full credit for Commonwealth & U.S. exp. Intermediate scales for qualif. beyond the cert. held.
42.	Maple Ridge (Arbitration Award)	259	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA (M)	5307 5463 6053 6632 7218 7776 8026	8083 8933 10424 12028 13093 13343	10 X 262 10 X 288 12 X 316 13 X 370 13 X 409 13 X 409	Full credit for Commonwealth, South Africa and U.S. approved exp. Vocational exp. may be granted to 3 yrs. PB + 15 pd. PA.
43.	Coquitlam (Arbitration Award)	956	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA (M)	5320 5490 6090 6660 7285 7850 8050	8260 9050 10644 12186 13323 13523	10 X 277 10 X 296 12 X 332 13 X 377 13 X 421 13 X 421	Detached Leave. Prof. Improve.: \$75/3 units to max. of 4 courses to techs. teching. slow learner classes 50% of time. Courses must be in specialist field. Full credit for Commonwealth and U.S. exp. PB + 15 pd. PA. Group insurance.
44.	North Vancouver (Arbitration Award)	917	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA (M)	5543 5543 6120 6757 7327 7888 8088	8113 8950 10706 12325 13244 13444	10 X 257 10 X 283 11 X 359 12 X 409 13 X 412 13 X 412	E in sec. pd. PC. \$150/3 units for E cert. with 60% standing. Full credit for Commonwealth, U.S. and South Africa exp. IE & Comm. exp. may be granted to 5 yrs. PA (Mas.) 50% in own field \$300. PB + 15 pd. PA. Long Term Salary Continuance Plan.
45.	West Vancouver (Arbitration Award)	381	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA 6 PA (M)	5185 5485 6060 6675 7300 7860 8070	5965 8215 9010 10665 12180 13260 13470	3 X 260 10 X 273 10 X 295 8 X 335, 1 X 0, 2 X 655 7 X 385, 1 X 725, 1 X 0, 1 X 725, 1 X 0, 1 X 735, 6 X 400, 1 X 750, 1 X 0, 1 X 750, 1 X 0, 1 X 750, 1 X 0, 1 X 750, same as PA	Extended Health Benefit Plan. EB, EA & PC + 9 pd. next scale for 2 yrs. PB + 15 pd. PA. PB + 9 pd. PA for 2 yrs. PA + 9 pd. PA (Mas.) for 2 yrs. E + 20 yrs. exp. aged 55 yrs. or over receive \$200 above max. PB + 20 yrs. exp. aged 55 yrs. or over receive \$250 above max.

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks
46.	Sechelt (Arbitration Award)	111	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA (M)	4320 5505 6105 6855 7610 8370 8570	5115 5955 6485 7015 7870 8370 8570	10 x 284 10 x 315 10 x 363 10 x 432 10 x 452 10 x 452	E 50% in sec. taking further training pd. PC. Prof. improve.: \$50/unit, max. 6 units, in dist. 1 year, return. Non-credit courses: \$50 maximum. Ed. Leave: in dist. 3 years, return 1 year, \$5000 for 1 year; 60% salary for 6 mo's or less. Full exp. for gov't. supported and inspected schools where English is official language. Apprenticeship training: 1/2 to max. of 5 years. Occupational exp.: 1/2 approved exp. to max. of 5 years. BCTF/BCSTA Grp. Life Ins.
47.	Powell River (Arbitration Award)	198	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	5850 5850 6380 7090 7820 8455	8600 9480 10610 11960 12890 13165	10 x 275 10 x 310 10 x 352 10 x 414 10 x 452 10 x 471	Prof. Improve.: \$60/unit, in dist. prec. yr., return. Non-credit courses: \$10/day. Full credit for Commonwealth & U.S. exp. Journeyman exp.: one-half to max. of own cert. PB + 15 pd. 1 extra incr. PB + 21 pd. 2 extra incrs. Texada & Lasqueti Island pd. \$400 BCTF/BCSTA Grp. Life Ins.
48.	Howe Sound	110	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5675 5675 6250 7135 6785 7630 8480 8530	8364 9350 10625 10275 11875 12725 13205	9 x 298.50 10 x 310 10 x 349 10 x 349 10 x 424.50 10 x 424.50 10 x 467.50	E 50% in sec. \$206 if taking further training. Prof. improve.: \$60/unit. Full credit for approved exp. Bonus: rural \$250 plus (Details BCTF office). Extended Health Benefit Plan. BCTF/BCSTA Group Life Ins.
49.	Ocean Falls (Arbitration Award)	54	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	4943 5773 6527 7281 8034 8788	5871 8661 9875 11101 12368 13639	4 x 232 8 x 361 9 x 372 10 x 382 11 x 394 11 x 441	E in sec. pd. next higher scale. Prof. improve.: \$50/3 units to higher cert. Summer and winter session: \$200 + \$35/unit. Approved correspondence courses: \$35/unit. Full credit exp. gained where English official language.
50.	Queen Charlotte (Arbitration Award)	51	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	4900 5934 6675 7400 8140 8818	8390 9753 11090 12790 13868	8 x 307 9 x 342 10 x 369 10 x 465 10 x 505	E in sec. pd. \$500. Prof. Improve.: \$50/unit. BCTF/BCSTA Grp. Life Ins. Travel Allow.: \$125-\$150.
52.	Prince Rupert	172	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	4580 5640 6400 7160 7160 7800 8425 8725	7980 9280 11120 10760 12100 13430 13730	7 x 280, 1 x 380 8 x 360 11 x 360 10 x 360 10 x 430 11 x 455 11 x 455	E in sec. \$300, if taking further training. Summer Session: \$50/unit, max. \$300. Corresp. and Extra-session courses: fees to a limit of 3 units. Cert. + 15 units pd. 1 incr. Full credit for exp. Isolation Bonus: \$300 Oona River. BCTF/BCSTA Grp. Life Ins. Moving Allow.: 1-way fare up to \$400.
54.	Smithers	96	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	4002 5418 6036 6814 7565 8165	5074 8122 9222 10820 12197 13251	4 x 268 8 x 338 9 x 354 11 x 365 12 x 386 13 x 392	EC in sec. \$400; EB \$500; EA \$600. Prof. improve.: \$50/unit for EC to PA cert., return for 1 year. Non-credit courses: \$50 1st week, \$30/week thereafter. Full Commonwealth exp., 1/2 U.S. exp., upon app't., other countries full exp. upon perm. app't. Journeyman exp. 50%. Extended Health Benefits. BCTF/BCSTA Grp. Life Ins.
55.	Burns Lake	75	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	5440 5440 6000 6305 7555 8255	8200 9195 10820 12115 13260	8 x 345 9 x 355 11 x 365 12 x 380 13 x 385	E 50% in sec. \$640 to max. of equiv. pos. on PC. Prof. improve.: E cert. pd. \$60/unit for approved courses, in dist., return. Full credit for Commonwealth, U.S., South Africa and Ireland exp., 1/2 elsewhere. Trade exp.: to 6 years. Isolation bonus: \$225 to all schools south of Francois Lake, Pendleton Bay and Babine.
56.	Vanderhoof	114	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5475 5475 6025 6750 6625 7375 8240	8275 9225 10900 10775 12125 13240	8 x 350 8 x 400 10 x 415 10 x 415 10 x 475 10 x 500	Summer Sch. & Correspondence: EC, EB, EA only, \$60/unit. Non-credit courses, seminars, outside NCDC area, \$60 1st wk., \$30 each add. wk., max. \$180. Detached Duty: 50% EB0 pro-rated per tchng. month absent. Full Commonwealth and U.S. exp. if locally approved, on app't. Trade exp.: to max. of 6 yrs. BCTF/BCSTA Grp. Life Ins.

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks
57.	Prince George	602	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PC 6 PA 6 PA (M)	5325 5325 6000 6900 6762 7600 8732 8400	8125 9150 11025 11025 12100 12936 13300	8 × 350 9 × 350 11 × 375 11 × 375 12 × 375 12 × 400	Summer session: \$60/approved unit. Non-credit courses: \$50 1st wk., \$30 thereafter, if away from Prince George. Full Commonwealth and U.S. exp., others ½. Occupational exp.: ½ to max. of 3 years. PB + 15 pd. PA (Mas.) less 2%. Isolation bonus: Group 1 \$250, Group 2 \$350, Group 3 \$500. BCTF/BCSTA Grp. Life Ins. 100%. MSA 100%.
58.	McBride (Arbitration Award)	40	2 EB 3 EA 4 PC (B.Ed.) 5 PC 6 PA 6 PA (M)	5400 6075 6975 6837 7675 8307 8475	8200 9225 11100 10879 12175 13011 13275	8 × 350 9 × 350 11 × 375 11 × 375 12 × 375 12 × 400	E 50% in sec. pd. to PC4. Prof. improve.: \$200/3 approved units. Workshops: cost of substitute. Full credit Commonwealth and U.S. exp. Consecutive Service: \$150/yr. for 3 yrs.
Figures include \$75 Bonus to each Teacher.							
59.	Peace River South (Arbitration Award)	280	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PC 6 PA 6 PA (M)	5000 5600 6135 7030 6815 7600 8305 8530	8093 9275 10935 10720 12220 13045 13270	9 × 277 10 × 314 11 × 355 11 × 355 12 × 385 12 × 395 12 × 395	Summer Session: \$50/unit plus \$100 travel exp., in dist. 6 mos., return 1 yr. One-half credit Commonwealth, U.S. and Ireland exp. PB + 15 pd. PA. Group insurance. Retention Clause: \$150 in 3rd yr., \$200 in 4th & subsequent yrs.
60.	Peace River North (Arbitration Award)	216	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PC 6 PA 6 PA (M)	4356 5390 5930 6098 6965 6866 7732 8344 8494	5390 8225 9413 11090 10985 12407 13444 13594	3 × 272, 1 × 218 9 × 315 10 × 332 11 × 375 11 × 375 12 × 425 12 × 425 12 × 425	E in sec. pd. \$200. Full credit for Commonwealth & U.S. exp.; one-half elsewhere, on perm. appt. Journeyman exp.: one-half to max. of 4 incrs. PB + 15 pd. PA. BCTF/BCSTA Grp. Life Ins. Isolation Bonus: 50c-\$1.50/mile if teaching 15+ miles from Admin. office.
61.	Victoria (Arbitration Award)	1255	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA 6 PA (M)	5470 5470 6025 6660 7320 7900 8100	8170 8925 10464 11870 12940 13140	10 × 270 10 × 290 12 × 317 13 × 350 14 × 360 14 × 360	One-half credit Can., U.K., U.S., Australia, New Zealand exp. on appt., + 1 extra incr./yr. until full credit rec'd. IE & Voc.: one-half credit for journeyman exp. to 10 yrs. Group Ins. if 75% participate.
62.	Sooke	213	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	5200 5470 6025 6660 7320 7900	7900 8170 8925 10464 11870 12940	10 × 270 10 × 270 10 × 290 12 × 317 13 × 350 14 × 360	One-half credit on appt. for Canadian, U.K., U.S., Australia and New Zealand exp.; plus 2 incrs. 1970; plus add. incr. each yr. to max. Journeyman exp.: Voc. & IA ½ to max. of 10 yrs. Isolation Bonus: Port Renfrew \$150. BCTF/BCSTA Grp. Life Ins.
63.	Saanich	208	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PC 6 PA 6 PA (M)	5470 5470 6025 6860 6660 7320 7900 8260	8170 8925 10664 10464 11870 12940 13300	10 × 270 10 × 290 12 × 317 12 × 317 13 × 350 14 × 360 14 × 360	E in sec.: 1 incr. Prof. improve.: course fees. In-service training: approved expenses. Ed. Leave: 6 mos. salary, in dist. 3 yrs., return 2 yrs. One-half Commonwealth and U.S. exp., full credit on perm. appt. PB + 15 pd. \$200. BCTF/BCSTA Grp. Life Ins. Extended Health Benefit Plan.
64.	Gulf Islands	36	2 EB 3 EA 4 PC 5 PB 6 PA	5545 6100 6735 7395 7975	8245 9000 10539 11945 13015	10 × 270 10 × 290 12 × 317 13 × 350 14 × 360	E 50% in sec. taking further training pd. PC. After 1 year, pro rata payments for each 6 units to higher cert. One-half credit for Canadian, U.K., U.S., Australia, New Zealand exp., full credit on perm. appt. Ind. and Vocational exp.: to 10 years on perm. appt. PA pd. \$25/unit for approved courses in excess of 21 units since PB. \$25/tchr.: Gallano, Mayne, Pender and Sattura Schools. BCTF/BCSTA Grp. Life Ins.
65.	Cowichan (Arbitration Award)	249	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA 6 PA (M)	4525 5350 5950 6600 7200 7800 8100	5325 8100 8950 10560 11945 13050 13350	4 × 270 10 × 275 10 × 300 12 × 300 13 × 365 14 × 375 14 × 375	E in sec. taking further training, next higher scale. Prof. improve.: approved course & workshop fees. Full credit for exp. in govt. inspected & supported schools. Journeyman exp.: IE - one-half exp. to max. of 5 yrs. PB + 15 pd. \$450. BCTF/BCSTA Grp. Life Ins.
66.	Lake Cowichan	77	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	5450 5450 6050 6700 7300 7900	8200 9050 10660 12045 13150	10 × 275 10 × 300 12 × 330 13 × 365 14 × 375	E 50% in sec. pd. 2 incrs. Prof. improve.: \$50/unit, in dist. prec. year, ret. next. Full credit Commonwealth and U.S. exp. IE, HE. and Comm. exp.: ½ approved credit to 5 years. Isolation bonus: Caycuse and Nitinat schools \$100. Group Insurance.
Figures include \$100 Bonus to each Teacher.							

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks
67.	Ladysmith (Arbitration Award)	117	2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5350 5950 6750 6550 7150 7700 8000	8100 8950 10710 10610 11895 12950 13250	10 X 275 10 X 300 12 X 330 12 X 330 13 X 355 14 X 375 14 X 375	E in sec.: EB, EA pd. 2 incrs. Holders of PB or less cert.: \$110/3 units toward next cert., accumula- tive, for 3-5 years, max. 15 units. \$150/3 units for courses not applied to higher cert. Full credit for approved exp. PB + 15 pd. PA. Thetis Is.: \$250. Group Insurance. Sick Leave Bank.
68.	Nanaimo	456	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	5000 5270 5910 6750 6550 7195 7800 8034	8025 8880 10625 10425 11870 12900 13287	5 X 248, 3 X 505 5 X 267, 3 X 545 5 X 350, 2 X 700, 1 X 725 5 X 350, 2 X 700, 1 X 725 5 X 345, 2 X 825, 1 X 1300 5 X 340, 2 X 1100 1 X 1200 8 Refer to contract re incr. pattern	Tuition fees & workshop fees. Full credit for teaching exp. Incr. Pattern: 0-6 yrs. exp. pd. scale; 7, 8, 9 yrs. pd. step 7; 10 + yrs. pd. step 8. IE, HIE with EB + cert. tching. own subject 60% pd. 1/2 exp. to 5 yrs. max. PB + 15 pd. PA. Gabriola Is.: \$200.
69.	Qualicum (Arbitration Award)	94	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	4475 5350 6000 6550 7155 7700	5295 8100 9000 10510 11900 12950	4 X 205 10 X 275 10 X 300 12 X 330 13 X 355 14 X 375	E in sec. pd. \$300. \$40/unit advanced study. Fees plus cost of sub. for workshops. Outside exp.: 1/2 on appt., 1/2 retro- active at end of prob. year. Journeyman exp.: 1/2 to max. of 5 incrs. BCTF/BCSTA Grp. Life Ins.
70.	Alberni	336	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA PA (M)	4830 5730 6260 6965 7595 8160 8360	5690 8380 9169 10745 12080 13130 13330	4 X 215 10 X 265 10 X 290 12 X 315 13 X 345 14 X 355 14 X 355	Tuition fees for courses. Full credit for all teaching exp. BCTF/BCSTA Grp. Life Ins.
Figures include \$200 Bonus to each Teacher.							
71.	Courtenay (Arbitration Award)	297	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	5000 5500 6050 6690 7325 7890	8050 8950 9950 10133 11609 12570	10 X 255 10 X 290 10 X 300 11 X 313 12 X 357 12 X 390	E 50% in sec. taking further train- ing pd. \$300, on staff Jan. 1, 1968. Full credit for outside exp. One-half credit to max. of 5 years journeyman exp. Hornby Is. \$200, Denman Is. \$100. BCTF/BCSTA Grp. Life Ins.
72.	Campbell River	221	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	4932 5356 6002 6749 7495 8242	7116 8356 9152 10467 11875 13481	8 X 273 10 X 300 10 X 315 11 X 338 12 X 365 13 X 403	E in sec. taking further training \$150. Summer or Winter Session: \$100. + \$50/unit. Detached Duty: 2/3 sal. to max. \$6000 to improve cert., 4 yrs. in dist., return for 2 yrs. Full credit for Commonwealth and U.S. exp., half credit for other exp. Voc. exp.: one-half to max. of 5 yrs. BCTF/BCSTA Grp. Life Ins.
75.	Mission (Arbitration Award)	153	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA	5400 5400 5965 6615 7180 7750	8000 8765 9950 10323 11925 13015	10 X 260 10 X 280 12 X 309 13 X 365 13 X 405	E in sec. \$200. \$50/unit for E tchrs. except in year of cert. change, in dist. previous year, return 1 year. Non-credit courses: expenses. Full credit Commonwealth and U.S. exp. Group Insurance.
76.	Agassiz	48	1 EC 2 EB 3 EA 4 PC 5 PB 6 PA (M)	5050 5575 6125 6800 7400 7900 8100	8175 8925 10210 12210 13100 13300	10 X 260 10 X 280 11 X 310 13 X 370 13 X 400 13 X 400	E 50% in sec. taking further train- ing pd. PC. \$50/unit advanced study + bonus for non-credit courses. Full credit for Commonwealth and U.S. exp. on perm. appt. Group Insurance.
77.	Summerland	51	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	4745 5350 5960 6758 6658 7418 8067 8367	8067 8963 10355 10255 11873 12863 13163	11 X 247 11 X 273 11 X 327 11 X 327 11 X 405 11 X 436 11 X 436	E in sec. next higher scale to max. for cert. held if taking further training. Summer Session: \$50/unit. Extra-session: \$25/unit, in dist. previous yr., return next. Full credit outside exp. to 6 yrs. then half. PB + 15 pd. \$450; if 6 of 15 units acquired in last 3 yrs. and 3 add. units accumulated every 3 yrs. or 6 add. units every 5 yrs. BCTF/BCSTA Grp. Life Ins.
79.	Ucluelet-Tofino	33	2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA	6130 6660 7565 7365 7995 8560	8780 9530 11316 11116 12483 13528	10 X 265 10 X 287 11 X 341 11 X 341 12 X 374 12 X 414	E in sec. pd. next higher scale, if taking further training. Summer session: \$50/unit. Non-credit courses: max of \$50/wk. for 2 wks. Ed. leave: \$5000 max., in dist. 3 yrs., return 2 yrs. Full credit outside exp., approved locally. Journeyman exp.: 1/2 to max. of 5 increments. Group Insurance.



DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks
80.	Kitimat	129	1 EC	4770			Sick leave insurance. Extended health benefits. BCTF/BCSTA Grp. Life Ins. Moving allowance: max. \$500.
(Arbitration Award)			2 EB	5710	8230	4 X 363, 4 X 267	
			3 EA	6410	9650	5 X 404, 4 X 305	
			4 PC (B.Ed.)	7240	11160	5 X 452, 5 X 332	
			5 PB	7100	10930	5 X 442, 5 X 324	
			6 PA	7800	12510	5 X 504, 6 X 365	
				8490	13830	5 X 548, 7 X 375	
81.	Fort Nelson	34	1 EC	4680	5580	4 X 225	Corr. courses: \$50/unit. Summer session: \$50/unit plus \$50 if 6 units completed plus \$150 travel. Full credit for outside exp. Northern allowance: \$550-\$750. Travel allowance: \$100-\$150 on appt.
			2 EB	5655	8220	9 X 285	
			3 EA	6430	9580	10 X 315	
			4 PC	7265	11060	11 X 345	
			5 PB	7930	12000	11 X 370	
			6 PA	8645	13445	12 X 400	
82.	Chilcotin	9	1 EC	5100			As Williams Lake S.D. No. 27.
			2 EB	5540	8180	8 X 330	
			3 EA	6140	9290	9 X 350	
			4 PC (B.Ed.)	6915	10930	11 X 365	
			5 PB	6895	10710	11 X 365	
			6 PA	7670	12170	12 X 375	
			PA (M)	8150	12960	13 X 370	
				8600	13410	13 X 370	
83.	Portage Mountain	24	1 EC	4190	5125	230 255 200	Summer session: \$50/unit, max. \$300. Detached Duty: 60% salary, in dist. for 3 yrs., return 2 yrs. BCTF/BCSTA Grp. Life Ins.
(Arbitration Award)			2 EB	5715	8440	180 395 180	
			3 EA	6485	9680	235 450 240	
			4 PC	7230	11090	265 495 245	
			5 PB	7855	12330	320 565 295	
			6 PA	8490	13650	340 610 315	
84.	Vancouver Island West	47	1 EC	5590	6655	3 X 355	E 50% in sec. pd. PC if taking further training. Full credit Commonwealth and U.S. exp. Prof. improve.: \$75/unit, in dist. 4 mos., return next year. Correspondence: \$40/unit, in dist. 4 mos. Isolation bonus: \$350 for schools outside of Gold River. Moving costs: 60% to max. \$250. BCTF/BCSTA Grp. Life Ins.
(Arbitration Award)			2 EB	5870	9110	9 X 360	
			3 EA	6645	9885	9 X 360	
			4 PC	7345	11095	10 X 375	
			5 PB	8045	12345	10 X 430	
			6 PA	8770	13555	11 X 435	
85.	Vancouver Island North	123	1 EC	5280	5940	3 X 220	E in sec. pd. PC less \$300 (EC), \$200 (EB), \$100 (EA); pro rata increment if less than 76%. Summer session and correspondence: \$60/unit to higher cert. Full credit where English is the language of instruction, other if approved by joint committee. BCTF/BCSTA Grp. Life Ins.
(Arbitration Award)			2 EB	6235	8795	8 X 320	
			3 EA	6865	9835	9 X 330	
			4 PC	7565	11215	10 X 365	
			5 PB	8165	12345	11 X 380	
			6 PA	8765	13325	12 X 380	
			PA (M)	8965	13525	12 X 380	
86.	Creston-Kaslo	138	1 EC	5290			Summer Session, lab. courses: \$100/unit; other courses \$60/unit. Non-credit courses: \$50/wk., max. 2 wks. + tuition fees. In-service training: 10-14c/mile. Lodging \$12/day; Meals \$8.50/day. Full credit Commonwealth and U.S. exp. Journeyman exp.: one-half to max. of 5 yrs. E cert. + 15 units or short one course to next cert. pd. next cert. for 1 yr. PB + 15 pd. PA. Isolation Bonus: \$300 Crawford Bay, Gray Creek, Yahk. BCTF/BCSTA Grp. Life Ins.
(Arbitration Award)			2 EB	5300	8500	10 X 320	
			3 EA	6100	9500	10 X 340	
			4 PC (B.Ed.)	7098	11018	10 X 392	
			5 PB	6800	10500	10 X 370	
			6 PA	7875	12100	9 X 422, 1 X 427	
			PA (M)	8300	13100	10 X 480	
				8512	13312	10 X 480	
87.	Stikine	18	1 EC	4190	5130	4 X 235	E 50% in sec. pd. next scale. Summer Session: \$50/unit. Full credit for Commonwealth and U.S. exp. Northern Allow.: \$1100-\$1300. BCTF/BCSTA Grp. Life Ins. Travel Allow.: \$200 1st yr., then \$400. 5 continuous yrs. in dist. pd. 1 incr.
(Arbitration Award)			2 EB	5715	8415	9 X 300	
			3 EA	6485	9685	10 X 320	
			4 PC	7230	11080	11 X 350	
			5 PB	7855	12310	11 X 405	
			6 PA	8490	13650	12 X 430	
88.	Skeena-Cassiar	206	1 EC	4600	5500	6 X 150	Prof. improve.: \$50/unit, in dist. prev. yr., return next. Full credit Commonwealth and U.S. exp., other 50% on perm. appt. Isolation bonus: \$640 Stewart and Kitsault areas; \$300 Nass and Cranberry areas; \$200 Kispiox area; \$150 Cedarvale and Kitwanga areas. BCTF/BCSTA Grp. Life Ins. Moving Allow.: max. \$400 married and supporting dependents; \$100 single.
(Arbitration Award)			2 EB	5500	8100	10 X 260	
			3 EA	6250	9250	5 X 388, 4 X 265	
			4 PC	6950	10650	5 X 428, 5 X 312	
			5 PB	7700	12100	5 X 466, 6 X 345	
			6 PA	8350	13300	5 X 486, 7 X 360	
			PA (M)	8550	13500	5 X 486, 7 X 360	
89.	Shuswap	194	2 EB	5379	8009	10 X 263	E 50% in sec. taking further training, next higher scale. P cert. tching. 50% in sec. courses in Eagle River, North Shuswap and Enderby pd. 1 increment. Prof. improve.: \$35/unit for credit beyond EB. Non-credit courses: fees or tuition. Full credit for Commonwealth and U.S. exp.; other, full credit if approved. Non-teaching exp.: max. of 3 years. Kingfisher Elem.: \$50/tchr. BCTF/BCSTA Grp. Life Ins.
(Arbitration Award)			3 EA	5946	8966	10 X 302	
			4 PC	6615	10157	11 X 322	
			5 PB	7383	11805	11 X 402	
			6 PA	7985	12748	11 X 433	
			PA (M)	8285	13048	11 X 433	

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The text of the presentation of the

# FERGUSSON AWARD TO DR. R.F. SHARP

TOM HUTCHISON

¶The Fergusson Award is the highest honor the Federation can bestow.

It was set up in memory of Mr. G. A. Fergusson, who died in 1928 as principal of King Edward Secondary School in Vancouver.

In honoring the memory of G. A. Fergusson, we honor a teacher, an administrator and an indefatigable worker for his colleagues.

Anyone who has the honor of presenting this award, and reads about G. A. Fergusson, must be struck by the personality of the man.

He brought to everything he did, in addition to his abilities, grace, honesty and humanity.

He was referred to at his death as 'Beloved principal'—a rare achievement for any administrator!

His memorial service contained this phrase: 'a man who incarnated in himself the highest virtues.'

We can, indeed, apply to him Dr. Johnson's epitaph on Goldsmith: *Nullum quod tetigit non ornavit*—he touched nothing that he did not adorn.

We have been fortunate in a long line of award winners who embody the qualities so admired in Fergusson. But the central quality is noted in our own handbook: 'His judgments and opinions were respected and his fairmindedness won for him the absolute confidence of all with whom he came in contact.'

It is the human element we admire, the concern for others, the ability to have human beings work together.

The fashionable debates of today are on ecology, and urbanization, and through them all runs the fear of de-personalization, the fear that we will lose our identities in vast,

bureaucratic, Kafka-esque establishments.

Sometimes the problems of cities seem like a nightmare for the future, and the problems of education in cities are tied in. It is no accident that in this country and the U.S.A., schools are frequently the foci of social discontent.

We have in Vancouver one of the fastest-growing cities and one of the fastest-growing educational systems in the world. It could have been a system regimented and sterile, shaped in haste by the urgencies of the moment. It is because it is not, that the trustees of the award offer it this year to the man who has presided over that system for the last 16 years—Dr. Robert F. Sharp, Superintendent of Schools, Vancouver.

The Vancouver school system serves approximately 74,500 students in elementary and secondary schools; about 6,000 adults in day classes at the Vancouver City College's three centers; and about 40,000 adults a year at night school. (The College and the night schools operate year-round.)

Dr. Sharp attended Vancouver elementary and secondary schools. B.A.—University of British Columbia, post-graduate study at Stanford, Doctor of Paedagogy—University of Toronto (1939).

1926 appointed to Vancouver teaching staff; taught in elementary and secondary schools and had administrative experience in both types of schools.

1948 appointed Inspector of Schools

1951 appointed Assistant Superintendent in charge of Secondary Education

1954 appointed Superintendent of Schools

Dr. Sharp is a product of the system he now supervises. He was acting principal of Central School at a very early age, about 20! An interest in the 'inner city' problem dates from that time. Another continuing interest stems from Dr. Sharp's teaching days at Templeton—education in a second language. When Dr. Sharp taught social studies and history at Templeton, there were more than 300 Japanese students and many, many Chinese.

Templeton, which pioneered the junior high school movement in B.C., has been very productive of Fergusson Award winners. There must be something in 'going through the mill' at that school! Winners are:

1949 Handley B. Fitch, who was principal of Templeton.

1951 Farquhar J. (Mac) McCrae, who was BCTF President in 1944-45

1959 Francis C. (Tat) Boyes

1969 D. B. MacKenzie, who chaired the BCTF Commission on Education

1970 Dr. Robert F. Sharp

Outsiders tend to stereotype the large city education system, but many of today's educational concerns were recognized early in Vancouver, and many of the most exciting things happening in education are evidenced here.

We can point to such examples as:

- The encouragement of flexibility and individualization by the building of such schools as MacCorkindale;

Continued on page 338

The BC TEACHER

Seven months in Rhodesia have convinced me that Ryder Lake Elementary School is still where it's at in education. And Rhodesian young people are more in need of a 'where it's at' education than any other group of young people in the world.

In Rhodesia, the majority agrees that the minority should rule, popular misconceptions notwithstanding. Fair enough, but this means that the white minority must produce from its ranks a greater percentage of leaders than is usual in any organized society.

The ideas that animate Ryder Lake Elementary are not new and such has never been the claim. But instances of ideas manifesting themselves in action are few, especially in the sphere of education where many talk, and few DO. The events of our times, however, hurry the moment when thought and action must come as one or we'll suffer universal destruction.

Revolution for the destruction of systems breeds new systems and a new cycle of recurring evils. In this there is no real change. True revolution transforms being. Here the spiritual forces of man are as one with physical action. The transformation is instantaneous—time plays no part.

Recently, at a conference in Chilliwack, an educator expressed the view that learning was by consent, not motivation. It had to come from the heart, not the head. This I support. Learning that comes from the heart is transformation, and this transforming changes the whole being.

The application of this concept in education is impossible since transformation from within cannot be predetermined in its course. It happens. As teachers, we can but respond to the happening. The quality of our response will be determined by the quality of our own development both as human beings and as professional people.

'Risk chaos?' Yes, or proceed toward certain destruction. Prolonged failure to act leaves no other choice.

Provision for physical security is essential and an adult responsibility. Mental security, on the other hand,

## A MATTER OF OPINION

# AS I SEE THINGS FROM 'RHODESIA

BARREY L. BLOW

eliminates the possibility of transformation taking place, i.e., learning. People are very secure when others are making decisions for them and nothing is happening within self.

When transformation is taking place, then we are where it's at, and we are in harmony with all things, integrated and at one with all creation. Learning and being become as

*The writer was formerly the principal of Ryder Lake Elementary School in Chilliwack. He is now teaching in Rhodesia.*

one, indivisible. I am, you are, we are, all is. Life exists in the infinite. Past, present, and future are without existence.

Education today should be the very foundation of world transformation. Instead, it perpetuates the very evils that man cries out against, in British Columbia, in Canada, in Rhodesia, in the world. Why? Because, by its own admission, it seeks to transmit existing values, values that are part and parcel of the whole mess.

Hope? Yes, for the transformation will come, either peacefully—the probability of which grows more remote each passing day—or through violence of cataclysmic proportions, and the latter not necessarily as the result of war.

In Rhodesia new solutions are being found for age-old problems, while an ignorant world with its double standards condemns. Harold Wilson points his finger in shame at Rhodesia and in his own country British subjects are denied entry on the basis of color. There are no ghettos in Rhodesia; few countries in today's world can make that statement. Racial antagonism similar to that in the U.S.A., Britain and South Africa is non-existent in Rhodesia.

Yet, while the majority looks to a minority for leadership in Rhodesia, the Rhodesian education system operates under a do-as-you're-told structure. A leader leads; he does not wait until he's told. If the Rhodesian experiment fails, it will be because of this very thing, not sanctions.

In British Columbia free enterprise will fail unless a few more free and enterprising young people begin graduating from its schools. For, although the superstructure of B.C. education has undergone change, the foundation still consists of mid-Victorian red bricks.

At Ryder Lake Elementary School, the flame continues to burn brightly, as it does in a few other places throughout the world. Many go, returning with a lighted candle, but, as in the parable of the sower and the seed, few candles retain their flames long enough to light the way.



## Fergusson Award

Continued from page 336

- Playgrounds, designed by the children themselves;
- The early provision of special counsellors, and the interest in special education evidenced by Oakridge School for the retarded;
- Kindergartens throughout the system, an essential part of school that so many school districts lack;
- An interest in Indian education, as shown by Southlands School;
- The willing co-operation with the BCTF in tackling the 'inner city' problem;
- Imaginative secondary school programs, and the building of schools like Eric Hamber, whose facilities make this outsider drool;
- It would be invidious to single out schools, though such examples as these spring to mind: pioneering new social studies programs at Byng and Churchill, the Belth program at Point Grey, the integrated audio-visual program at Gladstone, and on. Indeed, it would be difficult to pick out a completely 'stagnant' school in Vancouver, a school in which something worth-while and different is not being tried.

Now, all this doesn't happen by accident.

I am told that Dr. Sharp has a very special educational interest. It is the

administrative organization of a large city system and, especially, two-way communication between board and officials, and administrators and teachers. I am told that he has read everything on the subject!

He has obviously done his homework. The trustees of the award heard of the trust which Dr. Sharp extends to his subordinates. That he encourages teachers and principals to take a new look, to make decisions on programs that fit their schools. That an evidence of his trust was his encouragement of teacher and school evaluation of students, rather than cross-system grading and examinations. That he is alert to what goes on, seeks out talent, and encourages subordinates, not threatened either by them or their ideas.

It appears to the trustees that Dr. Sharp has built up that team effort necessary in a large system, and that he puts into effect the kind of human mechanics advocated in the MacKenzie Commission Report. The most striking comment to the Trustees was that he 'creates a climate in which people grow.'

Since 1954 Member of the Senate, University of British Columbia. (This interest paralleled that of Mr. Fergusson.)

Since 1954 Member, Board of Examiners for B.C. (university entrance

examinations)

1960 Canadian educational representative for the Department of External Affairs at the UNESCO Conference in Paris. (This parallels the experience of a previous winner, our own C. D. Ovens, who served in Geneva for a seven-month period in 1964 on a special UNESCO-ILO project on the status of teachers.)

1962-1963 President, Canadian Education Association. (It was largely as a result of Dr. Sharp's influence that CEA became an organization of educators rather than being composed only of governmental administrators.)

1964 Chairman, Canadian delegation to the Conference of the International Bureau of Education, Geneva.

1966-1967 President, Canadian Association of School Superintendents and Inspectors.

1966 on Member, Board of Directors, Service for Admission to Colleges and Universities (SACU).

1969-1970 President of SACU. (March to March)

Dr. Sharp is also a member of the American Association of Superintendents in cities over 300,000 in population. Later this month (April 16-18) he will host 50 Canadian and American superintendents of large

Continued on page 341

**APARTMENT FOR RENT:** Fully furnished, 2 bedrooms, cablevision, Kitsilano area, fantastic view. 4 blocks from beach. \$150 month. Bryan Belfont, No. 204 - 1977 West 3rd Ave., Vancouver 9.

**FOR RENT** July and August: 1 bedroom apt. Fully furnished, parking, light, heat included. \$115. Convenient location for bus and stores in Shaughnessy. Apply to N. Muir, 1437 Matthews Ave., Vancouver 9. Tel. 731-3086.

**FOR RENT** Summer Session: 2 bedrooms, plus 1 basement bedroom. Fully furnished house, within 10 mins. UBC, park, tennis; close to corner, beach. Quiet adult tenants. Full session time \$350. Phone or write 3506 West 12th Ave., Vancouver 8. 738-6819.

**FOR RENT** July and August: Kerrisdale and 41st shopping, UBC. Spacious 2-bedroom apartment. Balcony, pool, garage. Adults only. No. 206 - 5410 Balsam St., Vancouver 13. 261-6635.

**FOR RENT** July and August: 1-bedroom apartment, fully furnished. \$160 month, utilities included. Married couple. No children. 10 mins. from UBC. References. P. R. Spicer, No. 304 - 1980 West 1st Ave., Vancouver 9. 733-8235.

**FOR RENT** July 1-August 31: Fully furnished home with 2 bedrooms and den. Suit 2 couples or couple and children. Very close SFU; 1/2 hour UBC. \$175 month incl. utilities. Mrs. V. Yorke, 40 S. Howard St., Burnaby 2. 298-5903.

**FOR RENT** July 1-Sept. 6: 3 bedrooms, den, furnished; large garden, Shaughnessy area near King Edward and Granville. \$195. References. 1170 W. King Edward, Vancouver 9. Phone 738-6481.

**FOR RENT** July and August: Fully furnished, 2-bedr. house, 10 mins. UBC. Suit. couple; 1-2 small child. OK; fenced yard. \$200 mo. all incl. 2969 West 41st Ave., Vancouver 13. Ph. 266-6369.

**FOR RENT** July and August: 1-bedroom furnished apartment. Suitable for 2 or 3 people. Close UBC. \$125 month. Miss L. Burchell, No. 7 - 2112 Cornwall St., Vancouver 9. 733-1025.

**1-BEDROOM APARTMENT AVAILABLE** for Summer Session. West End high-rise, next to Stanley Park. 2 blocks from beach. Fully furnished. \$250 for 6 weeks. Miss S. Burnham, No. 704 - 2045 Nelson St., Vancouver 5. 681-4476.

**KERRISDALE APARTMENT** July-Aug. Reasonable rent. Deluxe 1-bedroom apt., sleeps 4. Swimming pool. Mrs. Virginia Genser, No. 604 - 5562 Balsam St., Vancouver 13. 261-8253.

**FURNISHED LARGE HOUSE** for rent July and August. Surrey. Adults. Low rent for good care. References required. H. G. Miller, 11470 - 139A St., Surrey. 584-5060.

**FOR RENT** June 29-Aug. 31: Furnished 1-bedroom apt. 20 mins. from UBC. \$125 per mo. I. C. Mickelson, No. 309 - 1054 W. 11th Ave., Vancouver 9. 733-0681.

**SUBLET** July and August: Fully furnished 1-bedroom apart. All utilities supplied (dishes, linen, etc.). \$400 includes Hydro; telephone to be pd. separately. \$50 refunded if left in same condition. Couple preferred. Write No. 112 - 6718 Silver Ave., Burnaby 1 or phone 435-9204.

**FOR RENT** July and August: Furnished 4-bedroom home in Dunbar district. G. D. Hamilton, 3475 W. 21st Ave., Vancouver 8. Tel. 733-1940.

**FOR RENT**—sublet summer school period: Furnished modern side 2-bedroom duplex. 15 min. UBC. Reasonable rates. 2565 Cypress St., Vancouver 9. Ph. 731-1335.

**FOR RENT** July and August: Furnished 2-bedroom apt., central nr. City Hall. \$200 month. Inquire L. Jones, No. 303 - 590 W. 12th Ave., Vancouver 9. 872-1423.

**OKANAGAN HOME FOR RENT SUMMER 1970.** 3 B.R. fully furnished, \$450, summer school period. Damage deposit required plus rent in advance. D. B. Knowlton, Box 551, Summerland.

**FOR RENT** July and August: Bachelor suite in quiet house. Centrally situated. \$70 per month. 2036 W. 15th Avenue, Vancouver 9. Tel. 733-0829.

**FOR RENT** July and August: Furnished 3-bedroom home in Kelowna. 3 minutes from the golf course, 5 minutes to the beach. \$85 a week or \$300 a month. Ph. 763-3357. W. Marjoribanks, 1525 Mountain Ave., Kelowna.

More advertisements on page 347





## NEW BOOKS

C. D. NELSON

### ART

*Art and Man, Bk 3*, by Breiger, Vickers and Winter. Holt, Rinehart and Winston, Toronto, 1970. \$4.55 paperback

This is the third of a series on the history of art published by Holt, Rinehart and Winston of Canada. This book does a nice job of covering modern architecture, 19th century painting, 20th century painting, modern movements in architecture and sculpture, American and Canadian art, plus the arts of primitive peoples. If you are addicted to the Reader's Digest's handy-dandy compilation technique, I can see this book being used as a reference in SS 11 or His 12, but its use in other areas might be limited.

Chapter VII, Canadian Art, shows a lot of very nice little black-and-white prints of the usual 'Osgoode Halls' and 'House, Pictou, Ontario,' and, of course, good old 'West Wind.' Why editors continue to print black-and-whites of Canadian painting is beyond me, for surely the vibrant and creative use of color has been the major achievement of the artist in depicting this land. For example, 'Ghost Ships,' by B. C. Binning, a haunting and moving canvas when viewed, is here cold, quaint and quite sad. An effort to remedy this error is made on the last few pages where there are very good color reproductions; Ingres, Delacroix, Turner and others—even a Tom Thomson, a D. Milne and a Riopelle.

—William Calder

*Young Printmakers II*, by Hoover. Art Resource Publications, Moyer Division, Vilas Industries, 1970. \$6.75

This is the second in a series of collections of prints by American high school students. Woodcuts, lino-prints and engravings are well represented plus works in vapor dye, acetate engraving and collograph. The works are bright, charming but hardly distinctive. We have work in our schools to equal and surpass this collection but I doubt if the average high school can offer the opportunities in such varied techniques as our friends to the south can. Nevertheless, despite sour grapes, this is a fine collection of exciting work which can act as a stimulus to many students.

—William Calder

### CANADIANA

*Canada: A Political and Social History*, by McInnis. 3rd ed. Holt, Rinehart and Winston, Toronto, c1969. \$9.20

To anyone who has taught or is now teaching History 102, this will be a very familiar title, since it is the prescribed text for the senior matriculation course in Canadian history. For those who have not used this text, it is a 760-page account of the origins and development of Canada

from its colonial beginnings to its present position in world affairs.

Dressed up in a bright blue-and-white cover with maple leaf motif, and with a new type face that is much easier to read, the book has a much more attractive appearance to the student. Besides revamping the outward appearance, the publishers have up-dated the maps of Canada at the beginning and end of the book, added more functional maps of railways and canals, the Red River Rebellion, boundary settlements, etc.—all useful teaching aids.

In keeping with the modern trend, they have also added more appealing illustrations of people and events and cartoons of the times. The factual content has been extended to recent years, including Canada's centennial and the election as Prime Minister of Pierre Elliot Trudeau in 1968.

There is a comprehensive annotated bibliography and an appendix that contains the BNA Act of 1867 with a note on its amendments, as well as the Statute of Westminster. A recommended reference in Canadiana for senior secondary schools.

—Elden Kier

### DRAMA

*The End of a Dream (A Play)*, by Joan Forman. Holt, Rinehart and Winston, Toronto, 1969. \$1.80 paperback

Those of us who regularly watch the TV news are now familiar with the efforts of the younger generation who, fed up with the fact that adults never listen, seek to express their views on current problems through the enactment of dramatic scenes played out, with costumes and effects, before the passing crowds. This is nothing new; it has been done since the time of the ancient Greeks and with great effect. The Court House steps have taken the place of the market square and Bible stories by the horrors of Vietnam and pollution.

Joan Forman's play, *The End of a Dream*, has nothing to do with Vietnam or pollution, but it does serve the same purpose. Its subject is the last voyage of Henry Hudson and it hits us squarely between the eyes through its dramatic excellence. If we do not really believe what is contained in the archives, if we believe even less what we read in dull social studies textbooks, this is the play to arouse our interest in at least one extraordinary episode in Canadian history.

This inexpensive little book contains the script of the play, historical illustrations and maps, notes for discussion and research, production and direction notes, lighting, effects and properties. There is an all-male cast that requires only one competent actor plus as many other less experienced players as one cares to put in. With good direction it could be played on an open stage or acting area (this includes the classroom) using only essential properties. It is what the characters have to say that is important.

The story of Hudson is taken from the viewpoint of those who were later accused

### FOR THE SECOND TIME . . .

we feature a review by secondary school student, a young man who is keenly in tune with the world around him. David Hopps is a Grade 12 student at Cowichan Senior Secondary School, and his perceptive comments on the book he examined are probably typical of thoughtful members of his generation. We have much to learn by listening to the reactions of youth to human problems.

### MANY THANKS TO SEVERAL READERS . . .

who took me up on my offer to supply information on sources for books, etc., as mentioned in a previous editorial. Does these old bones good to discover that somewhere Out There are People who actually read these paltry lines! Replies are now on their way.

### YEAR-END WIND-DOWN . . .

is just around the corner, and mine will be joining the other 20,000-odd sighs of relief to be heard across the province. It's been a busy year, with lots of problems and not a few solutions. We hope one and all have a pleasant summer, and come back in the fall ready for yet another round. Me? I'm just going to do my usual thing . . . loaf, read, get caught up on some writing and thinking. Join me.

—C. D. Nelson

of mutiny and murder. The author has used the time-honored device of the Chorus to put us right into the picture, and at the end we are left wondering, 'It's possible, just possible, that Hudson and the rest are still alive; landed on some island perhaps, and building a settlement. Don't say I said so; I've no wish to be sent out again to search for him. Weep not for Henry Hudson. He had the dreamer's strength. It was enough.'

Let us hope that Joan Forman will take a look at some other episodes of our history. She may help to bury the Canadian inferiority complex once and for all.

—John Getgood

## GERMAN

*Kleine Deutsche Typologie*, by Zobel and Griffel. Holt, Rinehart and Winston, Toronto, c1970. About \$2.50 paperbound

They asked for it! How often have you heard in a German conversation, 'Das ist Typisch! Typisch!!!' with the remarkable conviction of someone who has successfully labeled another manifestation of personal or national life!

Now we have a parade of German 'types' which will make every student of the German language exclaim, 'Typisch!' in his best classroom accent. Whether the hope that the comical aspects depicted in this book will help motivate students will be fulfilled, will depend on the teacher and how he can cope with the subtleties of German 'humor.' (Message to the non-believers: German humor is alive and well

—in Germany.) These who have trouble with the subtle kind of humor will get a giggle from reading sentences like, 'Alle Krauts . . . fahren zum Camping.'

But what happened to the German language? It is getting easier and easier to learn because the vocabulary is being more and more 'veramerikanisiert.' A hobby is 'ein Hobby,' a teenager is 'ein Teenager,' der Manager ist fit and hat ein Image und ein Slogan, the gangsters sind Gentlemen-Gangsters, etc.

For an advanced class the book will make good reading, the questions and humorous drawings can be used for conversation practice, and the marginal notes and footnotes are a real help.

—Conrad Schamberger

## LITERATURE

*What's Happening*. Comp. by Marvin L. Greene. Scott, Foresman Co., c1969. (Can. Agt. Gage) \$1.30 paperbound

On the surface, this book is a collection of 31 short stories and poems, all of which make light reading that is very simple to understand, but, to an intelligent reader, all also attempt to allegorize man's shortcomings.

The story 'Blackberry Pit' perhaps best exemplifies this underlying purpose. The pit is an old worked-out open-pit mine in which grow the best blackberries—and also the biggest rattlesnakes. On one of the always forbidden blackberry-picking expeditions a boy falls in and is stung to death

by the snakes. This tragedy prompts the miners to dynamite the pit and fill it in. Superficially a short simple tragic story, but, on a deeper level, an allegory of man's uncanny ability to put things off, and invite tragedy by his negligence. Thus he is spurred to action to correct his errors.

The stories cover a large spectrum—a car race, a Martian scene, a slum crime and a World War II incident, among others. But each one emphasizes man's shortcomings. The items all involve people; and it is people that are 'what's happening.'

—David Hopps

## SOCIAL STUDIES

*Men Against the Sea*, by Ross R. Olney. Grosset & Dunlap, 1969. (Can. Agt. Geo. J. McLeod) \$4.95

This is a collection of 13 topical short stories dealing with the exploits of men who have sought to match their wits against the sea. They range from such early figures as Simon Lake, one of the inventors of the submarine, to such contemporary adventurers as Piccard, Cousteau and Heyerdahl, telling about inventions as well as unique voyages. The incidents are quite unrelated, and there is apparently no attempt to organize them in any order.

This lack of chronological arrangement detracts, in my opinion, from historical interest, but this is not a really serious fault. The format is attractive. There are black-and-white illustrations, with full-page photographs, diagrams and sketches. Will appeal to boys from Grade 8 up.

—Pamela C. Harder

## Elementary School Counsellor

The New Westminster District is seeking a Counsellor for an Elementary School which will be embarking on the "inner city" type programme for the school year 1970-71. Social welfare experience is desirable. Address applications to The District Superintendent of Schools, Box 735, New Westminster, B.C.

## SUMMER '70 SHORT COURSES

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## MATERIALS RECEIVED IN BCTF RESOURCES CENTER

(All materials available on loan—by mail or in person. Resources Center hours: Mon.-Fri. 9-5; Sat. 9-1).

**AUDIOVISUAL MACHINES**, by R. L. Davidson. Scranton, Pa. International Textbook Co., 1969.

**BOOKS FOR ELEMENTARY SCHOOL LIBRARIES; AN INITIAL COLLECTION**, by E. D. Hodges. Chicago, American Library Association, 1969.

**DYNAMIC PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL CHILDREN**, by V. P. Dauer. Minneapolis, Minn., Burgess Publishing Co., 1968.

**THE ECONOMICS AND FINANCING OF EDUCATION**, by Roe L. Johns and Edgar L. Morphet. Englewood Cliffs, N. J., Prentice-Hall, 1969.

**FOCUS ON CANADIAN STUDIES**, by E. H. Humphreys. Toronto, Ontario Institute for Studies in Education, 1969.

**PEDAGOGUES AND POWER; TEACHER GROUPS IN SCHOOL POLITICS**, by Alan Rosenthal. New York, Syracuse University Press, 1969.

**THE PLANNING OF CHANGE**, by W. G. Bennis, K. D. Benne and Robert Chin. New York, Holt, Rinehart and Winston, Inc., 1969.

**READING IN SCHOOL LEARNING**, by David P. Ausubel. New York, Holt, Rinehart and Winston, 1969.

**REMEDIAL TEACHING; RESEARCH AND COMMENT**, by Wayne Otto. Boston, Houghton Mifflin, 1969.

## MEDIA KIT

**ADVENTURE PLAYGROUNDS IN POWELL RIVER**. Produced by School District No. 47 (Powell River). 40 color slides, printed commentary and reports describe their unique school playgrounds.

## Fergusson Award

Continued from page 338

city school systems, and in doing so will repeat the experience of the 1954 winner, Dr. Hugh N. MacCorkindale, who hosted a similar conference when he was Superintendent of Schools for Vancouver.

Dr. Sharp has held offices in many other organizations.

Although Dr. Sharp has had a city career, he has roots in the Interior, in the Sicamous and Spence's Bridge areas. I understand that Dr. Sharp got down to the nitty-gritty at one time, shoveling coal on paddlesteamers on the Fraser.

Vancouver is all right to work in, perhaps, but, as all good B.C.'ers should, Dr. Sharp goes for spiritual refreshment to the Interior. I know that he and his wife Nan enjoy trailering and travel and that, in particular, they enjoy Osoyoos.

The trustees were impressed by constant reference to fairness and openness—there are 3,000 teachers in Vancouver, but you can get to see Bob Sharp.

The trustees offer the award to a big man—in every way.

Dr. Sharp, please accept the G. A. Fergusson Memorial Award for 1970. \$

## ... to Educational Progress

Continued from page 346

which hypotheses and new processes and new methodologies derived from them are tested in a laboratory setting. Research and development, however, cost money—even when the result is greater productivity through a more efficient allocation and use of money, material and human resources.

Here is where the government leaves itself wide open to censure—for its failure to sponsor, promote or create any sort of research and development program in education.

Tight money and other inflationary pressures are not peculiar to British Columbia. Other provinces right across Canada have exhibited concerns about rising school costs.

Despite these concerns about finances, at least the other two 'have' provinces, Alberta and Ontario, continue to provide funds for educational development over and above funds for school operation.

Effectively, by denying them fiscal independence, the government has taken away from school boards a leadership role in education. It has at the same time given no indication whatsoever that it is willing to play a leadership role directly or through its Department of Education.

The teaching profession continues to show a willingness.

Some years ago Myron Lieberman wrote a book through which he contended that the future of public education depends on the teaching profession. The teaching profession in B.C., despite the disillusionment and discouragement provoked by the impact of the education finance formula, will continue to exert a positive force in the direction of educational improvement. In the process it may have to try to map out the new road to educational progress now so urgently required.—C. D. O.

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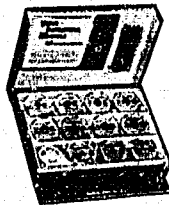
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Note: Not a placement service.

### A Correction ...

Mr. G. M. Moore teaches at Sir Charles Tupper Secondary School, not Sir Winston Churchill as was indicated in our April issue.

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## ZA MALO PENEZ MALO TELEVIZE

Educational television has slowly become to the school administrator what motherhood has been for decades to the successful politician. Except that while motherhood is brought on by a singularly pleasant experience, the birth of an educational TV system is accompanied by a nightmare called financial expenditure.

It is this little hitch which makes classroom TV a progressive, 'with it' subject to talk about, and a terribly unpopular one to do anything about.

Now nobody is asking school boards to declare bankruptcy after going deep in the red in an effort to provide two color cameras for each classroom in the li'l ole red school house. But if in your district a TV set remains an implement used exclusively for Sunday night viewing of *Bonanza*, something is definitely wrong. Something is not only wrong, but positively hypocritical if on top of it all prominent members of your administrator-parent complex freely dispense interviews that extol the excellent, progressive character of local educational system.

The Slavic tribe to which I trace my ancestry has a very fitting proverb for the occasion: *Za malo penez malo muziky*. It simply means the broadening of the application of the old village pub adage that for little money you get little music. It

is altogether fitting and proper to regard it nowadays as a sort of a law, to which the only exception I have ever come across has been \$1.49 Day at Eaton's.

When one begins to pay closer attention to the school boards' sometimes desperate attempts to disprove this law, one often comes across some interesting arguments used for the purpose. One administrator, for example, recently described in glowing terms the achievements of the communications class in the study of television techniques. At the end of his account he added an interesting postscript. His class did not have a single piece of television equipment to work with.

Such brave attempts must warm the little hearts of the public servants on top, but as everyone who ever stood behind a movable tripod can attest, it does absolutely nothing toward familiarizing kids with the all-important feeling of the cameraman. No amount of talking can be a substitute for the education one acquires as one's eyes and hands are entrusted with the task of bringing the world to the viewer.

Some authorities take another interesting position. One newspaper carried an article last year—bylined by a school board administrator—which blithely accused the teachers

of not being able to make proper use of audio-visual equipment.

Good man. Probably right in some cases, too. Must also be something of a seer. Because it would have been physically impossible to visit more than a handful of classrooms in his very large district.

But, boy, will that statement ever go over come next elections, when education will again be discussed along the same lines as the potash industry—along dollars and cents, profits, and most efficient use of facilities, plants and labor. It doesn't really take an Einstein to figure out that since teachers can't use the audio-visual stuff, we'll simply give them less expensive gadgets to play with. Like more chalk.

Will any of the public servants also advocate the use of some of the other customs prevalent in the potash and other industries? Like the habit of sending its employees to in-service courses during working hours and not during sleepy and tired evenings or during well-earned restful weekends? Just think how much such a course in audio-visual techniques would improve the use of the equipment.

But wait a minute—what equipment? How many school districts are even approaching the bare minimum in TV equipment? And are there any that give it the priority



required in this McLuhanesque day and age?

Is there any serious attempt at an educational television network in the province? In the Vancouver area Cablevision last year rushed into something it calls community television. The rush started after Ottawa started talking threateningly about Canadian TV signal carriers without sufficient Canadian content.

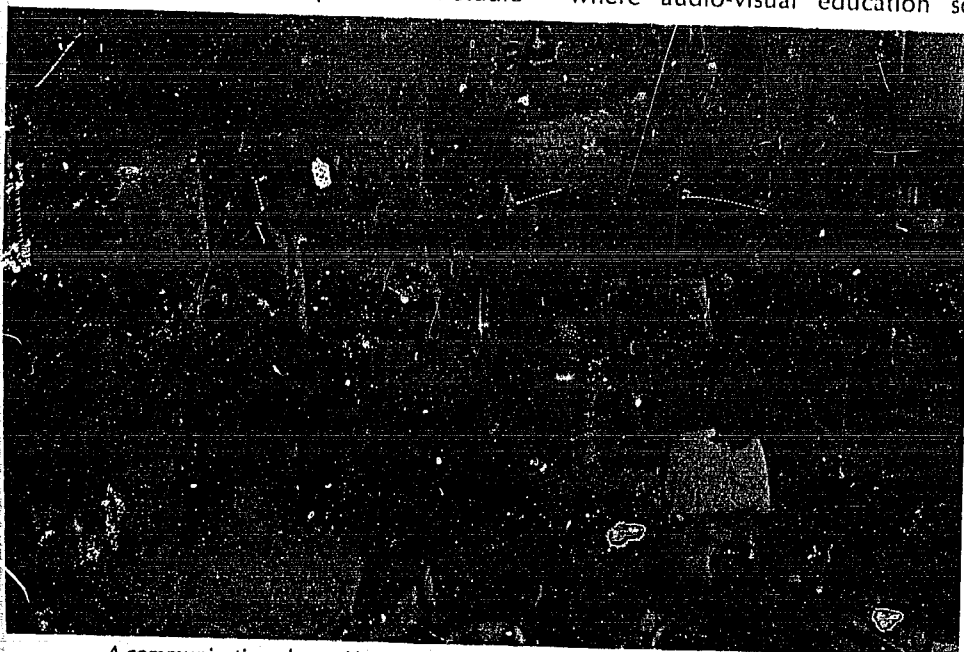
The result at present is two hours daily in prime time of mostly amateurish boredom and promotional movies about the Caribbean. There is also ambitious talk from the director, and largely apathy from the community. Obviously, this is not the answer to educational TV requirements.

The largest school board in the province has one portable TV studio

demonstrations of batik techniques and complicated physics experiments, on to drama class skits and interscholastic guidance discussions, there is a crying need for ETV in this province. The read-all-about-it approach in this jet age is simply no longer enough.

If taxpayers don't see this need, it is time to get out of warm school board offices and to go into the community. It is time to pull a Paul Revere. No wonder parents and the other public remain unenthusiastic about further school expenditures. Who wouldn't be? For the most part, activities inside our schools are a closely kept secret.

So we merrily go on, with kids increasingly more doubtful about the relevance of today's schools, where audio-visual education so



A communication class at Vancouver's Eric Hamber Secondary School really works with its equipment.

using a half-inch video tape-recorder for almost 100 schools. We had it in our school for a week. (I hear it will be over again next year.) A nice toy. The kids thought it better than most.

There is a Cablevision channel available for educational purposes in the Lower Mainland. But there are no takers, although most schools now do have at least rudimentary TV reception facilities.

From Graham Kerr sloshing cognac over Cornish hens for the benefit of viewing home ec classes, across

often means nothing more than a flickering multi-spliced black-and-white version of a 1947 epic about India under the Moghuls. They grumble; they ask pointed questions: they sometimes explode with just wrath at a system which seems much more willing to dole out millions to unskilled unemployables than to spend much less in the long run for an ounce of prevention.

And administrators save money for trustees, who win elections. But in the long run, everybody loses.



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## INTERVIEW WITH MYSELF

*So you're retiring at last. How does it feel, winding up 40 years in the classroom?*

Exhilarating. And retiring is not the word; I'm only changing the emphasis of my activities. I'm excited about being able to give full time to work that is at the moment more important than anything else. There are any number of 'beautiful places and beautiful faces' to explore with the camera, and it's time I got cracking.

*How do you feel about leaving students you still might be able to help?*

I'm not indispensable. There are plenty of darn good teachers better able to cope with the new breed of student and the changing system. Sometimes I have the feeling that much of what I stand for, standards I'm conditioned to, and attitudes developed during the years I've been teaching are of less and less value to the system. Mind you, I still think I'm right, but a lot of the customers don't.

*When did you find out you wanted to be a teacher?*

I didn't. Circumstances in the form of the Depression and the unpleasant prospect of short rations forced me to dig out the old Normal

School Certificate I had picked up four years earlier and apply for a job. In January of 1930 I walked into a one-room log school in the Cariboo cattle country (after a two-mile walk in sub-zero weather), took charge of an ungraded class—and became a teacher.

*What do you see as the single most pressing problem in education today?*

The assumption, disguised under all sorts of window-dressing and jargon, that 'they are uneducated who don't know what we think they should know.' This is still the objective of all educational systems, and is quite indefensible. Couple this with the fact that schools and their occupants are, by and large, organized for administrative convenience, and you have Problem Number One.

*You have spent most of your life, either as a pupil or as a teacher, in the schools of B.C. What is the most noticeable change you've seen take place?*

The changing of the school from an educational institution to a custodial one. If you want an interesting project to play around with, do a study of today's schools applying both Gresham's Law and the Law of Diminishing Returns. As somebody

said in another context, 'The more people involved, the lower the scale of their common values.' Take it from there.

*Do you have any guidelines in your relationship with your students?*

One or two, thoroughly impractical under the present system. I find that the only workable attitude for me is to say, in effect, 'This is what I am; this is what I know and believe. If any of it is of value to you, if I have anything you want, come and get it—you're welcome. If not, goodbye.' But can you see me doing this anywhere in our present rigid organization?

I also like to feel that I set standards of some kind in attitudes and achievement. Those of us who were students in Vancouver's King Edward High School under G. A. Ferguson, or in John Oliver High School under the famous 'Jake' Palmer, will remember the feeling that these schools had definite standards for behavior, dress and academic achievement to which we were expected to adapt. I don't think anybody suffered very much.

*What do you see as the high spot in the schools today?*

The presence of an occasional student, teacher or principal ready

education. The sheer volume is just too much for me, and it will be a treat to work with silent photographic images for a while.

*What have been the greatest satisfactions on the job?*

The stimulus of contact with some students and fellow-teachers, the lively discussions, both in class and out of it, that have often led to an increase of self-awareness and new insights. I owe a great deal to pupils and teachers in the slow process of self-development.

This may sound odd, but I get a kick out of one aspect of the gene-

ration gap—I still have the comforting feeling that most of the time I'm several jumps ahead of the class, with ideas to startle and upset them.

Finally, one thing that has been as satisfying as it was unexpected, and that is the reaction of readers to this column, particularly over the past two or three years. My thanks to the many who have expressed agreement with my ideas in writing or in person, as well as to those who by disagreeing kept these ideas going.

My sincere thanks to Editor Ken for the freedom allowed me to say what I wanted, an increasingly rare thing in publishing these days. §

to challenge most of the shaky assumptions we've been accepting for too long. In time they might bring the schools up into the 20th century—I see signs of this in the elementary schools already.

*And what is the low spot?*

Speaking only for the secondary level, the presence of masses of human young lounging, smoking, making untidy the fringe areas around the school, wearing an air of sullen self-importance not justified by their record inside the school. The sight of increasing numbers of otherwise attractive girls turning themselves into what might be taken for grubby, unappetising refugees from a migrant farm workers' camp.

*What are you glad to be free from?*

Wow. This could go on and on. Paperwork for one thing. Marking registers in an age of computers. (Has anyone ever figured out how many man-hours are wasted yearly playing noughts and crosses, signing names and dates in sextuplicate, balancing endless columns and the rest of it in these outmoded documents?)

Talk, for another. I'm going to take a long, long rest from reading, writing and listening to words about

## THE STORY OF A SCHOOL REVOLUTION THAT FAILED

Late in 1965, a coalition of activists gained control of the Philadelphia board of education. They hired a dynamic young educator named Mark Shedd as superintendent of schools and launched a vigorous movement to reform the city's antiquated school bureaucracy. Under the new administration everything was to be revitalized. Teachers as well as students were to be "turned on."

Henry Resnik, a young teacher-journalist, taught in Philadelphia's schools during this period, walked its ghetto streets, encountered its com-

munity leaders. His book — alive with anecdotes, interviews, and personal portraits — is a vivid first-hand report on the rise and fall of the Philadelphia school reform movement. A study in the futility of trying to change an entrenched system from within, it is also a tragic commentary on the plight of urban schools all over America today.

### Turning on the System

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## THE EDITOR COMMENTS

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# THE ROAD TO EDUCATIONAL PROGRESS

A Guest Editorial by C. D. Ovans

In recent years the teachers of the province have been caught up in the process of educational change. It has been a sometimes confusing, sometimes exhilarating, sometimes disturbing, sometimes exciting, sometimes threatening and sometimes challenging process. By and large, however, the profession has been more than willing to go along with it out of the hope and conviction that through experimentation and innovation would come educational progress. Children would benefit in the long run, even though teachers might have to work harder and try harder in the short run.

The road to educational progress was seen as a road to innovation. Illuminating the way were the so-called 'lighthouse districts'—districts wherein there was a vision of a school system that would truly and effectively help each child grow and develop, a willingness to experiment with new curriculum, new materials, new methods, new organizational forms toward more individualization. The existence of such districts depended upon a fiscal independence such that funds needed to improve the schools could be made available.

Now, across this road to educational progress has been erected a very large, firmly imbedded sign which reads 'ROAD TO EDUCATIONAL PROGRESS CLOSED—by order of the Government of British Columbia.' Along with this notice there is no 'sorry for any inconvenience' message. This 'sign,' of course, is the new education finance formula. It was erected very deliber-

ately, out of a firm intention that it is there to stay.

It would be unfair to suggest that in erecting the sign the government has taken a stand against educational progress. The stand is more accurately interpreted as a stand against rising educational costs. Presumably the government would be happy to have educational progress continue on a no-cost-increase basis. It is fair, however, to deplore the obvious fact that the government is much more concerned about finances than about education. Otherwise, surely, having closed one road to educational progress, it would make a real effort of some kind to get a new road opened up.

It is entirely possible that there are roads to educational progress which do not require increasing unit costs of education. Not all desirable educational innovations cost more money. Some may even cost less. Human invention in principle involves finding a way of doing more with less.

The experimental, try-this-and-if-it-doesn't-work-try-something-else approach is one way of making progress. It can be very productive; it can be expensive. Perhaps it is too expensive an approach to follow during an inflationary period.

The alternative is a research and development program through

*Continued on page 341*

## Vale, Vito

With genuine regret we say farewell with this issue to Vito Cianci, who is retiring after a long and distinguished teaching career.

Our guess is that nobody will be more disappointed by Vito's retirement than his English and art students at Victoria Secondary School. Running a close second, however, will be thousands of his colleagues, who have become loyal readers of his column.

For several years Vito's forthright comments have made his column our most popular feature. His straight-from-the-shoulder comments have often provoked his readers, and probably angered some, but they usually generated some real thought about important education-

al issues—which, of course, was the purpose of his column.

This magazine has been a better one with Vito's column and, we fear, will be a poorer one without it. However, he leaves us a rich legacy—the habit of examining critically the various things we are doing for and to the young people of the province.

Thank you, Vito, for your outstanding contribution to this publication.

We wish you many happy years of what we know will be an active retirement—and the best of good 'shooting' as you and your camera set out together on your new venture.—K.M.A.

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