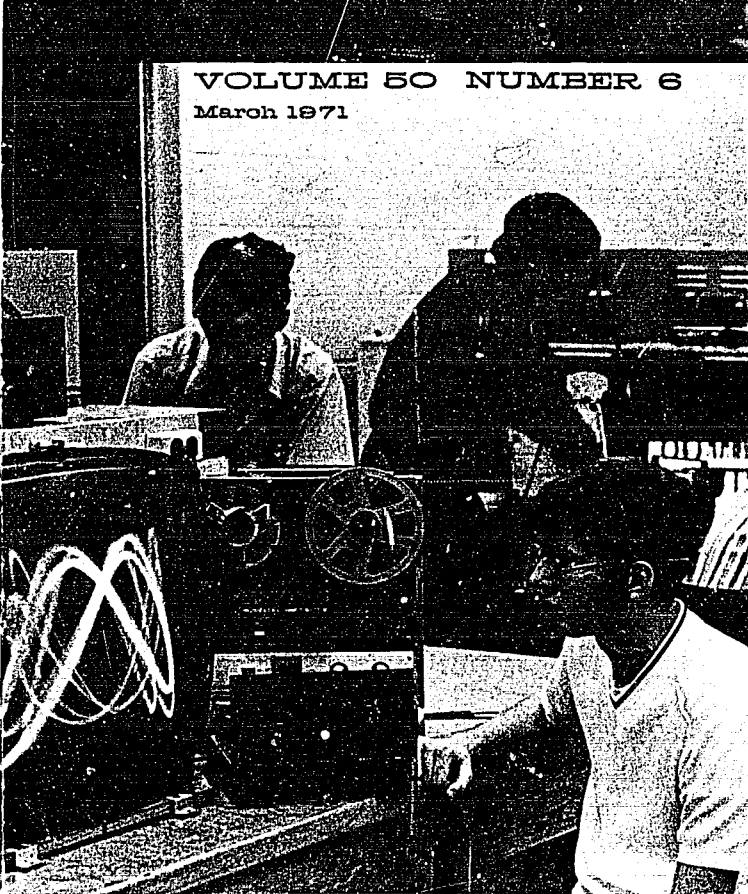


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50th ANNIVERSARY

VOLUME 50 NUMBER 6  
March 1971



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# THE BC TEACHER

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## COVER PICTURE

Our cover this month shows a montage of home economics and industrial classes past and present. The old pictures come from the archives of the Vancouver School Board. Dave Looy took the picture of the modern home economics class at Eric Hamber Secondary School. The picture of the electronics class at Point Grey Secondary School was taken by John Smith.

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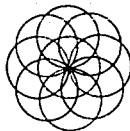
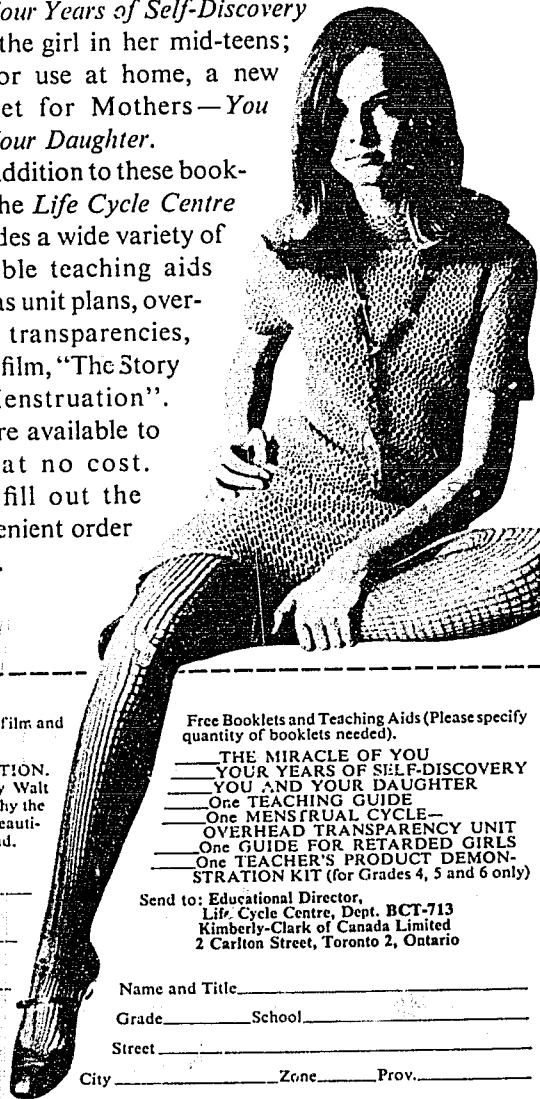


to make use of this new facility, and we call your attention to our educational materials and teaching aids listed below.

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### Introduction of Pseudo-democracy is Dangerous

Sir,

As a member of the BCTF of long standing I feel obliged to make some comments regarding the lead article in the January issue of our magazine by Mr. D. Burbidge entitled 'Should the Schools Produce Workers or Citizens?'

I must protest the deliberate confusion which the writer creates regarding what is 'democratic.' In essence he is suggesting that there should be a meeting of minds and a decision by some form of majority rule at all levels of society including the school room. He attempts to draw a distinction between the social studies and mathematics departments in the secondary school. Now, why should a form of round-table discussion and presumably majority vote be more applicable to one of these disciplines than the other? May I also enquire at what level should 'democracy' be applied?

From the intent of the writer I gather that it is more important for young people to be brought up to participate in the 'democratic' process than to acquire knowledge. The frustration of those who do not conform to our present so-called 'autocratic' form of teaching and school administration can be conceded. However, I suggest that the same individuals, except those with a noise capability, will be frustrated by being a minority in the vote of their peers. In fact, many of our best but inarticulate students are certain to be among this minority.

Democratic decisions cannot be made in a really intelligent society until the participants have adequate knowledge. A mother of pre-schoolers cannot allow her home to be run by majority rule of her small children. In the schools the same is true. I suggest that we old-fashioned autocratic secondary teachers have tried in our own varied ways to train our students to bridge the gap and

accept the responsibility for future decisions in our democratic society. I also suggest that deliberate premature introduction of pseudo-democracy is one of the dangerous factors in our present very mixed-up and very largely ignorant youth revolution that produced the Yippies and even the FLQ.

Surely the writer, Mr. Burbidge, must realize that there will always be a nonconformist section of the community. I should prefer that they not conform with the 'square' society rather than with the most articulate and aggressive of their peers.

Vancouver

E. L. Jenks

### Our January Issue . . .

Sir,

The article 'Should the Schools Produce Workers or Citizens?' by D. Burbidge in the January issue was very interesting. I assume that he is a teacher and that he follows his own doctrine. He must therefore be an outstanding citizen and so a very poor worker. My question is . . . what school board is wasting its money? Burnaby

Robert Blair

### Draws the Fire . . .

Sir,

In my time I have seen plenty of garbage pawned off as literature in the field of education. January's *Teacher* gives us a convenient word to describe such material.

How does 'burbage' sound to you?

North Vancouver

Bruce Ewen

### of Our Readers

Sir,

'Good workers can't be good citizens, and good citizens won't make good workers'—This was the amazing statement which started off four pages of verbiage in your January issue.

Commencing with a very over-

simplified explanation of the complex troubles in the Congo in the early 1960s, the writer developed one of the most incredible pieces of 'reasoning' I have ever read in our professional journal.

I do not wish to be unfair to him by taking some of his statements out of context. I would merely ask his readers to check the eloquence of his theories against their own knowledge as gained from experience in real life.

Come out of your ivory tower, Mr. Burbidge! Many of us know from our experience that good workers are often good citizens, and good citizens are generally good workers—both in the school situation and in the community at large. Need I go on?

Duncan

Denis Stubbs

### A Socratic Proposition?

Sir,

I have just finished reading 'Should The Schools Produce Workers or Citizens' by D. Burbidge, and find his article timely. (I am at the moment teaching Grade 7 how Athens trained her citizens) and tantalizing.

Where does the teacher stand? Because we have to make a definite stand—that is, the social studies teacher must!

Mr. Burbidge doesn't, of course (because, I suppose, he is retired?) He simply puts himself in the role of Socrates—starts the debate and leaves us holding the bag. But who does he think is going to stick out his neck for the next dose of hemlock juice? (or will it be a cup of crude oil?) Seriously, though, the article is of vital concern to all teachers. We shall have to make up our minds on this question of philosophy of education for citizenship 'for all.'

Frankly, I'm for splitting the bone—and siding with Plato. There will always be the active, thinking students. Give them the citizen-



ship—and the vote!

And then, the rest will be the 'workers,' as in the Platonic plan, and the oil companies will never be in danger of embarrassment by thinking employees. We need not use the bad word (slavery)—we don't, do we? And as for the slaves—they'll never know it anyway!

White Rock                      Simeon Stylites

### Hopeful Feelings Dispelled

Sir,

Just as I was beginning to get some vaguely hopeful feelings about public schools, your January issue arrived and quickly dispelled them. The pages of pompous rhetoric and colorless verbiage, unrelieved by the banal 'humor,' mounted with oppressive force to crush out any hope and to assure me that within the teaching profession nothing is changed, all remains the same: static, stodgy and soporific.

Why is it that teachers must ever take the simplest phenomena and cover them with the weight of endless theories and minutiae of 'procedures.' I ask myself again and I ask you, 'What are the schools really up to?' Whatever it is, it becomes immediately apparent that it has nothing to do with life, with childhood, with joy. I dare say that those kids in the bottom picture on your cover, lying about on carpeted floors in the fashionable schoolroom posture of today, are no less bored and stultified than the young ladies in the top picture. In fact, I'll bet that the young ladies were one step ahead: they knew that they were bored. The kids who lounge about in the living-room atmosphere of today's classroom are being sold on the idea that they love it.

Alas, Miss Stewart (Three New Rs for the 70s), I shall never again be able to read *The Wind in the Willows* without hearing you nattering in the background about Relationships, and Recording, and Reality(!) Do you really believe that the poetry of Rat and Mole's friendship can apply to your educational theories? Could it be that they were just friends? who loved each other? and doing things together? Someday put on your oldest, most ragged clothes,

wash your face clean of all make-up and perfume, mess up your hair, and go down and play with the kids on the riverbank. Then come back and talk about Rat and Mole.

Well, Mrs. Bryant (The Relevance of Communication), I suppose there is some value in re-stating the obvious, but to say that you have to worry about how to teach children how to communicate is ridiculous. How much time do you spend every day trying to get kids to stop communicating so they can listen to you? I suggest that the more effort you put into 'teaching' communication, the more you will effectively stop it. Your article suggests to me that you are not so interested in hearing what children have to communicate as in teaching them 'proper expression.' I know the terminology has changed, but what about the meaning? And please don't bring Sergeant Pepper into the schoolroom! Leave something for the kids to enjoy.

And, Mr. Wilson (We Tried a Behavior Modification Program), did it never occur to you to question the moral and ethical aspects of giving kids candy for doing what you wanted them to do? This same activity in a public park usually lands one in jail. While you were fiddling around with your folders and colored pens and stamp pads, did the words 'human degradation' ever slip into the back of your mind? I'm glad, at least, that the kids weren't much fooled by your carryings-on.

It looks as though most of them were able to get what they wanted out of the game without actually getting sucked in. But I can't believe that you couldn't see it that way. Do you really believe in buying candy by being good? I understand that the hard-core behaviorists use a little negative re-inforcement, too, in the form of cattle-prods. Maybe that's what was missing from your 'partially successful program of immediate external rewards.' Yes, you can get away with almost anything if you cover it up with enough words.

Oh, Mr. Burbidge (Should the Schools Produce Workers or Citizens?), do you know what you are saying when you 'argue that the skills and attitudes appropriate to democratic citizenship . . . require . . . more extensive training . . .?' I can already see the fat curricular tomes, the in-service training, the summer courses, the 'professional literature' on how to teach democratic principles: the workbooks, the forms, the cumulative records, the self-motivated projects, yes, even the candy bars handed out to all those who voted correctly in the last election. *Brave New World! 1984!* Your day has come. It is with us.

Saturna

Tom Durrie

### Rural Conditions in 1910

Sir,

There were rural teachers in B.C. as far back as 1910—and even be-

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Vancouver  
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Burnaby  
Vancouver  
Kelowna

##### **Died**

July 14  
September 5  
August 22  
December 22  
September 22  
September 19  
November 14

##### **Last Taught In**

Vancouver  
Richmond  
Vancouver

##### **Died**

January 16  
January 16  
January 7

fore that. May I mention what I put up with as compared with conditions today?

This was in my first school, which was 34 miles from a railroad.

I went there in January. The little school had six windows, five of them broken, thus allowing us plenty of fresh air. I and the few children who could attend in the cold weather sat on benches around a box stove to keep ourselves warm. Toward the end of February, when the cold got considerably below zero, the windows were replaced.

I boarded in a tiny home where I had to share the bedroom with the owner and his wife. A sheet on a wire provided the partition. The teenage son slept on the kitchen floor. At least I had not had the experience of one rural teacher I knew. She had to sleep in a coffin.

On several occasions my lunch consisted entirely of chunks of porridge wrapped in a newspaper. Squirrels or gophers were the winners. From breakfast to supper I had nothing to eat on those days. The nearest store?—just 18 miles away.

You ask why not a change of boarding house? There were three to choose from. Two were some miles from school. The third had its drawback—little red insects called bedbugs. The latter, quite desirous of an education, occasionally accompanied the children to school.

I having put in a year there, the following December saw me, with my trunk and a load of hogs, heading for the nearest town. I was the one sitting on a board.

Kelowna (Miss) Helen A. Dewar

### Take a Course in Mexico

Sir,

I think many B.C. teachers would enjoy taking a 21-day course in Mexico as I did if they knew about it. It included lectures in history, sociology, music and art, given by Mexican professors in English with a Mexican flavor, or interpreted.

I took a 21-day excursion by jet for \$365 return. I was met at the airport and taken to a carefully chosen Mexican home to share a room with another student. My

landlady spoke fluent French and English, but some speak only Spanish. There were several servants about and the food was excellent.

We went on many trips in a school bus, seeing what we had learned about, and the last four days were a holiday staying in a comfortable Mexican hotel with a swimming pool. This was some distance from Mexico City where the climate and vegetation were quite different.

We did many things tourists would never dream of and all for \$300, which looked after everything except the souvenirs we bought and extras such as night clubs or coffee breaks. It will be a little more this year, for the cost did not go up in the last seven years and they didn't make ends meet last summer.

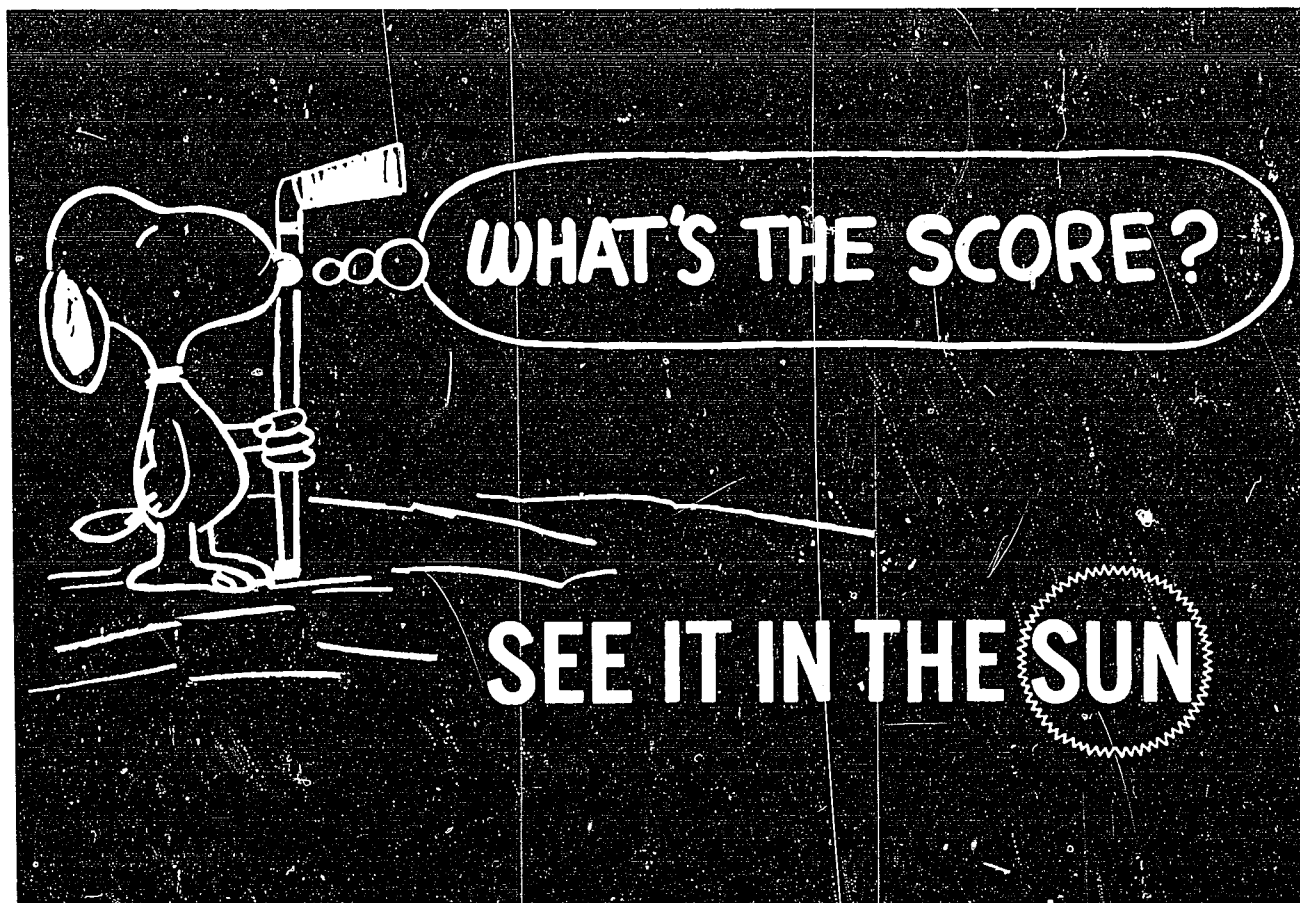
For further information write to:

Prof. Gabriel Sotres,  
Centro Internacional  
Universitario,

Jardin Santa Catarina 6,  
Coyoacán, Mexico 21, D.F.

Or you may write to me at Box 391, Fruitvale.

(Miss) Y. Lepine



# Priorities in change efforts

**The author issues a clear call for programs that go directly to the human person and to the great social agenda of today. In his words, 'It may seem odd to advocate an "innovation" which consists simply of deciding on purposes first and then finding subject matter and experiences to achieve these purposes. But an "innovation" it would be—the most important innovation that I can think of.'**

FRED T. WILHELMS

*Mr. Wilhelms is executive secretary of the Association for Supervision and Curriculum Development. His article is reprinted with permission from Phi Delta Kappan.*

I believe that there are two needs so pressing that they place absolutely overriding demands on us to produce curriculum that does what it is meant to do. One is for programs deliberately designed to offer maximum effective help to each young person in his personal becoming. The other is for programs designed to go straight to the great social agenda of the here and now.

Around these two peaks lie wide ranges of other important needs. We must produce real mastery of knowledge and skills in a great diversity of areas: in reading, for instance, in mathematics, and in all that complex that makes up our scientific technology and the vocational life of people in it. These needs are real and basic and important. We dare not ignore them or slight them because the competencies they represent are vital both to the persons in our society and to the society itself.

go directly to what is crucial to life in our culture—and the survival of the culture itself.

I know of no objective way to declare one or the other of these two the more important, both being essential. Certainly our society is in a state of emergency. Along with its wonderful productivity, our technology has generated side effects that suddenly converge upon us with bewildering speed: pollution, contamination of the earth and sea and air, urban rot, the depletion of key resources, and simultaneously the prospect of annihilation and of more people than the world can hold—to mention but a few. Alongside these, perhaps out of different parentage, rushes the blessed but troublous urgency for social justice and equity, with all its hostilities of race and class.

Every one of these problems is massive. Every one of them demands resolution in an incredibly short time—or else. Even if they could be taken one at a time, no one

of them would yield a quick, simple solution.

Taken together—as they must be taken—they constitute the most formidable agenda ever to face any society. Obviously they demand a nation of aggressive, effective, and dedicated problem-solvers. Obviously our schools are not producing enough of them. Our social studies drone on. Our so-called civic education is mostly a sterile analysis of structure, almost without effect. The whole thing is out of touch with reality.

### Problems Lie Within the Person

Until painfully recently, even the attempts at improvement were dominated by goals of mere academic virtuosity. That is changing now; but the inertia of the system is awesome.

Only a massive effort, bringing to bear resources of mind-stretching diversity, has any chance of generating programs that can bring each youth face-to-face with his realities and teach him to help. We cannot depend forever on the political socialization of the street corner.

Yet, subjectively, I believe there is a still higher order of need in our culture. The salient problems of our day lie *within the individual person—within us*. Historians will see it more clearly one day; it is hard to see clearly while we stand inside the whirlwind.

Old religions, old systems of values and morals and mores are crumbling. Life changes at a fantastic pace, and the old stabilizers are weakening. Very probably we stand at one of the great saving-points in human history. And no matter how courageously or even buoyantly we hold to the faith that what will emerge will be better, the present is a time of trouble.

Our youth are especially (only especially, not exclusively) hard hit. One cannot lump them all together. They react in many different ways, make their search in many different corners. Some reject virtually the whole tradition—perhaps in sullen withdrawal, perhaps angrily or even violently. Some have a sweetness about them that has rarely been equaled.

Many stay within the system and throw themselves into great idealistic ventures, putting into action the finest of the old tradition and maybe something more. And the great 'silent majority'? What mature adult really believes that even they are the same as he was at their age?

Underneath all the turbulence, surfacing often in forms that may seem bizarre to us, and sometimes in forms that may genuinely be subversive, destructive, and dangerous—beneath all this, it seems to me, lies a bedrock quest for 'something better,' for a higher social ethic, and a finer relation of man to man.

The vision is inchoate; the goals are dimly, if at all. The search for 'leads' goes everywhere—into quietist oriental religions, into existentialist philosophies, into human-relations experimentation, and even into consciousness-expanding drugs. The search is daring and courageous, but it is also, to be blunt about it, inept, sensation-ridden, and fumbling.

And how much have we done to help, we gray-heads in whom so much wisdom resides? How much chance have we provided a learner in our school to dig down into the immanent questions of values, of the significance of life, of the possibilities inherent in his humanity?

How much help do we ever offer him to see the great options he has as to how to spend himself? What is there in our program that helps him to hammer out his own personal set of values, make his own commitments, and decide what to be?

### Task is to Work out Programs

I believe our next great task is to work out programs that will go *directly to the human person*—disregarding subject-matter rubrics at first, searching for subject matter and experience, from whatever source, that will help the person realize himself—starting barehanded with nothing but the determination to help human becoming to its ultimate.

That will be the toughest, most sophisticated job ever undertaken by our profession. But we know enough now about human potential and its actualization to make the try.

Anyway, as the kids say, 'that's where it's at.' The job of a school is to assault the deepest problems of its time. And I believe I have named them.

All this may be an unconscionably long prelude to an article that is supposed to be about innovation. But it is not a put-down of those brisk new developments one thinks of first when the word 'innovation' is used. We shall need them—and more—if we are to master the challenges sketched above.

Obviously, if we are to have programs that 'go directly to the human person,' we have to develop something beyond individualization—*personalization*—and yet keep it in a milieu of intimate human contact. Team teaching will be near-essential. Flexible scheduling that leaves much of each student's time free (and, we hope, unpoliced) will help greatly.

### More Materials Will be Needed

Assuming a considerable dependence on literature, art, and music, we shall need a wide array of materials that facilitate use by individuals or by two or three at a time—including books, but also including stereo record players with headphones, desk-size projection outfits, and so on, to the more complex devices. We need to be able to use motion pictures for even one student at a time. And we need individualized space for *doing* activities. The shapes of buildings and rooms will change radically, and all the new media for message-transmittal will be in great demand.

Yet it will be taking nothing from great adaptations such as these—which are commonly read as synonymous with 'innovation'—to say that there must be other innovations of a far higher order. In teaching, for example. Consider for a moment the innovations in teaching that will be essential if we are to use literature optimally as an aid to human becoming.

The standard didactic mode upon which we chiefly rely in 'teaching literature' is sufficient to do just what that phrase implies: to help students 'know' a certain number of classics, to master lists of authors



and their works, to survey literary movements, etc. But all this—important as it may be in an academic way—has very little to do with a young person's use of a poem or a novel as something to form himself upon. In all truth the standard didactic treatment gets in the way of such truly intrinsic learning.

It is hard even to visualize, let alone to practise, the sort of teaching that will let a youngster soak in literature that has direct meaning for him. I can scarcely imagine the tranquility, the warm, supportive environment, the uncrowded leisureliness it will take if individuals or small groups are to be free simply to look at themselves with clear eyes, talk through their deepest concerns, and forge out values to which they can commit themselves.

I suspect that the highest forms of teaching will look to the unsophisticated observer like non-teaching. The sensitivity of feedback interpretation and progressive guidance will make the crude assign-quiz-test routine we now call teaching look as ridiculous as it is.

#### **Change Must be in Personal Area**

Probably the change in teaching need not be as radical in all areas as it must be in the deeply personal humanistic fields, but the change throughout must likely be in the same direction. What this will demand of pre-service and in-service teacher learning staggers the imagination. In 10 years we have not been able to generate even the relatively simple teaching changes envisioned by the pioneers in science and mathematics. By and large, the visionary new ventures have suffered a massive regression to the mean as most teachers have translated the dreams of discovery learning into the comfortable routines of good old 'standard didactics.'

One hesitates to call a spade a spade in discussing the practice of teaching, because we have a fellow feeling for teachers, and we secretly know that they are not all that much to blame, being caught in a tradition and a system they didn't invent.

But the cold truth is that, by any system of scoring with even the

slightest element of the visionary in it, the typical teacher, if he were a golfer, would rarely break a hundred. The result is a dreary wasteland of mediocrity. And it is worse than that: from the viewpoint of the learner it is repression and all too often sheer oppression.

There is really little use doing much of anything else in education unless we devise a system of education for teachers that sets them on a different track and then—more fundamentally important—help teachers toward a way of life consonant with what they are expected to deliver.

#### **System Grinds Teacher Down**

We are just 'playing house' as long as we expect a high school teacher, for example, to think and feel deeply about individual learners, to innovate fundamentally in his use of subject matter—to reach for the stars—as long as he has to teach five classes a day, meeting a new group every hour on the hour, with maybe 15 or 20 minutes to prepare each lesson. He is ground down by the system; he goes home bone-tired—all the wearier because he knows in his heart that much of his work has been futile.

There has been a great deal of talk and some action—valuable enough in its way—about relieving teachers of clerical, milk-money duties. It is time we got up the nerve to talk about the sheer, massive volume of teaching-at-classes. Try saying sometime to an educational audience that teachers have to be able to live in the life-style of an intellectual, even of a scholar—and watch the blank looks. It is, to say it softly, not a part of our dream.

How many educational leaders even believe that every secondary teacher needs a private office, with the appurtenances of systematic pursuit of study, and with room to confer privately with one or a few students? It is, to me, literally shocking, when we reveal we think about teachers. Maybe the most profitable innovation of them all would be to get serious about the total way of life that superior teaching has to be based on.

Just how to get at the necessary

changes remains mostly to be worked out. But let us, at the least, face up to a grim truth: unless somehow we provide teachers a breakaway from the stultifying school life we now force upon them, most of them will remain virtually inaccessible to new ideas and new insights.

The savants in the schools of education may go on elaborating their intricate 'scenarios' for educational revolution; the scholars in the background may penetrate deeper and deeper into the mysteries of human potential and the ways of learners; but the typical teacher will go on, practically untouched by it all, placidly administering the old routines of standard didactic method.

It is a tempting target for contempt. Teachers ought to be 'professional,' we tell ourselves; they ought to be alert to new knowledge, new insights, new content, and new materials. But who among us could or would do all that if we carried the load they carry and lived in the environment that people like us have made for them?

If we want anything significant in further improvements in our schools—anything more fundamental than the sharpening of existing competencies—we had better make ourselves 'tribunes for the teachers' and fight for a way of life that will free them for a quest a lot of them want to make.

#### **Curriculum is Chopped Up**

And then there is the curriculum. Obviously it is too chopped up. John Donne might almost have had it in mind when he moaned,

'Tis all in peeces, all cohaerence gone;

All just supply, and all relation.

In the past decade we have had splendid developmental work on many of the 'peeces.' The next great innovative surge had better be toward unification.

My own perception is that to begin by trying to balance and integrate the whole curriculum at one time is to court defeat; the job is just too big. On the other hand, confining ourselves to the individual course only accentuates fragmenta-

*Continued on page 233*

# differentiated STAFFING

## THE PROFESSIONAL ANSWER TO CHANGING DEMANDS ON THE SCHOOLS

¶Differentiated staffing (DS) is the most promising and dramatic educational innovation to emerge in recent years. It is *promising* in the solution it offers to many of the problems apparent in current educational practice. It is *dramatic* in its application to the very structure of our profession.

The concept has grown out of the need for a flexible educational system that can keep pace with an increasingly complex and rapidly changing society. The flexibility required must accommodate several specific pressures that have been making the traditional educational system ineffective and obsolete.

The first and perhaps foremost of these pressures is that created by the knowledge explosion. Modern educators must draw from sources beyond the limits of traditional classroom methodology and curriculum.

The school of today and tomorrow must recognize the need for the collaboration of many professions and vocations—from computer scientist to supermarket clerk—in the

educative process. The complex structure of modern knowledge demands specialization in both learning and teaching.

A second undeniable pressure lies in the many duties and responsibilities imposed generally on the teaching profession. The teacher is considered omniscient. His role in the school is that of scholar, clerk, technician, accountant, policeman, counsellor and parent. This multi-role diverts him from his primary function—teaching.

A third pressure acting against the effectiveness of traditional practice is the technological revolution that has hit the self-contained classroom. This development represents a great advance in methodology and communication, but it has further burdened the teacher with the dual role of technician and exploiter of these ever-multiplying resources.

Finally, there is a growing pressure resulting from the dissatisfaction of both the profession and the public with the present system of staffing and salary scheduling. School boards are beginning to demand that the profession become accountable for its results in terms of pupil achievement. They are also becoming restive about a system

that recognizes professional proficiency only in terms of longevity rather than in individual initiative and efficiency.

Teachers, too, feel there is a need for financial and status incentive to remain in the classroom. At present the only advancement open to the professional teacher, other than the position of department head or consultant, is a position in school administration. In the final analysis, these positions are not too closely related to the knowledge and skills he has developed in becoming the proficient classroom teacher he must be before he is considered for this promotion. The truly professional teacher has the right to be compensated at a level commensurate with those of the other professions in the community.

At this point I should like to clear up a misconception held by many teachers concerning DS. Although this concept, when implemented, would involve a differentiated salary structure that would provide the incentive for growth and development vital to any profession, some teachers are inclined to dismiss it as a system of merit pay—a system that could cause serious problems of

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*The author is on the staff of Vancouver's Hastings Elementary School.*

**Differentiated staffing is the most promising and dramatic educational innovation in years. It can provide the profession with the means of gearing itself to the ever-changing demands of society.**

morale and charges of preferential or discriminatory treatment. This view must be corrected.

The merit-pay schemes that have been proposed in the past as ways of rewarding the able and dedicated professional make no distinctions in the job responsibilities of teachers. All teachers are, in effect, expected to fill similar roles, as though differences in ability do not exist. Differentiated staffing patterns, on the other hand, offer payment in relation to the workload and responsibility factors of the various roles a teacher may fill on staff.

The single salary schedule has a stultifying effect on the profession. There is little dollar or prestige incentive, at either the secondary or elementary level, for professional growth. I believe that abolition of the single salary schedule would bring a long-awaited infusion of true professionalism to the teaching fraternity.

#### What is Staff Differentiation?

Since staff differentiation is a relatively recent innovation, there is considerable diversity of definition and interpretation. In a report published by the National Commission on Teacher Education and Profes-

sional Standards (U.S.A.) it is defined as follows:

'Differentiated staffing is a plan for recruitment, preparation, induction and continuing education of staff personnel for the schools that would bring a much broader range of manpower to education than is now available. Such arrangements might facilitate individual professional development to prepare for increased expertise and responsibil-

ity as teachers, which would lead to increased satisfaction, status, and material reward.<sup>1</sup>

In theory such a scheme has three principal benefits: (1) provision for greater individualization of instruction; (2) new opportunities for career teaching; (3) greater flexibility in the instructional program.

Many pilot projects in DS have been undertaken during the past two years. One of the pioneering

TEMPLE CITY, CALIFORNIA, SCHEME OF DIFFERENTIATED STAFFING<sup>2</sup>

		NON-TENURE	
		NON-TENURE	MASTER TEACHER Doctorate or Equivalent
TENURE		NON-TENURE	NON-TENURE
		SENIOR TEACHER M.S. or Equivalent	
STAFF TEACHER B.A. Degree and Calif. Credential			
ASSOCIATE TEACHER A.B. or Intern			
100% Teaching	100% Teaching Responsibilities	3/5's Staff Teaching Responsibilities	2/5's Staff Teaching Responsibilities
1 - 10 Months	10 Months	10 - 11 Months	12 Months
Academic Assistants, A.A. Degree or Equivalent			
Educational Technicians			
Clerks			

Figure 1

models that have won recognition is that adopted by the Temple City (Calif.) schools. It is keyed to a four-level teacher hierarchy.

At the top of the professional ladder are the Master Teachers, who are supported in turn by the Senior Teachers, Staff Teachers and Associate Teachers. Below the professional level are three ranks of para-professionals—teacher aides, resource center assistants and lab assistants. Teaching time, tenure and qualifications relating to this hierarchy are indicated in the accompanying table. (Fig. 1)

In this scheme the roles of the four professional categories are distinct. The Associate Teacher, a novice, spends his time in the classroom, but does not have a full-time teaching load. He is the intern whose teaching performance is evaluated in conferences with a supervisor.

The Staff Teacher is assigned more difficult responsibilities and has a full teaching load. He is the practitioner who may be involved in the field-testing of new curriculum and methods. He is relieved of non-professional tasks and may assume responsibility for tutorials and small group instruction.

The Senior Teacher teaches three-fifths of the time, and, in addition, consults with Associate Teachers. He is the expert in methodology for his particular 'subject, discipline or skill area.' He is responsible, too, for developing appropriate instructional resources, including media.

Finally, the Master Teacher is considered the scholar and research specialist. He teaches about two-fifths of his time. His role responsibility is to translate research theory and curriculum requirements into workable teaching assignments.

All teachers, regardless of role, are directly involved in front-line classroom practice.

The Temple City plan has developed from a study by teachers and administrators of staff utilization and efficiency. The plan suggests that those who are on extended 11- or 12-month contracts could spend additional time in such professional pursuits as study at a

university, training assistants, curriculum revision, research or related work experience. An essential aspect of the plan is to provide, through flexible scheduling, time for staff to work together during the day, and to make personnel available for small group or individual instruction.

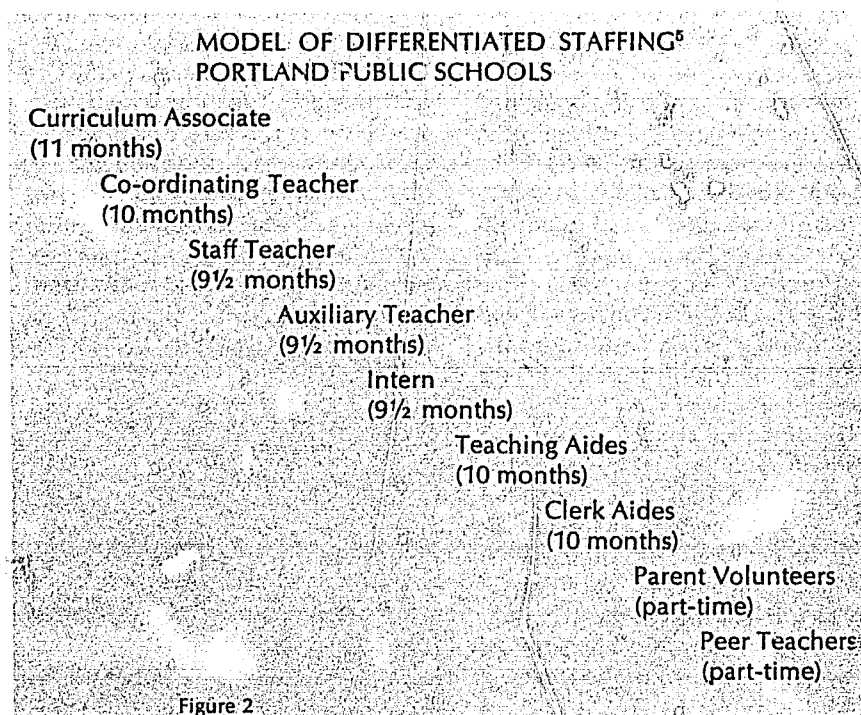
In this staffing pattern, decision-making power on matters concerning staff organization, curriculum and the implementation of the instructional program resides largely with the teachers. It argues that the staff committee or 'academic senate' would be best informed on these matters and would be most responsible for the implementation of such policy decisions.

Another important aspect of the Temple City plan is that the two top levels of the teaching hierarchy (representing no more than 25% of the staff) would not have tenure and would be evaluated by those teachers who receive their services. Here is accountability applied within the profession!

in establishing the working climate of the school.

In September 1970, the Portland (Oregon) Public Schools initiated a DS project at Portsmouth Elementary School (K-8). The school was redesignated a Middle School, with Grades 5 to 8. A principal was selected, and he, along with seven key staff members, was released from duties for the last half of the previous school year 'to plan, train and select the balance of the school staff.'<sup>3</sup>

From its inception the Portland plan incorporated the career-ladder principle that recognizes ability and initiative 'in the normal responsibilities of teaching, plus the added responsibilities for co-ordination, supervision, and training of teachers, program planning, and diagnosing learning problems of students.' It was agreed that the most highly paid teacher would be able to earn at maximum 'at least twice the maximum salary paid in the lowest category of full-time certificated teacher.'<sup>4</sup>



At the administrative level, a school manager handles the business function and administrative detail of the school's operation. This frees the principal to pursue more appropriately his role of educational leader and his responsibilities

Basic to the instructional program for this staff are: 'flexible scheduling, team teaching; non-graded, multi-age grouping; a problem-centered, process approach to learning; a community-centered school; pre-service and in-service



Summary of  
**Salary Scales**  
March 1971

## 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.

New Certificate	Old Certificate		Minimum Requirements
	Old Category	New Category	
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.

### EXPLANATION OF KEY FOR REMARKS

The summary gives an indication of salaries and benefits. However, only the collective agreement of a school district spells out all benefits and conditions.

#### Key for Remarks

- Full credit for Commonwealth and U.S.A. experience**  
Some districts grant full credit on appointment while others only on permanent appointment.
- Credit for journeyman experience**  
Check collective agreement for details.
- Professional improvement incentives**  
These may be bonuses for taking summer school courses, payments above certification for passing a certain number of units, or other types of benefits.
- PB + 15 paid PA**  
Successful completion of 15 units above PB certification. Criteria for "appropriate" units vary from district to district.
- Isolation and cost of living allowances**
- Moving allowances**
- Extended Health Benefit Plan**
- Dental Plan**
- Salary continuance**  
Income protection for disabled members after 41 days' sick leave benefits have expired.
- Shared group life**  
Some employers pay 100% of the premiums for group life. These have been included among those offering shared group life benefits.

# Summary of British Columbia Salary Schedules (1971)

All districts participate in shared cost medical service insurance.

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks 1 2 3 4 5 6 7 8 9 10									
1.	Fernie	107	1 EC	5496	6016	10 × 52										
			2 EB	6024	9174	10 × 315										
			3 EA	6788	10198	10 × 341										
			4 PC (B.Ed.)	7696	11736	10 × 404										
			5 PB	8446	13242	11 × 436										
			6 PA (M)	9332	14938	11 × 490										
2.	Cranbrook	169	1 EC	5676												
			2 EB	6020	9150	10 × 313										
			3 EA	6770	10150	10 × 338										
			4 PC (B.Ed.)	7680	11820	10 × 414										
			5 PB	8455	13175	10 × 472										
			6 PA (M)	9360	14850	10 × 549										
3.	Kimberley	109	1 EC	6015	9165	10 × 315										
			2 EB	6775	10175	10 × 340										
			3 EA	7785	11795	10 × 401										
			4 PC (B.Ed.)	7384	11394	10 × 401										
			5 PB	8460	13260	10 × 480										
			6 PA (M)	9005	14305	10 × 530										
4.	Windermere	70	1 EC	6255												
			2 EB	6280	9375	5 × 347, 5 × 272										
			3 EA	6950	10225	5 × 367, 5 × 288										
			4 PC (B.Ed.)	7900	11795	5 × 436, 5 × 343										
			5 PB	8600	11495	5 × 436, 5 × 343										
			6 PA (M)	9200	13225	5 × 518, 5 × 407										
7.	Nelson	225	1 EC	EBO	9010	10 × 286										
			2 EB	6150	9921	10 × 313										
			3 EA	6791												
			4 PC (B.Ed.)	7590	11250	10 × 366										
			5 PB	8393	13013	11 × 420										
			6 PA (M)	8845	13945	12 × 425										
9.	Castlegar	129	1 EC	4105	4805	4 × 175										
			2 EB	6025	8925	10 × 290										
			3 EA	6777	9837	10 × 311										
			4 PC (B.Ed.)	7830	11270	10 × 344										
			5 PB	8498	12970	10 × 344										
			6 PA (M)	9038	12997	11 × 409										
10.	Arrow Lakes	50	1 EC	4190	4890	4 × 175										
			2 EB	6110	9010	10 × 290										
			3 EA	6862	9972	10 × 311										
			4 PC (B.Ed.)	7915	11355	10 × 344										
			5 PB	8583	13082	11 × 409										
			6 PA (M)	9123	14151	12 × 419										
11.	Trail	266	1 EC	5700												
			2 EB	6150	9010	10 × 286										
			3 EA	6791	9921	10 × 313										
			4 PC (B.Ed.)	7782	11442	10 × 366										
			5 PB	8393	11192	10 × 366										
			6 PA (M)	9245	13013	11 × 420										
12.	Grand Forks	64	1 EC	5700	9010	10 × 286										
			2 EB	6150	9921	10 × 313										
			3 EA	6791												
			4 PC (B.Ed.)	7739	11399	10 × 366										
			5 PB	8393	13013	11 × 420										
			6 PA (M)	8845	13945	12 × 425										
13.	Kettle Valley	35	1 EC	4602	9121	11 × 287										
			2 EB	5964	10139	11 × 318										
			3 EA	6641												
			4 PC (B.Ed.)	7469	11517	11 × 368										
			5 PB	8342	13105	11 × 433										
			6 PA (M)	8917	14164	11 × 477										

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	1	2	3	4	5	6	7	8	9	10	Remarks
14.	Southern Okanagan	101	1 EC	5135													
			2 EB	5820	8775	1 × 260, 9 × 265, 1 × 310											
			3 EA	6475	9720	10 × 290, 1 × 345											
			PC (B.Ed.)	7315	11190	6 × 345, 4 × 350											
			4 PC	7215	11090	1 × 405 6 × 345, 4 × 350											
			5 PB	8055	12890	1 × 405 3 × 430, 7 × 435											
			PA	8650	13900	1 × 500 9 × 470, 1 × 475											
			6 PA (M)	8950	14200	1 × 545 9 × 470, 1 × 475 1 × 545											
15.	Penticton	232	1 EC														
			2 EB	5751	8699	11 × 268											
			3 EA	6402	9625	11 × 293											
			PC (B.Ed.)	7243	11082	11 × 349											
			4 PC	7143	10982	11 × 349											
			5 PB	7970	12678	11 × 428											
			6 PA	8612	13705	11 × 463											
			PA (M)	8862	13955	11 × 463											
16.	Keremeos	31	1 EC	5390	5890	5 × 100											
			2 EB	5925	8794	10 × 260, 1 × 269											
			3 EA	6550	9753	10 × 290, 1 × 303											
			PC (B.Ed.)														
			4 PC	7300	11380	10 × 370, 1 × 380											
			5 PB	8055	13010	10 × 460, 1 × 465											
			6 PA	8770	14200	10 × 495, 1 × 480											
			PA (M)														
17.	Princeton	37	1 EC	5313	5868	3 × 185											
			2 EB	5905	8775	10 × 287											
			3 EA	6534	9735	11 × 291											
			PC (B.Ed.)	7380	11406	11 × 366											
			4 PC	7280	11306	11 × 366											
			5 PB	8052	12958	11 × 446											
			6 PA	8745	14113	11 × 488											
			PA (M)	8995	14363	11 × 488											
18.	Golden	78	1 EC	6145	6485	9 × 0, 1 × 340											
			2 EB	6160	9535	5 × 325, 5 × 350											
			3 EA	6895	10320	5 × 350, 5 × 375											
			PC (B.Ed.)	7355	11850	5 × 375, 5 × 430											
			4 PC	7505	11530	5 × 375, 5 × 430											
			5 PB	8570	13270	5 × 430, 5 × 510											
			6 PA	9110	14235	5 × 485, 5 × 540											
			PA (M)	9360	14485	5 × 485, 5 × 540											
19.	Revelstoke	102	1 EC	5580													
			2 EB	6010	8900	10 × 289											
			3 EA	6670	9890	10 × 322											
			PC (B.Ed.)	7480	11470	10 × 399											
			4 PC	7380	11370	10 × 399											
			5 PB	8160	13020	10 × 486											
			6 PA	8820	14170	10 × 535											
			PA (M)	9070	14420	10 × 535											
21.	Armstrong- Spallumcheen	48	1 EC	5053													
			2 EB	5903	8754	8 × 259, 1 × 389, 1 × 390											
			3 EA	6573	9722	8 × 286, 1 × 430, 1 × 431											
			PC (B.Ed.)														
			4 PC	7263	10931	6 × 333, 5 × 334											
			5 PB	8073	12704	11 × 421											
			6 PA	8652	13739	6 × 462, 5 × 463											
			PA (M)														
22.	Vernon	281	1 EC	EBO													
			2 EB	5753	8635	11 × 262											
			3 EA	6397	9565	11 × 288											
			PC (B.Ed.)	7476	11249	11 × 343											
			4 PC	7133	10906	11 × 343											
			5 PB	7982	12723	11 × 431											
			6 PA	8487	13668	11 × 471											
			PA (M)	8958	14139	11 × 471											
23.	Kelowna	514	1 EC														
			2 EB	5775	8602	11 × 257											
			3 EA	6430	9532	11 × 282											
			PC (B.Ed.)	7250	10950	11 × 340											
			4 PC	7150	10890	11 × 340											
			5 PB	7970	12700	11 × 430											
			6 PA	8600	13715	11 × 465											
			PA (M)	8850	13965	11 × 465											
24.	Kamloops	671	1 EC	5385	5935	5 × 110											
			2 EB	5924	8724	10 × 280											
			3 EA	6545	9775	10 × 323											
			PC (B.Ed.)	7300	11380	12 × 340											
			4 PC	7150	11230	12 × 340											
			5 PB	8130	13038	12 × 409											
			6 PA	8630	14150	12 × 460											
			PA (M)	8930	14450	12 × 460											
26.	Birch Island	41	1 EC	EBO													
			2 EB	6049	8849	10 × 280											
			3 EA	6670	9900	10 × 323											
			PC (B.Ed.)	7425	11505	12 × 340											
			4 PC	7275	11355	12 × 340											
			5 PB	8255	13163	12 × 409											
			6 PA	8755	14275	12 × 460											
			PA (M)	9055	14575	12 × 460											



DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	1	2	3	4	5	6	7	8	9	10	Remarks
27.	Williams Lake	253	1 EC	5495													
			2 EB	5970	8630	7 × 380			X							X	X
			3 EA	6610	9810	8 × 400											
			4 PC (B.Ed.)	7445	11545	10 × 410											
			5 PB	7210	11310	10 × 410											
			6 PA	8250	12870	11 × 420											
			PA (M)	8770	13090	12 × 410											
			PA (M)	9245	14165	12 × 410											
28.	Quesnel	203	1 EC	EBO													
			2 EB	5920	8720	8 × 350			X							X	X
			3 EA	6500	9875	9 × 375											
			4 PC (B.Ed.)	7375	11720	11 × 395											
			5 PB	7260	11605	11 × 395											
			6 PA	8090	13070	12 × 415											
			PA (M)	8697	13985	13 × 415											
			PA (M)	8875	14270	13 × 415											
29.	Lillooet	55	1 EC	EBO													
			2 EB	6342	8972	10 × 263			X							X	X
			3 EA	6959	10019	10 × 306											
			4 PC (B.Ed.)	7674	11538	10 × 322											
			5 PB	7524	11388	12 × 387											
			6 PA	8430	13074	12 × 397											
			PA (M)	8896	14057	13 × 397											
			PA (M)	9196	14357	13 × 397											
30.	South Cariboo	102	1 EC	5390													
			2 EB	5910	8760	10 × 285			X	X						X	X
			3 EA	6540	9840	10 × 330											
			4 PC (B.Ed.)	7160	11300	12 × 345											
			5 PB	8100	13020	12 × 410											
			6 PA	8600	14060	12 × 455											
			PA (M)														
			PA (M)														
31.	Merritt	104	1 EC	5900													
			2 EB	6000	8700	10 × 270			X	X						X	
			3 EA	6650	9650	10 × 300											
			4 PC (B.Ed.)	7325	11165	12 × 320											
			5 PB	7200	11040	12 × 320											
			6 PA	8100	12780	12 × 390											
			PA (M)	8600	13820	12 × 435											
			PA (M)	8800	14020	12 × 435											
32.	Hope	80	1 EC	5625													
			2 EB	6054	8854	10 × 280			X	X						X	
			3 EA	6693	9753	10 × 306											
			4 PC (B.Ed.)	7301	11118	11 × 347											
			5 PB	7836	12736	12 × 400											
			6 PA	8641	13897	12 × 438											
			PA (M)	8941	14197	12 × 438											
33.	Chilliwack	416	1 EC	5345													
			2 EB	5915	8665	10 × 275			X	X							
			3 EA	6505	9555	10 × 305											
			4 PC (B.Ed.)	7325	11065	11 × 340											
			5 PB	7125	10865	11 × 340											
			6 PA	7745	12965	12 × 430											
			PA (M)	8307	13911	12 × 467											
			PA (M)	8507	14111	12 × 467											
34.	Abbotsford	346	1 EC	5335													
			2 EB	5815	8615	10 × 280			X							X	
			3 EA	6420	9470	10 × 305											
			4 PC (B.Ed.)	7115	11015	12 × 325											
			5 PB	7735	12895	12 × 430											
			6 PA	8400	13980	12 × 465											
			PA (M)	8700	14280	12 × 465											
35.	Langley	303	1 EC	5175													
			2 EB	5825	8645	10 × 282			X	X							
			3 EA	6435	9455	10 × 302											
			4 PC (B.Ed.)	7084	11044	12 × 330											
			5 PB	7824	12840	12 × 418											
			6 PA	8263	13955	12 × 466											
			PA (M)	8688	14280	12 × 466											
36.	Surrey	1189	1 EC	EBO													
			2 EB	5925	8875	10 × 295			X	X						X	
			3 EA	6510	9700	10 × 319											
			4 PC (B.Ed.)	7120	11388	11 × 388											
			5 PB	7800	13032	12 × 436											
			6 PA	8400	14244	12 × 487											
			PA (M)	8675	14519	12 × 487											
37.	Delta	488	1 EC														
			2 EB	5900	8860	10 × 296			X							X	
			3 EA	6528	9718	10 × 319											
			4 PC (B.Ed.)	7120	11388	11 × 388											
			5 PB	7800	13032	12 × 436											
			6 PA	8405	14249	12 × 487											
			PA (M)	8634	14526	12 × 491											
38.	Richmond	697	1 EC	5467													
			2 EB	5915	8800	8 × 295, 1 × 525			X	X						X	
			3 EA	6550	9685	8 × 315, 1 × 615											
			4 PC (B.Ed.)	7185	11465	10 × 365, 1 × 630											
			5 PB	7845	13095	11 × 415, 1 × 685											
			6 PA	8480	14330	13 × 460											
			PA (M)	8680	14530	13 × 460											

DISTRICT		No. of Teachers	Category	Min.	Max.	Increments	Remarks									
No.	Name						1	2	3	4	5	6	7	8	9	10
39.	Vancouver	3088	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	5857 5957 6606 7132 7820 8410 8610	8897 9736  11422 13040 14266 14466	10 × 294 10 × 313  11 × 390 12 × 435 12 × 488 12 × 488	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>									
40.	New Westminster	264	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	5925 6540 6540 7150 7845 8480 8680	8885 9730  11440 13101 14300 14500	10 × 296 10 × 319  11 × 390 12 × 438 12 × 485 12 × 485	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
41.	Burnaby	1287	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	5920 6548 6548 7206 7852 8683	8620 9788  11496 13132 14467	9 × 300 10 × 324  11 × 390 12 × 440 12 × 482	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Intermediate scales for qualif. beyond the cert. held.									
42.	Maple Ridge	292	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	5800 5900 6550 7175 7750 8400 8665	8700 9550  11135 12898 13980 14245	10 × 280 10 × 300  12 × 330 12 × 420 12 × 465 12 × 465	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
43.	Coquitlam	1052	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	5810 5987 6613 7200 7860 8449 8649	8877 9703  11480 13034 14250 14450	10 × 289 10 × 309  10 × 365, 1 × 630 11 × 414, 1 × 620 11 × 462, 1 × 719 11 × 462, 1 × 719	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Sick Compensation Leave.									
44.	North Vancouver	970	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	EBO 5964 6585 7271 7884 8487 8703	8734 9635  11517 13164 14311 14527	10 × 277 10 × 305  11 × 386 12 × 440 13 × 448 13 × 448	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> PA (Max.) 50% in own field \$323; with Doctorate \$538. Local long term salary continuance.									
45.	West Vancouver	351	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	5580 5907 6524 7189 7862 8465 8674	6420 8847 9704 11487 13119 14277 14487	3 × 280 10 × 294 10 × 318 8 × 361, 2 × 705 7 × 415, 2 × 770 1 × 0, 1 × 812 6 × 430, 2 × 798, 1 × 0 1 × 798, 1 × 0, 1 × 838 6 × 430, 2 × 798, 1 × 0 1 × 798, 1 × 0, 1 × 838	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> EB, EA & PC plus 9 pd. next scale for 2 yrs. PB plus 9 pd. PA for 2 yrs. PA plus 9 pd. PA (Max.) for 2 yrs. Tchrs. with 20 yrs. exp. aged 55 yrs. or over receive \$250 above max.									
46.	Sechelt	111	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	5973 6766 7556 7406 8245 9000 9200	9073 10166 11556 11406 12825 14000 14200	10 × 310 10 × 340 10 × 400 10 × 400 10 × 458 10 × 500 10 × 500	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>									
47.	Powell River	212	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	EBO 6390 6930 7660 8410 9085	9300 10220  11410 12870 14125	10 × 291 10 × 329  10 × 375 10 × 446 10 × 504	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> PB plus 21 pd. 2 extra incrs.									
48.	Howe Sound	120	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	EBO 6130 6720 7450 8200 9170	9025 10120  11450 12900 14300	9 × 325 10 × 340  10 × 400 10 × 470 10 × 513	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>									
49.	Ocean Falls	53	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA PA (M)	5338 6235 7049 7863 8676 9491	6294 9283 10586 11903 13263 14617	4 × 239 8 × 381 9 × 393 10 × 404 11 × 417 11 × 466	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	1	2	3	4	5	6	7	8	9	10	Remarks
50.	Queen Charlotte	56	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5300 6984 7775 8550 9340 10068	 9440 10853 12240 13090 15118	 8 × 307 9 × 342 10 × 369 10 × 465 10 × 565	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
52.	Prince Rupert	189	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	 6065 6880 7397 7697 8385 9060 9360	 8630 10608 12008 11621 13115 14490 14790	 7 × 200, 1 × 465 7 × 387, 1 × 419 9 × 387, 1 × 441 1 × 387 9 × 387, 1 × 441 9 × 462, 1 × 572 9 × 530, 1 × 660 9 × 530, 1 × 660	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54.	Smithers	110	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	4340 5895 6540 7370 8150 8810	5500 8775 9915 11660 13130 14270	4 × 290 8 × 360 9 × 375 11 × 390 12 × 415 13 × 420	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
55.	Burns Lake	70	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	EBO 5870 6500 7340 8150 8850	8790 9920 11630 13070 14180	8 × 365 9 × 380 11 × 390 12 × 410 13 × 410	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
56.	Vanderhoof	104	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	EBO 5925 6500 7375 7250 8000 8875	8925 9900 11625 11500 12550 14125	8 × 375 8 × 425 10 × 425 10 × 475 10 × 495 10 × 525	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
57.	Prince George	739	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	EBO 5750 6450 7450 7301 8200 8869 9050	8750 9825 11850 11613 13036 13926 14210	8 × 375 9 × 375 11 × 400 11 × 392 12 × 403 12 × 430 12 × 430	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
59.	Peace River South	292	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5390 6035 6615 7560 7345 8195 8970 9195	8735 10015 11740 11525 13175 14070 14295	9 × 300 10 × 340 11 × 380 12 × 415 12 × 425 12 × 425	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Retention Clause: \$150 in 3rd yr., \$200 in 4th & subsequent yrs.
60.	Peace River North	198	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	4700 5905 6500 7505 7400 8300 9025 9175	5600 8875 10200 11960 11855 13360 14545 14695	4 × 225 9 × 330 10 × 360 11 × 405 11 × 405 11 × 460 12 × 460 12 × 460	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
61.	Greater Victoria	1332	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	EBO 5881 6478 7162 7872 8495 8695	8814 9625 11298 12817 13975 14175	10 10 Refer to Contract 12 re 13 Increment 14 Pattern 14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
62.	Sooke	253	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5590 5881 6478 7162 7872 8495	8502 8794 9605 11288 12802 13955	10 10 Refer to Contract 10 to Contract 12 Increment 13 Pattern 14 × 390	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
63.	Saanich	233	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	EBO 5881 6478 7362 7162 7872 8495 8885	8794 9605 11488 11288 12802 13955 14345	10 Refer to Contract 10 to Contract 12 re 12 Increment 13 Pattern 14 × 390 14 × 390	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PA + 15 r.l. \$200.

DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	1	2	3	4	5	6	7	8	9	10	Remarks
64. Gulf Islands		40	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5881 6478 7162 7872 8495	8814 9625 11298 12817 13975	10 Refer 10 to contract 12 re 13 increment 14 pattern	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Former PA tchrs. pd. \$25/unit for all units above 21 past PB.
Figures include \$75 bonus to each teacher.																	
65. Cowichan		285	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	4850 5800 6420 7120 7750 8400 8700	5750 6700 7420 8120 8750 9400 14300	4 x 225 10 x 290 10 x 320 12 x 350 13 x 380 14 x 400 14 x 400	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
66. Lake Cowichan		85	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	EBO 6050 6700 7400 8050 8700	8800 9700 11420 12925 14090	10 x 275 10 x 300 12 x 335 13 x 375 14 x 375	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
67. Ladysmith		122	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5720 5815 6435 7335 7135 7765 8415 8715	8715 9635 11535 12335 11335 12835 14015 14315	10 x 290 10 x 320 12 x 350 12 x 350 13 x 390 14 x 400 14 x 400	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Full credit for exp. approved by District Superintendent.
68. Nanaimo		459	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5198 5700 6400 7300 7100 7800 8450 8704	8719 9619 11457 11257 12805 13910 14327	3 Refer 8 to Contract 8 re 8 increment 8 Pattern	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	For new appointees: 0-6 yrs. exp. pd. scale; 7, 8, 9 yrs. pd. step 7; 10 + yrs. pd. step 8.
69. Qualicum		91	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	4925 5850 6550 7200 7835 8450	5745 6650 7600 8320 8955 9585	4 x 205 10 x 280 10 x 305 12 x 335 13 x 375 14 x 385	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
70. Alberni		408	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	EBO 6280 6800 7500 8200 8800 9000	8930 9700 11350 12880 13900 14100	10 x 265 10 x 290 11 x 350 12 x 380 12 x 425 12 x 425	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Figures include \$200 Bonus to each teacher.
71. Courtenay		325	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5950 6530 7200 7855 8500	8600 9585 11010 12400 13400	10 x 265 2 x 290, 3 x 375, 5 x 270 2 x 330, 3 x 430, 6 x 310 2 x 375, 3 x 525, 6 x 370 2 x 425, 3 x 600, 6 x 375	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	See contract re recog. of prev. exp.
72. Campbell River		228	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5235 5700 6420 7160 7985 8740	7545 8860 9705 11160 12660 14320	7 x 330 8 x 355, 1 x 320 9 x 365 10 x 400 11 x 425 12 x 465	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
75. Mission		159	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	EBO 5880 6480 7305 7165 7735 8385 8625	8630 9480 11205 11065 12895 13965 14205	10 x 280 10 x 300 12 x 325 12 x 325 12 x 430 12 x 465 12 x 465	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
76. Agassiz		51	1 EC 2 EB 3 EA 4 PC (B.Ed.) 5 PB 6 PA (M)	5480 6050 6645 7375 8030 8785 9000	8750 9545 10895 13010 14125 14340	10 x 270 10 x 290 11 x 320 12 x 415 12 x 445 12 x 445	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	



DISTRICT No.	Name	No. of Teachers	Category	Min.	Max.	Increments	Remarks									
							1	2	3	4	5	6	7	8	9	10
77.	Summerland	56	1 EC	4745												
			2 EB	5780	8695	11 × 265										
			3 EA	6436	9626	11 × 290										
			4 PC (B.Ed.)	7270	1087	11 × 347										
			5 PB	8004	12756	11 × 432										
			6 PA	8625	13773	11 × 468										
			PA (M)	8925	14073	11 × 468										
80.	Kittimat	147	1 EC	5133												
			2 EB	6144	8856	4 × 390, 4 × 288										
			3 EA	6897	10379	5 × 434, 4 × 328										
			4 PC (B.Ed.)	7840	11960	5 × 476, 5 × 348										
			5 PB	8393	11760	5 × 476, 5 × 348										
			6 PA	9135	13455	5 × 542, 6 × 392										
			PA (M)		14881	5 × 584, 6 × 471										
81.	Fort Nelson	43	1 EC	5430	6330	4 × 225										
			2 EB	6405	8970	9 × 285										
			3 EA	7180	10330	10 × 315										
			4 PC (B.Ed.)	8015	11810	11 × 345										
			5 PB	8680	12750	11 × 370										
			6 PA	9395	14195	12 × 400										
			PA (M)													
82.	Chilcotin	9	1 EC	5495												
			2 EB	5970	8630	7 × 380										
			3 EA	6610	9810	8 × 400										
			4 PC (B.Ed.)	7445	11545	10 × 410										
			5 PB	8250	12870	11 × 420										
			6 PA	8770	13690	12 × 410										
			PA (M)	9245	14165	12 × 410										
83.	Portage Mountain	22	1 EC	5000												
			2 EB	6095	9065	9 × 330										
			3 EA	6790	10390	10 × 360										
			4 PC (B.Ed.)	7590	12045	11 × 405										
			5 PB	8490	13550	11 × 460										
			6 PA	9365	14885	12 × 460										
			PA (M)													
			Figures include \$190 Bonus, EB-PA.													
84.	Vancouver Island West	51	1 EC	EBO												
			2 EB	6475	9635	8 × 355, 1 × 320										
			3 EA	7195	10480	9 × 365										
			4 PC (B.Ed.)	7935	11935	10 × 400										
			5 PB	8760	13435	11 × 425										
			6 PA	9515	15095	12 × 465										
			PA (M)													
85.	Vancouver Island North	128	1 EC	5675	6395	3 × 240										
			2 EB	6705	9465	8 × 345										
			3 EA	7375	10615	9 × 360										
			4 PC (B.Ed.)	8130	12080	10 × 395										
			5 PB	8775	13340	11 × 415										
			6 PA	9410	14390	12 × 415										
			PA (M)	9610	14590	12 × 415										
86.	Creston-Kaslo	131	1 EC	5290												
			2 EB	6775	9095	10 × 332										
			3 EA	6652	10172	10 × 352										
			4 PC (B.Ed.)	7667	11897	10 × 423										
			5 PB	7340	11340	10 × 400										
			6 PA	8390	13110	10 × 472										
			PA (M)	8840	14210	10 × 537										
				9065	14435	10 × 537										
87.	Stikine	19	1 EC	5400												
			2 EB	6170	9095	9 × 325										
			3 EA	7000	10450	10 × 345										
			4 PC (B.Ed.)	7800	11980	11 × 380										
			5 PB	8485	13325	11 × 440										
			6 PA	9170	14750	12 × 465										
			PA (M)													
88.	Skeena-Cassiar	237	1 EC	4960												
			2 EB	5930	8750	10 × 282										
			3 EA	6738	9991	5 × 413, 4 × 297										
			4 PC (B.Ed.)	7492	11502	5 × 456, 5 × 346										
			5 PB	8300	13071	5 × 497, 6 × 381										
			6 PA	9002	14366	5 × 517, 7 × 397										
			PA (M)													
89.	Shuswap	224	1 EC	EBO												
			2 EB	5800	8600	10 × 280										
			3 EA	6400	9600	10 × 320										
			4 PC (B.Ed.)	7130	11090	11 × 360										
			5 PB	7970	12700	11 × 430										
			6 PA	8596	13700	11 × 464										
			PA (M)	8896	14000	11 × 464										

education; colleague-type relationships; and research-based methods and materials for learning.'

As is common to most DS programs, the Portland Middle School scheme provides for team planning time during the school day. This time is made available while students are attending 'special interest and needs classes such as industrial arts, physical education, foreign languages, and typing.' A 'feeder' K-4 school is being planned to complement the Middle School. It will incorporate the 'open-area' plan so that the maximum flexibility in grouping can be effected.

Another DS project in Oregon—one certainly worthy of study—is that being conducted on a three-school level in Beaverton. Pilot programs are being implemented at Cooper Mountain Grade School, Mountain View Junior High School and Aloha High School.

#### **Staffing Patterns are Significant**

To date, the most significant aspect of these programs is the manner in which specific patterns of staffing are being worked out. The patterns are established on two premises: (1) teachers must be involved in the planning of staff differentiation and the assigning of roles; (2) the instructional program must be designed 'to meet defined student needs and behavioral objectives.'

Basic to the Beaverton project is the idea that 'differentiated staffing will benefit teachers, but the reason for its creation must be to benefit students.'<sup>6</sup>

The Vancouver School Board is considering a proposal from its Education Study Committee for developing a DS pilot project in one of the city's secondary schools. The Vancouver approach to DS, as in the Beaverton project, is keyed to the early involvement of teachers in its development.

When specific plans have been formulated, they will probably include (in terms of the proposal's stated rationale) the innovations usually associated with DS: the differentiating of teaching assignments and responsibilities according to abilities, with corresponding differ-

ences in salaries; the use of para-professionals; the use of flexible scheduling and the emphasis on individualizing instruction.

Because there are both strengths and weaknesses in DS programs, it would be wrong to consider such programs a panacea for all our educational ills. It would be wrong, too, to think that DS can be effected without additional cost. Differentiated staffing purports to provide, for a greater degree of individualized instruction, and this can be achieved only through the employment of more personnel at greater cost. This situation prevails whether staff organization lines be drawn vertically or horizontally.

Some of the most promising features of a DS program are:

- By placing an emphasis on local school autonomy, it provides an opportunity to create a curriculum directly related to student and community needs. The teachers, through an extension of their responsibilities, would be expected to create such a curriculum.
- It provides a workable basis for improvement of instruction by means of individualizing the learning program.
- It provides flexibility and better use of teacher time, talent and other resources, resulting in greater teaching efficiency.
- It provides, within the teaching ranks, positions of greater responsibilities and offers commensurate salaries. This eliminates the automatic promotion that disregards different levels of competence.
- It provides an in-service training program that is realistic in terms of 'on the job' experience—an internship that deals with problems at first hand.
- It provides incentive for the young teacher to grow professionally.

Some of the problems and weaknesses to be considered are:

- It may be used to establish salary differentials among experienced teachers on a merit pay basis.
- The plan is feasible only in schools large enough to support the

establishment of the various hierarchical positions or specializations.

● Staff evaluation schemes wherein teachers are evaluated in part by teachers would be fraught with difficulty and would result in staff divisiveness.

(Many educators, however, think that evaluation is a professional responsibility and should be practised by the professional teacher. Fenwick English, director of the differentiated staffing plan in Temple City, believes that professional competence may be 'measured in terms of the degree to which the staff has been directly involved in the setting up of role definitions.'<sup>7</sup> In this way evaluations could be made that are both objective and accurate.)

● Conflicts among the staff could develop as a result of ambiguity of roles.

● Many DS plans would not include an adequate program for staff training or retraining.

In my opinion, there is much more to be gained from DS than there is to be lost. At worst, it can become one more innovation that has failed because teachers have resisted the changes it invokes 'to pursue the even tenor of their ways.' At best, it can provide the profession with the means of gearing itself to the ever-changing demands of society.

It is true that this concept imposes a degree of professional accountability on the teacher. But accountability is the essence of true professionalism and we educators have too long ignored its challenge.

It is interesting to note that accountability cannot be imposed on any one part of the educational establishment without affecting the whole. On one hand, if school boards expect teachers to improve educational effectiveness, they must adopt supportive policies to this end. On the other, if teachers are made accountable for results in terms of student achievement, students must be made accountable to their teachers for effort and performance—a not unwelcome prospect!

§

*References available on request. Selected bibliography available from author.*

¶So you're concerned about plagiarism in student essays. I'm concerned about plagiarism in teacher marking.

It amounts to the same thing, doesn't it? In both cases somebody who shouldn't have done it, did it—even omitting the proper credits.

The feeling is the same. You feel cheated when you discover in an old *Week-end* magazine the essay you awarded an A just last week. Fair enough! Your students feel cheated when they discover that once again you have pushed their best efforts onto some faceless computer—unrelated to their insights—unrelated to their lives—depersonalized.

The overall effect is also the same. Nothing is accomplished on either side, and education continues in undisturbed meaninglessness.

Sounds holier-than-thou, perhaps? Well, I have farmed out my marking load—on an occasion when not to do so amounted to disloyalty to my department head, who insisted that if the money weren't used we'd never get it again.

But it didn't work. I didn't know my students. My students could not match their ability against my expectations—not knowing my expectations, not seeing the results of the confrontation. No, marking can't be done by proxy.

Yes, I've heard the argument that a wider variety of assessors is desirable; the more markers a student is faced with, the less the narrow-mindedness to which he is likely to fall victim.

I know better. The system provides more than adequate random variety in personnel and subject matter—to the point of confusion. We can do with much less variety. The evidence surrounds us. The one-room, one-teacher limitations just aren't there anymore; we lost them along with the one-room advantages.

## A MATTER OF OPINION

# PLAGIARISM

D. M. LOAN

My confidence in my own assessments runs along this line: I am the person assigned to teach this group of students. I can teach them on the basis of discovering their needs. I cannot discover their needs without knowing their work. The mass-production view that favors outside markers is simply blind to this reality.

I also know as much as I need to about demands on teachers' time. The pressure of having too much required of us is generally evident and abundantly ignored. So the fact

*Mr. Loan is on the staff of George Pringle Secondary School, Westbank.*

is that a teacher has to work in an unreasonable way to meet the dictates of his own professional conscience. Alternatively, the professional conscience can be turned off and a broad acceptance of 'The way it is' can be allowed to prevail. Insofar as we have a do-nothing educational system, I would suggest this to be its psychological origin.

As I lay in bed one morning in a gentle fever, it occurred to me that I could be replaced in my classroom. In the same instant it occurred to me that in this might be respite for me, the overloaded marker: when I have eight hours of marking ahead of me, why should it not be possible to call in a substitute to carry on with the supervision of work I have assigned while I find a quiet corner in the school where I can get my marking done?

I couldn't think of a reason why it should not be possible, but one was soon provided by the district supervisor. I found that district supervisors are cued to turning this idea off very quickly. 'It is not to be thought of.' One administrator offered a variant, however: 'Why not just take the day off and get your marking done at home?'

I now have an answer to that one, too (disregarding the illegality), having transferred within a 13-mile radius twice in 15 years leaving behind me 173 days of sick leave and having credit for three as of today. I might have used those days to better advantage. I should need a better cushion than my present reserve, however.

Well, there are the problems—none of them so great as the problem of being true to our contract with students to provide them with access to civilization. I refuse to cheat on that—yes, to the absurd point of marking continuously, and remarking continuously—in a way that invites my school board to 'cheat' itself out of my services. \$

## Priorities in Change Efforts

Continued from page 215

tion. I propose that we start serious work with each of what I see as the three great streams in the common curriculum:

- Science-Math
- The Social Studies
- The Humanities

I suggest that in each of these broad areas we ('we' meaning variously a single school, a school system, a province, a professional association, etc.) form a comprehensive 'area committee.'

In terms of personnel, such an area committee should include broad representation of parents, the public at large, and students as well as professionals of all appropriate types. About half of the professionals should deliberately be drawn from *outside* the disciplines directly affected; e.g., the humanities area committee should include science persons, physical educators, vocational education staff members, etc.

In terms of purpose, each area committee should be charged pri-

marily to inquire into the *kind of program* needed; e.g., what should an entire social studies program be designed to *do*? Only very slowly should such a committee move into specific organizational plans and content areas. It should never dictate details of particular courses—that is a job for specialists.

Such a committee, because of its heavy loading of nonspecialists, can work wonders to move the emphasis in curriculum-forming back to where it belongs—to the *purposes to be achieved*, with subject matter selection in an ancillary role. The fundamental mistake we make over and over is to start with subject matter.

In fact, the fundamental mistake lies even deeper. To put it in terms of systems analysis, we have *confused input with output*. So we keep acting as if 'putting across' informational content (input) is our job, and as if the students' knowing it is the output. Most of the time nothing could be further from the truth.

For example, a history teacher may labor mightily to put across

chronological details of presidential administrations (input); if she is honest, she knows that nearly all of these details will quickly be forgotten. If, then, there is no other output than the students' knowing those details, there is nothing left—and the teacher is essentially goal-less in her teaching.

That confusion of output with input—and that consequent goal-lessness—are extremely deepseated in education. It may seem odd to advocate an 'innovation' that consists simply of deciding on purposes first and then finding subject matter and experiences to achieve those purposes. But an 'innovation' it would be—the most important innovation I can think of.

And if we go at it that way we shall reap one other benefit. To unify curriculum across wide areas is very difficult if we start with subject matter, for the disciplines are discordant among themselves. To integrate around fundamental purposes is relatively easy. If we go to the fundamentals, organization will fall into place rather naturally. S

### Professional Development Opportunity Summer 1971

The Mining Association of British Columbia, an industry association comprising mainly people operating and developing mines in B.C., is aware that sections of the program of studies for the public schools of B.C. provide opportunity for the presentation and discussion of various aspects of the industry.

It therefore proposes to initiate preparation of **careers information and teaching aids** for the use of counsellors and teachers of social studies and science.

The proposal has been discussed with the Professional Development Division of the BCTF, whose assistance in selecting **five teachers**—one counsellor, two in social studies and two in science—to work as a team to assemble information and design appropriate teaching aids has been assured.

The teachers will first be given a 7-10 day guided, expenses paid tour to familiarize them with different kinds of mining activity, commencing late June or early July. They will then return to their homes to work out their material and will meet again late in August to correlate their work and to have it ratified for production. Each selected teacher will be paid an **honorarium of \$1250**.

Members of the BCTF Professional Development Division and the Lesson Aids Service are prepared to give the teachers every assistance.

The Mining Association, it should be understood, is not seeking a biased presentation of the mining industry.

Interested teachers are invited to apply for selection not later than Wednesday, March 31, stating subject area, experience and qualifications to:

**THE MINING ASSOCIATION OF  
BRITISH COLUMBIA  
EDUCATION AIDS SUB-COMMITTEE  
Suite #305, 1200 West Pender Street  
Vancouver 1, B.C.**

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*Department of English, U.B.C.*

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Our Centre's second series of courses begins May 5, 1971. Sessions will be held in the Centre's theatre at 1150 Homer Street, in mid-town Vancouver.

Applications will be accepted as received and should be accompanied by cheque or money order. Payments will be returned promptly if the class requested is already filled.

### FOUR-WEEK COURSES

#### 1. Making and Using Media Materials.

Wednesdays: 7:30 PM (3 hours) May 5, 12, 19, 26 Cost \$25.00.

An opportunity for teachers to learn how they can greatly increase student involvement by making and using inexpensive materials, and employing everyday objects.

Leader: Mr. Don Wilson.

Teacher of Art at U.B.C. Faculty of Education, on leave from the Vancouver School Board where he has taught Art and Language Arts at the Bayview Elementary School. Course limited to 20 participants.

#### 2. Making Media Work - New Classroom Techniques.

Thursdays: 7:30 PM (3 hours) May 6, 13, 20, 27 Cost \$25.00.

An exciting experience for teachers looking for new ideas and stimulating involvement techniques.

Leader: Mr. William Nemtin.

Mr. Nemtin is a media consultant in Vancouver. Formerly associated with the National Film Board of Canada in Media research, Mr. Nemtin has conducted workshops throughout North America on the role of media in communications. He developed the NFB's "Challenge for Change" program. Course limited to 20 participants.

#### 3. An Experience in Filmmaking for Teachers.

Saturday, May 15 - 9:00 AM-3:30 PM  
Thursday, May 20 - 7:30 PM-10:30 PM  
Cost \$25.00 - includes equipment and film.

An opportunity for teachers to gain a first-hand knowledge of how film is made - by going out and doing it.

Leader: James Mulholland.

Teacher at Eric Hamber Media Centre, Co-Director of U.B.C. Summer Media Institute. Mr. Mulholland has had vast experience in presenting media courses to students and teachers. Course limited to 20 participants.

### SHORT COURSES

#### 4. Media and Special Education.

Tuesday, May 12 - 7:30 PM (3 hours) Cost \$8.50.

New media techniques have recently been developed to help the child with special educational needs. This course reviews current advances in the field and will prove valuable for the special education teacher.

#### 5. Media in the Resource Centre.

Tuesday, May 19 - 7:30 PM (3 hours) Cost \$8.50.

Sessions are designed to offer an in-depth look at a variety of media (print and non-print) of the well-equipped resource centre. Selection, use, cataloguing and housing will be discussed.

Leader for Courses 4 and 5: Mr. Paul Azaroff.

Director of the Audio-visual Department of Harry Smith & Sons, Mr. Azaroff achieved national recognition for his work with culturally disadvantaged children while engaged in media research for the National Film Board of Canada. An informed and enthusiastic lecturer, Mr. Azaroff will share with the participants many exciting and innovative approaches to special education. Course limited to 20 participants.

The Centre for Media Study will design courses to meet the needs and budget of professional groups. Please enroll me in (circle choice)

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If my indicated choice is sold out, please try to register me in the following circled alternative.

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I enclose cheque, bank draft or money order in the amount of \$ which I understand will be promptly returned should the course be over-subscribed when this application is received.

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Address .....

Phone No. ....



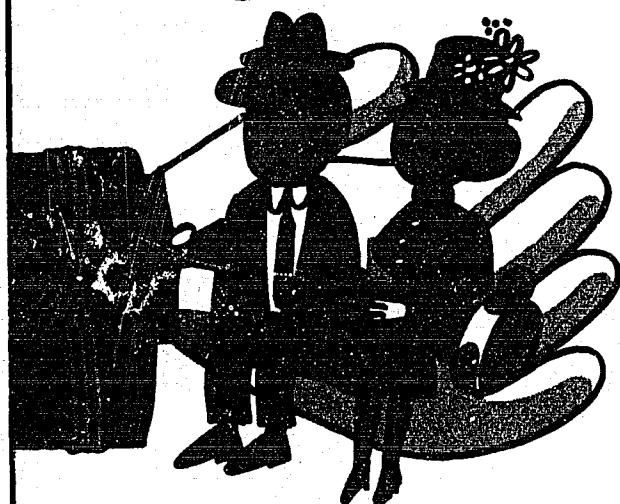
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## REFERENCE ROUNDUP

## PART ONE

What is a reference book? Some claim any non-fiction work can be used to look things up, and I suppose there is some truth in this idea. Others say that only specific kinds of books can properly be called references: dictionaries, encyclopedias, almanacs, atlases, and the like.

Perhaps we can agree that the act of referring to some authority is implicit in any definition. Such works supply and verify facts, settle arguments, set standards; in a word, they contain the most reliable current information on a given subject.

In this, and a later article, I shall discuss some references that have proved useful in my school. I must stress at the outset that the titles given here are mostly new. Also, despite the length of my list, I have not mentioned hundreds of well-known titles I assume are already familiar to teachers and librarians.

Conversely, I have included many things that might seem unimportant or too esoteric for some collections. Nevertheless, I make no apologies for the list as it stands; any selection is bound to be idiosyncratic and arbitrary. Perhaps at least some of the references cited might just fill some gaps on your shelves.

## GENERAL WORKS

I have purposely omitted encyclopedias, because they deserve an article to themselves.

Do you know *The Reader's Adviser* (Bowker, \$20)? I have the 10th ed. rev. & enl., c1964, but there is a newer 2-volume edition. This is a bibliographic tool of great value to English departments, since it deals with the entire field of literature in

English, including translated works, and has chapters on poetry, essays, novels, drama, non-fiction, etc. Each author receives concise critical and biographical attention, a list of published works in print, and a list of written works about him. Fully indexed. Particularly useful for material on modern writers.

Surely everybody knows about the *Guinness Book of Records*, but did you know that you can now buy this browser's delight in paperback? Buy at least three copies; this is a busy book!

A luxury item, but one that will serve for many years, is the *New Century Cyclopaedia of Names*, ed. by Clarence L. Barnhart and others (Appleton, c1954, \$39.50). This 3-volume set is a dictionary of thousands of proper names from mythology, religion, history, literature and other fields, all properly identified and fully annotated. This, too, gets lots of use.

How many of you know of *Pears Cyclopaedia*? (Pelham Pub., \$5), a one-volume compilation of statistical and other information for everyday use? This English work unfortunately has microscopic print, but the wealth of material in it is absolutely staggering.

## PHILOSOPHY and PSYCHOLOGY

Very different from *Pears* is R. H. Robbins's *Encyclopedia of Witchcraft and Demonology* (Crown, c1959, \$10), a very 'with-it' title in this Age of Aquarius. Students today have a lively interest in the spooky, and anything to do with witches, spells and necromancy is much sought-after.

*Man and His Symbols* (Doubleday, c1964, \$7.25) is a beautiful book at a bargain price. The lucid text ed. by the distinguished Dr. Carl G. Jung, is lavishly illustrated, and the whole production does much to explain Jung's sometimes little-understood psychology.

## RELIGIONS AND SUCH

There are those to whom the Bible is the greatest book ever written, and this is not the place to gain-say this belief. But your library and English department ought to have copies of *Everyone in the Bible*, comp. by Wm. P. Barker (Revell, c1966, \$7.75). This is a dictionary of all the Biblical characters from both Testaments, with illuminating comments on their place in Bible history and relationships with one another. Truly a fascinating reference.

Smaller and much more concise is *World Religions*, a paperback (Dutton, c1965, \$1.40) by Benson Y. Landis, which contains outlines of all the main religious faiths, some of which are difficult to track down in other sources.

## SOCIAL SCIENCES—

## A VERY MIXED BAG

Perhaps one of the most important references ever published, and one that is going steadily all day in my library, is the magnificent *New International Encyclopedia of the Social Sciences* (Collier-Macm, c1968, 17 vols). It's expensive—\$540 a set—but just look at what it covers: anthropology, economics, history, law, political science, psychology, psychiatry, sociology, statistics, mathematics, etc. And in depth, too. The index and bibliographies are first rate. Save enough out of your budget to get this set; it will last for years.

When we get to almanacs and statistical books, there are so many titles that have been useful over the years that I shall give just a few titles in case you might have overlooked some. These include *Statesman's Yearbook*, *Whitaker's, Canada Yearbook*, *Canadian Almanac and Directory* (Copp, \$19.75), *McGraw-Hill Directory & Almanac of Canada*, *Quick Canadian Facts* (get the hardbound copy at \$3.00, as this is heavily used), *Reader's Digest Al-*

manac, *Information Please Almanac*, *Atlas and Yearbook*, *U.S. Book of Facts, Statistics and Information*, *World Almanac and Book of Facts*—had enough?

The Public Archives of Canada issues a *Guide to Canadian Ministers Since Confederation* that lists every cabinet of every ministry from July 1, 1867, with full details of changes in cabinet posts during a government's tenure and much more information that is virtually impossible to find anywhere else. The main paperbound volume covers federal governments up to January 1, 1957, and costs \$1.30; the first supplement runs from that date to August 1, 1965, and is 35c; Queen's Pr., Ottawa for both.

*These Canadians*, by Nariman K. Dhalla (McGraw, c1966, \$19.95), a sourcebook of marketing and socioeconomic facts, is an important reference for social studies and economics classes.

Closer to home, our own provincial government issues periodically a *Regional Index of British Columbia*, containing a wealth of data in-

cluding maps and an array of tables and graphs, all nicely keyed to senior general business and socials courses (QP, Victoria \$2.00).

Before leaving this section I must mention a reference I find very useful when a library or theater department clamors for information on clothing and costume for historical periods. This book combines the interests of both users: Lucy Barton's *Historic Costume for the Stage* (rev. ed., c1961, Black, \$15.75).

#### WHAT'S IN A WORD?

Look now at some extremely helpful works about our own language and some foreign tongues. Alan J. Bliss had compiled a *Dictionary of Foreign Words and Phrases in Current English*, which lists thousands of expressions we English-speakers have incorporated into our oral and written language in toto (see what I mean?) without translating. Whether or not you regard this as an affectation matters little, since you are bound to encounter such words and phrases anyway. (Routledge & Kegan Paul, c1966, \$9.71).

*Whose What*, by Dorothy R. Blumberg (Holt, c1969, \$4.75), is a fun item, but useful for the language student or plain word nut (of which I am one). It contains all those phrases that begin with a proper possessive, such as St. Vitus' Dance, Aaron's Beard, Hobson's Choice, and so on to Zorn's Lernma, and discusses each one in detail.

Dictionaries are another well-known breed of standard reference that do not need any introduction, except to point out some very new titles, some of which may not have been used in schools yet. Many teachers still think that the *Concise Oxford*, admirable as it is, answers every need for a dictionary.

But I ask you to consider the *Dictionary of Canadian English* series, based on the famous Thorndike-Barnhart dictionaries, and published by Gage. The series, by age levels, includes the *Primary*, *Intermediate*, and *Senior Dictionaries*, the latter is c1967, \$7.75, and excellent for secondary schools.

A new entry is the *Random House Dictionary of the English*

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### INTERVIEWING

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District Superintendent of Schools  
4629 - 51st Street, Delta, B.C.  
Telephone: 946-4101, Local 37

## THE UNIVERSITY OF BRITISH COLUMBIA SUMMER SESSION

**1971**

**JULY 5 to AUGUST 20**

**DEGREE COURSES: B.A., B.Ed., B.P.E., B.Com.,  
B.H.E., M.Ed.**

### CREDIT OFFERINGS:

More than 250 courses are planned. The following sampling indicates the breadth of course offerings:

*Introduction to Social Organization  
General Ecology  
Introduction to Computers in Business Administration  
Creative Writing  
Approaches to Poetry  
History of Oriental Art  
Studies in French Language and Style  
Geography and Natural Resources  
Geography of Monsoon Asia  
Investigating the Earth  
German Literature  
Canada after 1867  
Indian History since 1526  
Special Problems in Design  
Comparative and Historical Linguistics  
Differential Equations  
Choral Music  
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Recent Developments in Physics  
Federalism in Canada  
Psychology of Adolescence  
Primary Learning Disabilities  
Educational Television*

### TOTAL IMMERSION RUSSIAN WORKSHOPS

**I and II**

**July 5 to August 20  
6 units of credit (each)**

The Calendar of all Summer Session offerings with full course descriptions may be obtained from the Office of the Registrar early in March.

### Dates and Registration Regulations

Students applying for the first time in the Summer Session must present ALL documents concerning their previous education. A person educated overseas who wishes to register in the Faculty of Education must present official evidence of marks obtained on his School Leaving and/or Matriculation examinations (or G.C.E. "O" and "A" Levels) as well as a statement from his Teacher Training College showing the courses taken, marks obtained, the number of hours per week devoted to each subject, and (if necessary) a syllabus of the programme followed. Unless all these documents are submitted along with the application form a student will be refused admission to the 1971 Summer Session.

The last day for receiving applications for admission to the Summer Session from students who have not previously attended The University of British Columbia is APRIL 1. The last day for registration in courses without late penalty is MAY 3. The late registration fee is \$20.00. No registration will be accepted after JUNE 1.

Language, college ed. (Random, c1968, \$8.95). Still newer is the stylish *American Heritage Dictionary of the English Language*, (McGraw, c1969, \$7.75). Each has over 150,000 entries.

Somewhere in every secondary school belongs the *Dictionary of American Slang*, ed. by Wentworth & Flexner (Crowell, c1967, \$9.95). This important work is a major contribution to modern English studies, and is worth having for its introduction and useful appendices alone. Yet, Aunt Maud, it contains all those nasty four-letter-words that every kid, parent and teacher already know. But did you know that the language of profanity is impoverished almost to the point of being nonexistent, barring its excessively repetitious nature? After all, there seems to be only about half a dozen of those forbidden Anglo-Saxonisms, so maybe what we need are more and richer swear words!

Your French department should know the excellent *Nouveau Petit Larousse Dictionnaire Encyclopedique Pour Tous*, a combined diction-

ary/encyclopedia published by Larousse at intervals. The 1969 ed. costs \$7.95. An allied volume is *Le Bon Usage*, by Maurice Grevisse, and is probably the authority on French grammar and usage (8th ed., Duculot, \$10).

#### SCIENCES, PURE AND APPLIED

First place must be reserved for the 15-vol. *McGraw-Hill Encyclopedia of Science and Technology*, a major reference, handsomely bound, illustrated and indexed, that covers all the natural sciences and every field of technology in great detail. I have the first (1966) edition, and there are yearbooks to date. The set is around \$325, yearbooks \$24.

A couple of science annuals are worth considering if you do not already subscribe to *World Book Encyclopedia Science Year*. These are *Nature/Science Annual* (Time/Life, c1970, \$9.50) and *Britannica Yearbook of Science and the Future* (EB, c1969, \$8.95), the latter being significantly space-oriented, but both are quite similar in overall scope.

A very handy item is *Musson's Ready Reckoner, Form & Log Book*, an old title in a revised and enlarged ed. by Jack C. Fleming, published in England (Hodder, c1969, \$1.95). The logarithm tables and scores of other mathematical data make this a useful tool for industrial and science courses. Problem: how do you cope with an itty-bitty 3" x 4" book? Answer: make a set of covers out of an old pressboard Acco binder cut down to 6" x 8", reinforced with binder's tape.

Mathematicians will welcome a few copies of Robert V. Marks' *New Mathematics Dictionary and Handbook* (Bantam, c1964, 95c). This paperback is well illustrated, and contains a wealth of easy-to-read information on most mathematical concepts.

I hate spiral-bound books as a matter of principle, but Blair & Simpson's *Canadian Landscape: Map and Air Photo Interpretation* easily overcomes my objections by being so useful, up-to-date and altogether relevant to geography and general business courses. OK, I ad-

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Further information about program, staff activities and group flight from Vancouver to Tel Aviv available from:

**Mrs. Edna Nash, 950-11th Street, West Vancouver, B.C., 922-1914**

For registration, apply directly to:

**Alfred Adler Institute, 110 S. Dearborn St., Chicago, Ill. 60603**

## The University of LETHBRIDGE Lethbridge, Alberta 1971 SUMMER SESSION PROGRAMME

Session I—May 3rd to June 4th:

Education 3160—Seminar in Teaching

Education 4020—Educational Psychology

Education 4800—Social Studies: Second Level Methods Course

Non-Credit Workshop in Social Studies: June 21st to June 25th

Session II—July 5th to July 23rd:

25 Arts and Science Courses

11 Education Courses

Three One-Week Non-Credit Workshops in Educational Media

Session III—July 26th to August 14th:

21 Arts and Science Courses

7 Education Courses

Six Week Courses—July 5th to August 14th:

5 Art Courses

1 Music Course

The deadline for the receipt of the application for admission and registration form:

a) for students wishing to enrol in classes offered during May and June—April 12, 1971. (Students who also wish to enrol in July/August classes should include such classes on this registration form.)

b) for students wishing to enrol in classes offered during July and August—June 11, 1971.

Tuition fees per session course are \$85.00, except Physical Activity courses, which are \$32.50. NO PRE-SESSION STUDY IS REQUIRED. Summer Session calendars and registration forms are available upon request from the Director of Summer Session, The University of Lethbridge, Lethbridge, Alberta.



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"Keith Michell's  
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mit it *does* open flat; but beware that spiral binding all the same (Copp, c1967, \$4.30).

Well now, here are two *free* items you should certainly have in your school. The B.C. Department of Agriculture puts out an annual report called *The Climate of British Columbia*, a statistical analysis of temperature, precipitation and sunshine readings from every part of our far-flung province. Write to the Queen's Pr., Victoria. The other is the federal Department of Transport Meteorological Branch annual summary of climate information. These are issued for all major centers across Canada.

I have the one for Victoria, my home town, covering the year 1969. It not only has a detailed analysis of everything that happened 'climate-wise' in the capital city during the year, but also comparative figures from the beginnings of local weather record-keeping in 1880. All data supplied by the Regional Climate Data Center, Gonzales Hill Weather Station, Victoria. Write to the Data Center or the DOT offices in your community.

To librarians, the 600's of the Dewey system form a class of tremendously varied works. Call them Useful Arts, Applied Sciences or Technology, books found here are often important reference and research tools. Kenneth M. Swezey compiled *Formulas, Methods, Tips and Data for Home and Workshop* (Harper, c1969, \$9.95), and it contains much information I doubt can be found easily in other places. Keep this one handy.

Even more concise, but not so easy to read, is *The Way Things Work*. It is translated from the German, uses small print and very clear diagrams, but is a 'must' for science departments and vocational shops (S & S, 1967, \$7.50). In concise style it gives the basic information on just about every modern device you can think of, from ballpoint pens, vacuum cleaners and TV sets to radar, steamirons and zippers. Text and illustrations face each other; fully indexed.

You know, nationalism and all that aside, we must count ourselves lucky to have access to the many

materials that cross our border from the U.S.A. One of the most valuable contributors to our libraries is the gigantic Time/Life Corporation. Without considering its widely used magazines, we must recognize the worth of many outstanding reference books currently available.

One of these, *America's Arts and Skills*, is a superbly illustrated, oversized book, with readable annotations, that traces the development of the useful and fine arts in North America from earliest colonial times to the present (c1968, \$16.75).

Your school ought to have at least one medical dictionary, and of several standard titles in print one of the most compact is *Black's Medical Dictionary* (Black, 28th ed. c1968, \$8.50) with numerous small but useful illustrations.

A rather expensive item, but a good reference source, is *The Ship: an Illustrated History*, by Bjorn Landstrom. This is not a new title (Doubleday, c1961, \$18.50), but it contains so much information beautifully illustrated, that it will be very popular. It would be worth get-

ting a library-bound edition, as the trade edition will not stand up to heavy use.

Every librarian knows that boys, especially vocational students who may not use the library much for a variety of reasons, are attracted to books on cars. Here are two titles that are sure-fire with these lads: Toboldt & Johnson's *Motor Service Automotive Encyclopedia* (Goodheart/Wilcox, c1968, \$11.85); and the old reliable, *Chilton's Auto Repair Manual* (Chilton, \$12.95, annually).

Both are jammed full of facts about cars and automobile engineering principles; the former being a detailed treatment of what makes any car operate, while the latter deals with each make and model of American production car, plus Volkswagen up to year of publication, i.e., the 1970 annual covers cars from 1963 to 1970. A hint: *don't discard back copies!* Inevitably students will want to know about a make or model a year or two earlier than you can cover in your current copy, so put your old *Chilton's* on a

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separate shelf somewhere or, better still, give them to your automotive shop teacher.

Girls, too, have special interests, one of them being food. Do you have Myra Waldo's *Dictionary of International Food and Cooking Terms*? Here is authoritative information on practically every foreign and domestic term used in the kitchen or related to food and nutrition, written in most readable style and well illustrated (Macmillan, c1967, \$11.95).

Another title for the girls is *How to Clean Everything*, by Alma Chestnut Moore. This has to be one of the most useful references anywhere, since it deals with the practical problems of cleaning, stain removing, laundering and other topics involved in keeping house (S & S, c1968, \$5.95).

Just the authority for child care students to consult is the *New Encyclopedia of Child Care and Guidance*, comp. by Sidonie Gruenberg, and a most concise reference it is.

(Doubleday, c1968, \$11.50 thumb-indexed).

Of several secretaries' manuals available perhaps one you might consider is the *Canadian Business Handbook*, by Dorothy M. Newman, valuable to both the stenographer and her boss (McGraw, 2d ed., \$12.95).

A very popular series for information and plain browsing has been the facsimile editions of *Sears Roebuck Mail Order Catalogs*, dating from the 1890s and good for hours of amusement (the quaint illustrations) and enlightenment (the ridiculous prices) on the way grandma used to live. Paperback editions of these are readily available at your friendly neighborhood bookstore.

But a much more polished production is Glazebrook's *A Shopper's View of Canada's Past: Pages from Eaton's Catalogues, 1886-1930*, a handsomely bound and stylishly written book spanning more than two generations of our social history, and the illustrations are pure

nostalgia (Univ. of Tor. Pr., c1969, \$15.00).

An unusual reference by Herbert L. Edlin asks the question, *What Wood Is That?* It is a manual for wood identification for builder, architect or designer. What makes this book unique is a novel insert of pages that fold out in such a way that the 40 actual wood samples attached may be compared with each other and referred to while reading the excellent text (Thames & Hudson, c1969, \$10 net).

Right now I can hear mutterings like, 'Why didn't that idiot include such-and-such in his list?', and on re-reading these comments I can already think of several things I should have mentioned. This is to be expected, of course, since all book selection is, in the long run, nothing but a series of lucky accidents. In the second part I shall deal with fine arts, literature, history and biography. Meanwhile, I hope you have not spent all your book money for the year!

## ACCOMMODATION AVAILABLE

**JULY AND AUGUST BARGAIN**—Sublet for 2/3 the rent spacious, modern apt. in North Van at 12 St. near Lonsdale. No children, no pets. \$125. Contact L. W. Murphy, 320 - 260 E. 12 St., N.V.

**FURNISHED APARTMENT FOR RENT**—Teacher wishes to sublet apartment for May, June, July and August. Fairly new, sound-proofed, 1 bedroom apartment, fully furnished—\$145/month plus utilities. 15-20 minutes from Simon Fraser University. Full shopping facilities within walking distance. Write or phone Bruce Taylor, #304 - 220 - 7th Ave., New Westminster, B.C., 522-2065.

**FOR RENT**—July and August. Fully furnished 3-bedroom family home in beautiful North Vancouver setting. Close to shops, parks—20 minutes to downtown. Rent \$275/month. Everything included. A. E. Jarvis, 1047 Clements Ave., North Vancouver, 987-6770.

**FOR RENT**—3-bedroom home in South Burnaby. Available from beginning of July to end of August. Please write R. Coleman, 4813 Portland St., Burnaby 1, B.C.

**FOR RENT**—Fully furnished, 1-bedroom penthouse apartment, West End, close to Stanley Park, beach, stores, on bus route. Available May 1-October 1. \$185 monthly. McIntosh, #1102-1735 Nelson St., Vancouver 5.

**UBC SUMMER SCHOOL ACCOMMODATION**—1 blk gates, shops, bus; nr beach, pool. Acc family or indivs; up to 3 BRs. Share lg hse & garden. Dishw & laund facs; cleaning. All found. \$50/wk fam. Enquire indiv rates. D. Brown, 4596 W 8th Ave., Vancouver 8, 224-5430.

**TO RENT**—1 bedroom furnished apartment from June 27 to August 27. No children or pets. For information write #204-1185 West 14th Avenue, Vancouver 9, B.C.

**FOR RENT**—One bedroom home, South Surrey area. 40 min. from UBC. Available from beginning of July to end of August. Write W. D. Morris, c/o 9484-122nd St., Surrey.

**MODERN 3-BEDROOM HOME**—Fully furnished, available for period of UBC

Summer Session. 30 minutes traveling to UBC. \$325 including Hydro. Write R. Murphy, 544 Walton Road, Richmond.

**SUMMER SCHOOLERS!**—Large furnished 1-bdrm apartment available for rent from July 1 to Aug. 31. \$135/mo. Centrally located near Vancouver City Hall. Write Mrs. J. Hardie, 2643 Columbia St., Van. 10 or phone 873-1039 to arrange to view.

**FOR RENT**—June 27-Sept. 3, fully furn. 3-bdr condominium, 1½ baths, laundry, rec rm; harbor view. No small children. \$65-70/wk, to be negotiated. Mrs. M. Durling, 1096 Premier St., North Vancouver, 987-2321.

**FOR RENT**—4 bedroom country house on 2-acre lot close to sea. 14 miles from UVic. Available July 1 to August 31. Write K. Heintzman, 3660 Park Drive, R.R.1, Victoria, B.C.

**MARPOLE - NEAR UBC**—Modern 1-bdrm. suite. Will sublet during July & August. W-to-w, elev, furnished, newer block. (No pets or children.) Very quiet. Large desk for study. \$145/mo. Contact A. Cunningham, #211-8667 Hudson Street, Van. 14, B.C. (266-6831).

**FOR RENT**—5-bedroom older home in secluded setting on ¼ acre. \$425 for period June 26-Sept. 6. 3300 Chaucer, North Vancouver, 983-1877.

**FOR RENT**—Large 2-bedroom house near Lonsdale, North Vancouver. Available from beginning July to end of August. 402 E. 19th St., North Vancouver.

**TEACHERS** are welcome at St. Andrew's Hall, a residence near the centre of things on the U.B.C. Campus, with accommodation for 43 men. Applications for the 1971 Summer Session are available from 6040 Iona Drive, Vancouver 8, 224-7720. Special rate for week-end absence.

**FOR RENT**—Oakridge area Vancouver, fn house, 2 bdrm. Available May 1-Sept. 1. Phone 261-5417.

**STAY AT THE JOSEPH BENJAMIN RESIDENCE**  
Kelowna's finest residential hotel. The quiet atmosphere and good service will please you. Monthly rates are: Doubles at \$6.00 each per day; Singles at \$7.00 per day. Dining room, laundry and maid service included in above rates. Contact

The Joseph Benjamin Residence, 1460 Sutherland Ave., Kelowna, B.C.

## ACCOMMODATION WANTED

**WANTED TO RENT**—Furnished 3/4 B.R. house Victoria July, August. References. Box 412, Port Alice, B.C.

**WANTED TO RENT**—July-August, two bedroom furnished apartment, close U.B.C., reasonable, 898-5064 (Squamish).

## HOLIDAY ACCOMMODATION

**HOLIDAY HOME EXCHANGE**—Exchange your home for North American or possibly overseas vacation. Only \$6.00 lists you in a Directory. For free brochure write Box 444, West Vancouver, B.C.

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**NEW GULF ISLAND** furnished, w-to-w Duplex unit - fireplace, elec. heat, 1-bdrm. dock & rowboat. Reserve early—Easter 10 days \$95, Summer \$110.00 per week, \$350/month. Box 454, Ganges, B.C.

**OKANAGAN**—Modern 3-bedroom home (1½ bathroom) available for rent from July 1 to mid-August. 10 mins. from Okanagan Lake at Westbank. Write D. S. Fox, Box 195, Westbank, B.C.

## MISCELLANEOUS

### TRIP OF A LIFETIME

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**TEACHERS WANTED FOR SUMMER EMPLOYMENT** chaperoning students on North American tours. All expenses plus salary. Teachers and spouses preferred. Please reply in writing, giving age, experience, etc., to Mr. W. Korbin, #204-640 West Broadway, Vancouver 9.

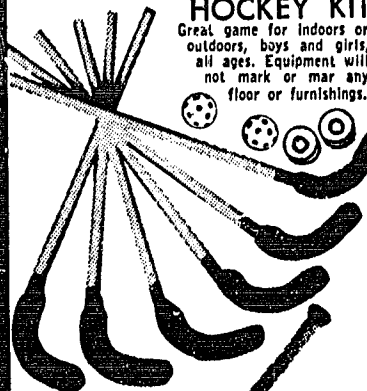
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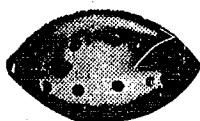


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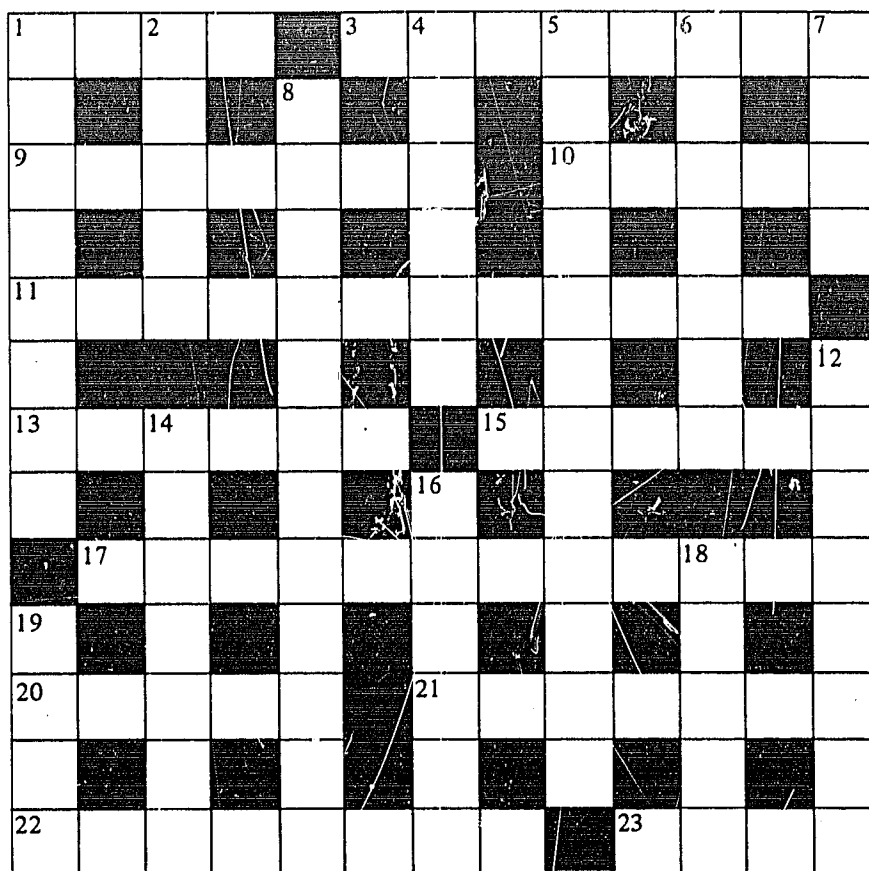
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#### CLUES ACROSS

1. Fish found in Schubert's Unfinished Symphony. (4)
3. Lois confused the date and was left on her own! (8)
9. Beg a cab to come to your assistance when looking for a vegetable. (7)
10. Broken drain for the point opposite to the zenith. (5)
11. Complete destruction of a thin lion in a muddle. (12)
13. Nut I go to turn for an excursion. (6)
15. Readjusted estate for the tableware. (3, 3)
17. Trip reaction (anagram). (12)
20. Earlier monastery head. (5)
21. Tingle I get from a type of coal. (7)
22. Sting ray getting out of line. (8)
23. Bird coming out of the internal combustion engine. (4)

#### CLUES DOWN

1. Bird—and dog also, by the sound of it! (8)
2. Part of a disturbance within city limits. (5)
4. Sly elm can have an unpleasant aroma. (6)
5. Sing then, Glen—and get extensions. (12)
6. Outside can be boring. (7)
7. Curse a bit of needlework. (4)
8. Ash can dry car when no credit is given. (4, 3, 5)
12. True song (anagram). (8)
14. Retirer disturbed by the dog. (7)
16. Brief the replacement. (4, 2)
18. One is used for a row. (5)
19. Chooses a queer stop. (4)

Answers will be printed next month

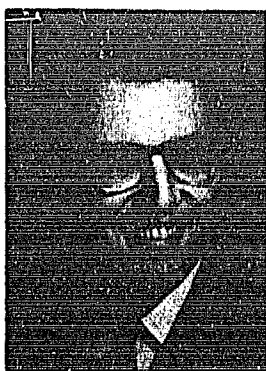
Answers for last month's puzzle

#### ACROSS

1. Strippers
8. Obi
9. Application
11. Clement
12. Dream
13. Charms
15. Letter
17. Third
18. Aspects
20. Accumulated
22. Cut
23. Longitude

#### DOWN

2. Tip
3. Prime
4. Exacts
5. Swindle
6. Connecticut
7. Tidemarks
10. Prevaricate
11. Cicatrice
14. Medical
16. Carmen
19. Palpi
21. End



## COMES THE REVOLUTION YOU WILL LIKE LENIN (MAYBE)

If you want to make it with the intelligentsia nowadays, you've got to be up on your documentaries. You've got to ooh and aah at the sight of foamy backwaters in anti-pollution ones, cry with the Duke of Windsor at the abdication scene, sigh with relief when the last of the Dionne quintuplets is delivered.

One problem with TV documentaries is that they are pretty much limited to the 20th century. That is, unless they are the zoomy kind that are actually radio programs with pictures of the grand masters examined in minute detail in the background.

Even in this century there are some pretty important events that have had the audacity to take place without a camera around. As colorful as the event was, the fact remains that most of the Russian Revolution has not been captured on film.

(The Soviets say they would be glad to tell us exactly the way it was any time we want to know, but one tends to remain rather skeptical. After all, the Crucifixion as seen by Pontius Pilate was quite a different affair from that described by St. Luke.)

So the storming of the Winter Palace in 1917 remains unrecorded. The closest thing to it has been a Russian picture made by Eisenstein in the 1920s, called 'Ten Days that Shook the World.' It included a

scene dealing with the storming of the Winter Palace. A great movie—a great scene.

So powerful, in fact, that in the absence of any other footage it has become something of a tradition that portions of it are used in documentaries.

Late last year the CBC proudly presented an hour-long opus entitled 'The Legacy of Lenin.' Well, not exactly proudly, because they kept postponing its date so that the FLQ-inflamed public would not be stirred into revolutionary fervor by it.

Since it had so much indirect publicity, I alerted my classes. The next day the brighter kids must have wondered what kind of a freak I was to tell them to waste their time on that.

First of all, it was somewhat presumptuous to call the thing a CBC production when such a very large portion of it had been supplied by Eisenstein and his 'Ten Days.' It was sort of like showing clips from 'Rosemarie' in a documentary on Canada.

Second, there was very little of the legacy in it. I should suppose that under the title most people would expect an examination of Guevara, Mao and Paul Rose in the light of Leninism. Instead, they got a re-run of an edited silent flicker.

Third, the documentary could have been shown on the night the

Bastille was burned without inciting a single Frenchman. The pace and tone of its narration were a perfect substitute for Sominex.

The intelligentsia and I swore off documentaries after that. But then the Canucks slumped into last place and the interest in documentaries was revived. And when we noticed that the CBC had scheduled what promised to be instant enlightenment on the Middle East crisis in a program narrated by Michael Redgrave (remember him in 'The Importance of Being Earnest'?), the die was cast.

It was superb, to put it mildly. When one took certain things into account, that is. Such as that under the title 'The Struggle for Israel' one was not going to get exactly a Moslem slant on the affair. On the other hand, the flow of information was wisely stopped with the year 1948. The 1956 and 1967 wars were still too raw a material to be handled in anything even resembling an objective manner.

Of course, this time I completely forgot to alert my classes and those kids who saw it must have wondered if I were some sort of a crypto-Arab. I hope that the show has been taped by our school board for future use.

'The Struggle for Israel' would be a fruitful subject for study, even by the media classes. There was, cer-

tainly, a rather pronounced central theme that was not exactly inimical to the idea of a Jewish homeland.

But how subtly it was presented! Aside from the excellent narration by Redgrave, excellent use was frequently made of other voices, which quoted world leaders in their particular accents. There was also unobtrusive music (which, by the way, often reached irritatingly heroic levels in the Lenin documentary), but it was not elevator Muzak.

While 'The Struggle for Israel' was obviously designed to instruct, 'The Legacy of Lenin' was designed to dazzle. And since this magazine is representative of the thoughts thought by those engaged in the business of instructing, I recommend 'Israel' to any of its readers most heartily.

On the other hand, I hope it will not require the promulgation of the War Measures Act to keep the future Lenin legacies off the air. §

## The Finance Formula

*Continued from page 246*

and well might reason that their emphatic 'no' at the polls has taught the system a lesson.

Only those on the inside—the teachers and the trustees—can clearly see the damage that has been done and accurately estimate the after-effects yet to come. These insiders are often given scant attention, their cries of protestation put off as the wailings of self-interest groups seeking only to promote their own positions.

The referendum feature of the formula constitutes an ingenious squeeze play that, through the unfair and erratic application of a democratic principle, takes advantage of the innocence, ignorance or credulity of those most vitally concerned with the well-being of our schools to force a reduction in the quality of the service offered by the schools. And that squeeze play operates be-

yond the borders of those districts that hold referendums. Of 18 proposed by-laws in the last two years only two have passed. The response to that record is to stay away from a referendum, and it is obvious that many districts are doing just that—tightening their budgets to avoid the referendum. The quiet cuts in personnel, programs and services that have occurred in those districts draw less hassle than the adventures of West Vancouver and Nanaimo, but the detrimental impact upon the school systems is no less real.

The squeeze works. Less money is being provided to schools than might otherwise have been the case, educational opportunities for young people have been restricted, and progressive districts are being severely hampered in their efforts to promote new ideas, techniques and programs.

Who, we wonder, could take any pride in those achievements? §

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April 13, 14, 15 and 16

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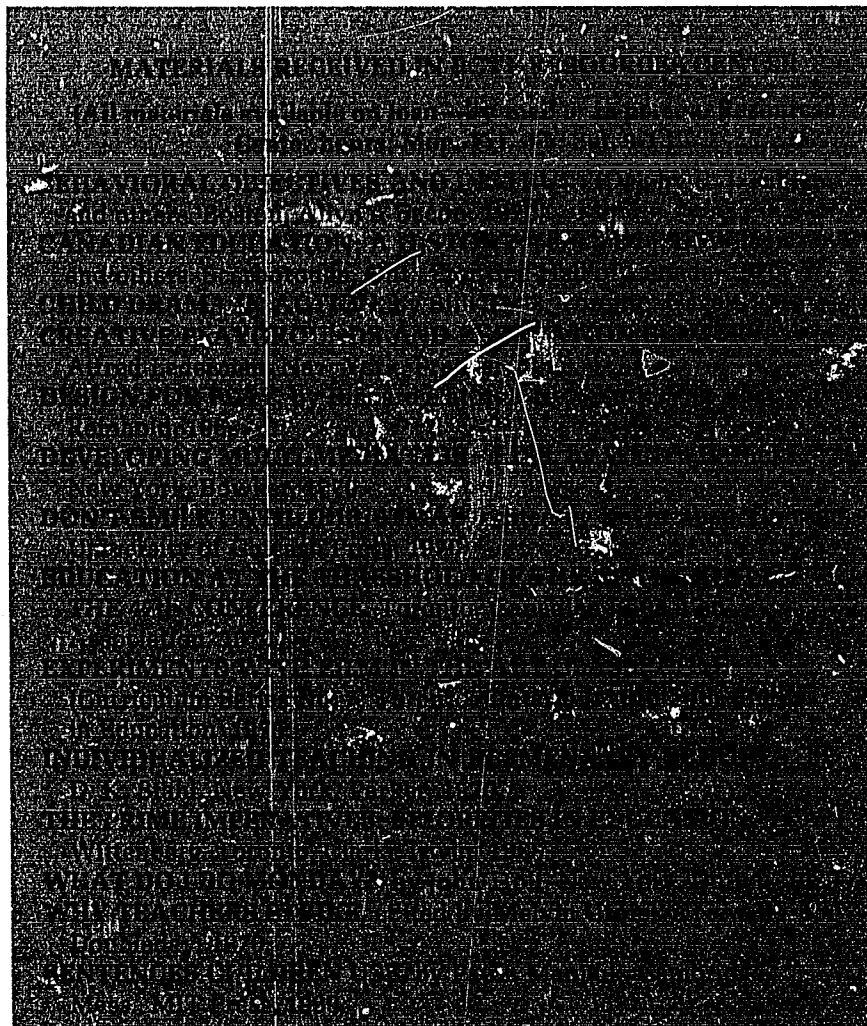
For further information write:

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139 Water Street, Vancouver 3, B.C.  
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Don Babcock, 987-6347

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**THE FINANCE FORMULA  
IS STIFLING EDUCATION IN B.C.**

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*We relinquish the editorial space this month to Jim Cairnie, the staff officer specializing in learning conditions. Jim has worked with the commissions that have investigated the effects of referendum defeats in four districts during the past two years, and comments on the effects of the education finance formula in two districts this year.—K.M.A.*

¶We are entering our third year with the 'new' system of financing school operating costs in this province. Although much has been written about the formula, few people really understand the details of its operation. For the majority of teachers, parents and taxpayers the formula is only slightly more comprehensible than the mechanics of moon-orbit physics—and less interesting.

Although there may be confusion about the BEP, the 110% gimmick and such things as IU Values, there should be no lack of awareness or understanding of the effect of the formula upon the school system. It is stifling educational growth and development in this province. The effect that one component of the formula — the referendum — can have upon a school district is described in sober and dismaying fashion in a recent report presented to the BCTF Executive Committee, a report that outlines the findings of a special commission that visited West Vancouver and Nanaimo to determine the extent to which learning conditions had been affected in those two districts by the defeat of referendums.

The West Vancouver and Nanaimo school boards put referendums—\$959,000 and \$583,000 respectively—to their ratepayers in the

spring of 1970. Both were defeated and both school districts set about the unenviable task of cutting large sums of money and services from their school systems. The story is not a pleasant one.

Learning conditions deteriorated. The number of opportunities available to each youngster in each system for educational growth decreased. Class sizes were increased, curricular programs were reduced or eliminated, auxiliary support services were reduced, library supplies and services were reduced, janitorial and maintenance and transportation services were reduced.

The full impact of the cuts in services has been softened, temporarily at least, by the tendency of teachers to 'rise to the occasion.' Because they have been unwilling to see their pupils get less than they might have under former conditions, teachers have tried to fill in, make do, compensate — always through additional effort on their part—for the deficiencies created by the cuts. It is unfair and unrealistic to assume that that level of effort and dedication will continue indefinitely.

Although teachers have demonstrated a commendable resourcefulness in coping with the situation, there have been significant changes in the general morale of teachers

in both districts. Symptoms are manifested in expressions of uncertainty about the degree of support for the school system in the community, the feeling of some that the defeat was a rejection of their personal contributions to the system, and the lack of interest or enthusiasm for long-range planning and the promotion of innovative proposals.

The most important aspect of the formula, and the referendum principle associated with it, is the insidious nature of its effects. No great disaster has struck either West Vancouver or Nanaimo. The thoughtless might easily assume that the elimination of personnel, programs and services has not contributed to any discernible suffering. The real effects are not evident to pupils, parents or taxpayers—not, at least, in sufficiently striking fashion.

Youngsters are still going to school at the same old hours, still doing the same old things with books and homework and social activities. It is easy to assume that nothing has changed.

The pupils themselves are not in a position to assess the changes. Besides the fact that annually they find themselves in a different set of circumstances with respect to grades, courses and teachers—making comparison difficult—they also lack the experience and maturity to make the necessary judgments. They tend to see and react to the more obvious cuts in janitorial and transportation services.

Taxpayers see only that the system is still operating and at less cost,

*Continued on page 245*

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