

Welcome  
World  
Teachers

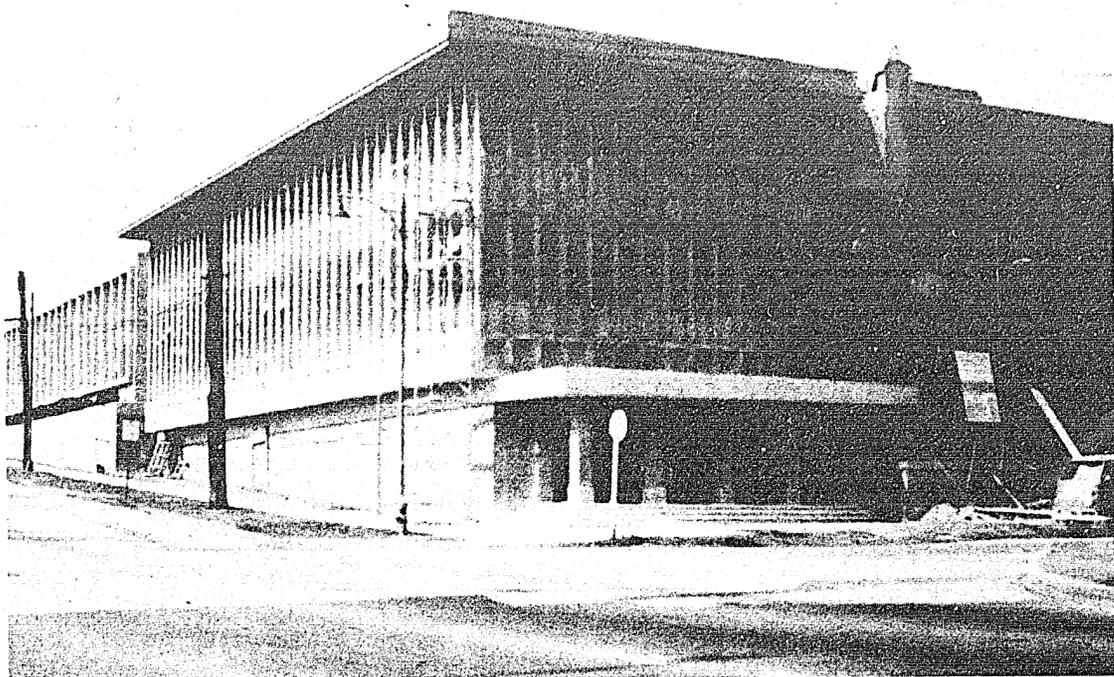
# NEWSLETTER

WCOTP  
Assembly  
Aug. 2-9

JUNE 1967

VANCOUVER, B.C.

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Workmen take down the scaffolding on the new wing of the B.C. Teachers' Building. Finishing work is now in progress, and the wing will be ready for occupancy early next month. The entrance in the foreground is the entrance to the auditorium. The

main entrance is where the old and new buildings join (left). See page four for a full listing of the new addresses and telephone numbers of the various offices in the building. The total building will have 35,000 square feet of floor space.

## Classes getting smaller, latest survey reveals

The size of classes in B.C. elementary schools is getting smaller.

The latest survey to be conducted by the BCTF shows that classes of 40 or more students represent 4.9 percent of the total classes in elementary schools, compared with 7.1 percent last year.

Last year 509 out of 8,162 teachers surveyed had classes of 40 students or more. This year, 411 out of 8,302 teachers had classes of this size.

The proportion of large classes represented by those classes of 35 or more students was reduced from 40 percent last year to 30 percent of the total this year.

Classes of fewer than 35 students went up from 58.8 percent to 62.9 percent of the total classes.

Average class size in primary grades showed a slight increase. Average class size at the Grade 1 level went from 29.7 students to 29.9. Classes with Grade 2's and 3's went from 31.6 to 32.7.

Intermediate grades showed a slight downward movement with

average class size going from 34.1 in 1966 to 33.5 in 1967. There was also a reduction in the proportion of classes which contained 2 or more grades at this level. Last year's split grades represented 26 percent of the total and this year they represent 20.2 percent of the total.

In practical terms the progress of the class size campaign last year can be evaluated as follows:

At least 95 teachers who might have been teaching classes of 40 or more students do not now have classes this size.

Three hundred and forty teachers would have been teaching large classes of 35 or more students.

This also means that over 11,000 children are in a better learning situation than they might have been otherwise. But there are still 411 classes which represent intolerable teaching situations and 3,080 classes which generally represent poor teaching and learning situations.

There has been little or no progress toward the reduction of class sizes at the primary level. The goal is stated as 25 or fewer. Average class size this year is 29.9.

## Local associations tell campaign story

The focus in the BCTF's class size campaign has swung to local associations.

Following briefing sessions across the province last month, local associations are now moving into action to acquaint residents in their own areas of the aims, objectives and reasons behind the class size campaign.

President Harley Robertson said he already is encouraged by reports to date on action at the local level.

Teachers in all parts of the province are concerned about the intolerable learning situation caused by large classes and they are responding by doing something about it.

Stan Evans, BCTF Assistant General Secretary, the man behind the planning of the campaign, said he hopes that local associations have made approaches to school boards to set up liaison committees.

'This is probably the most important thing that can be done at this stage of the campaign,' he said. 'I know that many areas of the province already have liaison committees, but there are a number of areas that do not. It is very important that they take steps to set up such committees.'

Evans said the campaign will inevitably lag during the summer months but as of September 1, he said, it will be renewed with new vigor.

'But I would like to emphasize to local association presidents that it is necessary to make contact with the local school board and ask trustees for a discussion on mutual problems.

'We cannot hope to achieve anything if we are not in full communication with trustees. Many of our goals in education are also their goals.'

## BCTF, BCSTA approve new insurance plan

The BCTF and the B.C. School Trustees Association have agreed on a group insurance plan for teachers which will make insurance available at very low rates, will provide portability of insurance among the participating school districts, and will have school boards pay 50% of the premiums.

The plan is not related in any way to the voluntary BCTF plan underwritten by the Canadian Premier Life Assurance Company.

The plan is a result of discussions between the BCTF and BCSTA, designed to provide to teachers the benefits which would accrue from large group participation in an insurance plan.

The plan was drafted in consultation with William Mercer Limited, pension and insurance consultants.

The plan will provide \$5,000 of insurance to teachers without dependents and \$15,000 of insurance to those with dependents. Coverage will stop when a teacher retires.

The plan will provide the same dollar amounts of coverage for accidental death and dismemberment.

The insurance will become available on October 1, and any school district wanting to participate may do so on that date or on any first of the month thereafter.

(Continued on page 2)

## TEACHERS COMING FROM 94 COUNTRIES

### The welcome mat's out for world teachers

Vancouver will share Montreal's international spotlight this August.

More than 800 delegates from 94 countries will meet in the Hotel Vancouver August 2-9 for the annual assembly of the World Confederation of



SIR RONALD GOULD

Organizations of the Teaching Profession (WCOTP).

Many of the delegates will be attending as a result of the generosity of local associations throughout the province. Associations have contributed a total of \$11,528 to assist delegates from the developing countries to attend this year's assembly.

The meeting will be the first world convention of any kind held in the city, and will be reported throughout the world by an international press corps.

Theme of the assembly will be 'The Professional Role of Teachers' Organizations.' During the past two assemblies delegates have studied the problems of providing equality of educational opportunity throughout the world. This year's meeting will discuss the responsibility of teachers and their organizations to apply the principles of equality.

Delegates will be warmly welcomed by the country, the province and the city. Prime Minister Pearson, Premier Bennett and Mayor Campbell will personally welcome the visitors, and the city will declare an official World Teachers' Week. Special flags will decorate Georgia Street to mark the occasion.

Those attending the assembly will represent all levels of education, from kindergarten teachers to Ministers of Education.

Sir Ronald Gould, WCOTP president, will preside over the assembly and will deliver the annual presidential address, one of the highlights of the annual conference.

All proceedings will be translated simultaneously into English, French, Spanish and Japanese. All sessions, plenary and discussion groups, will be open to visitors. Teachers are encouraged to attend.

## Retiring? get your pension forms in

All teachers planning to retire this year on pension should now have completed the forms of application and returned these forms to the Commissioner of Teachers' Pensions.

Teachers electing to retire earlier than age 65 have to request the necessary forms from the Commissioner. Teachers who have attained age 65 during this school year should have already received the forms.

The application for an allowance and the selection of the plan of allowance must be filed with the Commissioner before a pension can be paid.

# Education and the mill rate

By BRUCE WATSON  
Assistant Director of Economic Welfare

Much has been heard and read over the past few weeks regarding the impact of education costs on the local tax payer. The government has excused itself from responsibility for these increases by stating that it pays for one-half of the total cost of the basic education programs for all school districts, calculated on a province-wide basis.

However, a few facts pertaining to this basic education program should be noted.

(1) The basic education program is no more than what the words say — a base or foundation on which the local school boards must build to attain an education system worthy of 1967 and a 'dynamic' society.

(2) The 'teacher entitlement' formula whereby the government states the number of teachers for whom it will pay a salary grant was revised this year to read 36 pupils to 1 teacher in the elementary schools — a far cry from a desirable level.

(3) The 'teacher entitlement' formula for the secondary schools has remained at 30 pupils to 1 teacher in spite of the 1965 change in course offerings from a two-program to a five-program curriculum. Because more specialized courses are required to assist students to enter the world of work, and because smaller enrollments occur in the specialized areas, larger enrollments occur in the traditional courses and the demand for staff increases.

(4) Representations to the government for changes in the secondary entitlement have fallen on deaf ears. The more far-sighted local trustees have recognized the need and have hired teachers over the entitlement figures, at a 100% cost to the local tax-payer.



(5) The salary grant schedule which determines the amount of money paid to a school district per 'teacher entitlement' was revised in 1966, the first revision since 1961. But the schedule was increased by an overall average of 6%, far less than the actual salary increases to teachers and to other wage earners.

The disparity now existing between the salary grant schedule and 1967 salaries makes a mockery of the idea that the schedule even remotely fulfills a cost factor of the basic education program.

	Salary Grant Schedule	Median Salary Scales 1967	Salary Scale Above Salary Grant in %
ET min.	\$2700	—	—
EC min.	2800	\$3750	34%
EC max.	3550	4475	26%
EB min.	3300	4500	36%
EB max.	5500	6800	24%
EA min.	3800	5000	32%
EA max.	6000	7600	27%
ST min.	4000	—	—
PC min.	4300	5543	29%
PC max.	6820	8710	28%
PB min.	4700	6200	32%
PB max.	7690	10000	30%
PA min.	5100	6700	31%
PA max.	8460	10852	28%

It is interesting to note that the minimum wage set by the B.C. Government for tradesmen is \$2 an hour or \$4160 a year.

(6) The grant per 'entitled' teacher to cover essential operating expenses, set in 1961, was revised in 1966 from \$2560 to \$2610, a 1.9% increase over the five years. The Consumer Price Index alone rose by 8.3% during the same period. Although the government has acknowledged that operating costs have increased, it has done almost nothing to reflect this in the operating expense grant.

(7) With the exception of a 66 to 70 passenger bus, no change has been made in the shareable cost structure for school bus purchases since 1958.

(8) No change has been made in the mileage allowance for school buses since before 1958.

Dr. H. P. Moffat, Deputy Minister of Education for Nova Scotia, considers the following to be essentials of a Foundation Program or, as named in B.C., a basic education program:

(a) 'The first basic principle in this plan is equality of opportunity. This is obtained by the provincial authority determining a minimum level of education, in terms of program, services, and staff, that the local authorities must provide in all parts of the province. Minimum is perhaps a misnomer, as this program should ensure that all students have access to all the various levels and types of education required for preparation for living in this modern age.'

(b) 'The second principle is equality of sacrifice at the local level. Each of the local units responsible for bearing part of the cost of the Foundation Program should make the same degree of financial effort as all other units, to raise money from the tax sources available to it.'

(c) 'The province, having the ultimate responsibility for public education, should supply the difference between the sum raised by the standard local effort and the total cost of the Foundation Program.'

(d) 'The local authority should have power and should have sufficient tax resources left after the standard effort is made to provide adaptations and improvements to the Foundation Program.'

Local school boards have indicated very clearly that the basic education program in B.C. is inadequate. This year alone 782 teachers were hired 'above entitlement' to help ensure that 'all students have access to all the various levels and types of education required for preparation for living in this modern age.'

Increasing costs, accepted as fact by most companies and institutions, are not being recognized by our provincial government in its support of the basic education program. As long as this myopia within our provincial government exists, and as long as progressive individuals within the local school districts continue to appraise the situation realistically and accept the need to build their school systems on a solid foundation, local taxes will continue to rise.

The *Victoria Colonist* of May 14, 1967 quoted Saanich Reeve Hugh Curtis, after the passage of a \$14,000,000 school building by-law, as saying, 'I think this indicates that the voters were able to differentiate between our disappointment with the provincial government on the cost-sharing formula, and the need for new construction. We can expect that some ministers of the provincial government will grow a little about the vote and suggest that people aren't too unhappy with the formula. But they are unhappy—very unhappy. They just recognized the necessity for this passage of this.'

The BCITF does not quarrel with the basic principles of the education finance plan in B.C. but only with the unrealistic manner in which the principles are interpreted into dollar grants by the provincial government.

## 7 teachers win grants

Seven teachers have won BCTF scholarships to assist them to return to university for further studies.

Three teachers won \$250 awards for summer session; four won \$1500 scholarships to help them devote an entire year to their university work.

Winners of the summer session scholarships were A. H. Fraser (Vancouver), for work toward the B.Ed. (Secondary) degree, and G. J. Sherry (Nanaimo) and F. D. Celli (Kelowna), for work toward B.Ed. (Elementary) degree.

Winners of the winter session scholarships were: R. S. Gibbard (Powell River), for work toward the B.Ed. (Elementary) degree; J. O. Leake (Grand Forks), for work toward the B.Ed. (Secondary) degree; and R. L. Faris (Vancouver) and J. Sandvoss (West Vancouver), for post-graduate work.

## Insurance

(Continued from page 1)

A unique feature of the plan is that a separate premium rate will apply to each district, depending on the weighted average age of the teachers in the district. In this way the districts with an older teaching staff will not be subsidized by districts with younger staffs, but all teachers will benefit from the discounts which will result from the joining together of school districts on a province-wide basis.

Competitive bids for the plan were received from 24 insurance companies, and the contract was awarded to the Great West Life Assurance Company.

Although the plan was initiated as a joint effort of the BCITF and the BCSTA, the teachers and trustees of each school district will decide whether or not they want to participate. They will also decide whether or not they want participation locally to be voluntary or compulsory.

Some school districts have local group insurance plans now. They will decide whether or not to continue with them or to join the new plan.

Commenting on local plans, Des Grady, Director of Economic Welfare, said, 'Extensive research and study have gone into the development of the proposed province-wide plan, and we are convinced that similar coverage is simply not available anywhere at a continuing lower net cost.'

School districts interested in learning what the premium rate would be for their staffs should send a preliminary application form (already sent to school board secretary-treasurer) to the BCITF-BCSTA Group Insurance Plan, c/o G. M. McKenzie, William M. Mercer Ltd., 580 Hornby Street, Vancouver 1.

Further information is available from that address or from the BCTF office.

A BCTF team looks at 2 island districts and comes away very impressed

By JURD KIRBY and ALLAN SPRAGGE

In School District 66 (Lake Cowichan) change is a new and, to some degree, a painful process. In School District 68 (Nanaimo) change is an accepted and stimulating part of the operation. In both cases plans for progress reflect the aspirations the citizens have for their children.

The citizens of Lake Cowichan School District recently passed with an 87% majority vote a money-by-law for \$1,161,000. In a school district employing 65 teachers, which does not have outstanding prospects for growth, this represents a sizeable effort.

Don Hammond, a young, aggressive superintendent of one of the large local lumber companies, is vice-chairman of the school board and the driving force behind the promotion of the new by-law.

He explains the motivation for change in his district: 'We all know that an educated, highly skilled and qualified work force is the cornerstone of our future. We must insist that the advancement of education at all levels be given a high place in public policy and that investment in education be accorded the highest rank in the scale of priorities.'

'Our referendum emphasizes the upgrading of facilities for student, teacher and administrator.'

## Ask many questions

We were accorded the privilege of visiting teachers in their classrooms. We observed children and teachers at work, we asked many questions to ascertain the impact of the planned changes.

Our observations and most of the response to our questions give a picture of mixed reactions so typical of the early stages of change.

'No, I can't think of anything we need,' said Mrs. Sophie Heycock, a teacher in a bright, clean, two-room school.

'As you can see, we certainly don't have any trouble with class size, but a covered play area would be a welcome addition,' said Mrs. Kathy Cocks, the other teacher.

In contrast to this mood of relative satisfaction was the reaction of one of two teachers who unexpectedly were offered teacher aides as relief from the workload imposed by large classes.

Although confident that her aide would be of real assistance, she felt that appointment of another teacher would have provided a more comfortable solution to her workload problem.

Perhaps significant was the fact that the teacher aide plan had been determined without prior consultation with the teachers concerned.

One reaction at the elementary level was summed up by Len Plater, the principal of the large Stanley Gordon Elementary School: 'Our school is getting a library, a large group instruction area, a playing field and shower rooms.'

'The replacement of our old annex for primary grades by a school in the modern concept which has expandable classrooms, team teaching areas and covered outdoor courts is typical of the benefits of this by-law.'

'With this kind of general improvement in teaching and learning conditions it might be that

# Districts on the move

## Lake Cowichan, Nanaimo progress in different ways

we can get some interesting and exciting developments going, and for the kids that would just be "all right!"

During a conducted tour of the secondary school the enthusiasm of the principal, Oscar Palsson, was much in evidence.

He pointed out that the gymnasium, home management, and shop areas already represented a high standard in school facilities, and the planned additions to science, home economics, and commerce labs would provide a core of high quality teaching areas.

An enlarged carpeted library, a large group instruction area and a language lab will expand the opportunities for effective teaching and learning. A track will be part of a welcome addition to athletic facilities.

One of the school's teachers is not nearly so enthusiastic over promised developments. He points out that he has been using equip-



STUDENTS AT WORK in the control room of Nanaimo Secondary School's television facilities. The students are so enthusiastic about the TV work that much of it is done on weekends. Programs are recorded on videotape, and are played back later as required.

ment he himself provided to carry on a team teaching technique which used the language lab principle. A sudden provision of equipment seems a remote possibility to him after an extended period of frustration.

The Lake Cowichan agreement provides for a salary scale above those of surrounding districts, recognizes credits between certification levels for salary purposes, allows for two teachers to go on educational leave with up to two-thirds salary, and has in it several other fringe benefits.

Board policy provides for a generous subsidy of in-service training and makes available some teacherages, with plans for more included in the by-law. An internship program has been in effect for two years.

## Liberal approach

This seems to be a liberal approach to personnel relations, yet Harry Evans, president of the local association, indicates that teachers are not that impressed.

'We don't seem to be involved in this process of change; the administration of the educational leave clause is uncertain and all in the hands of the school board; policies in respect to teacherages are non-existent as far as we can tell; communication between board and teachers breaks down at the board office; and agreement procedures are full of conflict,' Mr. Evans believes that teachers should be full partners in the advancement of the district.

and more interesting are what Nanaimo wants.

For this reason, the board and the association sponsor a very full program of in-service education.

They do not hesitate to send their people to conferences, both near and far, to bring back information about the latest developments in education.

It was a little startling to walk into a school building and find such a genuine segment of the real world. A television studio is built on the grounds of the senior secondary school; the person in charge is Emidio Aniballi, who explained that the equipment is operated by the students and the programs produced by them put on tapes which are later viewed through 12 monitors in the school.

Programs have been produced on pulp and paper, engineering, science, physical education and guidance. Some of the work is done during school hours but a great deal of it is done after school and on Saturdays. Students are extremely keen about their work in the television studio, to the extent that Mr. Aniballi has to refuse some of their requests to work on weekends.

Jim Swan, principal of the secondary school, points out that the operation of this equipment is expensive. It is leased from B.C. Tel at the rate of \$1000 a month. Mr. Swan is convinced that the money could not have been spent more effectively in other ways.

Other innovations include large group instruction in typing, separation of sexes for geometry classes and small groups programmed as needed.

Recently installed in this school is a listening post consisting of eight receiving stations and two source posts. The equipment can play two separate tapes and students can listen at the eight separate headsets.

At John Barsby Junior Secondary School the principal, Harry Martin, took us on a tour of the school's new junior science labs, complete with preparation area, growing area and island style services. These labs are designed to accommodate a maximum of 30 students and the classes we observed were smaller than that limit.

We were favorably impressed by the large group instruction room which has a 'stepped' floor and can accommodate 80 students. Another feature of this school was the provision of special shops or labs for occupational students. We were favorably impressed by the standard of work produced by the children.

## Interesting innovations

Our impression is that Lake Cowichan is a school district wavering on the threshold. It is not certain that efforts to improve the district will be wholly successful. Important assets are present in the form of money and the facilities it will provide, coupled with the citizens' desire for better education. A co-operative plan for the use of these assets is the urgent need.

If the two parties can reconcile their roles — if the board acts as a facilitator of good educational climate, and the teachers provide leadership for educational advancement — the district can progress steadily, from its present early stage of change.

A visit to Nanaimo School District provides one with a kaleidoscopic picture of interesting educational innovations and vital, happy people.

Jack Litch, the Secondary Supervisor, characterizes the vitality and enthusiasm of school people in Nanaimo. Ideas are the stuff of education, in Mr. Litch's view, and ideas which will make education easier, more effective

situation which would be comparable to a modern business office. Another innovation was the sending of Grade 12 students out on job experience sessions for one week periods.

'The fact that at least one-half of our students are later hired by the employers they work for during that week is very favorable evaluation of our commercial program,' said Mrs. Russell.

The industrial education shops also illustrated the progressive nature of the Nanaimo School District. The shops were characterized by commercial standards of equipment, and a very impressive new electronics lab makes possible elective courses in this field.

In the words of Charlie Whitaker, department head: 'We are equipped to give complete course offerings in industrial education. In addition, we have a budget policy which allows for one-seventh of the existing equipment to be replaced per annum. This allows us to maintain our present standards.'

In the Woodlands Junior Secondary School, team teaching is carried on at the Grade 9 level for English, social studies and math classes. Four teachers handle three classes of 90 students.

This allows for rotation, in which a teacher has one-quarter of his time for preparation. Such an arrangement is made possible by the fact that Bill Crellin, the principal, and Peter McLoughlin, the vice-principal, both take part in the teaching process.

Not only does this add to the time available for teachers to prepare, but it is also an effective way of supervising and assisting other teachers.

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## Proud of Honor system

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## Co-operation

Some conclusions can be drawn from the recent visits of BCTF staff officers to school districts at various stages of change, as reported by this newsletter last month and this.

Innovation plans on paper, however well conceived and carefully structured, do not constitute innovation. Nothing significantly new occurs until people translate the plans into new patterns of behavior. Essential to the innovative process, therefore, is the creation of comfortable, constructive interpersonal relationships.

Such relationships depend upon mutual confidence, mutual respect, and joint dedication to the project at hand. These conditions are most likely to exist where the people who will be affected by change are actively and responsibly involved in the plans for change, right from the start.

It is clear that good or poor personal relationships created in one context have a profound effect on relations between the same people in other contexts. A teacher who resents the attitude of his school board during salary negotiations becomes at best a grudging participant in board-initiated plans for educational innovation. The trustee who believes the teachers have let him down in one endeavor finds it difficult to accord them respect or trust in another. Cultivation of harmonious working relationships is a continuous responsibility of all concerned.

Perhaps the most common obstacle to successful personnel management is the tendency of people to react defensively. Those who are preoccupied with the need to establish their own position as innocent, aggrieved parties are unlikely to contribute to the solution of problems or the elimination of frictions. Yet an exaggerated posture of self-vindication is such a common human frailty that it should be readily spotted and placed in perspective.

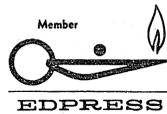
Harmony comes from recognizing one's own phoney pose and abandoning it, and from recognizing the other fellow's defensive attitude and according it compassionate understanding.

Tolerance and humility are the keys to co-operation. Co-operation is the key to progress.

## BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

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## PAN-AMERICAN GAMES

Winnipeg, Man., Canada  
July 22 - August 7, 1967

Write or come to

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an Information and Welcome Center for Visiting Teachers

For information concerning tickets and lodging, write to:

PAN-AMERICAN GAMES SOCIETY

385 St. Mary's Avenue  
Winnipeg 1 Tel: 942-2541

## From page 3

within reason all of those things that are needed in the classroom when they are needed in the classroom and to give support and assistance to the teacher at the classroom level.

This was illustrated by the kindergarten we visited, which had a small enrollment. (Largest kindergarten class is 23.) 'We have all the latest materials for kindergartens,' said Mary Abercrombie, the teacher. Mrs. Marion Vent was similarly satisfied with the kind of service she received on her requests.

Intelligent planning is evident in the process by which Nanaimo is instituting the levels system. Initially, the board sent Mr. Roy Harrison and Mr. Bennett to study the Hamilton levels system. Reports of Edmonton and Honolulu systems were also studied prior to the introduction in Grade 1 this year of a similar system in Nanaimo. The policy will be extended throughout the district at the rate of a grade each year.

A number of teachers are working on the preparation of materials for teaching under the levels system. Seven of these teachers were given four days off to assist in the compilation of a resource manual. The organization of this project is entrusted to Mrs. Margaret McLennan, Elementary Supervisor.

She says, 'Most of the work and effort in preparation of this material is done by the teachers. We simply try to collect the material and evaluate it, and co-ordinate the efforts of the teachers.'

Another example of this kind of practical assistance is illustrated by the resources center, which is really a central library for the elementary schools.

### Progress being made

Said Jim Buzario, who is in charge of this service, 'We try to carry out the philosophy of instant service.'

'A teacher or principal can just phone or write for books, models, pictures, film strips or science equipment. We have a panel truck and driver with a regular daily delivery service and they will get their equipment either on the day they phone or the day after, depending on when the phone call came in.'

'We don't get everything we want or need,' said Mr. Bennett. 'I for one would like to see more teachers go on in-service courses.'

'However, our classes are small, our budget is sufficient for us to continue making progress toward better educational offerings and the services are good. You can't really complain about that sort of situation.'

He stated that Nanaimo has seven classes for slow learners, one opportunity class for emotionally disturbed, one readiness

class for immature beginners, a school for mentally retarded which employs three teachers and three teacher aides, three teachers of remedial reading, seven teacher-librarians and a home visiting teacher for invalided children.

This impressive list of activities and innovations does not by any means complete the total program for Nanaimo. There is a vital music program under the supervision of Alastair Hight.

Bruce Wallace, newly appointed Supervisor of Physical Education, is busy assisting elementary teachers to give more effective programs. Bill Tippett and his Assistant Director of Adult Education have established a well attended adult education program.

### Regional college too

To cap this, Nanaimo has taken the initiative in the establishment of a regional college, to be supported by the nine school districts north of the Malahat. A feasibility investigation is being conducted by Dr. Roy McMillan of the Nanaimo Board.

Don Gough has been hired early as principal of the projected Wellington Junior Secondary School, so that plans for the school may be properly formulated. He has been busy working on plans for a school which will be flexible enough for new teaching techniques and future growth.

Charlie Whittaker, president of the local association, says, 'Our association has its work cut out for it. Because we are a rapidly growing district, the business of welcoming and assisting teachers who are new to this area is a major objective.'

'We work hard in the field of public relations and we are maintaining an atmosphere of co-operation between ourselves, the administrative staff and the school board.'

'Salary negotiations are business-like and satisfactory. Most important of all, we have a continued and impressive effort by many teachers to participate in professional development.'

The local association executive indicates that Nanaimo is a very satisfactory place to teach. The reaction of William Lerch, the chairman of the school board, is similar. 'We try to provide all the things necessary for good education to take place and we look to the teachers to carry out a high standard of education. We are pleased with the results we get.'

Nanaimo is a school district of 360 teachers. When one considers the scope of its educational offerings, its comfortable adaptation to change and innovation, its auxiliary services, and the spirit of co-operation prevalent in the district, he might conclude that this is an ideal size for a school district.

However, we believe that what makes Nanaimo so successful is not its size, but the people who are there. There seems to be involvement in the educational process at all levels, rather than change and innovation by administrative fiat.

The other vital factor is the obvious interest of the community in its educational system, as reflected by the enthusiasm and sincerity of the trustees.

# Arnett named federation's public relations officer

John Arnett, former education reporter for The Vancouver Sun and for the past year an account manager in the Public Relations Division of James Lovick Advertising, has been appointed Assistant Director of Communications for the BCTF.

The appointment was made at the May meeting of the Executive Committee. There were 76 applications for the post.

Arnett, 36, has acted as public relations counsel for the Federation for the past year.

The Sun's education reporter for six years, Arnett is well-known to B.C. teachers. He covered six consecutive Annual General Meetings and has attended many summer workshops and other conferences involving teachers.

He has also covered education stories ranging as far afield as Mexico City, Washington, D.C., and Montreal.

He made a special study of the development of junior colleges

in the Western U.S. and a series of articles he wrote for The Sun



JOHN ARNETT

on the subject of two-year colleges are credited with helping to spark the two-year college movement in B.C.

In 1963 Arnett was presented with a special certificate of appreciation by the BCTF for his coverage of educational subjects.

In his new job with the Federation, Arnett will be responsible for public relations and information services. He will work closely with press, radio and television in telling the story of the Federation and its activities to the public at large.

Internally, he will work with local associations to help them develop good public relations programs.

Married with two sons, Christopher 11 and Stephen 9, Arnett lives in West Vancouver. His wife, Norma, is a social worker.

Arnett came to Canada from New Zealand in 1951, worked briefly for the CBC before moving to the St. Catharines (Ontario) Standard as a general assignment reporter. He became City Editor of The Standard in 1954. In 1959 he moved to Vancouver and joined The Province, as a reporter, moving to The Sun the next year. He was Time magazine correspondent in Vancouver from 1964 to 1966.

Educated in New Zealand, Arnett is one of three brothers who went into journalism. His brother Peter, 33, a correspondent for the Associated Press in Saigon, won the Pulitzer Prize last year for reporting of international affairs; his other brother David, 26, a former resident correspondent for New Zealand Press Association in London, England, is now with the South China Morning Post in Hong Kong.

## Retired teachers have active group

By W. J. EADES

There are now more than 600 members in the B. C. Retired Teachers' Association. The number is growing rapidly and we hope that all those eligible will join us.

There are approximately 1500 superannuated B.C. teachers, most of whom are living in the province. All can benefit by membership in the association and they are cordially invited to join. The annual fee is \$1.00.

To obtain a membership card write, enclosing fee, to Miss Olga Elliot, Treasurer, B.C. Retired Teachers' Association, Suite 206, 6026 Tisdall Street, Vancouver 13.

A letter has been prepared which, through the courtesy of secretaries of district school boards, will be sent to each teacher who has applied for superannuation this year. We expect that all of these teachers will want to register as members of the association.

At the Annual General Meeting in March, our president, Paul Whitley, outlined plans for extension of the association. At present there is only the provincial organization and a local group of more than 100 members who meet at Victoria. It is very desirable that, wherever there are enough members in an area, they should have a means of meeting to discuss matters of common interest. Such areas as the Fraser Valley and Okanagan have enough retired teachers living there to form active groups. Such local branches are being planned.

Members interested in the formation of such a unit should write to Mrs. W. Auld, Secretary, B.C. Retired Teachers' Association, 707 West King Edward Ave., Vancouver 9.

Local groups will be represented at annual general meetings by delegates. The payment by the provincial association of expenses of such delegates was

approved by the recent general meeting.

There may be some retired teachers who are not receiving The B.C. Teacher and the BCTF Newsletter. All retired teachers may receive the publications free of charge by requesting them. Members who do receive the publications should inform others of this privilege.

### Our Address Is Changing

With the completion next month of the new wing of the B.C. Teachers' Building the address of the BCTF and BCTF Co-op will change to

**2235 Burrard Street**

Vancouver 9

For your convenience, here are the addresses and telephone numbers of all organizations in the B.C. Teachers' Building:

B.C. TEACHERS' FEDERATION No. 105, 2235 Burrard Street, Vancouver 9	731-8121
B.C.T.F. CO-OPERATIVE ASSOCIATION No. 206, 2235 Burrard Street, Vancouver 9	736-7741
B.C. TEACHERS CREDIT UNION No. 201, 1815 W. 7th Avenue, Vancouver 9	731-6191
PROVINCIAL TEACHERS' MEDICAL SERVICES No. 101, 1815 W. 7th Avenue, Vancouver 9	736-7687
VAN. SCHOOL TEACHERS' MEDICAL SERVICES ASSN. No. 205, 1815 W. 7th Avenue, Vancouver 9	731-4121
VAN. ELEMENTARY SCHOOL TEACHERS' ASSOCIATION No. 202, 1815 W. 7th Avenue, Vancouver 9	731-8121
VAN. SECONDARY SCHOOL TEACHERS' ASSOCIATION No. 204, 1815 W. 7th Avenue, Vancouver 9	731-8121

### Reading study in Manitoba

The Manitoba Teachers' Society is looking for a person to direct a two-year study, by a commission of outstanding teachers, of the teaching of reading in Manitoba.

The society will pay up to \$12,000 a year for the post and, if the person appointed can find additional funds to support the study, will consider increasing the salary.

The study will investigate how reading is being taught in Manitoba, the reading ability of the province's elementary and secondary students, research information on reading, and reading methods taught in teacher education institutions. It will also include public hearings.

Further information is available from the Manitoba Teachers' Society, 191 Harcourt Street, Winnipeg 12.

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