

VOL. XXXI.
NO. 1

BC

SEPTEMBER - OCTOBER, 1951

the **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

(See Page 21)



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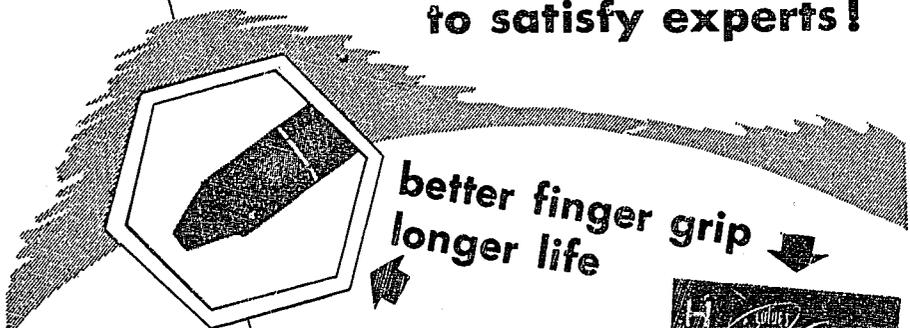
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VOL. XXXI,
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the B C teacher

Official Organ of the British Columbia Teachers' Federation

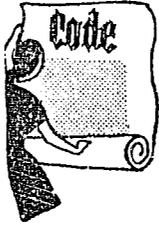
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British Columbia Teachers' Federation

CODE OF ETHICS

This Code is intended to serve as a guide to individual teachers and to organized groups of teachers to assist them in maintaining a high standard of professional behaviour. Nothing in this code is to be interpreted as denying to the teacher those rights and freedoms which properly belong to him as an individual.

Teacher and Pupil

1. The teacher should assume responsibility for the safety and welfare of his pupils, especially under conditions of emergency.
2. The teacher should at all times avoid subjecting his pupils to physical or mental cruelty. He should be very judicious in all his dealings with his pupils.
3. The teacher should avoid giving offence to the religious beliefs and moral scruples of his pupils or their parents.
4. The teacher should be as objective as possible in dealing with controversial matters arising out of the curriculum subjects, whether scientific or political, religious or racial.

Teacher and Teacher

5. It shall be unethical for a teacher, in the presence of pupils, teachers, principals, or other persons to make derogatory remarks that might harm a fellow-teacher professionally.
6. It shall be unethical for a teacher to accept the position of another teacher who has been unjustly dismissed, or to fill a vacancy arising out of an unsettled dispute between a teacher or teachers and local authorities.

Teacher and Internal Administration

7. The teacher should observe a reasonable proper loyalty to the internal administration of his school.
8. The principal should deserve the respect and loyalty of his staff by fair and just dealing. It shall be unethical for him to make an unfavorable written or oral report on a teacher's efficiency without first discussing the matter with the teacher concerned.

Teacher and External Administration

9. It shall be unethical for a teacher to disregard a contract with a school board.
10. It shall be unethical for a teacher, as an individual, to have any negotiations or conversations with his school board or any member thereof which might be prejudicial to his fellow teachers.

Teacher and Teacher Organizations

11. (a) It shall be unethical for a member or members of a local association to take unauthorized individual action, whether with the Federation, the School Board, the Department, or the Government, in matters that should properly be dealt with by the Association.
- (b) It shall be unethical for any member or Local Association to take unauthorized individual action on any specific matter where the assistance of the Federation has been sought or obtained.
12. It shall be unethical for a teacher to make damaging charges against a local, the Federation, or their officers by public utterance, or through such agencies as circulars, newspapers, and the radio.

13. A local or Provincial association, though free to make criticism within the Federation, should not take independent action on matters requiring the authorization of the parent body.

Teacher and Profession

14. The teacher should regard it as a professional obligation:
 - (a) to maintain a critical interest in current trends in education, and especially in his own subjects;
 - (b) to participate actively in his professional organizations.
15. The teacher should not follow any but proper and recognized channels in seeking promotions or self-advancement.

Teacher and Community

16. (a) The teacher should play an important role in the life of the community. Through him the true principles of democracy should be fostered. It is therefore incumbent upon him to make these principles available to his pupils.
- (b) In his private life the teacher should so conduct himself that no dishonor may befall him or, through him, his profession.

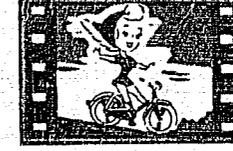
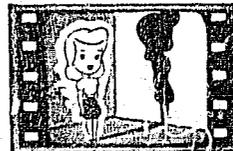
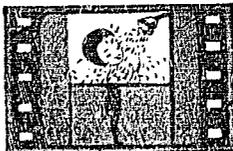
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Facts And Information About The B.C. Teachers' Federation

SOME ADVANTAGES OF FEDERATION MEMBERSHIP:

1. You are entitled to the **Basic Salary Indemnity Benefit** in the event of sickness or accident. Federation Fees must be paid by December 31st where they are paid in one instalment. If paid in two instalments, the first of \$10 must be paid by December 15th and the other \$15 by March 15th.
2. You are also eligible to join the **Medical Services Association** which covers the expenses of physicians, surgeons, anaesthetists and hospital services for out-patients for a very low premium. This coverage adequately augments the Government Hospitalization Scheme.
3. You and your immediate family are eligible to participate in the B.C.T.F. Credit Union.
4. You are eligible to participate in the B.C.T.F. Co-operative Society.
5. You and your immediate family are eligible to participate in a **Group Fire Insurance** scheme permitting a saving off standard rates. Full particulars on application to Christie Agencies, 525 Seymour St., Vancouver.
6. You are able to obtain expert advice and assistance on professional and legal problems, without expense.
7. You receive each issue of "**The B. C. Teacher.**"
8. You are entitled to attend the **Easter Convention** without registration fee, and to share in **Pooling of Expenses.**
9. Your membership in the Federation, through our affiliations, automatically gives you membership in the **Canadian Teachers' Federation**, the **World Organization of the Teaching Profession**, and in the **Trades and Labour Congress of Canada**, thus giving you the opportunity of working with and for others in a democratic way, thereby practising the very things you teach.
10. You are able to share in the tasks of promoting the cause of education, and of improving the status and conditions under which you teach, just as you share in the great benefits which the Federation has obtained in the past in these regards.



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B. C. Teachers' Federation Salary Indemnity Fund

Note carefully the following abbreviated regulations governing membership in the Basic Salary Indemnity Fund:

1. Federation members are entitled to participate in the basic daily benefit upon payment of their Federation fee, provided they can qualify in accordance with all the regulations.

2. Benefits are paid according to the scale of benefits which is fixed and published each year. Rates for the current year are \$4 per day for the first 40 school days, plus \$5 per day for the next 120 days. The maximum benefit for absences during any one school year or for absences attributable to any one type of illness, even though the absences occur in more than one school year, is \$760.

3. No benefits are payable for the first 20 school days of absence in any school year unless the absence is a continuing one from the previous June. Where full salary is received for longer than the minimum 20 day waiting period, payment of benefits shall not commence until payment of full salary ceases.

4. The waiting period for which no benefits are paid does not necessarily consist of a single continuous absence. Several absences of one, two or more days may be counted until the required waiting period is built up.

5. No benefits shall be paid for any claim arising out of any absence due to pregnancy.

6. **How to Apply for Benefits:** Notify the Salary Indemnity Fund Committee as soon as you return to teaching duty or after the 20th day of school absence, whichever is the earlier.

7. **Warning:** All claims for benefits must be submitted for consideration within 30 days from the date the member resumes teaching, or within four months from the date of the commencement of the absence, whichever is the earlier. Application forms must be returned within 30 days from the date the member receives them. (A plea of ignorance of these regulations cannot be accepted as an excuse).

NOTE: Should you require additional information, write The Salary Indemnity Fund Committee, c/o B. C. Teachers' Federation, 1644 West Broadway, Vancouver 9, B. C.

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YOUR PRESIDENT—

Sees a Year of Opportunity

OUR Federation, which ended the spring term with a new president, begins the fall term with an even newer one. In welcoming our recent president-elect Allan Spragge to the growing office staff, I must also express regret that we have lost an outstanding officer. The regret is balanced, however, by the knowledge that we have gained a permanent and promising secretary. Because the Federation "must go on", I have "inherited" the presidency, Bob Smith has become your first vice president and Bill Allester has become your second vice-president. Jack Ewen remains at his post of duty as secretary-treasurer.

A New Era

It has been said that 1951 marks the end of one Federation era and the beginning of a new one. The era now ending saw our organizational birth, our vigorous infancy and turbulent adolescence. Our adult days lie just ahead.

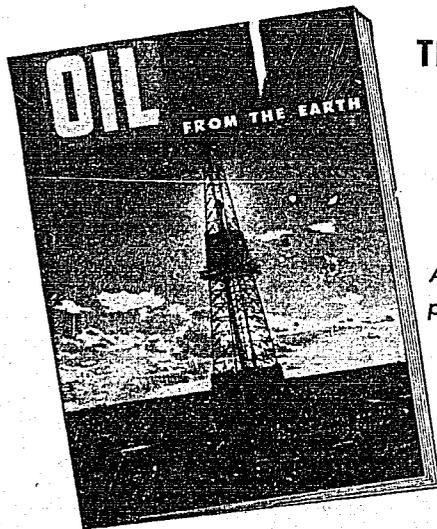
The passing era was marked by the struggle for recognition, at times by the struggle for existence itself. Internal differences and external pressures have threatened us with disaster. But the gaining of automatic membership was the symbol of public recognition we had earned. This has conferred upon us a two-fold responsibility—a duty to our members and an obligation to our proud profession. These two responsibilities we shall shoulder honestly and courageously.

No presidential message can do full justice to past achievements. And yet, failure to pay tribute to the workers of the

past—many of them still in harness—would be ungracious to say the least. Pioneers in curriculum, salary indemnity, medical services, benevolent fund, lesson aids, code of ethics, teacher training, labour relations and education finance, have all made noteworthy, and often unthanked, contributions.

But we cannot dwell too long in the past. The concrete symbol of the new era is, of course, our new home. Aldine House will live long in our fond memories. But opportunity, seized boldly, has provided us a home and a new independence. Here, our new ventures in service, Credit Union and Cooperative Association will find elbow room.

The year ahead is a challenging one. Our economic welfare—salaries and pensions—will require unity and effort. Our interest in educational progress—curriculum, teacher training and education finance—will demand great personal sacrifices of time and energy. We are aware that we live in dark and dangerous days. In passing it may be well to note the words of the Canadian Teachers' Federation general secretary at the 1951 Charlottetown Conference, "of all segments in the community teachers should be the least inclined to follow blindly." Within our own organization, as in our great country, blind following has no place. Continued and intelligent pursuit of right and justice is our heritage. Granted this determination, and served by our loyal office staff, we can look to 1952 with hope and confidence.



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ON THE FIRST DAY OF SCHOOL

Accepted from an article in "The Schoolmaster and Woman's Teacher's Chronicle"—April 19, 1951.

The first day of school presents numerous problems for all teachers but particularly for those of the beginning class.

THE first day of school is not one of life's happier occasions. During the holiday the memory of school grows a little dim, and the less pleasant features fade, but they all return as clear as ever within five minutes of being back. The classroom floors are unwontedly clean, and there is a vague aroma of carbolic soap, but the place is still the same. After one glance at the classroom cupboard, with its shelves higgledy-piggledy with oddments thrown in during the excitement of breaking up, we might never have had a holiday at all. All is just as it was, a mute reproach for the things we ought to have done during our holiday freedom. It is little wonder that we can only smile wanly at the eagerness with which the modern child appears to return to school.

But if we who teach seniors find life difficult on the first day back, our trials are nothing compared with those of the teacher in the primary grades. Not for her the same old faces and the same old grind. She will be faced with thirty or forty six-year-olds who have never been to school before. Each will have been anticipating this day for several weeks past with varying feelings of pleasure and apprehension. Each will react in a different manner to the new surroundings. Each will be accompanied on the first morning by an adult whose behaviour, as often as not, will be just as trying and just as unpredictable as that of the child she is supposed to be helping.

At about a quarter to nine the procession begins. Two by two they come across the playground, a hesitant adult accompanied by an even more hesitant child. Sometimes it is big sister or granny who brings the new arrival. Sometimes it is father himself, for he is working nights. But on these occasions father can turn out to be just as sentimental and just as helpless as everybody else. Just occasionally some self-possessed young madam will arrive on her own, bringing herself to her first day's schooling with a flourish of feminine bravado.

Mother Comes to School

But usually it is mother who accompanies the new admission. It may be mother anxious, or mother flustered, or mother ready to take offence, or mother disposed to stay behind for a morning's gossip. Sometimes it is a mother who has treated coming to school sensibly, a mother who has reassured the child by telling him what he ought to know, who will bid him a kindly farewell and will straightway depart in a firm and business-like manner. Sometimes it is a mother who is trying to get the child into school too young, a mother who will unblushingly add a year to his age and then be across the playground and down the road as fast as she can, in the hope that no one will ever find out. Sometimes it is a mother who merely stands about inarticulately and refuses to go away. Sometimes it is a jealous mother who cannot bear the thought that her child may be able to get along without her, and who will set about working the child up into tears to convince herself that she is indispensable. Sometimes it is an exasperating, selfish mother, a mother who ought never to be allowed within miles of a school on a busy morning, but who must nevertheless be treated with firmness and tact if the child's school life is not to develop into a bone of con-

tention between the parent and the powers that be.

But sooner or later all farewells have come to an end, and the most tenacious parent has been removed. The thirty or so new-comers sit eyeing their new surroundings and each other with manifest suspicion. They are thirty children setting out on a new stage of life, thirty human beings who may one day become who knows what, thirty pieces of the raw material of our trade. And it is the primary teacher whose job it is on the first day of term to take these thirty unknowns and produce in them the first signs of order.

Varied Beginners

Few groups of people are as varied as the admission class on the first day of term. Apart from the accident of the same chronological age, they may have little else in common. Their mental abilities may cover the whole range from mental deficiency to genius. Their emotional development, their home background and their previous training may be just as varied. Some will be almost inarticulate when asked the simplest question and some will be prepared to chatter interminably to anyone they can force to listen. Some will immediately settle in and appear happy from the moment they arrive, and some will weep throughout the day and refuse to be consoled. If the day is particularly unfortunate, the weeping will be catching, and, as the fatigue of a long and unaccustomed day sets in, the remainder of the class will start weeping one by one to keep them company.

Throughout the day, the difference in previous background and training will be apparent. Some will face every new situation with initiative, while some will sit disconsolately in front of everything they are asked to do until somebody comes along and helps them out. Some will call attention to their personal needs in the crudities of unprintable Anglo-Saxon; some will use the repetitive onomatopoeias of the nursery; and some will make use of an obscure family euphemism whose meaning is not apparent until it is too late. Some will bring packets of lunch that are a tribute to their mother's affection but not her

common sense, and will refuse to be parted from the food they are unable to eat. Some will weep because they have no lunch at all. Some will be oblivious to the reality of time and will set out for home at morning break because they believe, in all good faith, that the day is done, so that teacher will have to go and retrieve them from a quarter of a mile along the road, while the twenty-nine just sheep are left to their own devices. Some will not even know their own names, so that teacher may be confronted with two boys who will answer to the name of "Sorry", but neither of whom will admit to being Willie Smith.



Some Come to School Alone

However, even the longest day wears to an end. But when all the children should have gone, when everything has been put away and the cupboards locked, the trials of the first day back still may not be over. There may still be the impossible task of trying to console the heartbroken sobs of the child whose mother has promised to meet him and has failed to arrive on time. It is little use saying "Never mind, Mummy will be along soon." on occasions like that. Mother has gone away and forgotten him. The bottom of the world has dropped out, and it takes more than vague reassurances from strangers to put it back again. There are times when the most charitable of mortals find it easy to think black, black thoughts about a parent's lack of imagination.

None of this is fresh news to primary teachers. They know it all far better than
(Continued on page 19)

ANNUAL ROUNDUP

By CHUCK BAYLEY

Reprinted from *The Kerrisdale Courier*
August 30, 1951

THE rains came and the kids went back to school. Summer camps closed and city congregations returned to their churches. Family life settled down to regular meals, furnace stoking and ice-skating.

So it was last year and so it will be starting next Tuesday, just a few hours after the Labor Day pack-up.

Then, the nine o'clock gong will round up the kids for school and remind us that a new generation is pushing us into older age.

I often wonder what would go if schools were wrapped up even for a year.

Happy, Happy, Holiday

Parents wouldn't worry over report cards nor the patches on Johnny's pants. Dad wouldn't have homework and critics of current moral standards would have to look beyond the nearest school to explain degeneration.

Comic books, footballs, bobby pins, and bobby-sox would be in even greater demand. Patch-skating would disappear from arena schedules. Theatres would do a grand midday business. Disney might even turn out more wonderlands.

Newsprint production would rise with the decreased demand for loose-leaf refills. Fewer persons would be throwing away ballpoint pens.

School board delegations seeking financial aid in Victoria, would stay at home. Cabinet members would live longer, pol-

Chuck Bayley is on the staff of Kitsilano Junior-Senior High School, Vancouver. He is a periodic contributor to the "B.C. Teacher" and editor of "Kitstaff," the weekly staff news sheet at Kits.

itically. The sales tax might even be abolished.

Police revenues would drop as officials sadly stroke out "\$15.00 for more than 15 m.p.h in a school zone" from their quick-reckonner printed on the back of the little blue slip dubbed "fine for offense". And two great officers, Jock MacKinnon and Al Simons, in charge of school boy patrols, would be back pounding the pavement.

Kids would be wonderfully free and useful. They'd be sure to do all the housework and mow the lawn without complaining. They'd create great new activities to consume their endless energy. They's have a happy holiday from school!

Burst the Bubble

But this dream is as fanciful as the derby fisherman's prize-winning salmon that sniffed but didn't snap. A very familiar voice directed at our red-head playing in the dirt has just said, "I'll certainly be glad when school opens again!"

And in spite of all they say, the kids will be glad too, at least until the serious side of school life cramps their whims and fancies. To them, Tuesday will be a great day.

Little Susie in pigtails and gingham, will put a timid toe forward into her first classroom but Tommy, missing two front teeth, will be right in there bold. Hundreds of sparkling white, small and medium sized fry, will be grinning at their new teacher.

At junior high, the grade 8's and 9's will lord it over the little shavers from elementary school. In the big high, the senior girls will prattle while the tall boys take a last puff and stroll nonchalantly towards the school.

Teachers will do lots of paper work next Tuesday as they spin the wheels of school life into motion. And in the upper grades a lot of money will be laid on the desk for book rentals.

All in all, school opening is a big day.

THAT FIRST YEAR

By GLADYS EVERETS BROWN

"COME this way," said the conductor kindly, half an hour before we came to my stop. "The train doesn't wait long at these places."

He understated. The train hadn't quite lost momentum when my trunk was heaved from the baggage car and I was swung off to the cinders before a small stucco station and Rockies so close I felt as if they were peering over my shoulder.

A few passengers craned their necks to see why the train had slowed down in such a Godforsaken waste. Ahead of me, the Rockies rose in mighty silence. Behind me, the Caribou Range streaked into the sky so abruptly that I could see no higher than the second shelf. Somewhere out of sight the Fraser roared north. All about burnt and slashed land ventured into a timid second growth.

A lanky youth, six feet high and one wide, had been leaning against the station. He took one look at me and stalked off down the track. From the station bustled a dark woman with lively eyes and a disillusioned mouth. She stopped.

Detected

"You must be the teacher," she said doubtfully.

"I am," I stated flatly. I hadn't expected my inexperience to show so plainly. Later, when we were friends, I discovered that my look of extreme youth, together with my small size, had made everyone positive that I couldn't teach. Having grown up in a small town in southern British Columbia, where everyone knows all about everyone else, I had not considered my appearance particularly. And no one had told me not to wear a straight bob with bangs that, when school began,

Did your experiences at your first rural school compare with those of Mrs. Brown?

* * * * *

made it hard to tell me from my third grade pupils. All the others at school towered above me. The West grows them big.

The woman grumbled on. I knew later that she wasn't annoyed with me, but at my reception. "Mrs. Bingham was supposed to meet you and give you dinner," she said. "She's on the School Board and it is her duty. I'm a Trustee, too, Mrs. Cleve, but I can't do it. I don't know what I'm going to do with you. I don't suppose you've already eaten."

"Not since lunch," I admitted. "But it's only four now. Don't bother about me."

"Maybe Mrs. Churchill will give you something," she continued. "Though it isn't right. But there's no time for anything else."

"I'll buy one somewhere," I said.

"Not in this country, you won't," she told me grimly. "We have no store, no road and no telephone. Someone will have to get you something. Mrs. Bingham offered. She should have come. Just too lazy to cross the river, that's all. We'll ask Mrs. Churchill and I'll show you where you're to live. Nick said he'll take you to Canterbury for supplies. There's a store there. And you'll have to hurry, so you won't be caught by dark."

"I expected to board," I ventured.

"Nobody's got room. When the old postmaster went missing we put the teachers in his cabin. You'll be all right."

"I suppose so," I said. I'd always talked of living alone in a cabin in the mountains. But here the mountains were very large and near and everything else, in-

cluding me, was very dwarfed and insignificant.

Mrs. Churchill, a girl of sixteen, hesitantly agreed to feed me. I had never awed anyone before and the sensation was not pleasant. It was my first contact with the prevalent idea that teachers are not people. I was soon to learn that Teacher was the Social Leader. Often, as here, she was also the only unmarried girl over school age and so twice an oddity.

While my hostess fed her baby Mrs. Cleve showed me my headquarters, across the track.

My New Home

"The school used to be the bunkhouse of the sawmill before everything was cut off and they moved it on," she explained. All the shelf that supported the railroad tracks, school and station was covered with sparse new growth spiked with black monuments to what had once been tall trees. Fire had competed with the mill in a devastating race.

The school was a weather-beaten building of siding. The cabin was prettier, a neat log cabin sitting modestly to the rear. To one side of the school was a pump, at one side a long row of firewood, and in back were privies for the children and one for the cabin.

The cabin was of peeled cedar logs, left round. On the outside they had weathered grey. On the inside they were a beautiful, polished gold, a joy to behold. The old postmaster had chosen and built with love for his home.

"He made the furniture, too," said Mrs. Cleve. It was crude but built straight and true. It belonged to the country.

The cabin was partitioned into a bedroom and a general living room. The back room had a bed, a clothes closet, a small heater and a trapdoor to a hole beneath the cabin used to store vegetables. The main room had a black iron range, a cupboard for dishes and supplies, a table, a chair and a couch. From the ceiling hung a hook for a gasoline lamp. Everything essential was there and nothing that was not. There was the one door and three

windows, low and with twelve panes. It was just as I would have built myself.

"Are you sure he won't come back?" I asked.

"It's been almost two years," said Mrs. Cleve. "He thought he knew the back country, but no one ever does and I guess they never will."

While I was eating fried eggs and potatoes, Nick, the Russian section boss, came along. He proved to be another friend, never obtrusive, always quietly observant and considerate, as now.

Soon I had taken a handle and was working my passage along the track where I had been riding less than an hour before. It was seven miles to Canterbury, and if it hadn't been for Nick I should have had to walk. Walking was the only way to get anywhere in Manchester, except for the train or an occasional lift on a handcar.

Canterbury was much larger. There was flat land where the valley opened out, and quite a few houses and the Store, run by a dark-eyed and friendly woman.

Buying In

I had never bought a complete list of stores before, but with the help of all present and a newly-established credit at the store, I added such essentials as kerosene in a gallon tin with a potato on the spout to bread and canned goods.

The bread came from Edmonton, five hundred miles away on the other side of the mountains. A homesteader might be able to let me have a few potatoes and perhaps even cabbage. Mrs. Cleve would sell me home baked bread after her next baking. Other luxuries I could order from the stores in McBride.

As a side issue, after I left the storekeeper I dealt with in McBride was able to retire and go south. My contributions to his wealth, at the rate of a dollar and a quarter for a box of thumb tacks must have helped. The freight made prices high, I was told. I could take it or leave it. As much as possible I left, but eating was a thoroughly ingrained habit I couldn't break.

I have never been in Manchester, England, but I strongly suspect it in no way resembles Manchester, British Columbia. It was seven or eight miles in length. Like other districts near it was the amount of track kept in condition by one section boss and his crew. There were about ten log cabins, one frame house and a couple of shacks. Most of the homesteads were at the extreme ends of the district. The school, station, and post office, a room in a shack, were near the middle.

The Population

There were twenty-six adults, four British, three Russian, eight American and the rest Canadian. Fourteen of the twenty-three children were of school age, though all did not attend at one time. Boys took time off in the winter to work in lumber camps and the older girls went to Jasper Park Lodge to work when it was open.

We were in the Rocky Mountain Trench, which meant that all the country was on the up and up. The tracks were on the second shelf on the left of the river, and so were most of the buildings.

Two families lived across the river, and the children had to be ferried across. The ferry was a rowboat belonging to Jim Bingham, and was kept on his side. If you wanted to cross you went to the bank and yelled until someone heard and brought him from the fields where he was working. A rope across the river kept it from being swept away by the current. Even then the course was a long diagonal.

All the children except from across the river had three or four miles to walk to school and were quite calm about meeting bear, caribou and snakes. Seldom did they miss a day. School was a treat to them.

Only one homestead had enough flat land to grow feed for a team. The rest had to import hay. Most of the homesteaders kept alive by cutting a carload or more of poles or ties and living on the proceeds the rest of the year. The only sure crops were strawberries, beautiful juicy jumbos sold mostly to Jasper Park Lodge, less than a hundred miles south, and naturally, children.

That first day of the first year. Every teacher must attempt it. Most of them live through it. One takes the greatest pains to be careful preparing for it. But sometimes carelessness pays. At least, so I strongly suspected after finding myself locked out in God's great outdoors in my bathrobe and slippers fifteen minutes before I was due in school on my first morning.

I was janitor, as well as teacher. There were to be no soot smudges on my spotless dress. It lay on the bed while I made a quick trip to school to turn down the drafts. I was almost at the cabin when I saw the door I had left propped open begin to move. I leaped and it slammed. That nice, new Yale lock! On the stove inside the eggs frizzled in the pan. Outside I sizzled and wondered if I would have to teach as I was.

There was only one house in sight. It belonged to a Russian family who spoke no English. I was in no mood to begin Russian. Off I went hiking for Mr. Churchill.

The cabin had been carefully sealed for the summer and the windows were nailed tightly. Somehow he got an upper section loosened and boosted me up and over, so that I landed on the table. By the time I had rescued my burnt offering and dressed, the children began to arrive and I had no time to be nervous. Until then I had been in a panic at the thought of facing a hydra-headed class of monsters. Now I discovered that they were simply children, like I had grown up with, and



The children seldom missed school.

very glad to be back at school and see each other again. In fact, all year I had no trouble with them. Perhaps they were fascinated by a teacher cut down to their size. Also, school was a privilege they had only had for four years.

Winter Came

Winter came with the first snow at the end of October. Life went along as smoothly as a sled downhill, with events other than watching the train pass few and far between. In spite of the lack of commercial entertainment, we were never bored. The mechanics of living kept us busy most of the time.

The days became very short. We were near the bottom of the Trench, and soon the sun didn't come yawning over the Caribou Range until after ten, while by two it was lazily slipping behind them again.

In winter the social life of the district perked up. Once the Bridge and Building Gang stayed overnight. So we held a Box Social, to raise money for the Christmas Tree. There was only a lumber camp in the district to the south, but we attended the Box Social at Canterbury. One of their men had walked eleven miles carrying his trapdrums and piano accordion so we should have music for dancing. It was an effort we didn't forget.

One of the two bachelor homesteaders in the district was a fair amateur barber. He kindly offered to keep my hair trimmed. He did very well by it, only my hair could not keep growing fast enough and steadily my crowning glory grew shorter and shorter. He also grew the only cabbages in the district, and his frequent gift of one was worth far more to me there than a dozen boxes of candy.

The dance that was the highlight of the season was given by the lumber camp in the district south of us. Red and Spike, "resting" from a dancing turn on the stage in Montreal, engineered it. For weeks they worked at an empty cabin, planing the rough floor and sliding pounds of candle chips on it to give it a surface, and decorating it tastefully with crepe paper and

evergreens. Then they issued invitations and even acquired a gas-powered jigger to drive us there in comparative comfort.

It was cold there in winter. Ten feet of snow and a mere twenty below were considered mild. Once I walked seven miles to a dance when it was thirty below, danced every dance in the Code of the North, which doesn't permit any woman to sit out any dance (so each man will get at least one dance!) and then walked home and joined the crowd at Nick's for breakfast. The five thousand foot altitude must have had something to do with it—or else youth.

To this dance the Canterbury teacher came fourteen miles, myself and a pupil seven, a chaperone ten. The aged cook didn't dance but her granddaughter did, and with the rest of us we saw that each of the thirty men there got several dances and there was no cutting-in until we had been at least once around the room.

At other dances no one went home until it was morning and there was light to see to travel. This dance was proper. We were called for by daylight and returned by midnight. Not one off-color word or act marred the evening. It might have been a strain on some but the boys were determined to have their event well-remembered, and it was.

And Sadness

The sequel came a few weeks later. Like everyone else, I went down every day to see the train go through. This time it stopped and Red was lifted aboard, with both feet crushed. The crew had been cutting up the mountain and a tree had fallen against another on him. He had been brought in by a dog team in the worst cold yet in winter, and still had the 500-mile train trip before he could be under a doctor's care. We all thought of him but no one said much. The North is often cruel.

In April the snow had definitely worn its welcome. It was time for spring. Suddenly, breathless and in a whirl, she was there. All in one week. Leaves popped out, flowers bloomed everywhere,

and the skies were a super-heavenly blue. The air, always clear and fragrant, became pure poetry. The world seemed too beautiful to be real. So the mosquitos came. Clouds of them and all after blood.

No one dared venture out without wrapping newspapers inside his stockings to protect his legs and carrying a leafy switch to flail the air. I bent over to pick some luscious wild strawberries and straightened with both eyes almost swollen shut with stings. We had to keep punk burning in the school so that the children could sit in class. Never was the might of numbers more clearly demonstrated.

Socially, the grand finale of the year was the First of July Dance at McBride. Having inadvertently given two escorts the impression that I would attend it with each, I was saved when the teachers decided to walk to the dance in a body instead of with one—mine.

Marriage was an occupational hazard of teachers there. The local girls were not nearly numerous enough to supply the demand for wives. Everywhere lonely homesteaders craved a companion and helper. Anyone could get married. The difficulty came in not doing so.

Women in the north were treated with

a respect that proved their worth. Even wives had to be well treated, as plenty of other men were willing to be chosen next. Not many women walked out on a bad bargain. But it made better husbands and more contented wives to know the conditions existed.

I was tempted by the challenge and the opportunity of the North, as well as by the easy chance to pick up a good husband, but home I went.

For years I had wanted to teach. To go to Normal School I had picked fruit, peeled tomatoes in a cannery, washed other people's dishes and dunked their baby's dummies. At nights I studied. At the end of three years I had the minimum cash necessary and had passed Senior Matriculation. Now I wanted to prove to myself that I could be a good and perhaps a successful teacher.

But the North has a magnetic power. Each possible chance I went back to visit. Though when I felt I was a good teacher, years later and far south in the tropics, I learned that permanent satisfaction doesn't exist. But I liked teaching too much to stop. So even yet, who knows? I may yet pay my debt to Manchester in another northern school.

FIRST DAY

(Continued from Page 13)

I, and could provide illustrations from their own experience. But I sometimes wonder whether it is quite so well appreciated by teachers of older children, and still more whether it is appreciated by people who sit in offices and work at administration. It might do a world of good if those who make up regulations about classes of forty in primary schools could be compelled to spend the first day of term dealing with the ordinary intake of a primary school. They might not then be so sure about their forty classes.

But more is required than just impressing people with the difficulty of the Primary teacher's job. It is not enough to in-

duce them to hold up their hands in holy horror, and say, "Thank goodness I teach seniors," or "Thank goodness I have got out into administration." It is necessary to bring home to them the realisation that the reception class in the primary school is an integral and important part of the educational system. It is there that the groundwork for subsequent success or failure is laid, for it is there that the child's attitude toward schools in general is built up. If that attitude is sound, then he will be able to go on and take advantage of the facilities provided at a later stage. But if the primary school results in emotional difficulties or unsound attitudes, as it well may with overcrowded classes and ill-designed buildings, then much of the subsequent education will be wasted.

YOUR PENSIONS ACT

* * * * *

This is the most critical year for your pensions scheme since the major revision of 1941. As a result of proposals advanced by the Provincial Government early this year, and the strenuous campaign by your executive against these proposals, it appears desirable now to decide upon certain major changes in the scheme.

Since this is your pension plan, and any changes made will affect your contributions to the fund and the benefits you eventually derive from it, the decision must necessarily be yours. Wise decisions are based on clear understanding of the facts and of the problem. To assist you in achieving this necessary understanding, The B.C. Teacher has decided to publish a series of articles. In this, the first of the series, our purpose is to describe in bare outline, the operation of the present pension scheme.

These articles are published in response to a widely expressed demand from teachers, who suggest that it is hard for them to consider proposed changes in the Pensions Act in view of their meagre knowledge of the present Act. To a large degree, this first article reiterates information which appeared in "B.C. Teacher" in December, 1949. Some details, however, have been brought up to date in the present article. Teachers would also be well advised at this time to re-read the article on "Pension Amendments" in the May-June, 1951, issue.

* * * * *

Administration: The pension scheme is governed by the provisions of the "Teachers' Pensions Act", a British Columbia statute administered through the Provincial Secretary's department. General administration is in the hands of the Superannuation Branch, with offices in the Weiler Building in Victoria. Heading this branch is Mr. R. A. Pennington, Com-

missioner of Teachers' Pensions, and his right-hand man is Mr. W. H. Forrest, Deputy Commissioner. They are appointed by the Lieutenant-Governor-in-Council, as are the "Trustees of the Teachers' Pension Fund", whose duty it is to invest the funds which accumulate in the reserve account.

Certain aspects of administration are dealt with by the Teachers' Pensions Board. This is a three-man board, on which Mr. Stan Evans represents the Teachers' Federation, Mr. David Brankin acts for the B.C. School Trustees' Association, and Mr. Pennington occupies the chair. This board passes upon applications for disability pensions and considers applications for re-entry of teachers who have been absent from teaching for more than two years. It also makes recommendations to the Lieutenant-Governor-in-Council concerning the financial stability of the fund.

The stability of the fund is further protected by provision for an actuarial evaluation every three years. At present, this job is done by the Toronto firm of Pipe and Eckler.

Contributions: The pensions fund is divided into two accounts. The first of these, the Annuity Account is supported by the teacher's own contributions. He is required to contribute a monthly amount which is set forth in a schedule attached to the Pensions Act, and which approximates 5% of his gross salary. He may elect to contribute more, either by larger monthly deductions from his cheque, or by a lump-sum contribution.

The other account, called the Service Pensions account, has dual support. The Provincial Government contributes an amount equal to 7% of the total teachers' payroll. In addition, each teacher contributes 1% of his gross salary. This teacher contribution to the Service Pensions Account, usually referred to as the "Special 1%", was originally regarded as a temporary measure, to be discontinued not later

than the year 1961, and perhaps sooner. In revising our pension plan, the teachers may decide to incorporate this 1% with the Annuity Account contribution, or to continue it in some other form.

Benefits: Three types of benefits are paid. These are the Superannuation Allowance, the Disability Allowance, and the Dependent Relative Allowance.

The Superannuation Allowance is paid to a teacher who remains in service until he reaches the retirement age specified in the Act (60 for women, 65 for men) and who, at that time, has taught in B.C. public schools for a specific period. For a teacher whose service commenced prior to July, 1951, the qualifying period is 10 years, but for new teachers whose first employment commences after July, 1951, it is 20 years.

The Superannuation Allowance consists of two parts, the Service Pension and the Retirement Annuity. The Service Pension is definite in amount, and independent of the salary which the teacher has earned. It amounts to \$1.75 per month for each year of service. Thus, a teacher who reaches retirement age after 40 years of service in B.C. public schools draws a service pension of \$70 per month. This amount is paid from the Service Pension Account of the fund—the account which is supported by the Government's 7% contribution and the teachers' special 1%.

The amount of the Retirement Annuity is determined by the total amount contributed by the teacher to the Annuity Account. A teacher now in service may have in this account credits which have arisen in these different ways. His contributions to the former pension fund, made between 1929 and 1941, have been transferred to his present account. His compulsory contributions to the Annuity Account since 1941 have amounted to 4% of his salary, and from now on will be at the new 5% rate. In addition, he may have made voluntary extra contributions on either a monthly or a lump sum basis. When the teacher retires, the total of all his Annuity Account credits is used to buy his Retirement Annuity. This annuity and the Service Pension together make up his Superannuation Allowance.

If the teacher is compelled to retire before reaching the specified retirement age, he may be eligible for a **DISABILITY ALLOWANCE**. To be eligible he must be retiring because of illness or accident which has rendered him totally and permanently disabled from earning his living as a teacher, and he must have served at least 20 years in B.C. public schools. The amount of the Disability Allowance is of course less than the Normal Superannuation Allowance. It is calculated according to a formula which will be found in the appendix at the end of this article.

Should a teacher die before reaching retirement age, having at least a 20-year period of service to his credit, a **Dependent Relative Allowance** is granted to his widow, or other dependent relative. The Pensions Act limits the definition of dependent relative to include only father, mother, husband, wife, brother or sister. The amount of the Dependent Relative Allowance is calculated according to a formula which is given in the appendix at the end of this article. If the deceased teacher leaves no dependent relative, then the total amount of his contributions to the annuity account is refunded to a person nominated by him, or to his estate.

Retirement Plans: The amounts of all the allowances quoted are payable on the "single life plan": that is, the payments cease upon the death of the recipient. For normal Superannuation Allowances, several other plans of payment are available.

The "single life guaranteed" plan pays the allowance for the life of the teacher, or for a term of years certain, whichever is longer.

The "joint life and last survivor" plan pays the allowance to the teacher or to another person nominated by him (usually, of course, his wife) as long as either of them lives.

These plans both provide protection for the dependent of a retired teacher in the event of his death. Of course, since they involve a greater liability upon the fund, they pay a correspondingly reduced allowance.

A new option available for the first time

this year is the temporary annuity to age 70. Designed to tie in with the Dominion Government's universal old age pension plan, the temporary annuity provides a larger allowance between retirement age and age 70, and a reduced allowance after age 70. It was described in detail in the May-June issue of The B.C. Teacher and is included in the Appendix at the end of this article.

Disability allowances are normally paid on the single life plan if the teacher is single, and on the joint life and last survivor plan if he is married.

Withdrawal: If a teacher leaves the profession, or leaves the province, he is entitled to a refund from the Annuity Account. Likewise, if his death or disability occurs before he has completed the 20-year qualifying period for an allowance, a refund may be claimed.

Once a refund has been claimed, if the teacher subsequently returns to teaching, his period of service before the refund is not counted in calculating his Service Pension.

A teacher who is absent from teaching for not more than two years may elect not to take a refund, and in this case his full reinstatement for pension purposes is automatic. Furthermore, during this brief absence he may, with the approval of the Teachers' Pensions Board, continue his contributions to the Annuity Account as if he were still teaching. He may also, with the approval of the Teachers' Pensions Board, contribute to the Service Pension Account the amount which the employer would normally contribute, and hence get credit for the period of absence toward his Service Pension.

A teacher who is absent for more than two years, and has not taken a refund may in some cases be reinstated. The decision in such cases is the responsibility of the Teachers' Pensions Board.

In no case is any refund made of monies contributed to the Service Pension Account, either by the teacher (the special 1%) or by the employer (the 7%).

Estreatment: The refund paid to a teacher who voluntarily withdraws from

the profession does not equal the whole of his contributions to the Annuity Account. A specified amount is "estreated": i.e. it remains in the fund, and helps to provide improved Retirement Annuities for those who make teaching a lifetime career, at the expense of those who do not. The amount of estreatment is as follows:

- (a) For those whose service commenced prior to 1929, the first half year's contribution. (Also estreated on behalf of those who teach to retirement age.)
- (b) For those whose service commenced between 1929 and 1940, the first year's contribution. (Also estreated on behalf of those who teach to retirement age.)
- (c) For those whose service commenced between 1941 and 1948, no estreatment.
- (d) For those whose service commenced since July 1, 1948, the first year's contribution.

This variation occurs because the estreatment provision of the Act has been amended from time to time, and each teacher is treated in accordance with the provision which was in force at the time of his first appointment.

The "Coverage" Teacher: Since a teacher who begins to teach in B.C. at a relatively advanced age may not be able to put in the required 10 or 20 years of service before reaching retirement age, such teachers are not eligible for benefits of any kind. They are required to contribute to the fund in the usual way, but upon retirement they receive a refund of the full amount, both the 5% and the special 1% with interest at 3%.

APPENDIX

Formula for Calculation of Disability Allowance

- (a) Service Pension: \$1.75 per month for each year of service up to date of disability.
- (b) Annuity: $\frac{1}{2}$ of annuity being purchased, plus $\frac{1}{2}$ annuity being purchased actual years' service

Maximum Possible Service

"Maximum possible service" is obtained by subtracting from the teacher's normal retirement age the age at which he commenced contributions under the present Act. (1941 or later)

Formula for Calculation of Dependent Relative Allowance

(a) Service Pension: one-half the Service Pension which the teacher's years of service would earn on the basis of \$1.75 per month for each year of service.

(b) Annuity: one-half the annuity being purchased.

Limitation on Dependent Relative Allowance:

In case the Dependent Relative is the teacher's widow, the allowance ceases when she remarries. In this case she then receives a refund of the amount by which the teachers' contributions to the Annuity Account exceed the total of the allowances she has received.

Temporary Annuity to Age 70

A part of one's normal Superannuation Allowance may be converted to a temporary annuity which runs, not for life, but only to age 70. Since its term is limited, it pays a correspondingly higher monthly rate during the time it is in effect. A maximum limit of \$30 per month is placed upon this optional plan.

In addition, a teacher having a wife, or other dependent relative, may convert a further portion of his allowance to a temporary joint annuity which expires when the younger of the two recipients reaches age 70. Again, the maximum limit is \$30 per month.

An example will illustrate the operation of these two options. Consider a man retiring at age 65; his wife's age is 60. Suppose his credits in the fund entitle him to a Superannuation Allowance of \$100 per month on the single life plan.

First consider his situation if he does not use the temporary annuity plans. Being married, he will probably find it necessary to take his allowance on the joint life and

last survivor plan. According to the tables used by the Superannuation Branch, his allowance under this plan is reduced to \$66.80.

Age 65 to 70, he gets \$66.80 per month.

Age 70 to 75, he gets \$66.80 plus \$40 (O.A.P.), a total of 106.80 per month.

After age 75, he and his wife get: \$66.80 plus \$80 (O.A.P.), a total of \$146.80 per month.

At the more advanced age, when the couple are receiving the Dominion Government universal pension, they are not too badly off, provided they have survived the five lean years at the beginning.

Now suppose the teacher had made use of both temporary options. Of his \$100 allowance he can give up \$11.69 to buy a temporary single life; he can give up another \$22.09 to buy a temporary joint life. These pay \$30 per month in each case. He still has a balance of \$66.22 single life, which, converted to joint life and last survivor, is reduced to \$44.23.

Age 65 to 70, he gets \$44.23 (residue of allowance on joint life basis), plus \$30 (temporary single life), plus \$30.00 (temporary joint life), a total of \$104.23 per month.

Age 70 to 75 (wife still under 70) he gets \$44.23 (residue of allowance on joint life basis), plus \$30 (temporary joint life), plus \$40.00 (Dominion Govt. pension), a total of \$114.23 per month.

Above age 75 (wife now over 70), he gets \$44.23 (residue of allowance on joint life basis), plus \$80.00 (Dominion Govt. pension for himself and his wife), a total of \$124.23 per month.

The effect of the temporary annuity plans has been to even up the couple's total retirement income over the entire retirement period.

Teachers now retired, but still under age 68 may take advantage of the temporary annuity plan by applying to the Commissioner before December 31, 1951.

Normally, teachers retiring in the future must decide upon these plans at least five years before retirement age is reached.

For those who are now less than five years away from retirement age, application must be made by June 30th, 1952.

Present Pension Plan or Percentage of Salary

As instructed by the 1951 Annual General Meeting, the Federation Pensions Committee, under the direction of the Executive, has given much study to the relative merits of possible revisions within the framework of the present flat service type of pension scheme compared with the percentage of salary plan type.

Herewith are excerpts from a special report received from the actuarial firm of Pipe and Eckler on this matter.

I. Instructions

At meetings held in Victoria during June, 1951, the Commissioner of Teachers' Pensions instructed me to prepare an actuarial report on a flat rate and a final salary pension plan under the conditions described below.

In arriving at the alternative suggestions made in my 1949 valuation report, dated December 11, 1950, I assumed that the employer contributions would continue at a level amount for 42 years from the valuation date, after which they would reduce to the normal employer contributions required for new employees, and that the 1% employee contributions to the service pensions account would continue for 12 years after the valuation date.

At a meeting held with the Pensions Committee of the B. C. Teachers' Federation in Vancouver, June 21, 1951, I stated that if the employers were to undertake a contribution of 6% of salary in perpetuity, if the employees similarly undertook to continue their 1% contribution to the service pensions account indefinitely and if account were taken of the rise in salaries between 1949 and 1951, a significant increase in service pensions could be recommended over the amounts given in my 1949

valuation report. At this meeting, the Pensions Committee requested that the annual service pension for each year of service in excess of 20 should be 25% greater than for each year of service up to 20.

I discussed this question with the Provincial Secretary, the Honourable W. T. Straith and, in a letter dated July 6, 1951, Mr. R. A. Pennington, Commissioner of Teachers' Pensions, advised me that

"The Minister informed me the other day that he had reported to Cabinet the conversation that he had with you and had obtained confirmation of his instructions which include, of course, taking into consideration the Government contribution of 6% of the teachers' salaries in perpetuity. This does not, of course, ensure that the Legislative Assembly will approve this contribution, but it is a step in the right direction."

On the basis of a 6% employer contribution in perpetuity, and a 1% employee contribution in perpetuity to the service pensions account, I have determined the service pensions that can be paid. The service pensions are contingent upon this commitment being made and carried out by both the employers and the employees.

The provisions of an alternative final salary plan were contained in a memorandum prepared by the B. C. Teachers' Federation dated May 31, 1951, and entitled "Recommendations from the Pensions Committee re New Pension Plan."

II. Present Pension Plan versus Final Salary Plan

Under the present pension plan the employer provides each employee with a service pension related to length of service and not to salary. This is the employer part of the superannuation allowance. In addition, each employee can purchase an annuity that is related directly to his earnings. When the plan was designed, it was felt that the employer service pension and

the retirement annuity purchased by the minimum employee contributions would be adequate to provide a reasonable pension in relation to average salaries. Naturally, a lower income employee would receive a pension of a higher percentage of his salary than a higher income employee. It was felt that the higher income employee was in a better position than the lower income employee to augment his superannuation allowance, by voluntary contributions and private savings.

The chief difficulty in the present pension plan has resulted from the heavy rise in salaries and prices without a corresponding increase in the superannuation allowance. Consequently, if the present plan is to succeed, provision must be made for a revision of the scale of service pensions when prices or salaries change. I recommend that the Act be amended directing the actuary, when preparing his regular valuation, to utilize any sizeable surplus or deficit to adjust the benefits relative to the changes in salaries.

Under a final salary plan, both the employer contributions and the minimum employee contributions would be used to provide the pension. A separate scheme might still be arranged for supplemental annuities to be purchased by voluntary employee contributions, although it would be somewhat more awkward under a final salary plan than under the present type of plan. The principle behind a final salary plan is that those employees who earn more should receive a higher pension and, conversely, that the employer should make a greater pension contribution for the higher income than for the lower income employees. The pension varies with the final salary of the individual employee and is therefore related to the living standard to which the pensioner has been accustomed. If the general level of salaries rises, the final salary plan automatically adjusts the future pensions of active employees—but not of pensioners—to the change in salaries, but it does have the adverse effect of creating a deficit in the pension fund unless additional contributions are forthcoming from the employers and/or the employees. This is a serious objection to a

final salary plan and should be carefully weighed. Should a final salary plan be decided upon, it might be desirable to include a provision in the Act requiring an adjustment in the benefits or contributions to eliminate an actuarial deficit caused by salary or other changes.

If there is no rise in the general level of salaries, the aggregate benefits provided under a final salary plan and the present plan would be identical. However, an employee with less than average salary would receive a higher pension under the present plan than under the final salary plan and an employee with a greater than average salary would receive a lower pension under the present plan than under the final salary plan. The present Act was adopted after prolonged negotiations and investigations and has now been operating over ten years. All the records, procedures, forms and administrative rules are geared to the present type of plan. The members of the plan understand it quite well and have become accustomed to it. A change to a final salary plan would require a wholesale revision of the Act and an expensive change in administrative procedure. In addition, the employees would have to become re-oriented to a new type of plan.

IV. Proposed Benefits under Present Type of Pension Plan

On the basis of the above assumptions, an annual service pension of \$30 for each year of service up to 20 and \$37.50 for each year of service over 20 can be provided at retirement and, if eligible, at disability to all present and future employees and to all present post 1940 pensioners. At death, the widows' and dependents' pensions, if payable, would be \$15 for each year of service up to 20 and \$18.75 for each year of service over 20. (If the employee 1% contribution is to be continued for only 12 years as in the present Act, the annual service pension would be \$27 for each year of service up to 20 and \$33.75 for each year of service over 20.) The Section 4 allowances (pensions granted under former Act, i.e., prior to 1941) would be increased by 40% over the 1950 amounts.

In addition to the Service Pension there is the annuity, the amount of which each teacher was advised last January.

V. Proposed Benefits under Final Salary Pension Plan

On the basis of the assumptions made above—among others, 6% employer and 1% employee contributions in perpetuity in addition to the regular minimum 5% employee contributions—an annual pension at retirement or disability, if eligible, of 1.3% of final average salary (over the last 10 years of service) for each year of service can be financed. In the event of death, the widows' or dependents' pension would be .65% of final average salary for each year of service. In order to arrive at these figures, I assumed that only the voluntary contributions made by employees in the past in excess of their minimum required contributions would be used to purchase annuities supplemental to the final salary pension and that the service pensions and retirement annuities of present pensioners would be increased by the same amounts as under the proposed flat rate plan described in Section IV.

Summary of Proposals

1. If the employers undertake to contribute 6% of salary in perpetuity and the

employees 1% of salary in perpetuity to the service pensions account, a service pension of \$30 for each year of service up to 20 and \$37.50 for each year of service over 20 can be provided to all present post 1940 pensions and, at retirement, to all present and future employees. (Annuity pension in addition to this.)

2. If the flat rate type of pension plan is continued. I urge that the Act be amended to provide that all sizeable surpluses or deficits arising at regular valuations be utilized to adjust the flat rate benefit.

3. Under the same assumptions as under the flat rate plan, an annual retirement pension of 1.3% of final average salary (over the last 10 years over service) can be provided to all present and future employees.

4. If a final salary plan is adopted, I suggest that a section be included in the Act providing for adjustment in benefits and/or contributions if a valuation shows a sizeable surplus or deficit.

5. In both types of plan, the Section 4 allowances can be raised by 40% over the amounts paid prior to the 1951 amendments to the Act.

Prince Rupert Salary Schedules

In the summary of salary schedules printed in the May-June issue we inadvertently omitted to mention that in addition to the basic schedule listed there is paid to each teacher the sum of \$215 per year as a special living allowance to meet local conditions. This \$215 is in addition to the basic schedule of:

	<i>Min.</i>	<i>Max.</i>
EC—	\$1,590	\$3,020
EB—	1,720	3,150
EA—	1,850	3,280
SC—	1,980	3,800
SB—	2,110	3,930
SA—	2,240	4,060

Increments are \$130 throughout.

DREAM-STUFF

The mind it is a deep, dark well
Where dreams and visions hide,
And where vague, formless thoughts and
moods
Grow down the deep, dark side.

The mind it is a monstrous sky
Where inky forces fight,
And where dim, eyeless stars in vain
Probe through the monstrous night.

The mind it is an endless way
Where time and distance blend,
And where fixed, spaceless nothing race
To reach an endless end.

LESTER R. PETERSON,
Abbotsford.

THE B. C. TEACHER

YOU'RE A SALESMAN

By ROSEMARY CRUIT
B.C.T.F. Public Relations Officer

"I'd walk a mile for a Camel."

"She's Lux-Lovely."

"Watch the Fords go by."

Ten chances to one, the above advertising slogans are more familiar to the average person today than a quotation from Shakespeare!

Whether we realize it or not, the majority of things that we do or think are related to someone's advertising, publicity or public relations.

But you're teaching school 50 miles from nowhere and what does advertising have to do with you? Well, a lot. Because advertising and public relations employ the same fundamental principles of selling. This is true, whether you're selling soap that has a nice smell and won't make your hands dry, or, whether you're selling yourself, education, and the teaching profession.

In either case you face the same problem: Saying the right thing the right way and getting your message before the right people at the right time.

During the month of March, Vancouver papers ran front page stories and editorials on teachers' pensions. That was good B.C.T.F. public relations. But doing just as important a job of public relations was the rural teacher who spent an hour or so discussing Johnny's trouble with spelling with his parents.

For many years, schools and teachers have been "hiding their light under a bushel". Now it has been recognized that if we want to attain a professional status, higher salaries, better pensions, larger and more modern schools, improved rural living conditions or any other goal, we must work towards better public relations.

"Great oaks from little acorns grow". The expression is trite but so apt in relations to B.C.T.F. public relations on a provincial scale. As an example, look at the teacher in the Okanagan Valley. He is

not only teaching and influencing the children of his classroom but representing the teaching profession to the children's parents. These parents know nothing and would frankly say they cared less about the teachers of Vancouver Island. He is their sole contact with the teaching profession and through him comes their impression and knowledge of teachers and education in B.C. Right here, with these 40 or 50 parents, with his rural press and community groups, is where you find the core of better B.C.T.F. public relations.

An Individual Effort

B.C.T.F. offices in Vancouver can coordinate the activities of the various local associations, make suggestions, furnish material and in many other ways advise and assist the teachers. However, it is the "man on the spot" who makes the contacts, creates the impressions and establishes the good-will.

One of the basic principles in selling is to know your product and, if you have a good product, it makes selling that much easier. Fortunately, "our product" is pretty good. Granted, we want to improve teachers' training and certification but we do not fall into the category of the apologetic salesman. But in knowing our product, it's a different story. Public relations is not simply getting a story in the local press. It is knowing and practicing good teaching, understanding the objectives of education, being familiar with and taking part in the activities of the B.C.T.F. And finally, carrying out public relations not only on an individual basis but also as one in the large group of British Columbia teachers working towards the achievement of common goals.

It is time to come out from under the bushel and put the light on education. public relations—YOUR public relations—will furnish that light.

AWAY FROM HOME

The Canadian Education Association, with the co-operation of the provincial departments of education, promotes teacher exchange as a means of improving the professional knowledge and competence of teachers and as a contributor to the promotion of national and international understanding.

Exchange is a most effective method of broadening teachers' interests and increasing their knowledge of various educational methods. Accompanying this privilege of self-edification are several responsibilities. The exchange is definitely an ambassador from his home province and he has a responsibility to make known his home education system where the opportunity presents itself. Thus before accepting an exchange post, he should become fully familiar with all aspects of the system of which he is a part. By all that he does, will his fellow teachers be judged. This role of ambassador is indeed a responsible one.

We like to feel that on his return home, the exchange teacher will let his associates share his experiences through chats about his exchange and possibly through an article in this journal.

The Regulations

Teachers interested in exchange should communicate with Mr. T. F. Robson, Registrar, Department of Education, Victoria, B.C., as he makes all arrangements in B.C. Mr. Robson will provide full details of regulations and qualifications for exchange teaching but some of the more important are:

1. An applicant must be at least 25 years of age and must have had at least 5 years of successful teaching experience.

2. Each application for exchange must bear the signature of the secretary of the

school board indicating that the board is agreeable to an exchange, that of the inspector indicating that the teacher is a suitable applicant, and that of a medical practitioner that the applicant is in good health.

3. Recommendations for exchange should be limited to competent teachers who are able to make a worthwhile contribution both while on exchange and after their return, and who are in every way worthy representatives of the teaching profession.

4. Each exchange teachers is paid by his own board during the year of exchange and the usual deductions are made for superannuation contributions and income tax.

5. Applications should be made on a special form obtainable from Mr. Robson and should reach him in sufficient time to be forwarded to the C.E.A. by March 1st.

B. C. TEACHERS ON EXCHANGE

Twenty-eight British Columbia teachers will go to United Kingdom, United States and other Canadian provinces for the 1951-52 term on exchanges announced recently.

The exchanges, released by T. F. Robson, registrar, provincial department of education, will allow 21 grade and high school teachers from Vancouver to accept other posts.

In addition, there are two from Victoria, one each from Lake Cowichan, Vernon, North Vancouver, Duncan and Penticton.

Twenty-one teachers go to the U. K., six to other provinces and one to the U. S.

Those going to the U. K., with incoming teachers in parenthesis are: Grace Baird, Van Horne School (Miss A. E. Lewis, Seven Kings, Essex); Lucy Brock, General Gordon (Mary Foy, Rutherglen, Scotland); Lillian Coade, Kitilano Junior High (Emily Fleming, Belfast).

Elsie Conrad, Delta Junior-Senior High (Annie Foy, Rutherglen); Millicent Crowe, Selkirk School (Jessie Ted Carshalton, Surrey); Mrs. Mildred Emmett, Norquay No. 2 (Kathleen Blencowe, Taunton, Somerset).

Margretta Hanna, Mackenzie (Richard I. Thomas, Willenhall, Staffordshire); Ulah Jacobson, Victoria (Jessie Gillet, Ayrshire, Scotland).

Dorothy Langstaff, Seymour (Isobel Haythornwaite, Liverpool); Jean Laverok, Strathcona (Jean Buchanan, Cambridge); Johnina Macaulay, Templeton (Mrs. Joan Thomas, Wolverhampton).

W. H. Mackenzie, Templeton (Barbara Burton, Pool-in-Whafedale, York); Marion Murray, General Gordon (Winefride Fallon, London).

Marion McDonald, Carleton (Mary O'Brien, Erith, Kent); Helen Potter, North Vancouver (Jean Reid, Glasgow); Jean Roxburgh, Simon Fraser No. 2 (Margaret Matthews, Glasgow);

Margaret Salkeld, Duncan (Grace Holt, Watford, Herts.).

Freda Stocks, McBride (Kathleen Walker, Derby); Elizabeth Sutherland, Penticton (Sheila McCorkindale, Glasgow); Margaret Williams, Victoria (Elizabeth Ferguson, Carlisle).

The exchange with the U. S. will be between Evelyn McLaurin of Kitsilano Junior High and Mrs. Helen Jenkins, Grosse Point Woods, Mich.

The inter-provincial exchanges: Isabella Wright, Kerrisdale (Deane Dorland, Toronto); Aina Burns, Kerrisdale (Ellen Ecclestone, Toronto); Ella Law, Begbie (Helen Doble, Toronto).

Margaret Morrow, Lake Cowichan (Mary McTavish, Saskatoon); Doris Thompson, Maple Grove (Irene Miller, Toronto); Ivy Wisemiller, Vernon (Doris Walsh, Toronto).

To our visitors to British Columbia, the Federation offers a sincere word of welcome. We hope their year with us will be a most happy one.

C. B. C. SCHOOL BROADCAST

TORONTO—A year and a half on the planning board! That's a long time for a broadcast to be in the planning stage. But in the case of the CBC National School Broadcasts, which return to the networks on Friday, October 5th, every moment of that year and a half has been needed. Not only must these broadcasts conform to the highest broadcasting standards, but also, they must represent the best in teaching technique. So, for a year and a half radio writers and classroom teachers have been working together to prepare twenty-five programs for the coming season which match up to this dual standard.

Heard every Friday in more than a third of the nation's schools, they are used by teachers as an integral part of their regular lessons. For example, this year a teacher wishing to awaken the student's interest in Conservation will have a tailor-made teaching aid around which he can build his lessons. This is the series of five programs

which the well-known scriptwriter, Len Peterson, has written to motivate an interest among young Canadians in this vital topic. Working with him throughout has been his educational consultant, Ken Pruetter, who is supervising principal of a large urban school system and also a recognized conservation expert. Such combinations of teaching and radio experts have been used successfully for several years in the preparation of the National School Broadcasts.

R. S. Lambert, CBC Supervisor of School Broadcasts, gives full credit to the teacher-consultants for their contributions to the success of the programs. "Without their help" he adds, "we could not have achieved the phenomenal growth which has taken place over the past few years in our listening audience."

The National School Broadcasts heard every Friday in all parts of Canada, are fully outlined in a CBC publication, *Young*



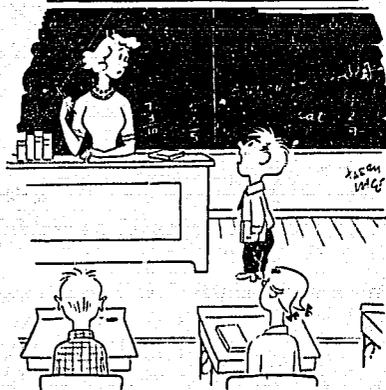
Educators and broadcasters co-operate on the friendliest terms in school broadcasting. This picture shows an informal get-together at the National Advisory Council on School Broadcasting. Figures from left to right are: R. S. Lambert, C B C Supervisor of School Broadcasts; Dr. W. P. Percival, Director of Protestant Education, Quebec Department of Education and Chairman of National Advisory Council on School Broadcasting; A. Davidson Dunton, Chairman Board of Governors, CBC; and E. L. Buchnell, Director General of Programs, CBC.

Canada Listens, just off the press. In it each broadcast to be heard in the coming season is outlined in detail for the benefit of teachers using them. Among the various series into which the year's program is divided, one of the most interesting appears to be that dealing with famous Canadians, under the title "They Made History", episodes from the lives of William Lyon Mackenzie, Louis Riel, Sir James Douglas, Sieur de Maisonneuve and Dr. William Carson will be dramatized. Other series will deal with Canadian wild life, Conservation, the British Commonwealth of Nations and modern Canadian achievement. Again this year, five National School Broadcasts will be given over to a full-length radio version of a play by Shakespeare. This year it is to be "Julius Caesar", produced by Lola Thompson, with a commentary for students prepared by James Bannerman.

In addition to the National School Broadcasts *Young Canada Listens* lists the many provincial school broadcasts presented jointly by the CBC and the various provincial departments of education. The third type of educational broadcast mentioned is the popular pre-school program "Kindergarten of the Air", which has already returned to the networks. This program, prepared and presented by kinder-

garten experts under the supervision of the CBC School Broadcasts Department, is planned to give pre-school children preparatory kindergarten training in their homes.

Teachers and interested parents may receive a complimentary copy of *Young Canada Listens* by addressing their request to their provincial department of education or to the CBC, Box 500, Toronto.



"I've been assigned to your room, my name is Harvey Rucker and my father's on the school board!"

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B.C.T.F. News

OUR COVER SERIES

Commencing with this issue we are changing the format of our cover in keeping with suggestions received by the Associate Editor when he attended a workshop for educational magazine editors sponsored by the Rural Editorial Service this summer at Alta, Utah. We hope you like it.

We hope, too, that the series devoted to the native flowers of British Columbia will prove of interest.

This month's cover picture was taken by P. L. Tait several years ago in the Muskoka Lakes country of Ontario, although *Amanita Muscaria* is common to B.C. woods in late summer and early fall. The largest mushroom shown measured 17 inches across the top. The latest award which this photograph received was second prize at the 1951 Exhibit of the Natural History Society of British Columbia.

Mr. Tait is a long service member of the B.C. Mountaineering Club and the B.C. Section of the Alpine Club.

Amanita Muscaria (Fly Agaric) is one of the largest and most colorful of the gill fungi. The species named *musca* is derived from a name for the common house fly because of its fatal attraction for this common pest. The bright cap, usually orange red, with its white wart, is known to attract men who use the fungus as a narcotic. While not lethal, continued consumption leads to deterioration of the nervous system. Often found in B.C. woods.

MR. FOOTE WAUGH, Chairman,
Mycology Section,
Vancouver Natural History Society.

Federation Fee Deductible For Income Tax Purposes

An amendment to The Income Tax Act this year permits one to deduct from his

income for taxation purposes the amount of his Federation fees — local association and provincial.

The Federation fee for the 1951-52 year was fixed by the last annual general meeting as \$25 for all members. Provision was made whereby a \$10 portion could be paid by December 15th and the remaining \$15 paid by March 15th. Only the portion of the fee which is paid by December 31 can be applied to this year's income tax.

Be certain to preserve your membership fee receipt so that you will have it on hand when you file your returns next March.

B.C.T.F. Credit Union Organized

The July meeting of the B.C.T.F. Executive approved the merging of the Vancouver School Teachers' Credit Union, the New Westminster Teachers' Credit Union, and the Chilliwack District Teachers' Union into the B.C.T.F. Credit Union. This province-wide credit union will operate from the new B.C.T.F. offices in Vancouver and will expand throughout the province as rapidly as possible, consistent with efficiency. Mr. E. J. Simpson, who has been secretary-treasurer of the Vancouver School Teachers' Credit Union for the past eight year, has been granted leave of absence by the Vancouver School Board for one year to help get our new province-wide B.C.T.F. Credit Union off to a good start.

The new credit union, which officially opened for business on August 1st, with 761 members and \$224,491.15 in assets, should be of great service to the teachers of B.C. Credit Union benefits, such as insured savings and low-cost credit, were explained in the June issue of *The B.C. Teacher* and we urge the teachers of B.C. to get behind their "co-op bank," owned, controlled and operated by themselves.

Anyone wishing to join this new organization should contact the B.C.T.F. Credit Union at 1644 West Broadway, Vancouver 9, B.C. or telephone BAYview 3197. The entrance fee is 50 cents, and you may join by purchasing one \$5.00 share. However,

deposits for any amount will be accepted and every dollar of your saving will be matched with a dollar of free life insurance. This free insurance, paid for by the Credit Union is subject to age limitations, and has a \$1000 limit.

Work and Play at Qualicum Workshop

During the final evaluation session of the Qualicum Workshop held August 20-28, the question was voiced: Who should attend next year? The same delegates or new ones?

While the question was not settled the delegates' enthusiastic response that they definitely wanted to come again showed in no uncertain terms that the Qualicum workshop is one of the most successful and profitable ventures of the B.C.T.F.

Delegates felt unanimously that the workshop served to tie local associations together in one unit and that the meetings with B.C.T.F. executive and consultants clarified major Federation issues.

Delegates divided into four groups which spent two periods totalling five hours discussing each of the four workshop topics with the following consultants: Ches. Milley and Allan Spragge, pensions; Stan Evans, salary negotiations; John Prior, public relations; Len Curtis and Vic Montaldi, local association problems. Each group appointed an official recorder to take notes during the sessions. The central office is now collecting these notes into one comprehensive report which has been sent to every local.

During the opening session of the workshop, Consultant Gordon Hannaford, vice-principal, West Seattle High School, Seattle, spoke on Group Dynamics. Delegates responded enthusiastically to his remarks and immediately put into practice the idea of group dynamics. It was felt by consult-

ants and delegates that a great deal of the success of the session was due to these principles and it is the hope of the Federation that they will be incorporated in meetings of local associations.

Approval for a college of education at the University of British Columbia was voiced by panel speakers discussing Teacher Training and Certification at an evening panel chaired by J. Allan Spragge. Speakers included three past-presidents of the Federation, Bernard Gillie, principal, S. J. Willis Junior High School, Victoria; W. R. McDougall, principal, North Vancouver High School; and Harry D. Dee, vice-principal, Victoria High School. Also on the panel was Don Spragge, teacher at Woss Camp.

It was agreed that the teacher training and certification policy adopted at the general meeting of 1948 is still sound, however, definite steps must be taken to put it into effect. First, to make sure that pre-war standards are reinstated. Second, to support the two-year teacher training program for elementary teachers and to establish a college of education at U.B.C. where this training would be given. Third, to continue to make the profession more attractive to encourage more students into teaching. And fourth, to convince the public that cheap teaching is more expensive to the country than any other cheap services that can be bought.

A second interesting panel was held on the topic, "Is Our Philosophy of Education

Sound?" with Prof. G. Andrew, Dr. C. B. Conway, John Sutherland and J. R. Inkster.

Ches. Milley supplied delegates with mimeographed and printed material dealing with pensions. He explained that Sam Eckler, actuary, is now preparing statistics on what benefits the service pension will pay on the basis of the present pension act which has been considerably amended since the last actuarial report of 1949. He is also drawing up a second pension scheme based on the percentage of salary plan using one and one half percent of the average salary during the 10 years preceding retirement.

Allan Spragge explained the advantages of the percentage of salary plan. The two main advantages being that the pension will bear greater relation to the salary and

two, that this relationship is maintained automatically as salaries increase.

Delegates also discussed the partially funded scheme whereby the liability due to prior service previous to 1942 would not be reduced but remain static. If this were adopted, pension benefits could be considerably increased without increased government contribution.

Part of the Public Relations sessions were taken up with a discussion of educational finance by John Sutherland and C.D. Ovans. A summary of the educational finance picture is being prepared by Allan Spragge and will be sent to local associations upon completion.

"Work hard, play hard" seemed to be the motto of the workshop. Under the leadership of Eric Woodman, delegates had the

(Continued on Page 34)



Taking time out at the Qualicum Workshop are, left to right, Junior Past President Doug Chamberlain; Gib Eamer, secretary Saskatchewan Teachers' Federation; Harry Dee and Bernard Gillie, both B.C.T.F. Past Presidents; Miss Marlon Gimby, President Alberta Teachers' Association; John Prior, President, and Charlie Ovans, General Secretary.

Correspondence

Hospital Insurance Premium Deductions

C. D. Ovans, Esq.,
General Secretary,
B. C. Teachers' Federation,
1644 W. Broadway,
Vancouver 9, B.C.

Dear Mr. Ovans:

Thank you for your letter of May 23rd in which you discuss the possibility of deduction of hospital insurance premiums from teachers in ten equal amounts.

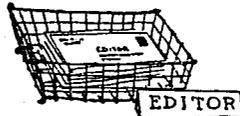
After Mr. Montaldi called this situation to my attention I discussed the question with the Commissioner of the Hospital Insurance Service. He informs me that it would be very difficult at the present time to have some deductions of one-tenth and some of one-twelfth. In his discussion with me, Mr. Montaldi mentioned that it was usual to deduct three-twelfths in September when the school teachers usually have least money. I wonder if you are aware that it is quite possible to have a deduction of three-twelfths made in June if this would be more convenient for the school teachers at the present time.

We are at present considering certain changes in operating procedure in the Hospital Insurance Service and I can assure you we will keep in mind the problem of the school teachers and see if it would be possible to make deductions from their pay of one-tenth of the premium per month.

Yours very truly,

A. D. TURNBULL,
Minister of Health and Welfare.

Editor's Note: Any association interested in having the three-twelfths deduction made from the June cheque should make such a request of their School Board secretary well in advance.



SHE VALUES THE FEDERATION

R.P. No. 1,
Victoria, July 25, 1951

Editor, *The B.C. Teacher*:

Dear Sir:

I should like to express by gratitude to the B.C.T.F. for granting me a complimentary membership in the Federation for 1950-51, while I was engaged as an exchange teacher at Miami, Fla.

I looked forward to receiving the regular issues of the *The B.C. Teacher*, and then was able to keep in touch with educational activities in my own province.

My exchange experience was a very happy and interesting one. Nevertheless I am glad I am a B.C. teacher and feel a renewed pride in our B.C.T.F. which offers so much in benefits and security to the teachers of this province.

Thank you, again, for the kindness and consideration extended to me.

Yours sincerely,

MARGARET E. PRATT

QUALICUM

(Continued from Page 33)

choice of a dozen activities from square dancing and poker sessions to horse shoes and baseball! A tea was given for the delegates by the Mount Arrowsmith local and several sight-seeing tours were arranged.

Don McKay and Ab. Poole tied on the fish derby and Owen Kerley was high man (or should we say low man) in the golf tournament.

Uncle John on . . . Getting Acquainted



My dear Niece:

Children are practically human beings, or at least most of them are capable of becoming so. This is a fact of which we must continually remind ourselves. The tendency of the school is to try to make them all the same; this, fortunately, is impossible. Providence and their parents made them different, and if you want those differences to work for you instead of against you, you must get acquainted with them.

I don't mean that you should "teach Johnny instead of teaching arithmetic." That motto was perhaps useful once, but it needs to be put in cold storage. It was invented by someone who did not understand the difference between direct and indirect objects, and the result of trying to practice it has been a huge crop of Johnnies who have not learned arithmetic. And I don't mean "The child-centred school," which seems to mean that you should spend your time making things easy for the dunces and loafers, and being nice to the fools and mischief-makers.

I mean that you should know not only how they are doing their work, but why. The causes of what they do in school are to be found in their homes, so you had better go there. Better go before the trouble starts instead of afterwards; if you go in time, the trouble will probably never start at all.

As to whether parents are rational

human beings or not, I would say that depends on the parent. When my children were in school, I tried to be reasonable about their treatment and adventures, though I often thought the teacher was wrong. But there were several times when if I had not been a teacher, and understood the scholastic point of view, I would have made as much trouble as possible. Now that my grandchildren are going through the mill, I don't know if I would be as philosophical.

So get acquainted with the parents, as soon and as thoroughly as possible — at least enough to make them feel free to talk to you, instead of about you. And when they do talk to you, pay attention. Either agree with them, or get them to see your point of view. "Agree with thine adversary whilst thou art in the way with him." When you can't agree, "pass the buck"—put the blame on some higher authority; principal, inspector, or, best of all, the government.

There once was a principal who reproved me for being "too human" in my treatment of the children. I asked a much more successful teacher about it—he was a high official in the Education Department—and he answered: "It's impossible. You can't be too human." So get people to like you as a human being, which is after all more important than being a good teacher.

Ever your loving,

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Note:—"Uncle John" is an old and successful teacher, who has taught all subjects, to all grades, and in all sorts of schools. His letters do not tell you what to teach, or how, but only how to be happy in your work. He agrees with King Solomon, that "There is nothing better for a man than to eat and drink, and take pleasure in all the work that he doeth under the sun." If you have any problem in your "public relations," write to Uncle John, in care of this magazine; he will answer you in a week or two.

New Books

SECONDARY

Reading for the Atomic Age, Ed. by M. D. Hoffmann; Book Society of Canada; pp. 406; \$3.35.

Senior high school teachers and students would find the selections in this anthology usable in either English, Social Studies, or Science. The first section of the book might loosely be described as literature since it consists in the main of personal responses of a variety of people to the onset of the atomic age. The second and third sections deal with the scientific aspects of the matter and the concluding section with its social and international implications.

To the adult reader much of the last section is obvious, i.e. either we find a way to end international warfare or it ends us. The teen-ager for whom the book is designed sees the glamor not the horror of war. Perhaps this book may help them to realize that the glamor is being bought at a rather high price.

As might be expected in an American text the section on the scientific aspect of the matter is the best done. Here in good clean technical prose is a clear account of the development of atomic energy and some of its many applications.—P.G.J.

GENERAL

Exhibition Album, Human Rights; UNESCO; University of Toronto Press

"Superb" is a word not often used in these columns, in the case of the above album it is more than deserved. At the time this album was received for review, there was a flurry in the world press to the effect that UNESCO had been captured by a gang of crackpots that was throwing money away on a variety of hair-brained schemes. If this album be the work of crackpots perhaps we should consider opening our mental homes and putting a few bars on the windows of some of the chancelleries of the world.

Unfortunately, the printed word can not

Books for review and correspondence bearing upon book reviews should be addressed to Mr. W. J. Kitley, 3575 Elliston Street, Victoria, B.C.

begin to do justice to the quality of the work both artistically and historically in this album. It is, in brief, a photographically documented history of man's struggle for human rights. As well as over one hundred large illustrated sheets (approximately 12" by 19") there is a brochure on the subject and a large (approximately 40" by 29") sheet containing the text of the Universal Declaration of Human Rights. It is perhaps not fair to compare UNESCO's publications with those of the UN but they do embody much of artistry, polish, and interest lacking in the latter. The size and scope of the album makes mandatory a good sized display area such as would generally be found in the halls or corridors of a large building and the album therefore would be most valuable in a large secondary school or in a good sized public library—W.J.K.

Better Reading, by Gainsburg and Spector; The Book Society of Canada; pp. 350; \$2.50.

This is a remedial reading text for pupil use. Its sturdy binding and non-expendable layout make it particularly suitable for the few real remedial cases. While seemingly more expensive than the standard workbook it would not be needed in large quantities and could be used over a longer period of time. Indeed it should not be used in place of, but rather as a supplement to, the standard workbook.

The authors have divided the problem of reading into several basic skills such as skimming, finding central thought, inferring, outlining, and using special tools such as the dictionary, etc. These skills are in turn divided into a variety of sub-skills,

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and exercises appropriate thereto are provided in fairly large quantity.

Interested parties should remember that this type of material is a strong brew and unless very intelligently used can do much harm. The child with a reading disability has more often than not an overall personality problem and unless he develops a real desire for improvement and sees this type of book as an opportunity not as an imposition then it will do him more harm than good. It should be noted, of course, that this is not to the book's discredit but rather to warn you that drills are necessary but must be used with much care and much motivation. — G.B.S.

Our Children in Tommow's World, by S. R. Laycock; Ryerson; pp. 44; 60c.

Dr. Laycock in his customarily assured tone of voice smooths the path for the citizens of tomorrow in this little pamphlet. Frankly, at times, his rather glib assurance and folksy attitude sounds a note of superficiality. While most problems are susceptible to solution one is afraid that that solution will not be as simple nor as easy as Dr. Laycock would appear to believe.

To be less querulous, the pamphlet provides some interesting topics for private reading and group discussion. In regard to the latter there is appended a section giving discussion questions and further references. The topics, by the way, include such things as world understanding, the role of the family, war, and propaganda, in the world of tomorrow.—H.S.P.

Which Way Peace?, by W. C. Good; Ryerson; pp. 31; 50c.

This is a short and rather impassioned summary of recent events leading to the rise of the Soviet as a world power. The tone of the booklet is completely anti-Soviet and anti-compromise. Fortunately the author realized, as many fail to do, that such a programme to be effective must involve action on a scale much larger and broader than any we have hitherto shown ourselves willing to undertake. The present Korean war, if it has done nothing else, has proven the inefficiency of force alone. If we are to

undertake a successful crusade against the powers of darkness we must first show ourselves worthy of bearing the armour of light.—L.K.J.

1951 Catalog; Science Research Associates, Chicago 4, Ill.; Free on request to **The Publishers**.

This is a catalog of standardized tests in a variety of fields plus a guide to other publications such as the Life Adjustment Booklets and Better Living Booklets.

If you are interested in test material and, or topical booklets especially suitable for junior and senior high school students this catalog will be well worth the effort of sending for it.—M.M.N.

The Scarlet Flute, by Thora Stowell; Ryerson; pp. 260; 85c.

Although we have looked fairly carefully there is little that we can say about the above, barring the price, that is complimentary.

The format is meagre, printing small, paper poor, and its literary merits well hidden. The author does try to set moods and draw characters but the net effect has about as much verisimilitude as a grade one diorama on atomic energy.

That the foregoing has had to be said is rather a pity since the plot does have some unusual and entertaining twists, concerning as it does the adventures of a young English lad captured by Moorish pirates. The details of local colour impress one with the idea that the author if lacking most else did bring scholarship and information to her task.—W.J.K.

FICTION

The Catcher in the Rye, by J. D. Salinger. Boston, Little, Brown & Co., 1951.

Mr. Salinger's first novel is a brilliant, amusing and subtle in characterization. chief character, Holden Caulfield, is an imaginative, hypersensitive adolescent who tells his story in the first person. It covers his last day at a boarding school which he has been asked to leave, and two days spent

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Advice To The Classwork

STUDENT GOVERNMENT

Over the lunch-table at UBC Summer Session one day last July, the talk among several teachers turned to the topic of student government. Some were for it, and some were against it. Some believed the school revolved around a good student government, others had decided it was quite useless and so did without it apparently with no ill effects. One earnest young man about to take over a small school as principal wondered how he should introduce the business.

I contributed practically nothing to the discussion at the time, but have been thinking about this man's problem off and on, and have mentioned it to some of the staff. We have come to the conclusion that one very important aspect of student government, and incidentally of all government, is being completely ignored in our schools.

It seems to us that the emphasis has all along been on the activities and qualifications of those seeking office; the student voters are urged to nominate candidates carefully, to vote wisely—and then as far as the student government is concerned, to fo get the whole matter, or at best, to leave things to the elected officers.

It seems to me that there is a heavier responsibility on the voters than that just mentioned, and I would suggest to the new principal that he might do worse than to base his entire student government program for the first year on the duties of the voters, not only at nomination and election time, but for the rest of the government's term as well.

Specifically, I would suggest that in addition to the usual discussion about the qualifications of candidates, and the question of voting wisely, he urge the voters to make careful note of the candidates' election speeches, keeping track of their prom-

ises and noting their plans. Then he might see to it that they checked the student officers from time to time to remind them of their promises and plans by means of some sort of stewardship meetings. At the end of the year it might be profitable to the officers whose terms have expired, and to any contemplating entering the government, to be confronted with a transcript of their election speeches and asked to square them with their performance. This aspect of the voters' duty seems important to me, and I think it is one quite neglected.

I like to think of the eventual results if students trained in this habit, carried it over into adult elections!

NEW BOOKS

(Continued from Page 38)

alone in New York before he goes home. The story develops mainly through the self-communings of Holden and the fascination of the book lies in the contrast between his often hilarious activities and associations with the other characters, and the touching and tragic inner life of an unusual type of boy. With an essentially innocent outlook on life, he is trying to find some basis of understanding of the crudity and complexity of life. This is an effective and moving piece of work.

The Cruel Sea, by Nicholas Monsarrat. New York, Alfred Knopf, 1951.

Here is a grim and powerful story of the Battle of the Atlantic from 1939 to 1946, written from first-hand experience by a London journalist who served on the convoy routes during the war. The story car-

ries the conviction that these things happened. The strength of the story lies in the author's understanding of the handling of ships in time of war, of the feel and pattern of life as lived on the sea under violent and desperate circumstances. This part of the story is more successful than his depiction of character, which is apt to be stereotyped. The author understands ships better than he understands men. The book is however, one of the more notable and compelling books on the theme of World War II.

The Mango on the Mango Tree, by David Mathew. Collin and Sons, 1951.

In this polished and ironic book, written by the scholarly Roman Catholic archbishop and Apostolic Delegate for Eastern and Western Africa, eleven assorted passengers are thrown together on a large airliner over Africa for the duration of a trip. They are different colors, backgrounds, religions and outlooks on life. It is the intermingling of characters of entirely different types and a certain distinguished quality of style that give interest to the book. The plot is slight, there is no character development, human pettiness and confusion do not change. But as becomes a man of the church, the author is able to convey with considerable delicacy that these bewildered people could find the peace they seek in spiritual things.

The Smoking Mountain, by Kay Boyle. New York, McGraw-Hill, 1951

A collection of short stories of life in post war Germany prefaced by a long introduction reporting on the trial of the Nazi Heinrich Baab by a German judge and jury in a German criminal court, this book might fit into the documentary class. Miss Boyle is as crisp, as sure of touch, as ever, and her pictures of the lost children of Germany are especially fine. Five of the stories have appeared already in the New Yorker. Miss Boyle writes from personal experience of living for two years in post-war Germany and the impression is left with the reader that the basis of personal integrity in the Germans of to-day is slight.

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Quotes and

Some Secondary

Those of us who have been teaching for a number of years, and in a variety of places in the province, have met a wide assortment of inspectors and are familiar with idiosyncracies and pet notions.

Recently I chanced to hear one of the latest of the inspectorial notions that are offered for our contemplation from time to time. It appears that the inspector in a certain district addressed a gathering of secondary teachers there and enlarged on the topic that the elementary teachers were more successful in solving their problems than were the secondary teachers. He urged all who could to take the time to visit the elementary schools in the district for purposes of observation and inspiration, and went so far as to snatch several of the secondary teachers from their classes during the next day or two for visits to the elementary classes.

Whatever the merits of this sort of thing may be—and I confess to being a bit baffled by the idea of taking men with twenty-odd years of experience a-visiting classes conducted by beginners—it seems that there is a serious snag in this notion of comparing elementary and secondary teachers in connection with the solution of their problems.

Many Differences

I would imagine that the comparison would be valid only if both sets of classes were being conducted along more or less similar lines, with similar problems and similar factors influencing them. (Which of course they are not.)

Naturally an elementary teacher can solve some of her problems better than I

Comments

By THE MAN ON THE FENCE

School Problems

can—her set-up in so many ways is so much simpler. On looking back over an average school day with my secondary school classes, I can see a number of factors which contribute to the emergence of problems not faced by the elementary teacher.

For instance, and speaking solely for myself, I would greatly admire to have one group for at least an entire morning or afternoon, if not the entire day. I am convinced that this maddening business of jangling bells and upheavals and commotion that takes place at the end of every period when classes change contributes greatly to the general restlessness of the average secondary group. Would any elementary teacher favor changing her group with a whoop and a holler every hour or the hour?

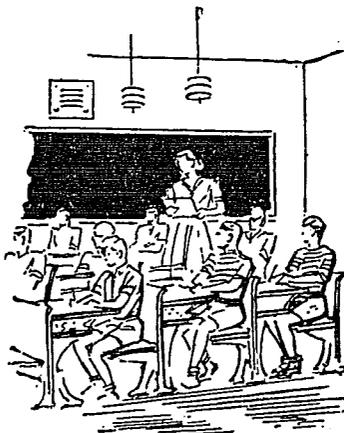
There are other things. There is the listlessness and boredom which attack Grade X and XI boys from time to time dominated by the attractions of leaving school and getting an easily-available job (in some communities such as ours) for eight or nine dollars a day.

There are still all the extra outside-school attractions which affect senior students more than the elementary small fry, such as athletics and parties and dances and other things. It is particularly exasperating to know that so much of what we are attempting to put over is being nullified by the out-of-school contacts and activities of the senior students. How effective can one of our grade seven teachers feel his efforts are with the Effective Living program when he can walk down to the wharf any evening in the week and see two or three of the girls in his class hob-nobbing
(Continued on page 48)

SEPTEMBER-OCTOBER, 1951

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News, Personal and Miscellaneous

JOSHUA STEPHENS MANSON

JOSHUA STEPHENS MANSON: On July 12, 1951, the teaching profession in B.C. lost one of its most colorful and engaging personalities through the death of "Steve" Manson, Industrial Arts Instructor at Cranbrook.

A native of South Shields, County Durham, England, Mr. Manson worked in the Old Country as a patternmaker and as a manual training instructor. He came to Canada in 1923, and worked for five years in the C.P.R. hotel system. Returning to teaching in 1928, he joined the Cranbrook staff as Industrial Arts Instructor. Except for a two-year stint with Royal Canadian Navy, he served in the Cranbrook schools from 1928 to 1949.

A serious illness compelled Steve to take a year's leave of absence in 1949-50. He spent that year back in South Shields, and on his return to Cranbrook was accompanied by his sister, Miss Elsie Manson, who is his only surviving close relative.

Possessor of a magnificent baritone voice and a limitless fund of energy and good humour, Steve Manson made a host of friends in and about Cranbrook. Besides being the mainstay of the Christ Church choir, he spent many hours designing and building furnishings for the church. In concerts and dramatic productions, or, for that matter, just plain parties, his great big voice and his great big heart made an irresistible appeal. He was a man who lived every day of his life.

AMELIA CREELMAN

Miss Amelia Creelman, one of Vancouver's outstanding teachers, passed away in the Vancouver General Hospital on August 3. After a memorial service here, her body was taken to Nova Scotia for burial in the family plot at Bass River.

Miss Creelman came to Vancouver in

1910 after graduating from Dalhousie University. She began her teaching career at the Dawson School but soon joined the staff of King George High School where she remained until 1946, when she was appointed lecturer in English at the University of B.C.

Her fellow teachers and thousands of students will honor her for a single-minded devotion to her profession, and for the fact that she never spared herself in her desire to serve her pupils. Everyone who had anything to do with her, particularly in the last two years of her illness, will cherish most the memory of her unquenchable courage.

To her relatives and friends the B.C. Teacher extends sincere sympathy.

Special Library Service For Teachers

One of the best possible sources for up-to-date books on all phases of the teacher's work and responsibilities is the "Teachers' Professional Library," administered by the Public Library Commission in Victoria.

It is comprehensive. The collection of some 2,300 volumes deals with all subjects of special interest to teachers, from kindergarten to vocational guidance, school finance to mental health, philosophy of education to story-telling, music, extra-curricular activities, etc.

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School Broadcast News

ABOUT PLANNING

"The best-laid schemes o' mice and men . . .", but far better to have a scheme of action which might occasionally "gang-a-gley" than to drift from day to day.

No teacher would attempt to face the months ahead without having already made an over-all plan to guide him to his first landmark in the mists of December, or even to his final destination in the thicker mists of next June. The same principle of following a definite scheme of action should underlie the use of School Broadcasts.

Have you glanced through the Teachers' Bulletin and decided what programmes will fit in with your grade levels and subjects? if some of the programmes don't coincide with your study of the topic in class, plan to use them either as introductory or follow-up lessons. To help you in making your year's listening schedule, tick off dates on the Radio Wall Calendar, or use the calendar at the beginning of the Bulletin.

Another point to remember in your planning. Are you letting your pupils play as big a part as they should in your use of the broadcasts? Don't relegate them to the position of mere auditors.—let them take an active part by forming various committees. These can relieve you of a number of the little details. Check page 90 in the Bulletin for suggestions.

In drawing up your campaign for the effective use of school broadcasts in your class, don't overlook the valuable section called "Teaching Techniques" at the end of the Bulletin. Here you'll find the answers to your queries about the best use of the programmes—how to prepare

the class, what to do after the broadcasts, how to improve listening habits. If you teach in a one-room school, there's a special section for you!

And finally—though this should be one of your first steps—in lining up your year's listening programmes, make sure you have ordered the various supplementary aids. You will find an order blank at the end of the Bulletin. Supplies of all material are limited, so send in your order at once.

To mix quotations, "It is better to have planned and lost . . .", except that in teaching, including the use of School Broadcasts, when you have planned, there is little chance of losing!

Special Listening Notes—"The Mighty Fraser". A repeat of a very popular B.C. history series, Oct. 22-Nov. 19.

"Exploring the Book Shelf." Dramatizations for intermediate English, Oct. 2-Nov. 6.

C.B.C. Health Broadcasts

On Tuesday, September 4th, the C.B.C. Dominion network commenced a series of weekly broadcasts about Human Relations and Mental Health.

From October 16th to November 20th the series "Return Journey" by George Salverson will be presented. This series is devoted to the methods of rehabilitation of people with criminal records.

"In Search of Ourselves" is the title of the series running from November 27th to February 5th. The script writer, Len Peterson will illustrate cases of people with deep-seated emotional difficulties and mental illness. In some cases he will indicate that formal treatment is necessary and indicate how it may be obtained.

The last of the series, "Life With the Robinsons" is written by Ted Allan. It gives some useful glimpses of Canadian family life—happy sometimes, tense and anxious at other times, but with an undercurrent of humor and real understanding of life and its problems.

These broadcasts will be heard at 8:30 p.m. PST over stations CHWK Chilliwack,

CJOR Vancouver, CJVI Victoria, and CJIB Vernon.

Leaflets concerning these programs may be obtained from Mrs. Kay Beard, Health Education Consultant, Department of Health and Welfare, Victoria, B.C.

C.B.C. School for Parents

The "CBC School for Parents" for 1951 will be broadcast in the afternoon talks period on the complete Trans-Canada Network on Thursday afternoons during November and December.

As usual, the speaker will be S. R. Laycock, Dean of Education, University of Saskatchewan, Saskatoon, and a well-known radio commentator in the field of human relations. Dr. Laycock's title for this series will be "Guiding Our Children". The subtitles of the talks will be:

- Nov. 1 To Feel Secure with Others
- Nov. 8 To Gain Self-confidence
- Nov. 15 To Take Responsibility
- Nov. 22 To Achieve in Work and Play
- Nov. 29 To understand Themselves
- Dec. 6 To Be Able to Love Others
- Dec. 13 To Prepare to be Parents
- Dec. 20 To Build Strong Characters

This is the ninth annual "CBC School for Parents" to be conducted by Dr. Laycock.

HOW TO CATCH A COLD

"How To Catch a Cold" is a new motion picture, 10 minutes long in sound and Technicolor. It was produced by Walt Disney Productions and is sponsored by Kleenex, a product of Canadian Cellucotton Products Co. Ltd. 16mm. prints will be available on short-term loan for school, business and industry showings about September 1, 1951, through Educational Department, Canadian Cellucotton Products Co., Ltd., 50 King St., W., Toronto. Print loans are free except for return postage.

It takes common sense to fight the common cold. That's the theme of this health

film and Common Sense is its star. He is a kindly intellectual little character with horn-rimmed glasses. He's wise; so helpful. His charge — and problem — is sneeze-and-sniffle ridden Common Man who sets you laughing at his foolish mistakes. Until you realize he could be you. As simply as that, the animated cartoon gets important health pointers across.

The film was developed under the careful guidance of leading medical and educational authorities. Yet, it never preaches. The Walt Disney brand of fun and imagination are used to bring home scientific do's and don'ts—painlessly, memorably.

The film is universal in its appeal. Its teachings and reminders are needed by people of all ages — by youngsters in grade school, by teen-agers and also by adults. "How To Catch a Cold" is a motion picture for everybody.

This picture champions no remedies. It does emphasize, however, the benefits of rest for hastening recovery and the importance of isolation as a protection to others, points on which the medical profession agree.

This is the second motion picture sponsored by Canadian Cellucotton Products Co., Ltd., and created by Walt Disney Productions. The first, entitled "The Story of Menstruation" was done for Kotex and provides a simple, forthright explanation of a subject once considered difficult to handle. Released late in 1946, over a thousand prints of this picture have been put into distribution and there is no sign even today of waning interest. Showings during October and November of 1950 were at an all-time high.

QUOTES

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with the unsavoury characters down there? This is the sort of thing that junior and senior high school teachers encounter more frequently than elementary teachers.

The more I contemplate these and other such factors which any of my secondary readers are aware of, the less use I can see for making comparisons such as the above.

THE B. C. TEACHER

"TEACH COLD PREVENTION this easy way!"



(Print your name)

Honour Roll Health Pledge

School _____ Class _____

I will do my best to keep our class free from colds by following these simple health rules:

- 1 **Keep Feet Dry**
Remember to wear rubbers when it's wet and not step into the puddles just for the fun of splashing.
- 2 **Dress For Warmth**
It isn't "cool" to wear sweaters and warm hats and gloves—wear them rather than get a cold shill.
- 3 **Stay Out of Drafts**
Get plenty of fresh air, but do not sit on a draft and catch a cold. It's easy to sneeze, and sometimes helps avoid getting a bad cold.
- 4 **Eat Proper Food**
Eat plenty of natural breakfasts, eggs, vegetables, milk, etc. are good for you. They build up your strength—build up resistance to colds.

Wash every day, especially if there are any signs of a cold.

Cold
Keep your hands clean, always blow your nose with gentle tissue, sneeze into your elbow, and if you have a cold, stay home. Don't go to school or work. If you have a cold, stay home and rest. See your doctor.

Don't see your doctor... but if you catch a cold and it gets worse, see your doctor... go to your doctor and do what he says.

Especially prepared to help increase your classroom attendance, Honour Roll Health Pledges stress cold prevention rules in students' own language.

Rules are appealingly illustrated. And by having their own names on their pledges, each student promises to follow them faithfully.

Another way to help prevent spread of colds is to keep Kleenex® handy always in your classroom. Because each soft, absorbent Kleenex tissue is used just once, then destroyed—GERMS AND ALL!

Fully approved by Educational and Medical authorities Honour Roll Health Pledges are available from the makers of Kleenex.

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