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NOVEMBER, 1951

*the* **BC** *teacher*

OFFICIAL ORGAN OF THE BRITISH COLUMBIA TEACHERS' FEDERATION  
*(See Page 80) ↓*



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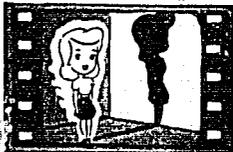
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NOVEMBER,  
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VOL. XXXI,  
No. 2

# the BC teacher

Official Organ of the British Columbia Teachers' Federation

**EDITORIAL BOARD:**

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# Ye Shall Be Judged!

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

IT IS surprising what you overhear when you order a cup of coffee in the local restaurant!

Not that we are eaves-droppers, but when the conversation in the next booth turned to education, we automatically sat up and listened!

It happened the other day. A group of high school girls were sipping sodas when suddenly a high voice remarked:

"Algebra! I can't understand it . . . never can, never will! And Mr. Smith doesn't help any either. He expects us all to be brains an' just because we don't get it right away, he thinks we're stupid!"

"Smith! Oh . . . do you have HIM?" her friend said in a tone of horror.

"Yea . . ." was the only reply.

"You should have Jones," said the friend. "He's a sweetie-pie! I don't understand algebra either . . . but he tries SO hard. Just knocks himself out! Why, he explained one problem today over and over again until he was BLUE in the face. And NEVER gets mad!"

And so the conversation went with teachers Jones and Smith being pulled apart in a crowded restaurant. What a pity Mr. Smith doesn't realize that his words and actions go beyond the classroom.

Of course, the girls were exaggerating as all teen-age youngsters do. But, they carry these exaggerated views home to their parents.

What different impressions each girl's parents would have about the teachers in the local high school. Yes, we said teachers. Too often, teachers in a whole school are judged by the actions of one teacher on the staff.

Parents' impressions of teachers, schools, school costs and education general are

based on a series of "little" things. Granted major educational news is important, but it can be completely overshadowed with a few negative words from little Johnny.

Certainly the best means of better parent-teacher public relations is direct contact. Naturally, this is sometimes difficult in the larger areas. Your visits in the homes of pupils, parents' visits to schools, P.T.A. meetings, school programmes and many other activities give you chances to make contacts. Are you using these opportunities to build goodwill for your school?

And then, there are all the "little" ways of maintaining contact. As an example, the teacher who decided to send Christmas cards to the parents of her pupils. Not a commercial card, but a greeting on bright red paper and with the greeting, a personal note on how much she enjoyed teaching little Johnny.

Enough teachers are parents to realize how the mothers and fathers would beam with parental pride!

This teacher took the time to write 40 or 50 cards. She not only established goodwill for herself, and her school, but for the teaching profession. She was doing a big public relations job by doing a "Little" thing.

No one is more eager to discuss your pupils than their parents. And no one is better qualified to discuss the youngster's welfare than you are as his teacher. This relationship between parents and teacher can easily become a partnership.

Look for more ways—big or little—to make more contacts with these parents. It will pay large dividends in educational goodwill.

# The Pension Referendum

**D**URING the last week of November, each member of the British Columbia Teachers' Federation will be asked, through a referendum ballot, to express his opinion on two important questions. The result of the vote will determine the direction taken by our pension scheme for many years to come.

The two questions appearing on the ballot will be:

1. Are you in favor of making the teachers' total contribution to the pension fund 6% of salary in perpetuity provided that the Government makes a 6% contribution, also in perpetuity?
2. Do you favor changing the Teachers' Pension Scheme to a "Percentage of Final Salary" type plan?

Before making these decisions, we must know the background out of which the two questions arise, and the implications inherent in each question. In the September-October issue of *The B.C. Teacher* two articles appeared: one of these described in some detail the provisions of the present Teachers' Pensions Act, while the other quoted excerpts from a report submitted in September by the actuarial firm of Pipe & Eckler, dealing with possible improvements to the Act. In this issue, on page 54, we publish a debate on the pro and con of one of the proposed changes, written for us by Messrs. R. R. Smith and R. P. Steeves, two members who have studied our pensions scheme with great care and diligence over a considerable period of years.

In the present article we propose to explain what each of the questions means, and why it is being put at this time.

## 6% in Perpetuity:

The purpose of the first question is to determine whether or not the teachers are willing to provide the pension fund with

the type of financial support which the Actuary assumed in calculating what improvements in benefits might be made.

The teacher's individual contribution to the pension fund at present has two parts. He pays 5% of his gross salary into the Annuity Fund. This amount is credited to his individual account, and on his retirement it is used to provide the annuity portion of his retirement allowance. Subject to the estreatment provisions described in our previous article, it is refundable to the teacher if he withdraws from the profession before reaching retirement age. In addition, he pays 1% of salary into the Service Pension Account, where, along with the Government's contribution, it helps to provide the service pension portion of the retirement allowance. This one per cent is not refundable.

Under present regulations, the special one per cent contribution is to be levied for a period not to exceed twenty years from January 1, 1942. This means that in 1962, or possibly earlier, this levy will be dropped, and the teacher contribution will become 5% only.

The Actuary suggested in his report that we could improve the benefits from our scheme substantially if we abandoned this provision for eventual reduction of our rate of contributions, and provided for a 6% contribution in perpetuity. He indicated that if the extra 1% became a permanent contribution to the service pension fund, it would increase the level of service pensions over what the ratio would be if the 1% was ultimately dropped, by \$3.00 per year for each of the first 20 years of service, and \$3.75 per year for each year of service over 20. For a teacher retiring after forty years, therefore, it would add \$135.00 per year, or \$11.25 per month to his service pension.

It is possible, of course, to make the

teachers' contribution 6% in perpetuity, but to put it all into the Annuity Fund. The consequent improved benefit would then appear in the form of a larger annuity, rather than a larger service pension. In answering the first question on the ballot, the teachers are not being asked, at present, to decide to which side of the fund the one per cent should go, but only whether or not the extra one per cent should become a permanent provision of the Act, in one form or the other.

Two fairly obvious arguments support the move toward a permanent teacher contribution of 6%. First, our basic objective is to attain an adequate level of benefits, and this requires an adequate level of contributions. Secondly, the Government will be more inclined to peg its contribution at 6% in perpetuity if the teachers are willing to do likewise.

A less obvious, but equally valid, argument is based on the principle of "equality of sacrifice." Under the present regulation, those teachers whose service includes all the years 1942-1962 will have made a special contribution of 20% of a year's salary. Those whose service includes only some of those years will have made a partial contribution, while those entering after 1962 will make none at all. Yet all will be entitled to the same scale of benefits.

#### What Basis?

The second question is to determine the principle upon which we want the distribution of benefits based.

At present, the service pension, which generally is the major portion of the retirement allowance, is determined by the number of years of service only, and is not related to the position held or the salary earned. Only the annuity portion is related to salary, and it indirectly, through the fact that the amount of the teachers' contribution is determined by his salary.

In a "Percentage of Final Salary" plan, there are not two separate accounts, nor does any individual have a personal account. The employer and employee contributions go into a common pool. The retirement allowance is a set percentage

## READ THIS

and the articles beginning on pages 54 and 55 before you cast your ballots in the

## PENSION REFERENDUM

for each year of service of the employee's "final salary." Final salary is variously defined in various pension plans; for our Act it is suggested that it be the average annual salary during the ten years preceding retirement.

As an example of the operation of a final salary plan, consider a plan that pays a retirement allowance of 1.3% of final salary for each year of service. Suppose an employee retires after 40 years' service. His pension is 40 times 1.3% of final salary; that is, 52%. Suppose his average annual salary during his last ten years of service has been \$5000. His pension is then 52% of \$3000; that is, \$1560 per year, or \$130 a month.

It must be borne in mind that in the long run the average pension granted under such a scheme will be the same as the average pension under a service pension-annuity scheme. The average benefit which can be paid is determined by the level of contributions, and not by the method of distributing the benefits.

It is also important to realize that the percentage quoted by the Actuary, 1.3%, cannot be regarded as a constant figure, fixed for all time. Neither can the rates quoted for service pension be regarded as constant. Both are subject to change up or down as surpluses or deficits are revealed in the triennial actuarial evaluations.

(Continued on page 59)

# THE PRESENT SERVICE PENSION SCHEME ...

By R. P. STEEVES,  
Principal General Gordon School,  
Vancouver

**A**S THE request for this article was received somewhat late and as space is limited, it will be impossible to bring up all the advantages of our present Service Pension Plan. An attempt will be made, however, to present those advantages which are most apparent and of greatest interest to a large number of teachers.

As an introduction let us consider the Pension situation as it existed at the time of the preparation of the present act, 1941, and the situation as it is today, 1951.

In 1941, a bankrupt Pension Fund. Not only bankrupt but several million dollars in the red.

In 1951, a fund fully solvent. So prosperous that it no longer requires the one percent voluntary contribution of teachers and so prosperous that it provides an invitation to the Government to reduce its contribution (if the status quo alone were to be maintained).

In 1941, a large group of annuitants facing drastically reduced pensions.

In 1951, a moderate increase already given to Pensioners and further improvement within sight and available to all past and future Pensioners, with these improvements available through a simple amendment to the act.

In 1941, a large group of annuitants in that all would be given equitable treatment through the functioning of the Service Pension.

In 1951, an even larger group of teachers, present and future Pensioners, considerably disturbed by the suggestion that a new scheme might be introduced which would unduly favor one particular group of teachers—those in the higher salary brackets.

Before discussing the merits and demerits of the scheme, I wish to state that I shall refrain from making definite statements unless the figures have been approved by a responsible member of the Superannuation Office and, unless the statement is one of obvious fact. I feel that there has been already a considerable amount of loose talk, well intentioned no doubt, but made before figures or facts have been confirmed by experts fully qualified in financial matters. Many such well intentioned statements have already proved invalid when submitted to expert professional scrutiny.

## Considerable Improvement

In support of the present Service Plan, I would now like to refer to a meeting of the Pension Committee at which Mr. Eckler, the actuary, was present. A member of the Committee asked Mr. Eckler what possibilities of improvement might present themselves if the one percent contribution

Continued on page 56)

These two articles, one supporting a continuance of our present type of pension plan and one supporting a change to a percentage of salary plan, are printed here in the hope that they will be of assistance to our readers when they vote on the pension question. (See also Page 52.)

Mr. R. R. Smith is the First Vice-President of the Federation and a long time member of the Federation Pensions Committee.

Mr. R. P. Steeves is a Past President of the Federation and also a member of the Federation Pensions Committee. He was a member of the Federation Committee which negotiated the present Pensions Act in 1939 and 1940.

# or A Per Cent Plan?

By R. R. SMITH,  
Principal Hastings School, Vancouver

THE CONFUSION and hesitation apparent in the Province on choice of plan is a matter for grave concern. In the various explanations the real issue has been obscured and that is "Is it wiser to change to a plan that automatically distributes surpluses?" This seems to be the only real issue. By either plan all teachers benefit over present conditions very materially even if not equally. But it should be emphasized that these benefits are only possible if the actuary can depend on the contributions from teachers and government being guaranteed in perpetuity. No precaution should be overlooked to guarantee that benefits of funding in perpetuity will be assured us in perpetuity and not terminated at some time that a surplus comes up for consideration. It is the temptation of sharing a surplus wherein the danger lies.

Mr. Eckler, the actuary, is very well aware of the fact. He hopes to head off the danger by clauses in our act that will determine the disposition of the surplus. But doesn't that leave a lot to chance? Are not the risks of type of government, financial position of government, level of economy, at such times as the incidence of a distributable surplus so great, that we should obviate the need for legislation by taking the appropriate action now? If the government were in perpetuity, the legislation would be adequate but governments are not in perpetuity nor can legislation be so considered. When the safety factor is right at hand, why do we hesitate? Legislation did not protect pensioners in 1941 from pensions cuts. Surely we have not forgotten the drive on pensions last spring. Can anyone seriously propose that we

should leave ourselves open to periodical drives? The percent plan automatically distributes its surpluses and nothing should turn us aside from its adoption.

## Variable Pensions?

Much has been made of the statement that the 1.3% might be a changing factor. With a large wave of inflation the per cent may have to be reduced. It should be pointed out that the reduction if imposed would still mean a greater return as the amount to be divided would be that much greater. But isn't that an attractive aspect of the per cent plan? We would still be moving with the inflationary spiral whereas there is a fixed return in the service type of plan. Or is it fixed? Suppose our economy falls and salaries instead of advancing, recede. Has no one suggested that the formula as a consequence might be as low as \$25 and \$30 instead of the presently suggested \$30 and \$37.50?

The point is raised that many will suffer financial loss through the fact that they have made voluntary commitments at advantageous rates so that they may enjoy a higher annuity than the one provided by their basic payments. The actuary says that voluntary payments are possible with either plan. He intimates that the only difficulty is one of administration. But that is not our problem. If we wish to make voluntary payments and lump sum payments, we can.

What democratic formula of equality can justify a position imposed whereby the highly-paid teacher subsidizes the service pension of the lower-paid teacher from his

(Continued on page 58)

## Service Pension

(Continued from page 54)

of teachers were to be guaranteed in perpetuity, and if the Government would give a similar guarantee in regard to its present contributions. His reply was "I have never considered these possibilities as I was always of the opinion that the teachers had wished to be relieved of the one percent burden as early as possible, but if the teachers and the Government will guarantee to continue the present payments in perpetuity, I consider the possibilities as unlimited." (To the best of my recollection these were his exact words.) Mr. Eckler was then asked to report to the Committee what immediate improvement he would be willing to recommend in case both of the above-mentioned guarantees were forthcoming. His reply gave the figures that have already been publicized—\$30.00 per month for the first twenty years of service and \$37.50 per month for each succeeding year of service. He further stated that these improvements could be brought into operation by a simple amendment to the present Act at the next session of the Legislature.

Since that time responsible officials of the Government have given their approval to Mr. Eckler's suggestions, subject, of course, to final approval of the Legislature.

According to the Actuary, these improvements could be extended to those already on pension as well as future pensioners.

A member of the Pension Committee who has made an especially careful study of all points as they arose has figured out that these improvements suggested by the Actuary will give better Pensions to those retiring within the next few years than will the percentage of salary plan.

### On a More Equitable Basis

In support of the final Salary Plan, it is claimed that such a plan would permit teachers to more closely maintain the standard of living to which they have been accustomed. This is certainly correct, but we are dealing with retired teachers, not positions, and it should be kept in mind that to some extent those receiving the higher salaries have been very fortunate and that it is only fair that these fortunate

ones should share equally with their less fortunate colleagues when the period of service is completed. This is especially so as the amount of money involved is, to a considerable extent, drawn from public funds. Those who have been fortunate enough to gain the higher salary have a greater opportunity of providing for their age of retirement during their active teaching period. They have more money available during the earning period for making outside financial investments, or they have the privilege of taking advantage of the annuity clause of the present Act which permits them to purchase a larger annuity.

It is said by some that the one percent now paid into the fund by all teachers is not entirely fair as the higher salaried teacher pays a larger amount than those who have continued in a lower salary bracket. At first glance this appears a fair criticism, but is not this more highly paid individual more able to make higher contributions? Also, the high-salaried one can take comfort from the fact that in the final analysis he receives a better return from his one percent, through his Service Pension, than through any other readily available investment.

It is not the purpose of this article to defend the Superannuation Commissioner, or his assistants, or the manner in which he conducts his office, but criticism has been heard of the statement coming from that office that, "It would be difficult to change over from the present scheme to the suggested new scheme." This statement should be considered seriously by every pensioner, past and future. Here are some of the difficulties that would undoubtedly present themselves and they must be considered, entirely apart from any possible physical or routine office difficulties.

1. How would a percentage of salary scheme be applied to a teacher already on pension and no longer receiving a regular salary under the Department of Education?
2. What disposition would be made of funds standing to the credit of a teacher previous to the coming into force of the present Act?
3. What provision would be made for the disposition of a teacher's contributions,

over and above the statutory requirements, to the annuity account?

4. What is a teacher's salary?

- (a) Would it include his cost of living bonus?
- (b) Would it include an isolation bonus?
- (c) Would a salary be reduced by deductions made on account of illness or leave?
- (d) How many teachers could readily produce an accurate record of the previous ten years' earnings?
- (e) How, and by whom, would a teacher's average earnings for the past ten years be certified?

These are just a few of the difficulties that might arise and each one would be very important to each individual pensioner. Possibly, each of these questions has a very simple solution but up to date no satisfactory answer has been given. Space permits comment on but two of the above.

#### What About Voluntary Contributions?

Item 3 refers to extra units of annuity purchased by teachers who considered that this provision in the Act gave them the best means of making further provisions for the years of retirement and concerns many teachers in the Province. To date, the only suggestion made is that each teacher so concerned be given a paid-up annuity at the time of the coming into force of a new act involving a change of policy. This solution would be most unfair and generally unacceptable, as a paid-up annuity for a teacher, say in the age bracket of fifty to sixty years of age could not provide him with the retirement income for which he had planned. Furthermore, at that age (50-60) he could not purchase another annuity equal in value to the one for which he had sacrificed and made contributions during his years of service. If such a change were to be made, what age and what annuity rate would be used in determining the paid-up annuity?

To emphasize the difficulties suggested in Item 4, reference might be made to an address given recently by a prominent educational official to a group of Educators in Vancouver. During his address, this

official stated that in the course of his research work, he needed to know the answer to what he thought to be a very simple question. "How many teachers were there in B.C. last year?" Using all the facilities of the Department, including machines, it took him two days to get the correct answer! Please consult Item Four again and draw some conclusion for yourself.

Under the present plan, a teacher can readily work out his own pension and make plans accordingly—subject, of course, to the triennial evaluations. With final salary plan in operation, accurate calculation of a pension cannot be possible until the last salary is paid. The statutory evaluation would still hold good.

The Actuary says the service pension plan is more stable and not so completely subject to economic changes. We are told by those in favor of the final salary plan that it would help to overcome some of the difficulties of the present inflation, and this is presented as possibly its chief attraction. However, salaries have never yet caught up to the cost of living and salary alone, in the light of modern history, would appear to be a very weak reed, on which to depend for our Pensions, if living conditions were reversed.

#### Changes Required

It has been said that most of the Provinces of Canada have pension schemes based on the final salary plan. It might be interesting to examine briefly the latest of these Provincial schemes that has been set up, namely in Ontario. After a very short period, they are already in difficulties and to continue paying benefits provided for, in the Act, it has become necessary to approach the Provincial Government for additional grants, not provided for in the Act. One would gather from this that the Act is not actuarially sound.

This Ontario Act, although employing the final salary principle, has at least one clause that might be called by some, "The joker in the pack." A maximum pension is set by law! In other words if a salary is considered too high, it is simply disregarded and the pension estimated on an arbitrarily fixed salary. Some who express

themselves in favor of the final salary plan would insert a similar clause in our proposed new act. Apparently what is sauce for the goose is not always sauce for the gander!

If space and time permitted, many other unsatisfactorily elements in the final salary scheme could be presented but in the matter of voting on the proposals as are to be submitted in the coming plebiscite it is the principle which should be the guiding factor for each individual voter.

If the voter decides in his own mind that a Teacher's Pension should be decided mainly on the amount of salary he has been fortunate enough to obtain during

his last ten years of teaching, he will vote for the final salary plan.

On the other hand, if the voter decides that a more truly fair and democratic plan is to base the Pension on the number of years of actual service as a teacher, he will vote for the Service Pension Plan.

In both cases the amount of money available is the same. The difference arises over the manner of its distribution. The final choice, as determined by the way in which the greater number of teachers votes will be based on the principle involved. In this regard each voter must be guided by his own convictions as to the manner in which he marks his ballot.

## A Per Cent Plan

(Continued from page 55)

earnings? His one per cent of salary to the Service account over a lifetime will be many hundreds of dollars more than that of a teacher on basic scales and yet he can get no recognition for his over-payment. The loss to him in terms of pensions is substantial. He may even be able to afford the loss but does that justify the principle?

Objections to the changeover are that the per cent plan does not offer benefits to annuitants. Neither does it offer losses. There are many people willing to share the profits of a business but we still have to find the first one willing to share a loss. It is a magnificent thing for teachers to share gains with their old conferees but our whole point is "Will these gains be available to any if they have to be subject to a scrutiny and a change in the act when they develop?" We have only experience to guide us and it is not reassuring at all. To the same extent that there is a possibility of surpluses there is the possibility of deficiencies and under the Service Plan this would involve a reduction in pensions to annuitants as well as to future pensioners.

### Who Benefits?

The charge is made that the final earnings plan over-rewards teachers in higher salaried groups. Indeed the tear-jerking

on behalf of the downtrodden has raised such an emotional block that calm analysis no longer seems possible. Maybe we should see where these downtrodden are, who they are and how many there are. With the exception of three small districts the lowest present maximum for the E.B. certificate is \$3000. Most of the \$3000 scales even will disappear. Note: The B.C.T.F. scale calls for \$3800. The following formula and table is based on the E.B. maxima, annuity rates for women, ten years further service remaining, considering retirement in 1961, and a total of 40 years' service. Thus the average for the last ten years coincides with the maximum. These are based on the actual salaries of Vancouver teachers whose annuity undoubtedly will be higher than the annuity of all other E.B. teachers throughout the province.

Maximum, \$3300.

Service pension for first 20 years	
at \$30 .....	\$600
Service pension remaining 20 years	
at \$37.50 .....	750
Annuity (based on minimum contributions) .....	360
Total pension .....	\$1710
Pension on a per cent of final earnings:	
40 years at 1.3% is 52% of \$3300 or	\$1716.

It is very probable that for service and annuity contributions to date, some method of recognizing the different contributions paid by individuals other than this straight percentage calculation, will be used. However, it should not be less than that warranted by the revised service pension rates.

The following table illustrates the comparative positions of teachers in various categories.

Salary at maximum	\$3000	\$3300	\$3600
Service and annuity	1570	1710	1740
Pension as a per cent	1560	1716	1872

The point of demarcation for women seems to be \$3300 under present conditions and for men it would be somewhat higher. It would also be higher for those retiring after 1961. The above table shows who, but not how many. Teachers have a greater tendency to move to greener fields than to stay in less attractive positions. Only a few, for some complementary or personal reason that is more important than either higher pay or higher pension, remain behind.

This is well illustrated by a study of the teacher annuitants for 1951 and 1952, one hundred in number. This shows that fifteen are leaving at scales that would place them at from one per cent to seven per cent disadvantage in pensions on the per cent plan if that were substituted for the new service pension plan. Fifteen would be practically unaffected either way but seventy would be definitely better off by the per cent type of plan. Who is to say whether the fifteen could stand the loss better than the seventy? Undoubtedly they have had private reasons for staying on. Maybe the person who needs help because of inability to make savings is resident in those areas where salaries for the E.B. at maximum are \$4000 for, to a certain extent at least, high maxima reflect high living costs and low maxima the converse.

Teachers are idealists. They have to guard against taking quixotic action that may not only not be warranted in the interests of the few but may be definitely dangerous to all. Let us make our position as solid as possible. Let us take advantage of this fortuitous occasion. Let us change to a per cent plan for pensions.

NOVEMBER, 1951

## Pension Referendum

(Continued from page 53)

A question which frequently arises with respect to adoption of the final salary plan concerns those teachers who have been making voluntary extra contributions to the Annuity Fund, above the minimum required by the Act. Will their extra equity in the fund be protected? Will they have the opportunity to continue to make their extra contributions? The Actuary suggests that these members be protected by maintaining a supplementary annuity account to which their present equity could be transferred and their future investment made.

### A Two-Thirds Majority Required

A "yes" vote on either of the two referendum questions requires Executive action to implement it. A "no" vote merely perpetuates the status quo, for the time being at least. The Constitution of the B.C.T.F. has this to say regarding referendum decisions: "A vote on such questions shall be taken by mail but no action shall be taken by the Executive except such as is authorized by a two-thirds majority of those voting." Hence, the 6% contribution will become permanent, or the final salary plan will be adopted, only if at least two-thirds of the ballots received are marked "yes."



"Who is it?"  
"It's your son, Peter" . . .

Have You Heard . . .

## The Crease Clinic?

by CHUCK BAYLEY

WHILE we fill our medicine cabinet with pills and potions, linaments and lotions, and submit to physical examination and surgery, we still go a-hush about mental breakdowns and overlook the wonders being achieved by psychological medicine.

Drug and tooth paste manufacturers, insurance companies and governments have poured out the gold and sold us on physical fitness. No national advertiser pushes psycho-therapy. As a result, scarcely a person knows what to do when he feels mentally sick, yet the best treatment on the continent is at his disposal for a maximum cost of \$1.50 a day.

### World Famous in a Year

The Crease Clinic of Psychological Medicine at Essondale was established early this year by our B.C. government to treat the mentally ill in the early stages of their sickness. Already the Clinic has won wide recognition as a training and treatment centre. Last month, its director, Dr. A. M. Gee, received on behalf of the Clinic, the major award of the American Psychiatric Association for the greatest contribution to progress in psychological medicine.

Last Saturday, I had the privilege of visiting this most unusual hospital where mental quirks are straightened out and emotional disorders removed. My old-fashioned concepts of a mental institution were brought up-to-date in quick order. Patients are up and around. They have a full programme of work and recreation. Every activity has a purpose and each may be considered as a dose of psychological medicine.

Dr. Gee briefed me carefully on the philosophy behind their work before turning me over to Mr. Charlie Watson, executive assistant, for an inspection of the diagnostic and therapeutic facilities.

The 325 patients of both sexes and from all walks of life, get the best. They are looked after by seventeen specialists, six resident doctors training to be specialists, and a complete staff of technicians and instructors. Certified by the Royal College of Physicians and Surgeons as a training centre for specialists, the Crease Clinic must operate at a high level of proficiency. Financed by provincial funds, it must serve the people of British Columbia.

The medical staff which covers every specialty in medicine, surgery, radiology, pathology, and psychiatry, meets every noon hour to discuss cases and special problems. They also have a teaching and diagnostic session one afternoon a week, and a seminar discussion every Thursday evening, 5:00 to 7:30.

### Exhaustive Diagnosis

The admission procedure to the Crease Clinic is simple. A person suffering an emotional upset should see his family doctor. The doctors have all been briefed on the type of cases the Clinic will take, and if the family doctor feels psycho-therapy at the Clinic should be prescribed, he can arrange for it.

On admission, the patient is put under a staff doctor, given a preliminary physical examination, and placed on a ward. There are no prison cells, but each ward is actually a collection of bedrooms with four-foot walls. A complete physical and

psychological examination follows immediately. The doctor has the total resources of the Clinic at his command as well as the services of his associates.

The diagnostic equipment is highly technical, scientific, and almost magical. I watched as a lady patient had her brain tested by the electro-encephalograph. This machine, and there are only three in B.C., picks up the electrical activity in the brain cells and multiplies it 25 million times. A graph, the end-product of the mechanical process, reveals any abnormal growth such as a tumor, or any degenerative condition.

Other diagnostic apparatus includes an electro-cardiograph, a basal metabolic rate machine, pneumo-encephalogram X-rays, and general X-rays. The Clinic also has pathological, blood, and surgical laboratories.

Besides these facilities and the consultative services, the doctor has a complete medical library at his disposal as well as specimen of and medichrome pictures illustrating various pathological conditions in the neuro-physical system.

#### **Therapeutic Programme**

After the mental illness has been diagnosed, the doctor prescribes a course of treatment and here any resemblance to a general hospital just about ends. The patient gets a full programme of work and recreation to resolve his conflicts and tensions and to re-orient him to group life. At the same time, through a social worker, his family and other important contacts get some insight into his problem.

A close bond must develop between patient and doctor if treatment is to succeed. Hustle is also required because, by an act of our B. C. legislature, treatment at the Crease Clinic is limited to four months.

The therapeutics facilities at the Clinic are almost breath-taking. Steam and sedative bubble baths, stimulating showers, and rubbing tables are included in the hydrotherapy room. Physio-therapy is given by bicycles, rowing machines, shoulder wheels and the like. The work shops for occupational-therapy include woodworking, sew-

ing tailoring, pottery, leather-work, weaving, and painting.

The recreational programme is handled by a special staff and features square dancing, movies, bingo, concerts, and various indoor and outdoor sports. The library, which any community would be proud to own, is under a qualified librarian.

All these resources are in a fluid condition as far as the doctor is concerned and he can adjust his patient's programme immediately he finds he isn't getting the response he seeks.

#### **Shock Treatments**

Shock treatments are used for certain types of mental illness. Patients suffering depressions are given electro-convulsive therapy by which they lapse instantaneously into unconsciousness. They recover within a minute and a half but experience a mild state of amnesia for a short period.

Insulin-choma treatment is given patients suffering from schizo-phrenia. This is somewhat longer experience that the electric shock treatment as the patient is in a coma for half an hour. He is brought back to consciousness within two to three minutes by the feeding of sugar into the stomach.

Both shock treatments give a very high percentage of success but by themselves are not sufficient to solve the problems of a mentally ill person.

#### **Results Encouraging**

The Crease Clinic as viewed from the highway as you go to Coquitlam gives no indication of what is inside, yet we teachers can find out for the asking. Dr. Crease stated it is their practice to show interested groups through the Clinic providing it is not simply a sightseeing party.

Personally, I appreciated the opportunity to find out how breakdowns are handled by specialists in psychiatry and to talk to the doctors, technicians, and instructors, all of whom showed a terrific enthusiasm for their work. One stated that there's nothing more satisfying than to watch a patient improve steadily day by day. Of course, as with all phases of life, success cannot be guaranteed.

# What About Shorthand?

By TOM ALSBURY, Vice-Principal,  
Vancouver Technical School.

Can shorthand be taught in a briefer period? Mr. Alsbury thinks so.

SHORTHAND has been taught in the secondary schools of British Columbia for more than half a century. Pitman Shorthand, the only system authorized for use in the high schools of this province, was invented more than a hundred years ago. It is now so thoroughly entrenched that in the minds of many B.C. teachers of business subjects the word "Pitman" is synonymous with "shorthand." Business teachers in the United States, on the other hand, tend to be "Gregg" fans. In fact, a conversation with a teacher south of the boundary line on the subject of shorthand will very likely turn into a sales talk on the superiority of Gregg over Pitman, the moment the American business teacher learns that his colleague from Canada writes and teaches Pitman. The fact that some of these teachers have never seen a Pitman textbook or know nothing about the system, does not deter them in the least.

Commercial teachers on our side of the boundary line also tend to be a little smug in regard to their shorthand system. They point out that Pitman shorthand has been taught for over 100 years. It has stood the test of time. It has produced some of the fastest court and parliamentary reporters in the world. (So has Gregg). Why, shorthand teachers ask, should we not be satisfied with a system which over the years has proven itself and has served us well?

Several answers may be given to that question. Let us examine a few of them.

What was good enough for our fathers is not necessarily good enough for us. This is as true of the learning of a shorthand system as it is of any other phase of human

activity. During the past 2,000 years inventive minds have produced over 1,000 systems of shorthand. The art of shorthand has developed through a long, evolutionary process. Each inventor has drawn from the systems of the past and improved upon them. Modern systems stem largely from the 19th century giant, Sir Isaac Pitman. But it would be folly to suppose that the evolutionary process ended with the invention of his admittedly outstanding system, and that perfection has been attained.

## An Improvement

Prior to the invention of Sir Isaac's logically-developed, geometric system, the shorthand systems then in use, even by such outstanding writers as Charles Dickens, consisted largely of arbitrary signs and symbols which were a tremendous burden on the memory. The invention of Pitman Shorthand in 1837, represented a tremendous forward step.

Having said all this, it should be noted however, that inventors of the newer systems developed since Sir Isaac Pitman's day, have had the advantage of benefitting from his inventive genius. They have also had at their disposal the results of language and word studies, and the wealth of educational research carried on during the past 50 years. These newer systems claimed by their authors to be "scientific", and "natural", are now on the market, competing with Pitman shorthand.

Publishers of the newer systems assert that mastery can be achieved with less time and effort than is required by older ones. Amongst these are Gregg "simplified", Dewey "script", Thomas "natural" systems of shorthand and "Speedwriting" which is abbreviated longhand.

The foregoing discusses pencil shorthand only. But our streamlined 20th century has produced new competitors for pencil

shorthand. There is now on the market at least one shorthand machine which operates with keys, not unlike those of a typewriter, and makes a record on a tape similar to that of an adding machine. There has been, moreover, a phenomenal development in voice recording machines in recent years. We now have tape, wire, and disc recording machines. The discs on which letters and instructions can be recorded are so light and so small that they can be put into an envelope and mailed to the receiver for the price of a four cent stamp. The latest development in this field which has come to the writer's attention, is a single recording unit which can serve a number of dictators each equipped with a microphone located in offices in various parts of a building. They can dictate merely by lifting the microphone and speaking into it. They can make corrections and have the machine play back to them. If the machine is in use, a busy signal sounds as on the telephone. One typist and one centrally located recording unit can thus serve a number of dictators.

#### Competition

The writer is not suggesting that he believes pencil shorthand is doomed to go the way of the horse-and-buggy and model "T" Ford. But for the fact that "always" is a very long time, he would be tempted to predict that there will always be a place for pencil shorthand. But that does not alter the fact that pencil shorthand is meeting sharper competition from voice recording machines.

Stenographers who undergo a long, expensive training to master shorthand will quite justifiably demand salaries commensurate with the time, money, and effort required to qualify as skilled office workers. Business men will naturally turn to recording machines, and in these days of a serious shortage of efficient stenographers, are tending to do so both as a means of getting their office work done and of cutting their correspondence costs.

Since the above was written, the writer has been informed by the personnel manager of a large Vancouver firm that owing to the difficulty of securing trained steno-

graphers his company is contemplating the purchase of voice recording equipment which can be operated by a typist. This will eliminate the necessity of employing girls with shorthand training.

#### Time Saving

As a result of experimental teaching with three different systems of shorthand, the writer is convinced and expects to be able to prove with results that can be measured and verified, that as much as a year can be saved from the time now devoted to this subject. The advantages of the saving of a whole year from the shorthand teaching-learning process are obvious.

First there is the saving in dollars and cents. According to the 78th annual report of the Public Schools of the Province of British Columbia, 1948-49, the annual cost per pupil was slightly in excess of \$210. A pupil devotes one period a day, or one-seventh of his time, to shorthand. The cost of a year's teaching of shorthand per pupil is, therefore, approximately \$30. The saving which would be effected in our educational costs would be about \$30,000 per 1,000 pupils enrolled in shorthand classes. This cannot fail to appeal to budget-conscious administrators and overburdened taxpayers.

Then there is the saving of the pupil's time. A year saved from the learning of shorthand could be devoted to much-needed study of English fundamentals, punctuation, business correspondence, and related subjects. In other words, the commercial pupil would have more time for general education and background subjects.

There is no doubt that Pitman shorthand is a very thorough system. Once mastered, it provides the user with an efficient tool. The individual who has the requisite ability, and who can devote the time and effort necessary to master Pitman shorthand, has at his command a proven, reliable shorthand system. Its strength, however, is also a source of weakness, inasmuch as it requires more time, effort, and ability to acquire a knowledge of it than is pos-

(Continued on page 92)

# OUR NEW CO-OP

**T**HE B.C.T.F. Co-operative Association has now been legally incorporated, has held its first general meeting at which a Board of Directors was elected and now needs only money to get it started in business.

Its number one objective is to help teachers meet their living accommodation needs. The scope of the co-operative can be as broad as the membership wishes to make it. Specifically, it can help teachers solve their housing problems in the following ways:

(1) By making up the difference between what a teacher has saved and the minimum down payment required by N.H.A. To do this the Co-op would take a second mortgage on the property.

(2) By making building materials available at wholesale cost plus a small mark-up to meet overhead, for the teacher wishing to build a home for himself in his spare time.

(3) By actually contracting to build homes for teachers. By charging materials at wholesale and by permitting the teacher to contribute his own labor where he can, the ultimate cost could be reduced considerably. Then, too, unlike the commercial contractors, the Co-op is not interested in profits as such. And surpluses would be distributed among the members of the Co-operative.

(4) By building co-operative apartment blocks with self-contained suites to be rented or sold to teachers who at present-day rentals are forced to be content with rented rooms in houses, usually overcrowded and lacking in privacy.

(5) By providing low cost easy to erect prefabricated units to be owned by or rented to teachers going into school districts where usually the only accommoda-

tion available is an auto court unsuited to winter conditions and even at exorbitant rentals.

(6) By providing low cost comfortable teacherages for school boards willing to lease or purchase them for rent to teachers in one or two-room rural school districts where no suitable boarding accommodation is available.

## Home Improvement

Many teachers already own their own homes. Inevitably, however, sooner or later, the problems of repairs or home improvement arise. The Co-operative would be able to contract to do this type of work directly or to provide materials at cost. Through surveys, if it were shown that there was a sizeable number of teachers in one area interested in insulating or in changing to oil heating or in re-wiring, etc., the Co-op could call for competitive bids from contractors in the field.

## Co-operative Buying

Arrangements have already been made whereby members of the Co-operative Association can buy building supplies such as nails, paint, hardware, etc., at wholesale plus a small mark-up to meet overhead. Only quantity orders can be taken immediately, however, as at the moment stock cannot be kept on hand.

A prominent Vancouver furniture manufacturer has agreed to let the Co-op buy at factory price. By arrangement through the Co-op, members who wish to see before they buy can look at chesterfields, hostess chairs, bedroom suites, spring-filled mattresses, etc., at the factory showroom and then order through the Co-op.

Negotiations are proceeding with other supply houses for discount buying of such items as rugs, carpets, lamps, draperies,

blankets, sheets, etc. It is planned to set aside one night a week at 1644 West Broadway as Co-op night so that members can come in, examine price lists and catalogues and place their orders. Out-of-town members could call on Saturdays or during the Christmas or Easter week.

When a member builds or rents a house from the Co-operative, it follows naturally that he wants to furnish and equip it. The two fields of co-operative endeavour therefore logically go together. One is intended to supplement the other.

#### Financing

The Co-operative will be financed in three ways:

(a) Through the sale of shares at \$5.00 each. These shares are expected to earn dividends of around 3%, depending on the success of the operation. At the end of the year, the membership of the Co-op would decide what part of any surplus would be returned as dividends. Shares will be withdrawable on demand.

(b) Through the issuing of loan certificates in denominations of \$100. These will bear a fixed interest rate of 6% and will be a first charge against the assets of the Co-operative. As the money so subscribed will be invested in real estate, there should be good security for the loans. The member will be able to redeem his loan certificates at their face value plus accrued interest but the Co-op will have the right to make him wait no longer than 12 months for his money. This precaution is necessary because the money will be invested in mortgages or in real estate which could not be disposed of without a sacrifice in the event that there was a sudden large demand for loan repayment.

(c) By charging a mark-up on services or goods bought through the Co-operative.

The Co-operative itself will also be able to borrow money from ordinary lending institutions such as banks for its real estate operations. It may even be able to borrow money on much more favourable terms than could the ordinary individual. The Dominion and Provincial governments are willing to assist groups in the housing fields by providing money at a low rate of interest.

#### The Co-op vs. the Credit Union

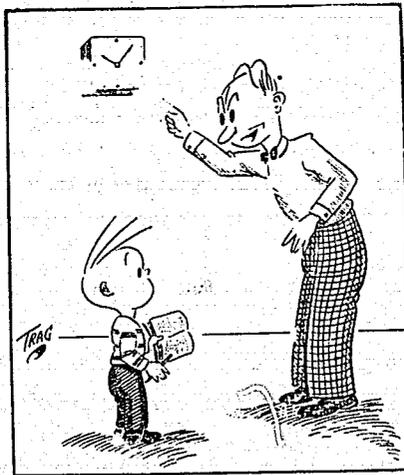
The question has been asked, do the new Co-operative Association and the Credit Union conflict in any way? In a sense they compete in that both are asking teachers to join and to buy shares regularly. Some teachers may feel they can afford to belong to only one.

In another sense the two supplement each other. In the buying field the Co-op will work on a cash basis. Where a member hasn't the cash, he can borrow it from the Credit Union. Membership in both is thus desirable.

Look upon the Credit Union as a bank in which you save for immediate purposes or from which you can conveniently borrow on occasion. On the other hand look upon the Co-operative more as an investment institution—more like a bond or mortgage company than like a bank.

#### How Safe is the Co-op?

The Co-op is nothing more or less than a business operated co-operatively by the membership in their own interests. Details of operation will be determined by an elected Board of Directors but the annual meeting of members of the Co-op, to be held during Easter week in conjunction with the B.C.T.F. Annual Meeting, will set



"Why when it's five o'clock in London it's . . . uh . . . ah . . . um . . . er . . . it's time you were in bed!"

the policy. Like any other business it could go bankrupt and then the creditors would have to be paid off at so many cents on the dollar. There will, however, be real estate holdings or mortgages to protect the money invested so the risk is very slight.

The teachers have proved they can co-operatively operate a Medical Services scheme and a Credit Union on sound business principles. Why should a Co-operative in the housing field prove any less successful?

The Co-op has tremendous possibilities. In time it can save a great deal of money for every teacher who is willing to join it. Teachers with a housing problem particu-

larly, in self-interest, should give it every encouragement and support. Every teacher surely can take at least one share. Surely there are at least 1000 teachers who are willing to put up \$100 to further a good cause. All that is required is faith with a little money to back it up.

To be eligible to purchase a \$100 Loan Certificate, a member must first of all have at least one \$5 share. Exchange must be added to all cheques.

The directors are: Mr. R. R. Smith, President; Mr. John Wilde, Secretary; Mr. E. R. Regier, Mr. Ian Boyd, Mr. C. D. Ovans.

### MEMBERSHIP APPLICATION FORM

To: The Directors,  
B.C.T.F. Co-Operative Association,  
1644 West Broadway,  
Vancouver 9, B.C.

Dated:.....19.....

I hereby apply to become a member of your Association and agree to, upon so becoming, subscribe to and abide by the Memorandum of the Association and By-laws of the Association.

I hereby apply for ..... shares of five dollars (\$5.00) each of the Association, and request that you allot the same to me. I tender herewith the sum of ..... dollars (\$) which is the full purchase price of said shares. (Please add exchange to cheques).

In consideration of your accepting my application and allotting said shares to me, I agree to lend to the B.C.T.F. Co-operative Association each year, in the manner and upon the terms set forth in the By-laws of that Association, a sum of money equal to the amount of any patronage dividend payable to me by the Association or such part thereof as the Association may desire to borrow.

In consideration of the foregoing I hereby authorize you to apply my said patronage dividends on said loans and for the purposes hereof I hereby assign, transfer and set over to the Association any or all amounts allocated to me by the Association as patronage dividends with respect to the current fiscal year of the Association and in each fiscal year thereafter.

The agreement to make loans and the authorization and assignment herein contained shall continue during such time as I am a member of the Association.

I also apply for ..... Loan certificates of \$100.00 each, and tender herewith the sum of ..... dollars (\$) in payment of same. (Please add exchange to cheques.)

NAME .....	(FOR OFFICE USE ONLY)
All Christian and Surnames—PRINTED IN FULL	MEMBERSHIP No. ....
POSTAL ADDRESS .....	RECEIPT No. ....
SIGNATURE .....	CERTIFICATE No. ....
WITNESS .....	Date of Board Approval .....
	Posted to Stock Record .....

**NOTE:** To purchase a Loan Certificate you must be a member of the Co-Operative and hold a minimum of one share. Twenty-one shares may be converted into one Loan Certificate and one share.

# Meet Your Table Officers



When Allan Spragge, who was elected President at the 1951 Annual General Meeting, resigned that position to take the post of Executive Assistant in the Federation Office, the Executive filled the vacancy by elevating John Prior from First Vice-President to President and Bob Smith from Second Vice-President to First Vice-President. In an election at the July meeting, Bill Allester of Duncan defeated Wes Black of Creston for the position of Second Vice-President.

Seated from left to right are Bob Smith, John Prior and Junior Past President Doug Chamberlain. Standing are Jack Ewen, Secretary-Treasurer, and Bill Allester (right).

President John Prior, after graduating from the Vernon High School, proceeded to U.B.C. to obtain a B.A. degree. He graduated from the Teacher Training Class in 1936 and then returned to the Okanagan as principal of the Oliver High School. During his three years at Oliver he took an active interest in Federation affairs, an interest which has never subsided. He was among those instrumental in organizing the Oliver District Teachers' Association in 1937.

John moved north to Lumby in 1940 where he served as principal of the High School until 1944 at which time he joined the staff of Burnaby South High School. This past summer he was appointed vice-

principal of the new McPherson Park Junior High School in Burnaby.

One of our president's major interests in the Federation has been the Public Relations Committee of which he served as chairman for five years. Much of the progress of this committee can be traced to John's interest, enthusiasm and capacity for work. The various committee members handled their individual responsibilities with dispatch but John was ever ready with a helping hand.

In 1947 John was elected secretary-treasurer and in 1950 second vice-president. Last Easter he was elected first vice-president and subsequently was elevated to the

position of president when Allan Spragge resigned to join the office staff.

We asked President John if he had any particular hobbies and we believed him when he unhesitatingly said, "Certainly, the Federation." Although John is a married man with three children, he has been able to find time to be a real workhorse for the Federation. John's two daughters are students at "Father's School."

#### First Vice-President

"Bob" as our first vice-president, **Robert R. Smith**, is usually called, is principal of Hastings Elementary School in Vancouver. Bob graduated from the Vancouver Normal School, taught one year at Pavilion and then went overseas in the First World War. On his return he was appointed vice-principal of the Carleton School in Vancouver. From there he went to vice-principalships of Magee and Cavel Elementary Schools and then to principalships at Oak Street, Begbie and Cecil Rhodes Schools. He has a B.A. degree from U.B.C.

At the time of the amalgamation of Point Grey and Vancouver, Bob was president of the Point Grey Teachers' Association and has maintained a continued active interest in Association and Federation affairs since then. He is a past president of the Vancouver School Administrators Association and for two years served as chairman of the Vancouver Teachers' Council.

In the provincial organization Bob has been a valued member of several committees, more recently, Pensions, Finance, B.C.T.F. Building and B.C.T.F. Co-op. Last year he was secretary-treasurer and this year was elected second vice-president. He was elevated to the first vice-presidency at the July executive meeting. Bob has two daughters, one of whom has followed his footsteps into the teaching profession.

A relatively newcomer to the Executive is the second vice-president, **William V. Allester** of Duncan. Bill graduated from the Victoria Normal School in 1939 and then joined the staff of the Chemainus Elementary School, for two years serving as treasurer of the Ladysmith-Chemainus District Teachers' Association. He served with the R.C.A.F. as a radar mechanic for

the next five years and then returned to U.B.C., where he obtained his B.A. degree in 1947. He then was appointed principal of the Duncan Elementary School which position he still holds.

Bill has held various local association offices and in 1950-51 served as chairman of the Southern Vancouver Island District Council and their representative on the Federation Executive. Last year he was also a member of the Executive Committee on Ethics. With the moving up of John Prior and Bob Smith to the positions of president and first vice-president, the position of second vice-president was left vacant. At an election at the July Executive meeting, he was named to the office of second vice-president. Bill is another married man with one young daughter.

#### Secretary-Treasurer

Our secretary-treasurer is **John S. Ewen**. Jack graduated from Burnaby South High School and then attended U.B.C. where he obtained a B.A. degree. Upon graduating from the Teacher Training Course in 1941 he enlisted in the Armed Forces. On his return to Civvy Street in 1945 he joined the staff of North Burnaby High School as Boys' Counsellor where he remained until his appointment as vice-principal of Alpha Junior High School, Burnaby, last year.

John has been president of the Burnaby Assistant Teachers' Association, and the Burnaby District Council as well as Burnaby's Geographical representative. For three years he served as chairman of the B.C.T.F. Guidance Section. Last year he was chairman of the B.C.T.F. Finance Committee and last Easter was elected secretary-treasurer. John is another married man.

Our Junior Past President, **Douglas G. Chamberlain**, is undoubtedly well known to many of the members. After graduating from Normal School, Doug taught for one year at Pacific, one year at Salmo, and then joined the staff of the Nelson Junior High School. He remained there until 1944 when he was appointed principal of the Rossland Junior-Senior High School. He

(Continued on next page)

# Miss Clayton Leaves Us



Miss C. Clayton

At the July 5th Executive meeting the Executive, on behalf of the membership of the Federation, officially said "Good-bye and a very sincere "Thank You" to Miss Charlotte Clayton, our good friend and office secretary-treasurer.

Even we, who are quite closely associated with the Federation, will never know the full extent of Miss Clayton's contribution to the growth of the Federation during her approximately thirty-year term of office. We obtained some slight idea of this from her very interesting and entertaining remarks at the official opening of the new building as she recounted some of her personal experiences and sketched the growth of the Federation from its somewhat meagre office in the Belmont Building in Victoria. For years the late Harry Charlesworth, the general secretary, and she very carefully guided the development of the Federation through its infancy and adolescence into adulthood. As time went on, they obtained a little more assistance in the office to help them in this task which became practically their whole life.

We, the newcomers to the office, found great consolation in knowing that in case

of doubt about many aspects of the Federation work all we had to do was ask Miss Clayton. Her fund of knowledge was tremendous.

To Miss Clayton the Federation membership was anything but a list of names. She numbered hundreds of the members among her personal friends and we know that this feeling was mutual. Her many kindnesses and little considerations endeared her to the members. She will be missed.

It is our fervent hope that Miss Clayton will find pleasure and personal satisfaction in her undertakings of the future. We are certain that the membership would wish to join us in this as we say "Good Luck" to one who has done so much for us.

## Officers

(Continued from previous page)

is another graduate of U.B.C. and about three years ago was awarded a special U.B.C. Summer Session prize for having attended more summer sessions than anyone else—some thirteen or fourteen. He is also a past president of the U.B.C. Summer Session Association.

Doug. has held numerous offices in his local association and several committee chairmanships in the provincial body as well as Geographical representative for the West Kootenay. He was elected first vice-president in 1949 and of course president last year. Doug. has two sons and one daughter who is a student at the Vancouver Normal School this year.

**READ the articles on pages 52, 54 and 55 before you cast your ballots in the PENSION REFERENDUM.**

B.C.7.7.



Stan Evans, Charlie Ovans and Allan Spragge (left to right), talk things over.



Mrs. Evelyn Hyde and Miss Mary Watson (right) of the Medical Services Staff.

## The Office Staff

**P**ICTURED on these pages is the office staff personnel, most of whom are already acquainted to our readers.

Among the newcomers is J. Allan Spragge, the Executive Assistant. Allan has served on the Executive for several years, first as Geographical Representative for the North Shore and then latterly as Secretary-Treasurer (1948-49), Second Vice-President and First Vice-President. Last Easter he was elected President but relinquished this position to become a permanent staff member.

Allan obtained his B.A. degree from U.B.C. in 1934 and his M.A. degree the following year. He is a graduate of the 1938 U.B.C. Teacher Training Class. He began his teaching career at the Philip Sheffield High School in Abbotsford. After one year here he joined the staff of the

# News

This view of the general office shows Mrs. Lena Martin at the door of her office, Mrs. Ethel Smuts and Mrs. Anne Bell (right)



Cranbrook High School where he remained from 1939 to 1942. From that date until last June he was a valued member of the North Vancouver High School staff and during this time took an active interest in inter-school athletics.

When it was decided to organize a province-wide B.C.T.F. Credit Union, there was one obvious candidate for the position of Treasurer-Manager, Ernest R. Simpson, who for the previous eight years had served as Secretary of the Greater Vancouver Teachers' Credit Union. We are indebted to the Vancouver School Board for granting Ernie a year's leave of absence so that he might do the organizing work for our Credit Union.

Ernie graduated from the Victoria Normal School with honors in 1933 and later obtained his B.A. degree from U.B.C. and his Senior High School Commercial Specialist Certificate. His first teaching position was in Oak Bay. He then taught at Fernie and Richmond High Schools before joining the Vancouver Schools staff. He has taught at Templeton Junior High School and Grandview High School and is now on leave of absence from the Technical School. Ernie is a married man with two children.

Mrs. Lena Martin, our bookkeeper, has come to us from the Kelowna Exploration Company at Hedley, where she had twelve years experience in similar work.

Miss Davies at present is visiting her relations in England but will be returning to the staff early in the New Year.



Ernie Simpson, Treasurer-Manager of the B.C.T.F. Credit Union.



This is the new home of the Federation located at 1644 West Broadway, one and half blocks west of Granville Street.

## At 1644 West Broadway

On August 29th last the Federation moved into its fourth home; the fourth, that is, since it was incorporated under the Societies Act in July, 1919.

Back in 1919, the Federation was organized on a naturally smaller scale than today's organization, but on an equally sound one. The permanent employees were Mr. Harry Charlesworth as General Secretary, and Miss Charlotte Clayton, his assistant. One room, then two rooms, in the Belmont Building in Victoria, constituted the first home.

In the Summer of 1926 the offices were moved from Victoria to Vancouver and were located in the Credit Foncier Building. The next move was in December, 1932, to Aldine House, 1300 Robson Street, and here the Federation remained until the move this summer.

Our new home is different in various ways to the previous ones. This one is owned by the Federation. A year ago last September "The Chesterfield Salon," as it was then known, was purchased and on

instructions of the 1951 Annual General Meeting a second storey was added to provide the Federation office space.

The ground floor is occupied largely by the Chiropractic Clinic. At the rear is a small coffee shop, while we have retained a sizeable section as an addressograph and mimeograph room. On the second floor



Miss Mary Davies

# ATTENTION!

*All Teachers....*

The following coloured pages contain  
information re Mutual Medical, Surgical  
and Accident Protection.

In the light of recent increases in "Doctor  
Charges" such coverage has become a  
MUST for those of moderate income.

This need is met by Teacher-owned-and-  
controlled Medical Services Associations  
which DO provide the MOST for the  
LEAST.

Name  
Address  
School

# MEDICAL SERVICES

## VANCOUVER TEACHERS:

Did you know that Medical and Surgical charges have been revised upward (in some cases a 50% increase) by the "College of Physicians and Surgeons of British Columbia"?

Acute appendicitis may cost you \$150.00 or more; an accident X-times as much! Vancouver School Teachers' Medical Services Association would pay in full for the former, and up to \$500.00 for the accident.

Yearly membership fees remain at the **former low rate:**

\$20.00 for member only;

\$37.50 for member and one dependent;

\$45.00 for member and two dependents;

\$52.50 for member and three or more dependents.

Fees may be paid, if desired, in instalments or by post-dated cheques. Age limits for new members are: 44 years and 49 years as at her or his last birthday, respectively.

Several teachers, though now suffering from a chronic ailment which the Association can no longer cover, think it wise, and good business, to maintain membership as insurance against cost of the numerous other ailments and accidents which would still be covered.

Discuss the benefits of membership with other teachers on your school staff, most of whom you will probably find are already enthusiastic V. S. T. M. S. A. members.

If you are eligible, and not already a member, fill in, detach, and forward blank form below; or Phone CEdar 8812; or visit the new office at 1644 West Broadway any school day.

*Why gamble on continued good health  
when you can insure for so little?*

Fill out this portion and send it in today to the V.S.T.M.S.A., 1644 West Broadway, Vancouver 9, B.C.

Please send me an application form and information about the V. S. T. M. S. A.

Name .....

Address .....

School .....

# MEDICAL PROTECTION

*Protect yourself or loved ones through the  
B. C. T. F. Medical Services Association*

(All teachers except those in Vancouver eligible)

## ARE YOU AWARE . . .

1. That the Medical Profession in British Columbia has increased its rates?
  - (a) Home visits by the doctor to you that were \$4.00 are now \$6.00.
  - (b) Specialists' rates have also been heavily increased.
2. That no maximum rates are set by the Medical Profession.

## HOW YOU CAN OVERCOME INCREASED MEDICAL COSTS . . .

1. Join the B. C. T. F. M. S. A. (Teacher owned and controlled).
2. Rates are as low as 6½ cents per day.
3. Coverage for:
  - (a) Accident;
  - (b) Call; to Doctor's office, your home, or hospital;
  - (c) Surgery;
  - (d) Diagnostic services;
  - (e) X-ray;
  - (f) Specialist treatment;
  - (g) Laboratory.

The B. C. T. F. S. M. A. has spent \$150,000 since 1942 on behalf of its membership. Protect yourself and / or your family through the B. C. T. F. S. M. A.—our policies cost less.

It's your own Society, organized in 1942; not for profit; not for charity—but to serve you.

You have free choice of doctor (M.D.)

Payments may be made monthly, semi-monthly or yearly.

Fill in this portion and send it today to the B. C. T. F. M. S. A., 1644 West Broadway, Vancouver 9, or telephone CEdar 8812 for information.

Please send me an application form and information about the B. C. T. F. M. S. A.

Name \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_

## The Book of Canadian Achievement

By HELEN PALK

This book opens with a description of the achievements of Canadian citizenship and Canada's place among the United Nations. Following these are sections under such headings as: Agriculture, Science, Music, Art, Sports, Industry, etc., within which are told the stories of those men and women who have made great contributions to their field. Halftone illustrations. Price . . . \$3.75.

## Working Wonders With Words

By WILFRED WOMERSLEY

A new and valuable handbook in oral English—of interest alike to teachers and pupils—which covers every aspect of speech improvement—the mechanics of speech, platform procedure, memorization, vocabulary improvements, language, debating and the operations of speakers' clubs. Price . . . \$3.50.

## J. M. DENT & SONS (CANADA) LIMITED

224 Bloor Street West  
Toronto

1300 Robson Street  
Vancouver

## Automobile Finance Plan

**4½% SIMPLE INTEREST**—This extremely low finance plan is still available to teachers in Greater Vancouver buying later model private cars. Although Federal regulations make it compulsory that balances be paid in twelve months, we sincerely hope that such regulations will be revised shortly and we can again extend the time to 15 or 18 months.

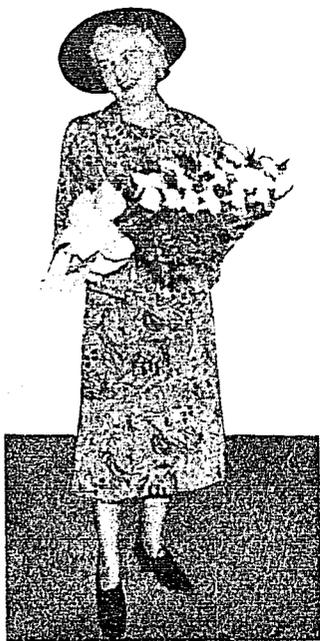
## Christie Agencies Limited

(EXCLUSIVELY APPOINTED BY THE B. C. TEACHERS' FEDERATION)

GENERAL INSURANCE MANAGERS

Fire: Auto: Casualty: Householder's and Personal Property Floaters

NEW WESTMINSTER	VANCOUVER 2	VICTORIA
Room 1, B.C. Electric Bldg.	Room 611, 525 Seymour St.	Room 7, 605 Courtenay St.
Telephone N.W. 4531	Telephone MA 2188	Telephone E. 7722



As one more token of the esteem in which the membership of the Federation holds Miss Clayton, at the official opening she was presented with a lovely bouquet of flowers by Miss Jessie McDowall.

also, there is the Kay Ortmans' Studio and a suite built by the previous owner. Thus we have a building which houses the Federation and which provides a satisfactory rental to help offset operating costs.

We are not going to endeavour to describe the office in detail. Your building is located at 1644 West Broadway which is just one and one-half blocks west of Granville Street, and you are most cordially invited to call in at any time. Some of you may have to wait until Christmas or Easter or even next summer before you are in Vancouver but remember, we hope to see you.

Whether you want the Medical Services, the Credit Union, the Co-operative Association or the General Office, you will find them all conveniently located. The Vancouver M.S.A. and the B.C.T.F.M.S.A. have their own section of the office, while Ernie Simpson, Treasurer-Manager of the Credit Union, makes use of one end of the Board Room. There are separate offices for the General Secretary, Assistant General Secretary, Executive Assistant and Mrs. Martin, the bookkeeper. There is ample space for the stenographic staff, centrally located. Our pride and joy is the Board Room with its comfortable chairs, although there isn't any too much room when all the executive members and committee chairmen get to-

At the official opening of the new Federation Building, Miss C. Clayton presents the key to Mr. J. R. Pollock while looking on from left to right are: President John Prior, Rev. M. W. Stevenson and Bob Smith, Chairman of the Building Committee.



gether. Two of the offices are separated by folding doors to give a fairly large second meeting room.

This gives you some idea of your office which was officially opened on September 29th. And a truly grand opening it was, too.

Miss Charlotte Clayton, who left the employ of the Federation in July after assisting in its development for the past thirty years, delighted those assembled as she recounted interesting highlights in the growth of the Federation. The official opening was pronounced by Mr. J. R. Pollock, Sr., the earliest living president of

the Federation. He held this office in 1920. Other platform guests were President John Prior, Rev. M. W. Stevenson and Mr. R. R. Smith, chairman of the B.C.T.F. Building Committee.

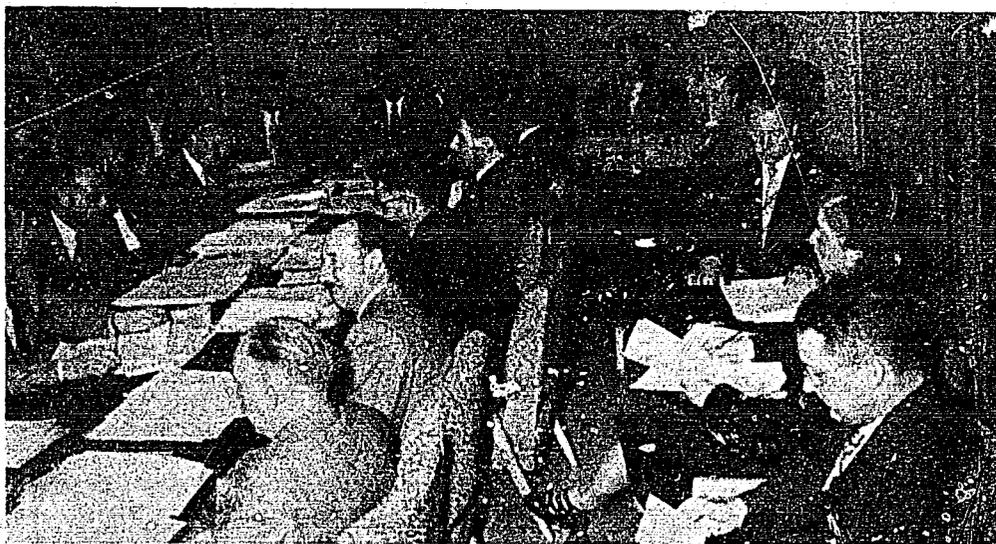
Among the guests were most of the past presidents of the Federation, representatives of the teacher training institutions, U.B.C., B.C. School Trustees' Association, the School Boards of the metropolitan area, the B.C. Parent-Teacher Federation, other organizations with whom we work, the presidents of the Federation Locals in the Lower Mainland area, our business associates, the executive members and others.

## FEDERATION EXECUTIVE MEETS

ON SEPTEMBER 29th and 30th, under the chairmanship of President John Prior, the Federation Executive held its first meeting of the 1951-52 year in the

Board Room of the new Federation Building.

A special guest was Mr. William Perkins, Pensions Officer of the Saskatchewan



Here we see the Federation Executive holding its first meeting in the Board Room of the new office. Seated around the outside, clockwise, are : Joe Phillipson, Williams Lake; Fred Bunce, Kelowna; Art Lock, Burnaby; Reg. Tweed, Campbell River; Miss Jean Fraser, Vancouver; Jack Ewen, Secretary-Treasurer; President John Prior; Bob Smith, First Vice-President; Doug. Chamberlain, Junior Past President; Allan Spragge, Executive Assistant; Miss Jessie McDowall, Vancouver; Charlie Ovans, General Secretary; Mrs. M. I. Hazlett, Fort St. John; and Ernie Simpson, Treasurer-Manager of the B.C.T.F. Credit Union. In the centre, from left to right are: Fred Parsons, Salmo; Ian Boyd, Vancouver; Len Truscott, Cranbrook; Bernard Holt, Nanaimo; and Bill Allester, Second Vice-President.



Executive members seated at the other end of the Board Room are, clockwise: Ian Boyd, Fred Parsons, Ernie Hayes, Squamish; Vern Holyoke, Kamloops; Roy Mountain, Langley; Bill Reid, Victoria; Howard Denton, Chairman B.C.T.F. Curriculum Committee; John Moe, Ocean Falls; Ernie Regier, New Westminster; Clarence Caroll, Chilliwack; Joe Philipson and Fred Bunce.

Teachers' Federation who brought fraternal greetings from our Saskatchewan friends. He was particularly interested in our pensions discussions as he is devoting all of his time this year to the problem of pensions in his home province.

The business conducted in the two-day meeting included:

1. Requesting a reply from the Department of Education to the Federation's submission on the question of granting permanent certification to "over-age" teachers (over ages 40 for women and 45 for men at the time they first commenced teaching in B.C.) who have served this province for a reasonable period of time and who are adjudged by their inspectors to be doing satisfactory work.

2. Adopting regulations re voting at the Annual General Meeting. (These will be printed in detail in the pre-Easter issue of *The B. C. Teacher* and will be read at the opening meeting of the A.G.M.)

3. Naming a committee chaired by Ian Boyd to bring in specific recommendations on extended sick leave to the December Executive meeting. (Last June the question of extended sick leave was discussed by Federation Representatives with the Executive of the B.C. School Trustees' Association who expressed the opinion that an extension of the present sick leave seemed justified.)

4. Deciding that there should be further negotiations on the rates of remuneration for making and marking Junior and

Senior Matriculation papers with the Department of Education at the first opportunity. (Last year the Federation requested that the rates for marking Departmental Examinations be \$15 per day plus the transportation and the living allowances granted in the past. The arrangements finally used last summer were to pay teachers resident in Victoria, the marking centre, \$14 per day and out-of-town teachers the previous rate of \$8.50 per day plus \$5.50 per day living allowance plus the cost of transportation.)

5. Approving the Convention Committee's recommendation that there be budgeted for each convention section a sum not exceeding \$30 and that the actual expenditure be approved by the Convention Committee member in charge of the Sectional Meetings.

6. Considering a report on the Salmon Arm Closing situation and passing the following motion "That with regard to the six regularly certificated members of the B.C.T.F. who may lose their employment for the months of October, November and December, we guarantee their salaries until December 31st, 1951, or until normal employment is resumed, whichever is the earlier. Further, that we require the teachers affected to do no teaching nor tutoring in the Salmon Arm district until the situation is settled. Further, that we ask the other teachers in Salmon Arm to refuse to accept into their classrooms pupils from the municipal district until the problem is resolved. Further, that we

give the Table Officers and general secretaries authority to keep in touch with the Salmon Arm local and act in whatever manner is required by changing conditions."

7. Agreeing in principle with an amendment to the Public Schools Act which would authorize principals to make reports on teachers and further instructing that the proposed amendment be placed before the 1952 Annual General Meeting. The wording of the suggested amendment is as follows: "It shall be the duty of the principal of a school at the request of his School Board and at such other times as he may consider advisable or necessary, to make reports in writing to the School Board relating to the work, conduct or efficiency of any of the teachers on his staff, provided that in all such cases, the teacher should be given a copy of such report."

8. Empowering the President to attend the first meeting of the C.T.F. Advisory Committee on Research, to be held in November at Ottawa. The purpose of the Advisory Committee is to investigate the feasibility of an expanded research program, the appointment of a full-time director of research and possible joint research activity with the Canadian Education Association.

9. Receiving an interim report by the Committee on Education Finance which indicated that considerable progress has been made toward achieving a joint policy with the Union of B.C. Municipalities, the B. C. School Trustees' Association, and the Parent-Teacher Federation, so that joint representations may be made to the Provincial Government to secure a more logical and adequate system for the financing of education in British Columbia. Particular reference was made to the excellent contribution which has been made by Mr. John Sutherland, Chairman of the Committee, and by Mr. D. J. S. Smith.

10. Instructing that the choice between continuing with an improved service pension-annuity plan and changing to a percentage of salary plan be made by the

membership at large through a referendum vote before the Christmas holidays.

11. Hearing reports from each Geographical Representative and from the Federation representatives to the conventions of the Trades and Labour Congress of Canada, the B. C. School Trustees' Association, the Canadian Teachers' Federation and the Canadian Education Association.

12. Naming a committee to investigate the alleged rating of Normal School Graduates and the rating of all active teachers.

## We Were Late Last Issue

No doubt many of our readers have been concerned about the delay in receiving their September-October issue of the Journal . . . We were.

Approximately fifty per cent of the teachers of the province changed their address this summer and therefore we were justified in endeavouring to have our mailing lists brought up-to-date before sending out the first issue. The co-operation we received from the secretaries of the school boards was indeed gratifying, but it is understandable that in some areas there is some delay in preparing the teacher lists. Even though we have written to some of the teachers in the areas for which we have not received the lists, our records are not yet complete (Oct. 31), and some magazines are still waiting to be mailed.

The Editors.

## The Cover Picture

THIS month's cover picture was taken by Mr. Carl F. Gough who is a member of the B.C. Natural History Society and of the Color Photographic Association. Western Flowering Dogwood (*Cornus Nuttalli* Audubon).

The advent of the white blossoms and glossy leaves of the dogwood make tardy spring a reality at the Coast and on Vancouver Island. In autumn its bright red fruit and vari-coloured foliage are a pleasant sight against the background of sombre coniferous green.

This handsome native, found along the Pacific Coast from California to southwestern British Columbia may reach a height of 60 feet and a diameter of 18 inches. Its showy white bracts, usually six in number, which surround the clusters of small greenish true flowers, form the blossom display. The wood of this tree is hard and white, takes a high polish, and in pioneer days was used for skewers, forks, and wheel-work. In Europe the species is a highly prized ornamental. In this province, general recognition of the beauty of the dogwood led to the despoilation of the native stands and, in turn, to legal measures for their protection.

The flowering dogwood is limited in its distribution in British Columbia but its less showy relatives, the Red Osier dogwood, a shrub, and the Bunchberry, a low herb, have a general distribution.

Contrary to popular belief, the flowering dogwood is not the official flower of British Columbia. Some years ago an effort was made by interested parties to have it made the official flower but objection was raised because it is confined largely to the southwest section of the province.

DR. V. C. BRINK.

## Lesson Aids

*Address all communications to the Secretary, Lesson Aids; make all moneys payable to the B. C. T. F.*

### Instructions Again

Teachers are most adept at issuing instructions; they reduce things to their elements with a 1-2-3. Most teachers follow instructions equally well; but for the novices and the five per cent who reduce us to despair, here are the rules for ordering Lesson Aids:

1. Write for a free 1951 Catalogue and Order Forms.
2. Order your Aids by number and by title. The number is most important.
3. Please sign your name with Mr., Mrs. or Miss clearly stated.
4. Enclose Postal Note, Money Order or Cash for the exact amount of the

NOVEMBER, 1951

## The Vancouver School Board

will receive applications for the  
position of

### ASSISTANT IN PERSONNEL & RESEARCH

#### DUTIES:

- To assist in classification of School Board personnel;
- To assemble and analyze data on various personnel and educational problems;
- To assist in the general testing programme.

#### QUALIFICATIONS:

- Special training in personnel and research techniques;
- Experience in personnel work and teaching desirable.

#### SALARY:

- On schedule ranging from \$4284 to \$5136 per annum.

Applications will be received by the Superintendent of Schools, 1595 West 10th Avenue, Vancouver 9, B. C., until December 14, 1951.

## Help With Your Craft Problems

Direct communications and frequent trips to world wide craft centres help us to help you.

If you need assistance on a craft problem—or information on materials or tools, drop us a line, our craft directors will be pleased to help you.

8 BATHURST STREET  
TORONTO, ONTARIO

*Lewis Craft Supplies*  
Limited  
CANADA'S FOREMOST CRAFT SUPPLY HOUSE

order, payable to the B. C. Teachers' Federation.

5. Keep a duplicate copy of your order for your checking purposes. Your secretary might make a mistake.
6. Consult with your school board. They may allow you a small sum for the purchase of your Aids.
7. There are several complete sets of Lesson Aids about the province. Locate one and look it over. You'll be surprised at the variety of useful material.
8. Please don't hesitate to drop a letter of inquiry to this office. This is a B. C. T. F. service.

Use Lesson Aids  
In all your grades.

## Credit Union Organization Advancing

**O**RGANIZATION of the B. C. T. F. Credit Union on a province-wide basis is proceeding as rapidly as possible, consistent with efficiency. The treasurer, Mr. Ernie Simpson, has made two organizing trips to Vancouver Island, and has succeeded in setting up strong local committees in all Island centres. Here are your local committees for Vancouver Island locals. Get in touch with them or contact the B.C.T.F. office for information about your "co-op bank."

**Greater Victoria:** Messrs. Percy Routley, R. H. Heywood, Frank Snowsell.

**Saanich:** Mr. M. F. Connor.

**Duncan:** Messrs. D. Harrington, A. Culum, R. Swailes, W. Allester, B. Webber.

**Cowichan Lake:** Mr. Norman Webb.

**Nanaimo:** Messrs. G. Halkett, F. Hollins, W. Hawkins.

**Parksville-Qualicum:** Mr. Ernest Rice.

**Port Alberni:** Mr. Ivor Mills.

**Courtenay:** Messrs. G. W. Stubbs, E. C. Stewart, C. R. Prince.

**Campbell River:** Messrs. R. C. R. Tweed, W. Miles.

The members of the B. C. T. F. Credit Union Board of Directors are grateful to

the above volunteer workers who have agreed to help spread the benefits of credit unions to teachers in Vancouver Island locals.

On October 19, 1951, a special general meeting was held in conjunction with the Vancouver teachers' convention, and the following business was accomplished.

1. The number of directors was increased from six to eleven, in order to give districts outside of Vancouver representation on the directorate.

2. The supervisory committee membership was increased from three to five.

3. The quorum requirements were changed.

4. The common bond was widened so that members of the Normal School Faculties and members of the Inspectorial Staff would be eligible for membership.

## The Safe Way

**S**AVE the "SAFE" way in your government-inspected credit union.

Deposits are received for any amount at any time. Savings are in terms of \$5 shares in the credit union, and may be withdrawn without notice. To date the rate of increase has not been less than 3% compounded annually. Deposits are covered by an exceptionally attractive insurance feature, which pays to a member's estate, in case of death, double his savings up to a maximum of \$1,000 made before 55 years of age, and lesser amounts on deposits made after 55 years of age. No medical examination is necessary for this insurance.

Member No. 388 had built his deposit share account up to \$1,000. After his recent death, a claim was made to our C.U.N.A. Mutual Insurance Society for that amount. In return, a cheque was received as per illustration on the next page. **His estate received the thousand dollars in his share account plus the thousand dollars free insurance paid for by the credit union.**

Why don't you join your teacher-owned credit union, and save the credit union way?

Information on the above insured savings may be obtained by contacting the

B.C.T.F. Credit Union, 1644 West Broadway, Vancouver 9, B. C., telephone BAY-view 3197.

Office hours: Tuesday to Saturday, 9 a.m. to 5:00 p.m.  
NOT FOR PROFIT — NOT FOR CHARITY — BUT FOR SERVICE

**CUNA MUTUAL INSURANCE SOCIETY**  
CREDIT UNION NATIONAL ASSOCIATION

HOME OFFICE MADISON 1, WISCONSIN P. O. BOX 391

October 11, 1951

B.C.T.F. Credit Union  
1644 West Broadway  
Vancouver 9, British Columbia, Canada  
Mr. Ernst Simpson, Treasurer

We are happy to enclose our check No. 5648 in the amount of \$ 1,000.00 in full settlement of your Life Savings Claim for the account of [REDACTED] deceased. The pass book is being returned.

By: *[Signature]*  
O. H. Edgerly  
Assistant General Manager

pas  
5211-39

**CUNA MUTUAL INSURANCE SOCIETY**  
CANADIAN BRANCH HAMILTON, ONTARIO

NO. 5648

PAY TO THE ORDER OF

DATE: Oct. 10 51

1000 00

TO THE BANK OF MONTREAL  
MAIN OFFICE - CORNER BAY AND ADELAID STREETS  
HAMILTON, ONTARIO

1/6

NON NEGOTIABLE WITHOUT CHANGE OF NAME AT ALL  
BRANCHES (WHERE PERMITTED BY LAW)

CUNA MUTUAL INSURANCE SOCIETY

Credit Union Owned and Controlled

# O.V.T.A. Holds Successful Convention

**F**IVE hundred Okanagan Valley teachers gathered in Oliver on October 12th and 13th for the 30th annual convention of their association. The new South Okanagan High School housed the large meeting.

Mr. Fred Flick, of Oliver, was elected president of the association and Mr. J. Hazzard of Armstrong was elected vice-president. Mr. Fred Bunce, immediate past president, was appointed geographic representative. Two of the ten resolutions passed at the business meeting which should be of provincial interest were:

1. Proposed that local teachers work with local citizen groups to study education finance problems.

2. To seek department aid in establishing a five-day week boarding school in the valley for slow or non-learners. This school is to be staffed by specially qualified teachers and a full-time psychiatrist.

Mr. L. J. Prior, president of the B.C.T.F., addressed the delegates at the business meeting on the growth of the Federation and on the responsibilities of the Federation to the members, and of the members to the Federation.

Mr. C. D. Ovans also addressed the gathering on the proposed Pension revision and on the new services of the B.C.T.F. i.e. The Credit Union and the Co-operative.

## Dr. Fairey

At the public meeting, Dr. F. T. Fairey was the guest speaker. He opened his address by informing the meeting of immediate educational problems in B.C. Most pertinent of these problems were the annual increase in school population of approximately 10,000 pupils and the fact that Normal School enrolment had also dropped 25%. After these opening remarks Dr. Fairey enraptured, completely, the large audience of six hundred as he

told of his six-month "Mission to Burma," which he had just completed for U.N.E.S.C.O.

Inspector J. F. K. English, of Victoria, was the guest speaker at the Teachers' General Meeting. He chose as his topic the convention theme, "Professional Growth." The essence of his address was that professional growth of teachers will be hastened and finally recognized by the professions and the public, if and when:

1. The academic and professional training of all teachers, especially elementary teachers, is lengthened, intensified, and brought on a par with that of other recognized professions.

2. Candidates for teaching are selected with great care.

3. All teachers take a pride in their profession and become really active in promoting the welfare of the group.

4. A Public Relations Programme is instituted and maintained by teachers and senior officials in education.

5. The public recognizes that it cannot afford a cheap quality of education or inadequately trained teachers in the schools.

Seventy-seven sectional meetings were programmed for the delegates. These proved both profitable and interesting. New branches of the O.V.T.A. were formed as a result of some of these sections. They are as follows:

1. Shop Teachers' Association.
2. Elementary Principals and Vice-Principals' Association.
3. Instrumental Music Teachers' Association.
4. Elementary Athletic Council.
5. Public Relations' Workshop.

Guest speakers and consultants were:

Dr. F. T. Fairey, W. C. Wilson, H. S. Hurn, A. McKie, J. Gibbard, Miss A. J.

(Continued on page 94)

## Advice To The Classroom

**QUESTION:** We are beginners on the staff of a secondary school, and find life being complicated by a factor no one had warned us about. The problem takes the form, or forms, of several over-age boys who have apparently no interest in any sort of school activity. They are not only disinterested, but lazy, non-co-operative, utterly bored, and their manners are either boisterous or downright oafish. They waste our time as well as theirs, and so far as we can see, serve no purpose in the school. What can be done about them?

BEWITCHED, BOTHERED and BEWILDERED

**ANSWER:** This problem like some other problems that have been submitted to this department, is not uncommon. The officially promulgated solution is for you to find some means of arousing the interest of these specimens, make full allowance for individual differences, and take most of the blame if this doesn't work. Like a lot of inspectorial and departmental pronouncements, this, to my way of looking at it, is merely wishful thinking, when it isn't double talk.

It should be realized by now that the idea of approaching the problem from the point of view of the pupils' level of interest is about played out. We can go only so far in catering to their immature and flighty tastes before we find that what we have on our hands is a sort of glorified country club where these characters expect to find their own whims considered.

Make no mistake about it — if we consistently consider the pupils' interest level first, we are going to wind up with our own ideas of what they should be doing and learning left so far behind that we'll never catch up. Only this week in one high school ten of a class of fourteen senior matric students didn't bother to turn in a required essay in English simply because the subject didn't interest them. This is

exactly typical of the sort of thing we are all having to cope with all along, and I feel that the time we are asked to spend in arousing interest might better be spent in working at the jobs we have decided are worth doing, and must be done.

In the staff room at noon hour, the solution unanimously agreed upon for you three is to stage a full-scale inquiry with each individual pupil, accompanied by parent or parents, and in the presence of the school principal and counsellor. Back this up with reports from each subject teacher. If it can be shown that the pupil concerned is not interested in what the school has to offer, is not working, and has a poor attitude, then firmly request his parents to take him out of school and put him to work. I would even more firmly place the full responsibility on the pupil and parent. There is getting to be too much of the attitude that in cases like this the school, and teachers, are to blame.

Elsewhere in this issue there is a suggestion that a law in economics, Gresham's Law, might profitably be applied in an examination of our educational system. It occurs to me that there is another that might be applied with equally illuminating results to this problem—the law of diminishing returns. I'll leave it to our readers to do so, and would appreciate further suggestions for the above three teachers.

### Monotone Replies

I WISH to thank Donald Cochrane for conceding me the right to make my own courses. Mr. Cochrane might be surprised to learn that what I majored in at university I have not taught for twelve years. I trust that he will not be horrified to learn that one of the new courses that I taught last year pleased me immensely because it contained some units which I had been

suggesting to inspectors and committees for several years and which, with the permission of different inspectors, I had been using since the years of World War II. And, I have neither a master's degree nor a specialist's certificate in that subject.

One weakness of our teaching set-up is that we are afraid to tell the subject teacher, supposedly educated and trained, to sink or swim. No matter how long he has taught, he still has to have a boat, rowed by a master, follow him across the stream, and he is supposed to ask some administrator whether or not he can change his stroke.

#### And Some Younger Ones

At a recent convention we were treated to a demonstration by a first year teacher which did some of us oldsters good. That boy had rubbed a lot of mould off the book of instructions. He was a university graduate who was fortunate enough to get a position teaching the subject in which he had majored. I don't know how Mr. Cochrane would classify him; perhaps an apprentice specialist. I would be prepared to let that young man make his own course.

We howl for music teachers and won't let an L.A.B. or an A.T.C.M. teach music in our schools, because she has never secured one of our specialist's certificates at summer school. I have met young teachers with these specialist's certificates who could not handle an instrument proficiently. They cannot recognize interharmonic changes as readily as a person who has had ten years' experience in part singing; they don't know as much about chords or transposing as the person with two years' experience in arranging music for a good dance orchestra. When one who would not be allowed to teach music in our schools can set up her own private practice as a music teacher, I don't see how we can boast about our system.

A boy leaves school in Grade XI at 17 years of age and enters the bank. At 27, for legitimate reasons, he leaves the bank, but we would not allow him to teach in our schools, no matter how short we were of commercial teachers.

There are teachers in every province (two of them on our small staff) who, because of their travels, contacts and other experiences can teach more Geography from first-hand information than some with a specialist's certificate.

There are some boys in and from this province, and more in Alberta, who learned their metal work from Charlie Stewart who taught in the Olds School of Agriculture for years. Charlie did not have any teacher's certificate; Charlie was the local blacksmith.

Many teachers who consider themselves Christian forget that Jesus was a carpenter. I would suggest to Mr. Cochrane that unfortunately the teaching profession has become abased because it hath exalted itself.

Yours, for liberal teaching,  
MONOTONE.

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# Quotes and Comments

By THE MAN ON THE FENCE

LAST June I received from The Editor a copy of a letter from an inspector, together with a circular of the sort sent by some inspectors to those teachers on whom they keep an eye. The letter referred to "a contributor to the *B. C. Teacher* who writes under the pen-name of The Man on the Fence, and who (it seems obvious) must at some time or other have been bitten by a school inspector!" The letter went on to call attention to a certain section of the circular in which he gently castigates some of the teachers in his bailiwick for horrible lapses in the pronunciation of many common words ("Killen" and "Fillum" for Kiln and Film; "Michievous" of Mischievous; "Tremenjus" for Tremendous; "Barbarious" for Barbarous, and so on). All these he claimed to have heard in one week, and all were heard from high school teachers. The letter closes "and these examples were by no means all that I heard. We Inspectors have our headaches."

Too true, Inspector, and you have my sympathy. I could add to your list — I have heard high school teachers innocently referring to "them books" and blithely chirping "I seen" together with even more weird pronunciations than those you quote.

But what would you have? This sort of thing is only one small symptom of a condition that has been getting worse for a number of years, and the end nowhere in sight. It is a condition that was bound to develop when the schools, particularly the secondary schools, stopped catering to a relatively select number and tried to become all things to all pupils.

One of these days I plan to amuse myself with a learned essay on the application of Gresham's Law to Education. The theory that bad money drives out good seems applicable to our activities, at least

it does to me. More pupils means lower over-all quality; lower quality means lower standards in the work expected of them; lower standards means graduates whose certificates are rapidly losing all meaning. These graduates with their lower qualifications gradually make their way into the higher reaches of the educational system, nowhere being really challenged to show their fitness for being at any particular level, until they appear as high school teachers. Naturally, because more pupils means more teachers needed, and there simply aren't enough top-notchers to go around. These in turn do their part in knocking the standards down a bit more and so the merry game goes on.

There was a committee a couple of years ago which presented a report on the activities and duties of school inspectors—this, and other such straws in the wind, perhaps may be taken as an indication that the standards in the higher levels of our profession are being subjected to scrutiny. And so they should be. My own attitude is that as a man in the ranks, I have the right to expect inspired and inspiring leadership from those above me, who should be representative of the best men and women in education. My expectations are seldom justified.

As for being bitten by an inspector, I can assure the writer of that letter that no inspector of my acquaintance would risk indigestion by so doing. I must say also that I don't quite get the connection.

## HAVE YOU READ

the Pensions Articles on pages 52, 54 and 55?

## New Books

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

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### SECONDARY

*The Winslow Boy*, by Terence Rattigan; The Book Society of Canada; pp. 93; 85c.

Most people who maintain any contact with the films will need no introduction to this play. Based on a historical example of the miscarriage of justice and the way in which the error was set right, it is also a good example of witty writing and excellent character delineation. In this school edition, the notes prepared by Enid McGregor show a good sense of the aims of such a school study and are admirable in their thought-provoking penetration. A few necessary notes are also provided.

This is a modern comedy, no matter what its historic setting may be, and to many people certain aspects of it must betray the modern disregard for some of the traditional standards. This, however, must be a matter for the individual school or teacher to settle.—J. F.

*Pride and Prejudice*, by Jane Austen—adapted by Olive Depew; The Book Society of Canada; pp. 325; \$2.20.

This is one of a series of classics which have been adapted for modern students. The complete list, to which new titles are being added, contains samples of the works of such writers as Stevenson, Dickens, Scott and Eliot. *Moby Dick* is there, as well as *A Connecticut Yankee*. This particular volume is liberally illustrated by courtesy of Metro-Goldwyn-Mayer.

The adaptation takes the form of pruning away a good deal of the seventeenth century verbosity, substituting for archaic

and unfamiliar expressions and deleting some of the less interesting sections. The result reads well, and is assisted by being set up in very readable type.

Let us hope that you have already resolved the dilemma that this presents: Shall we introduce our young readers to a more or less mutilated Jane Austen, tintured with Hollywood, or shall we resign ourselves to their not meeting her at all? Perhaps the sensible answer is clear enough and this reviewer is merely being sentimental. On the whole, the adaptation is carried out skilfully enough. The opening sentences are a good example.

Jane Austen, 1813: It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters.

Jane Austen, 1951: A single man in possession of a good fortune must be in want of a wife. The truth is so well fixed in the minds of all, that when such a man enters a neighbourhood he is considered by the surrounding families as the rightful property of some one or other of their daughters.—M. H. G.

*Human Relations in the Classroom*, by H. E. Bullis; Delaware State Society for Mental Hygiene; pp. 250; \$3.00.

This book contains a group of lesson plans and informative articles on mental hygiene. It is for teacher use and would be a valuable aid in the preparation of lessons on the mental hygiene aspect of the Effective Living course.

As well as its giving assistance in lesson planning it gives tips on the practising as

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well as the preaching aspect of mental health in the classroom. These latter are well written, reasonable, and lacking the cock-sure attitude that often marks the psychologist when talking to anyone else—especially teachers. Included are the now classic tables showing how teachers and psychiatrists differ in the rating of undesirable personality factors. There is a new angle, however, in the suggestion that perhaps the teachers were not quite so stupid in their rating as some earlier books on psychology have suggested. The noisy pupil for example is a mental health problem even though his eventual destination may be the penitentiary rather than the mental hospital.

The book gives approximately equal emphasis to the problems of getting along with others and with ourselves. There are suggested lessons on home and school relationships, managing our basic drives and developing desirable personality traits.—W. J. K.

#### GENERAL

*The Haiti Pilot Project; Unesco Monographs on Fundamental Education; pp. 84.*

Here is a readable and well illustrated booklet, displaying at least one world organization doing a competent, enthusiastic and adult piece of work. Read it to help restore your faith in humanity.

One of the most interesting aspects of the book is its illustration of a term which may be new to some. What is "fundamental education?" In the words of the text, its purpose is to "Help men and women to live fuller and happier lives in adjustment with their changing environment, to develop the best elements in their own culture, and to achieve the social and economic progress which will enable them to take their place in the modern world." The particular project described was undertaken to reduce illiteracy in a backward area, and to bring to the people the elementary knowledge and simple skills which would enable them to improve their living conditions. Primary activities included

assistance in agriculture, education, crafts and rural industries, and health.

The booklet is a simple description of a small valley district of Haiti, and a discussion of the peculiar problems presented by the task and how they were overcome. Called a "pilot project," because it was hoped it would show the way for similar experiment elsewhere, it may still hold suggestions even for our enlightened land. While the problems of education in Canada and the Marbial Valley hold no common elements, superficially at least, a study such as this can have the salutary effect of facing us with the need occasionally to re-examine our own educational practice, to see just how "fundamental" it is, and to profit by the adjustment—M. M. L.

*Woods and Fields, by Thoreau McDonald; Ryerson; pp. 45; \$2.25.*

The seventy line drawings herein contained deal as the title indicates with a variety of outdoor subjects. In the main they possess the bold and often stark outlines that one associates with the Canadian scene. While you may not have been conscious of the illustrator you have undoubtedly seen samples of Mr. McDonald's work in previous Ryerson publications.

Interestingly enough he seems particularly at home in the Canadian forest, these drawings display not only a reasonable technical mastery but also a feeling for the sombreness and brooding stillness of our north country. By the same token his essays into the clearing lack authority and character. One feels that Mr. McDonald doesn't quite know what to do with open spaces or people.

A group of four drawings depicting Canadian animals produces some rather interesting exercises in composition and design. He has the happy knack of being able to catch the essential character of animals, either domestic or wild, in a few lines.—M. B. H.

*Educational Psychology, by R. S. Ellis; D. Van Nostrand; pp. 535; \$6.15.*

Because of many connotations, not all of which are pleasant, the title of this book

tends to be misleading and certainly unfortunate. To many teachers, "educational psychology," recalls long arid stretches watered only by the drooling of experimental dogs at the sound of M. Pavlov's bell. Valuable as experimental work undoubtedly is, the average teacher is interested more in the application of such experiments to teaching problems. Fortunately, the author has done just this and has emphasized class problems and their solution. He has also thereby done the unheard of thing—he has produced a text book for teachers that can stand up to the same criterion used in judging pupil texts.

As the foregoing should make clear this is a book for the classroom teacher. Much space is given to such instructional problems as memorization, teaching for attitudes, disciplinary methods and the possible solution of these problems in the light of the conclusions of experimental psychology. Mr. Ellis does not restrict himself to one brand of psychology—one more mark to his credit. Instead he takes what he sees as the best answers of all the various schools. In fact Mr. Ellis is such a revolutionary that the reading of his book is not only valuable from the informational point of view but also most refreshing.—W. M. B.

*Elmstown's Youth*, by A. B. Hollingshead; John Wiley and Sons, New York; \$4.00.

This book is a sociological study of the impact of social classes on adolescents. The group studied consisted of 735 boys and girls of high school age in a small, compact community of about 6,000 persons. The results of the study, which should be of great interest to teachers, indicates that the adolescent's behaviour is the product of the class in which his family moves. There is a startling revelation of the ineffectiveness of the high school in dealing with a large portion of the youth. But this revelation of failure applies also to the church, youth organizations, and the law itself. The facts brought out by the study indicate that the Elmstown Board of Education, the administrators and the

teachers of the Elmstown High School are more concerned about their own security, about the maintenance of good relations with the "better" classes and about the maintenance of these classes than they are about the welfare of all the students, about the maintenance of equal educational opportunity and about building a free and democratic society with justice for all.

The reader may not agree with all the findings; he may congratulate himself that such conditions do not exist here; he may feel how helpless he is against the power of the clique over the behaviour of its members; but he will certainly look at youth about him with a new awareness. The author does not attempt to make recommendations for overcoming the conditions covered by the study.—J. S. D.

*Conservation and Nature Activities*, Ed. by A. R. and J. H. Whittemore; Audubon Society of Canada, 177 Jervis Street, Toronto; pp. 256.

Much of the material and illustration in this book will be already familiar to you if you have subscribed to *Canadian Nature* or have seen shorter books published by the above and related societies. The value of this book is in that this scattered material has been here collected into one durable volume.

Two adverse criticisms of the book are its rather poor organization and its failure to indicate grade levels clearly. The book gives one the impression that it is a not too careful editing of a variety of materials. Perhaps the terms of the contributing authors made it impossible to edit individual contribution but the book would have gained by a little more careful organization. Grade level indications of teaching suggestions are perhaps not so important as it may be assumed that teachers will know this. However the good bibliography at the end of the text suffers from not having assigned grade levels made clear as to whether they are for pupil or teacher use.

On the credit side there is much to praise, the illustrations both photographic and line are excellent and meaningful.

There is a host of teaching suggestions ranging from lesson plans to nature games. The factual information while spotty and at times poorly organized does provide a wealth of information for both teacher and pupil. Perhaps the most praiseworthy feature is the implicit emphasis on the fact that the lesson of conservation must start early, as a love of, and interest in nature which will grow into an awareness of the need for the protection of our natural resources.—W. J. K.

## FICTION

*April Snow*, by (Mrs.) Lillian Budd; Longmans; pp. 317; \$3.75.

In this black and white study of good and bad, Sigrid, the long-suffering heroine, wife of a domineering selfish man, and mother of eleven children is almost too noble to be real. However, her faith and endurance and unselfish perceptive love for her children are very human qualities. Perhaps the most interesting feature of the book is the extraordinary detailed and vivid description of Swedish farm life and customs.

*Camilla Dickinson*, by Madeleine L'Engle; Simon and Schuster; pp. 245; \$3.00.

Sensitivity and understanding mark this pleasant study of a rich fifteen-year-old girl's growth toward maturity. Camilla, telling the story, reveals herself as a natural, imaginative, sheltered adolescent. Her distressed reaction to the shattering discovery that her mother has a lover is sympathetically portrayed. However, her friend Luisa's matter-of-fact acceptance of the peculiar, worldly ways of adults and the tender affection Luisa's brother Frank has for her, help Camilla to adjust to maturity without the aid of a psychiatrist's couch.

*The Blessing*, by Nancy Mitford; Random House; pp. 305; \$3.00.

Although the book might be regarded as a study of English and French attitudes towards life, and marriage in particular; or the study of the particularly disagree-

able Sigismond the spoiled result of an Anglo-French marriage, the book will be remembered for its spontaneous wit. The deft Mitford touch is evident in the sparkling descriptions of French high life, the sometimes ribald description of infidelity, in the crisp dialogue, and in the irrespressible mixture of charm and sly humor.

*Red Lion Inn*, by Pierre R. Payne; Prentice-Hall; pp. 306; \$3.50.

Lusty, slightly implausible yarn of a London East End pub and its habitués. The troubles of the fiery innkeeper over the love affairs of his beautiful red-haired daughters, over his son who dreams of China and finally does sail away to China, are the main themes of the book. The tale is told with vigor and gusto, and with more than a hint of nostalgia for a Victorian time that was.

## Shorthand

(Continued from page 63)

essed by many high school students who enroll in commercial courses today.

Contrary to the popular opinion held by many academic teachers who have never been exposed to the intricacies of shorthand, it is a subject that is not easily mastered. A recent survey conducted in Philadelphia showed that 60% of those who began shorthand dropped out before completing their course. Our rate of failure is probably as high. The newer, simpler, easier shorthand systems hold out a promise of substantially reducing pupil discouragement, retardation, and failure.

These are some of the answers to the question, "Why should we not be satisfied with a system which over the years has proven itself?"

The shorthand system of the future, whether it is to be "streamlined" Pitman, "simplified" Gregg, "natural" Thomas or what have you, will necessarily be one that can be taught and mastered in a brief training period. Whatever the future holds in the field of shorthand, if

business training is to keep pace with the times, it must constantly seek to lighten the learning load and reduce the learning period.

Whatever the future of shorthand, the writer believes that sufficient evidence has been presented in this article to warrant, at least, a careful re-examination and investigation by commercial teachers and

educational administrators of the whole problem of teaching shorthand in the secondary schools of British Columbia.

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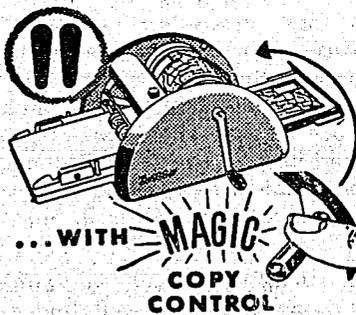
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## Uncle John on . . . The Third Murderer



My dear Niece:

Did you have Macbeth inflicted on you at school, as I did, and as I, alas, have had to inflict it on how many others? If so, you are familiar with the Mystery of the Third Murderer. When Banquo is to be liquidated, the two amateur villains whom Macbeth has briefed for the jobs are suddenly joined by a third; he says very little, does almost nothing, does not help the action in any way, and finally goes off with the other two.

Who was this mysterious Third, and why? Yards of good white paper have been spoiled in speculations on the subject, by those dry-as-dust professors who have to use a microscope on every line of Shakespeare. But if those professors had been practical stage-managers, as you and I have to be for every school concert or play, they would have realized that William had the same problem as you and I—a youth who wanted to be on the stage, but could not act.

So in that Christmas entertainment which I hope you have well under way by this time, see that every member of the class gets some part, even if it is only to say "Forsooth, the lass is right," or "Being a Dodger fan, I disagree." Let it be something that can be omitted without loss. But being an extra in a mob scene is not good enough; each one must feel that he has his individual share of glory.

And don't shove all the work off on the poor English teacher. Even if correcting compositions (or do you call them themes?) has not made her into a frustrated misanthrope or a hardened cynic, she has troubles enough of her own, and will appreciate your help. Also, your display of heroism above and beyond the call of duty will make you popular with the children, not to speak of the parents and the principal. Might I add that the help she wants is not advice, and certainly not criticism, but actual work done in drilling the kids, supervising the work of decoration, or helping backstage.

But don't advertise your part of the work. Let it look as if the kids had done it all themselves. After all, blowing one's own horn is the least popular form of musical entertainment.

Ever your loving

UNCLE JOHN.

### O.V.T.A. Convention

(Continued from page 84)

Kilgour, Miss J. Bailey, Miss M. Palmer, Mr. W. Black, Mr. L. J. Prior, Mr. C. D. Ovans, Inspectors C. E. Clay, A. Turnbull, A. S. Matheson, A. S. Towell, L. B. Stibbs, W. H. Grant and J. F. K. English. Besides these speakers, many Valley teachers led discussions.

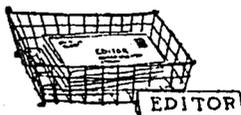
Mrs. Mona Hodsdon of Oliver was Convention chairman. Her committee consisted of the members of the Okanagan Border Teachers' Association. This was the first time that this sub-local has undertaken the task of planning a convention and from all reports the committee did produce a highly successful convention.

A. J. LONGMORE.

# Correspondence

## Educational Services

United Kingdom Information Office,  
275 Albert Street, Ottawa.  
Sept. 19, 1951.



Dear Mr. Editor:

In response to numerous requests from teachers, we have prepared a comprehensive guide to the various educational services provided by the United Kingdom Information Office.

I am enclosing a copy of this guide, which we call "Teaching Aids from Britain." Copies are being despatched to more than 3000 teachers and educationalists throughout Canada, and we would be very grateful for any mention of it in your paper you think fit.

Yours very truly,

A. GORDON HUSON,  
Director.

From this comprehensive guide teachers of any grade should find something to help them in their work.—Ed.

## P.-T. Rural School Service Can Help You

Vancouver, B. C.  
Oct. 3rd, 1951

Dear Mr. Ovans:

The Vancouver Parent-Teacher Council has for many years maintained a Rural School Service for the assistance of teachers in remote rural schools. At the Council Conference, held on September 12th, it was felt that there were still a sufficient number of one-room schools remaining to make such a service of continuing value; and that we should take steps to revitalize it.

It has always been our considered policy to wait for the teachers to make the first move, but at present we doubt if many know that our help is available. Therefore we are writing to you, and the Depart-

ment of Education recalling the service to your attention.

The procedure is as follows: Any rural teacher may write to the Chairman of the Vancouver P.-T. Councils' Rural Schools Service, stating what her needs are. The chairman then turns the letter over to one of the local Vancouver P.T.A.'s, who adopt the teacher and her school for the year or longer. They will send her anything she asks for within their power. In the past requests have been usually for books, magazines for cut-outs, colored paper, clothing, odds and ends for the teacher herself or her quarters; in short, such things as are so readily available in the city but beyond the ability or duty of the rural school board to supply.

The present Rural School Service Chairman is Mrs. J. B. Collin, 4459 James St. Phone FA. 4068-R. She will be glad to give you any further information, or to receive any comment or suggestions from you.

Yours sincerely,

MRS. R. W. BEGGS,  
Corresponding Secretary,  
Vancouver Parent-Teacher Council.

## Encouraging Words

419-7th Street,  
New Westminster, B. C.  
October 17, 1951

Dear Mr. Evans:

I wish to congratulate you and the other members of the staff for the high standard maintained by *The B. C. Teacher* and trust this high level may continue.

Yours in the work,

F. O. CANFIELD.

Thanks, Mr. Canfield but there is still plenty of room for improvement.—Ed.

## News, Personal and Miscellaneous

### Dr. M. A. Cameron

IT was with profound regret that we learned of the passing of Dr. Maxwell A. Cameron on September 29th last. The Federation Executive was meeting that day in the new office building and the noticeable feeling of loss displayed by the members from all parts of the province as they heard the sad news was a tribute to the high regard in which Dr. Cameron was held by the teaching profession of British Columbia. That day too was the occasion of the official opening of the new Federation Building. It was obvious that those actively engaged in the various phases of the profession and the "friends" of education assembled were deeply touched by the passing of their friend who was to have been the guest of the Federation at the opening ceremonies.

Dr. Cameron was born in Ontario and gradually progressed westward in search of education, receiving his elementary schooling in Calgary, secondary schooling in Nelson and university training at U.B.C. He won the Governor-General's medal and a scholarship award to U.B.C. upon graduating from Nelson High School in 1923. He continued his studies at the former institution, receiving a B.A. degree in 1927 and graduating from the Teacher-Training Course the following year. For the next five years, he served on the staff of Powell River High School, latterly as principal, meanwhile obtaining his M.A. degree from U.B.C. From 1933 to 1935, Dr. Cameron studied at the University of Toronto and was awarded a Ph.D. degree from there in 1935, his thesis being "Financing of Education in Ontario". He served on the staff of the Ontario College of Education for the next four years before returning to U.B.C. as a member of the faculty of Arts and as acting head of the Education Department.

In the Fall of 1944, he was granted leave of absence from U.B.C. to conduct an inquiry into educational finance in British Columbia. He returned the following year to U.B.C. and was appointed head of the Education Department. For several years Dr. Cameron served as Director of the University Summer Session and as a member of the Central Curriculum Committee of the Department of Education.

As Director of the Summer Session, Dr. Cameron always catered generously to the needs and desires of the British Columbia teachers and developed between himself and the many students a permanent friendship. His personal advice to the many graduates of the Teacher-Training Classes indebted many to him.

Dr. Cameron's work in many phases of education in this province and particularly his contribution through his Report on Educational Finance earned for him our sincere and lasting gratitude. In 1947 in recognition of this gratitude the British Columbia Teachers' Federation awarded him the Fergusson Memorial Award.

The Federation members have indeed suffered a great personal loss and the cause of education has lost one of its staunchest supporters.

To Mrs. Cameron and the children we express our sincere sympathy.

### School Broadcast News

WITH signs of Christmas appearing on every side despite a month or so still to go, we shall climb on the band-wagon, currently shaped like a sleigh, and mention several special Christmas programmes.

"In Clean Hay", (Tuesday, December 11), is an adaptation of a story about how a family of Polish children made a great sacrifice and thereby found the true happiness of the Christmas season. Two other stories about the Yuletide will be heard on

the final programme, (Monday, December 10), of the series *Magic Hinges*. Although based on selections in the grade V and VI readers, both stories will have great appeal for all junior and intermediate grades.

Several special music programmes have been planned. On both *Junior Music* programmes of December, (Wednesdays), the story of the Three Wise Men and the birth of Christ will be told in song and story. The *Intermediate Music* programme for Thursday, December 13, will give listeners a chance to sing well-known carols. On Friday, December 21, students will be able to listen at home at the usual school broadcast time of 2 p.m., to another programme of Christmas carols and songs, this one featuring a mixed choir of one hundred voices chosen from Montreal high schools.

Details of these programmes will be found in the Teachers' Bulletin. Copies of this bulletin and also of teachers' art pamphlets and student French material may be obtained by writing the Director of School Broadcasts Office, 701 Hornby Street, Vancouver 1.

## Carnegie Travel Grants

THE Carnegie Corporation of New York has recently extended to Canada the travel grants which it has awarded each year in Australia, New Zealand, and South Africa. These grants are made "to enable educational administrators, scholars, and leaders in other fields to travel to the United States, the United Kingdom or other countries in order to gain first hand experience of work being done abroad in their own fields, and to become professionally and personally acquainted with their 'opposite numbers'." The following information has been provided by the Corporation:

"The grants are not intended for those who wish to complete any part of their formal education in another country, nor for those whose purpose is to engage in study in one institution only, or to undertake a specific piece of research. They are intended for those who presently occupy, or have been named to, posts of considerable responsibility, and whose level of

recognized attainment is such that they may be expected to derive clear benefit from carefully planned travel and study in other countries, and return to their posts informed and invigorated.

"The corporation is particularly interested in assisting those whose work in teaching, research, or administration is primarily concerned with some of the more pressing problems of human relationships . . . The grants will vary in size, depending upon the circumstances; e.g. the length of time and the extent of travel involved, and the funds available from other sources. In each case the grant will be related to a plan of study and travel submitted by the applicant; this plan will be regarded as important evidence of the capacity of the applicant to make effective use of his opportunity . . .

"There are no scheduled dates on which applications are due. Selection is made in the Corporation's offices in New York by a committee on grants-in-aid which meets at regular intervals to consider the applications, supplemented of course by information secured by the officers of the Corporation from other sources." Applications may be made by letter to the Director, British Dominions and Colonies Fund, Carnegie Corporation of New York, 522 Fifth Avenue, New York 18, New York. "The following information should accompany the letter:

1. A statement of the position held by the applicant and the precise nature of his or her duties;
2. A brief record of age, family status, previous training and experience;
3. A statement of the purpose of overseas travel, the approximate dates when it is hoped to be abroad, and a fairly complete outline of the travel and study proposed;
4. An indication of the extent to which personal or other funds might be available;
5. Written approval of the application by the head of the applicant's institution, and a statement of what contribution the institution is prepared to make, either in



the matter of pay while on leave, or in the matter of travel expense or both.

It is expected that applications will normally be made at least one year prior to the time of intended departure."—From CEA News Letter, September, 1951.

## Imperial Relations Trust Fellowships

THE B.C.T.F. office has recently received word from the Canadian Teachers' Federation that the London Institute of Education is granting two Imperial Relations Trust Fellowship for 1952-53 to Canadian teachers.

There are no forms of application, but applicants should submit to the B.C.T.F. office, 1644 West Broadway, Vancouver 9, B. C., by December 20, 1951, detailed information regarding their academic and professional careers, with transcripts of their university standing, and in addition, such recommendations and other supporting documents as they may wish to submit to the Selection Committee. Applicants should also ascertain whether or not their School Board will grant the necessary leave of absence should they be selected.

Generally speaking, preference is given to applicants who are not more than forty-five years of age.

Final selection will be made as early as possible in the New Year.

### Regulations.

1. The award of the Fellowships is made possible by funds placed at the disposal of the Institute for that purpose by the trustees of the Imperial Relations Trust.
2. The Fellowships shall be known as the "Imperial Relations Trust Fellowships."
3. The purpose of the Fellowships is to enable experienced teachers and educationists from the Dominions to spend a period of study in circumstances which will allow the freest interchange of educational thought within the British Commonwealth.
4. In the academic year 1952-53, eight Fellows may be appointed, two each from the Commonwealth of Australia, the Do-

minion of Canada, the Union of South Africa, and the Dominion of New Zealand.

5. The Fellowships shall be tenable at the University of London Institute of Education for one year, which shall normally be the academic year from October to June.

6. A Fellow during the tenure of the Fellowship will be expected to devote his whole time to educational studies of an advanced character which are relevant to the educational problems of his own country.

7. The emolument of a Fellowship will be £500, together with a grant not exceeding £50 towards the expenses of travel in this country or in Europe undertaken during the tenure of the Fellowship and in pursuance of educational studies.

8. During this period of tenure a Fellow is free to attend without payment of fee any lectures or courses held within the Institute, and he may expect to be made a member of the Senior Common Room.

9. It will be expected that applicants for a Fellowship will be men or women of exceptional ability who have not less than five years' experience in teaching or educational administration, and who have given good evidence that they are likely to play parts of more than ordinary importance in the educational system of their own countries.

10. Acceptance of appointment to a Fellowship will imply an obligation upon the Fellow to return to educational service in his own country within a reasonable period after the conclusion of his studies in the Institute.

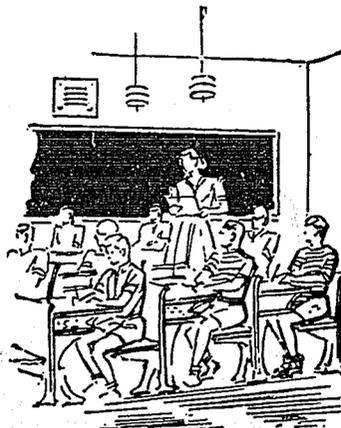
## Make a Model of Shakespeare's Globe Playhouse

A REVISION of the blueprints for reproducing the "Edward Alleyn" model of Shakespeare's Globe Playhouse (1599), was issued about the 1st of October by the Loomis Laboratory, 17 Miller Avenue, Cambridge, Massachusetts. These provide a simple and inexpensive way of obtaining

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a "Globe" model without long and expensive research and experimenting. By using them a small rural school may have a "Globe" model which a wealthy university, with all its reference libraries, might envy.

Primarily designed for cardboard or other light material, any material and any size is possible, even out-of-door reproductions of the stage for actual use by schools or as centres for civic activities. First made available to the public in October, 1948, orders direct to the publishers have come from all states but Delaware, (probably covered by a distributor), from eastern Canada to the Pacific Coast, from England, from Australia.

A leading research consultant wrote Mr. Alleyn recently: "Students lose incalculably when they cannot see the kind of playhouse Shakespeare's company used." While a lecturer for a number of New England's leading universities said: "From a model is the only way to teach Shakespeare."

Edward Alleyn blueprints (31 b/p in 8 panels, 9" x 11"). \$3.50 postpaid. (Includes "Instructions" and guiding pictures of completed models.)

Also, for the first time, large photographs (16" x 20"), showing details of theatre and stage construction are available. This is an angle shot from above so interior is shown an attractive gift for schools and appropriate as a memorial for pupils or teachers.

Loomis Laboratory, 17 Miller Avenue, Cambridge 40, Massachusetts.

## A Dollar's Worth

**I**N TERMS of its prewar buying power, the Canadian dollar is now worth about 53 cents . . . or, more accurately, that is what it was worth on August 1, when the cost of living index stood at 188.9.

This, of course, is an average figure. The value varies according to circumstances; specifically, it all depends on what a person buys.

When it is used to pay the grocery bill, the 1951 dollar (as of August 1) is worth only 40 cents, compared with the prewar species. The food sub-index, highest of all the official living-cost factors, is up to 251.4.

Today's dollar is worth 71½ cents as rent money but it will buy only 49 cents' worth of clothing. Spent on fuel and light, it's worth 67½ cents; for home furnishings and services, a fraction more than 50 cents. When building a home, it buys only 34½ cents' worth of materials. For such miscellaneous items as street car fares, health charges, theatre admissions and newspaper rates, it's worth an average of 69½ cents.

The value of the manufacture's dollar has been cut even more drastically. In meeting labor costs, the employer's 1951 dollar is worth only 35½ cents. (Average hourly wages in manufacturing have risen from 41.8 cents an hour in 1935-1939 to 118.2 cents an hour on July 1, 1951). And when it comes to buying industrial raw materials, the manufacturer finds that his dollar has shrunk to a third of its prewar size—it's worth exactly 33 cents.—Reprinted from *Industry*, published by the Canadian Manufacturers' Association.

## Dear Old Dad



**H**E walked three miles to school each day,  
Dad keeps reminding us;  
Blizzards raged and snow was deep;  
he couldn't take a bus;  
Day in, day out, he had to plod,  
and didn't make a fuss!  
He was an up-and-comer.

I've counted all those snowy days  
about which Dad has sung,  
Each day of storm, each day of sleet,  
on which the school bell rung;  
And lo, the total of those winter days  
in which my Dad was young  
Leaves just three days of summer.

L. P.

—Reprinted from The Christian Science Monitor

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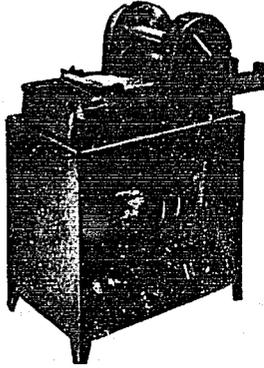
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